

1992 Press Releases
(January through May)

January

92-001-N+A	NEH Salutes Black History Month 1992	Jan. 15
92-002-N	Ken Burns' "Empire of the Air"	Jan. 27
92-003-N	NEH Announces Dissertation Grants Program	Jan. 24
92-004-N+F	President Requests \$187,059 Million in FY 1993	Jan. 29
92-005-N	Kenny J. Williams Joins NEH Council	Jan. 31

February

92-010-A	LVC to Speak in Lincoln, Neb.	Feb. 29
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March

92-006-N+Fs	Bernard Knox Named Jefferson Lecturer	March 8
92-007-N+L	NEH Announces Preservation Grants	March 11
92-008-N+L	NEH Awards 38 Teacher-Scholar Grants	March 25
92-008-01-x	_____ Educators Honored as Teacher-Scholar	March 25
92-009-N+L	NEH Announces Exemplary Awards	March 12
92-011-N	"Bridges and Boundaries"	March 19

April

92-012-A	LVC to Speak at Ashland University	
92-013-N+L	"Great River of the West"	April 3
92-014-N	LVC to Receive ARCS Eagle Award	April 6
92-015-A	LVC to Speak in Tulsa	
92-016-A	LVC Tulsa Schedule Update	
92-017-N+L	NEH Announces 1992 Younger Scholars	April 27
92-018	(not released)	
92-019-N1	Title of Jefferson Lecture Announcement	April 28
92-019-N2	Bernard Knox/Jefferson Lecture	April 28
92-020-N+F	"Emergence of Democracy" Initiative	April 29

May

92-021-N+Fs	"The Oldest Dead White European Males"	May 6
92-022-N	The Barnard Observatory	May 19
92-023-F1	Projects on Native American Culture & Heritage	
92-023-F2	Projects on Asian Culture & Heritage	
92-023-F3	Projects on African/African-American Culture & Heritage	
92-023-F4	Projects on Hispanic/Hispanic-American Culture	
92-023-F5	Projects on Women's Contributions to American Culture	
92-023-F6	Projects on Immigrants to the United States	
92-024-F	New Jefferson Lecture Fact Sheet	
92-025-N	NEH Announces Documentary Film Initiative	May 14
92-026-A1	LVC to Speak at San Francisco Law School	
92-026-A2	LVC to Speak at World Affairs Council	
92-026-A3	LVC to Speak at LA County Federation	
92-026-A4	LVC to Speak at Pepperdine	

(1992 continued in book two)

1992 Press Releases continued
(June through December)

June

92-027-N+L	NEH Announces Masterwork Study Grants	June 29
92-028-A	LVC to Speak in Michigan	
92-029-N+F	First National Teacher-Scholar Colloquium	June 17
92-030-N+F	NEH Awards \$18.7 Million for Preservation	June 22
92-031-OK-NJ-RI-NE-IL		
	Historic Newspapers to be Preserved	June 22
92-032-N+L	NEH Announces Collaborative Projects	June 30

July

92-033-N	Eight New Council Members Confirmed	July 6
92-033-R	(Revised of above)	July 22
92-034-A	LVC to Speak in Alaska	July 10
92-035-N	Rufus Fears Named to Head Research Division	July 31
92-036-A	LVC to Receive Charles Dickens Award	July 31

August

92-037-N+F	NEH Announces 1992 Frankel Prize Winners	Aug. 11
92-039-N+L+F	Grants to Museums & Historical Organizations	Aug. 31

September

92-040-N+F	NEH Report "Telling the Truth"	Sep. 24
92-040-A	"TTT" Advisory Schedule	Sep. 24
92-041-N	\$1 Million Emergency Fund for Hurricane Aid	Sep. 16

October

92-038-N	New Grants Integrate Science and Humanities	Oct. 1
92-042-F	NEH Awards on the Columbian Quincentenary	Oct. 10
92-043-N	New Council in the Northern Mariana Islands	Oct. 16
92-044-N+L	NEH Announces Publication Subvention Grants	Oct. 26

November

92-045-N+L	NEH Announces Higher Education Grants	Nov. 4
92-046-N+L	Challenge Grants/Distinguished Teaching Profs.	Nov. 6
92-047-N+F	Frankel Winners to be Honored in Wash., D.C.	Nov. 13
92-048-A	Frankel Ceremony Media Advisory	Nov. 19
92-049-N+L	Special Opportunity in Foreign Language Grants	Nov. 20
92-050-N+F	NEH Announces HBCU/East-West Center Fellowship	Nov. 18
92-051-N+L	NEH Announces 1992 HBCU Faculty Study Grants	Nov. 18
92-052-N	Historical Atlas of East Central Europe	Nov. 23

December

92-053-N+L	NEH Announces Humanities Projects in Media	Dec. 3
92-054-A	LVC Announces Resignation	Dec. 1
92-055-N+L	NEH Announces Challenge Grants in Research	Dec. 16
92-056-N+L	NEH Announces Challenge Grants in Education	Dec. 16
92-057-N	NEH Announces Challenge Grants/Public Programs	Dec. 16

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NEH-92-001-N

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FOR IMMEDIATE RELEASE

**HUMANITIES ENDOWMENT SALUTES BLACK HISTORY MONTH 1992
NEH FUNDS \$9,020,416 for 151 African-American Projects**

WASHINGTON, January 15--The life and work of poet Langston Hughes, a leader of the Harlem Renaissance, will be commemorated March 26-28 in programs at Lincoln University in Pennsylvania, where Hughes attended college in the 1930s. Arnold Rampersad, Woodrow Wilson professor of literature at Princeton University and author of The Life of Langston Hughes, will deliver the keynote address at the event, which marks the 25th anniversary of the poet's death.

The conference is one of 151 projects this year on African American history and culture funded with \$9,020,416 in grants from the National Endowment for the Humanities (NEH). One is the Buffalo Soldier Monument, a public-private partnership to support the creation of a monument in Fort Leavenworth, Kan., honoring two black regiments for their heroic work in guarding wagon trains and protecting settlers on the American frontier. NEH and NEA grants of \$30,000 and \$20,000, respectively, are being matched with \$100,000 from the Reader's Digest Association, Inc. to commemorate their achievements.

- OVER -

A number involve scholarly conferences for college teachers on such topics as "The Growth of Urban African-American Communities" from the slave era to the 1920s at the University of Kansas in Lawrence, and "Blues as History, Literature, and Culture" at the University of Mississippi on the music's influence on 20th-century literature, art, and popular music. At the Newberry Library in Chicago, the topic will be "Uncle Tom's Cabin and Antebellum American Culture: The Puritan Sermon, the Slave Narrative, and the Captive Narrative," examining the rhetorical contributions to the Stowe novel.

Seminars of African American history and culture will also be carried out on the elementary and secondary teaching level. High school teachers in Connecticut will participate in a program on "Four Classic Afro-American Novels" at Trinity College in Hartford. At Kent State University in Ohio the topic will be "African Culture and European Encounter" and at Indiana University in Bloomington, "Contemporary Literature from Africa, the West Indies and the Pacific."

The cultural studies take other forms as well. A new radio documentary on composer Duke Ellington will be broadcast this February, "Duke Ellington, Reminiscing in Tempo." Among programs in the production stage are two television biographies, "The Life and Work of African-American Author Richard Wright" and "Frederick Douglass: When the Lion Wrote History," and a radio series on "The History of the Civil Rights Movement in the Deep South." Scheduled

for rebroadcast is the recent film, James Baldwin: The Price of the Ticket, which has won 17 awards for excellence.

Several of the projects are being carried out over the course of several years. Forty thousand documents from the National Archives illustrating the transformation of black life after Emancipation are being edited into a multivolume edition at the University of Maryland. Entitled Freedom: A Documentary History of Emancipation, 1861-1867, the books document the period in which four million black people gained their freedom. Another rich lode of primary source material, the 14,000 documents comprising the "Black Abolitionist Papers," is being microfilmed and edited into five volumes at Florida State University in Tallahassee.

The civil rights struggles of more recent times are being recorded as well. Editors at the University of California, Los Angeles, are at work on the first scholarly edition of documents from the life and work of Marcus Mosiah Garvey (1887-1940), who organized the back-to-Africa movement. At Stanford University, work continues on the projected 12-volume edition of the papers of the Rev. Dr. Martin Luther King, Jr. At Tougalou College in Tougalou, Mississippi, more than 2,500 linear feet of the documents of the Mississippi civil rights movement are being indexed and stored.

Other dimensions of African American life through the last two centuries are also under study. Harvard University in Cambridge, Massachusetts, has become home to the Black Periodical Literature

Project, which involves the collection, indexing and dissemination of 20,000 short stories and serials published in black periodicals between 1827 and 1940. And at Queens College in Flushing, N.Y., where the Louis Armstrong Archive resides, work is under way on cataloguing and microfilming to ensure online access to the collection.

Sharing in the outreach of NEH are the 54 state humanities councils, representing the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam. The state councils, which received \$26,859,000 of their funding from NEH in FY 1991, have sponsored 842 projects in African-American history and culture over the past five years, 44 percent of them under the academic sponsorship of Historically Black Colleges and Universities (HBCUs).

Recent HBCU-sponsored state council projects include a conference on "The African American Writer and the 21st Century" at Clark Atlanta University in Georgia; an exhibition on "Striving to Teach the Children African-American Education in Haywood County" at Tennessee State University in Nashville; and a conference on "Blacks in Boston '89: Law and Politics" at Roxbury Community College, Roxbury, Massachusetts.

A list of NEH-sponsored projects in the field is attached.

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

MEDIA ADVISORY

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NEH-92-001-A

**ATTENTION: Feature Editors and Writers
Education Editors and Writers
Columnists**

HUMANITIES ENDOWMENT SALUTES BLACK HISTORY MONTH 1992

Over the past 27 years, the National Endowment for the Humanities (NEH) and its affiliated state councils have provided major financial support for scholarly research, museum exhibitions, educational conferences, books, films and other projects that expand our knowledge and appreciation of African-American history and culture.

As the country prepares to celebrate Black History Month in February, NEH has prepared a resource list of projects that can provide thoughtful, substantive and -- in many cases -- still unfolding African-American story subjects. Specialists in their field, the project directors listed here can also provide background information for related Black History Month features you or your staff may be currently researching.

For more information on these and other Endowment projects, please call NEH Media Relations at 202/786-0449.

Books, Editions and Reference Works

"The Marcus Garvey and Universal Negro Improvement Association Papers" -- Seven volumes have already appeared in the first scholarly compilation of selected documents on African-American nationalist Marcus Garvey and the worldwide movement he organized. Contact Robert A. Hill at the University of California, Los Angeles, 310/825-7623.

"Black Periodical Literature" -- This project aims to capture on microfiche a comprehensive collection of the fiction, poetry and book reviews published in African-American periodicals between 1827 and 1940. Many of the publications represented here were previously unknown to scholars. Contact Michael Roy at Harvard University, Cambridge, MA, 617/496-1403.

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

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"Freedom: A Documentary History of Emancipation" -- The Freedmen and Southern Society Project publishes this multivolume edition of selected documents illustrating the transformation of black life in the wake of emancipation. Contact Ira Berlin at the University of Maryland, College Park, 301/405-4266.

"The Frederick Douglass Papers" -- The letters, essays, speeches and autobiographical writings that abolitionist Frederick Douglass produced between the years 1840 and 1895 are being collected and edited in a multi-year project. Three of the projected 15 volumes have been published so far. Contact John W. Blassingame at Yale University, New Haven, Conn., 203/432-1381.

"Black Abolitionist Papers" -- Three volumes of the writings of African-Americans involved in the antislavery movement in the the years 1830-1847 thus far have appeared. Another two are planned. The editors have also compiled a microfilm edition of several thousand documents found in this country and abroad. Contact C. Peter Ripley at Florida State University, Tallahassee, 904/644-4527.

"Documentary History of Black Protest and Challenge in South Africa Since 1964" -- The words of black South African citizens, along with writings and other documents assembled through interviews and research by a team of scholars, will soon appear in the four-volume edition titled From Protest to Challenge: A Documentary History of African Politics in South Africa, 1882-1964. Contact Thomas G. Karis at the City University of New York, Ralph Bunche Institute, 212/642-2967.

Museum and Library Exhibitions

"From Field to Factory: African-American Migration 1915-1940" -- The migration of southern rural blacks to northern urban areas and the resulting social, economic and cultural changes are examined by this exhibition currently on display at the Smithsonian's National Museum of American History in Washington, D.C. (Two smaller versions of the exhibition are on a 64-city tour through 1992.) Contact Spencer R. Crew, National Museum of American History, Smithsonian Institution, Washington, D.C., 202/357-2735.

"African Reflections: Art from Northeastern Zaire" -- Throughout 1991, visitors to the National Museum of African Art in Washington, D.C., will have the opportunity to examine the art of this central African nation and participate in special educational symposia. Over the next two years, the exhibition will travel to Denver, Atlanta and San Diego. Contact Enid Schildkrout, American Museum of Natural History, New York City, 212/769-5432.

"A House Divided: America in the Age of Lincoln" -- Opening last year, this long-term exhibition provides insights into the issue of slavery at the time of the American Civil War. Contact Ellsworth H. Brown at the Chicago Historical Society, 312/642-5035, ext. 200.

"Delta Blues Museum" -- A recent recipient of an NEH Challenge Grant, the museum houses a collection of some 4,500 artifacts, including phonograph records, books, musical instruments, videotapes and photos that help to interpret the delta blues and its relationship to African-American folk music. Contact Sid Graves at the Carnegie Public Library, Clarksdale, Miss., 601/624-4461.

Archival Projects

"The Louis Armstrong Archives" -- The personal diaries, correspondence, musical scores and photographs of Louis Armstrong are being recorded and preserved for future generations of musicologists and cultural historians. Contact Howard Brofsky at Queens College, Flushing, N.Y., 718/997-5000.

"Blues Catalog" -- This unique archival project will catalog and preserve ten thousand 45-rpm blues recordings. Contact Tim Silcox at the University of Mississippi, Oxford, Miss., 601/232-7753.

"Documents of the Mississippi Civil Rights Movement" -- The project will sort, copy arrange, store, and index the deteriorating 1960's Civil Rights papers held by the Tougaloo College archives. Contact Virgia Brocks-Shedd at Tougaloo College, MS, 601/956-4941.

Television and Radio Productions

"The Life and Work of African-American Author Richard Wright" -- A documentary on the life of African-American author Richard Wright (1908-60) will be scripted by the Mississippi Authority for Educational Television. Contact Sarah E. White, 601/982-6565.

"Duke Ellington: Reminiscing in Tempo" -- Duke Ellington's career as a composer and orchestra leader will be analyzed in a one-hour film documentary, now in production. Contact Robert Levi at the New York Foundation for the Arts, 212/924-0739.

"Frederick Douglass: When the Lion Wrote History" -- This one hour documentary film examines the life and work of Frederick Douglass. Contact David S. Thompson at WETA-TV, 703/824-7308.

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"History of the Civil Rights Movement in the Deep South" -- These radio series include documentaries on the Civil Rights Movement in the South, 1938-1968, set in five state capitals: Montgomery, Little Rock, Jackson, Atlanta, and Columbia. Contact Mr. Stephen Suits of the Southern Regional Council, Inc. in Atlanta, 404/522-8764.

Other Research

"Comparative Slavery in Brazil and the United States" -- A scholar who has published extensively on Brazilian slavery is documenting similarities and differences between slave systems in North America and Brazil. This comparative approach will illuminate a greater understanding of the nature of slavery and the experience of slaves in North and South America. Contact Robert E. Conrad of Beaver, Pa., 412/728-5292.

"The History of Ethiopian Land Tenure and Its Social Context" -- Along with Ethiopian scholars, an American researcher is collecting information on the history of land tenure in the region which will provide a better understanding of an ancient society whose social system is unique in Africa. Contact Donald Crummey at the University of Illinois, Urbana, 217/333-6335.

Public Programs and Works

"Langston Hughes: The Man and the Writer" -- Participants in this conference will attend lectures and discussions examining the life and work of African-American poet and author, Langston Hughes. Contact Emery Wimbish, Jr., Lincoln University, 215/932-8300.

Buffalo Soldier Monument Park -- With the creation of a monument, this project seeks to honor two African-American U.S. Cavalry regiments, known as the Buffalo Soldiers, who were active in the late 19th century in the west and southwest. Contact Mr. Carlton G. Philpot of the Fort Leavenworth Historical Society in Kansas, 913/684-2891.

Programs for Teachers

The National Endowment for the Humanities supports a variety of study opportunities for schoolteachers and college professors, including summer seminars and teacher institutes, and each year a number of these projects focus on topics in African-American history, literature and culture. Below is a sampling of the topics covered in some ongoing or recently completed programs. Any of these project directors could serve as a good resource for a Black History Month feature.

CONNECTICUT "Four Classic Afro-American Novels" -- Contact James A. Miller, Trinity College, Hartford, 203/297-2429.

ILLINOIS "UNCLE TOM'S CABIN and Antebellum American Culture: The Puritan Sermon, the Slave Narrative, the Captivity Narrative" -- Contact Mason I. Lowance, Jr., University of Massachusetts, Amherst, 413/545-5468.

KANSAS "The Growth of Urban Black Communities in America" -- Contact David M. Katzman, University of Kansas, Lawrence, 913/864-4011.

MISSISSIPPI "Blues as History, Literature, and Culture" -- Contact William R. Ferris, University of Mississippi, 601/232-5993.

OHIO "African Culture and European Encounter" -- Contact Felix K. Ekechi, Kent State University, Kent, 216/672-2882.

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FOR IMMEDIATE RELEASE

**THE NATIONAL ENDOWMENT FOR THE HUMANITIES,
FILMMAKER KEN BURNS AND WETA JOIN FORCES ONCE AGAIN IN
"EMPIRE OF THE AIR: THE MEN WHO MADE RADIO"**

WASHINGTON, Jan. 27 -- The National Endowment for the Humanities (NEH), WETA in Washington, D.C., and the award-winning producer of "The Civil War," Ken Burns, have joined forces once again to bring American audiences the best in documentary filmmaking.

Burns' latest work "Empire of the Air: The Men Who Made Radio," is scheduled to air on PBS on Jan. 29th. This two-hour film reveals the magic that surrounded the invention of radio and the tragedies that plagued its creators--Lee de Forest, David Sarnoff and Edwin Howard Armstrong.

In 1989, NEH awarded WETA a grant of \$477,334 to assist in the production of the project.

Based on the book, Empire of the Air: The Men Who Made Radio, by Tom Lewis, Burns catalogs the important events in the lives of de Forest, Sarnoff and Armstrong from 1906 to 1955. Rare archival materials such as newsreels of the period, photographs, patent drawings and speeches, as well as interviews from those closest to the inventors, are used by Burns in the retracing of the story.

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In November 1991, President Bush, along with NEH Chairman Lynne V. Cheney, awarded Burns the Charles Frankel Prize which is the highest honor given by the United States for outstanding contributions to the public's understanding and appreciation of the humanities.

Burns' 11-hour series, "The Civil War," broke viewership records when it first aired on PBS in September 1989. Funded in part by a \$1.3 million grant from NEH, "The Civil War" is now being shown to large television audiences in many countries around the world.

"Empire of the Air" is just one of the many media programs supported by NEH that bring history, literature and philosophy to the general public. NEH-funded television and radio programs examine topics ranging from the traditions of Mayan culture to the role of American women during World War II. Past programs included "The Adams Chronicles," the "Voices and Visions" series on U.S. poets, and films on the lives of Thomas Hart Benton and Clarence Darrow and Lyndon B. Johnson. Many Endowment-supported films and radio programs have won national and international awards.

Other supporters for "Empire of the Air" include WETA, the Corporation for Public Broadcasting, the Armstrong Foundation and General Motors.

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FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES
DISSERTATION GRANTS PROGRAM FOR 1993-1994
Doctoral Candidates to Receive Grants of \$17,500 Each**

WASHINGTON, Jan. 24 -- To encourage excellence in humanities education and scholarship, the National Endowment for the Humanities (NEH) today announced that it will award stipends of \$17,500 each to as many as 50 Ph.D. candidates who will complete their dissertations by the end of 1994.

NEH Dissertation Grants for 1993-1994 will be awarded to doctoral candidates who are writing significant dissertations of high quality that promise to contribute to the humanities at large. The grants will allow graduate students who have met all requirements except the dissertation to devote full time to its completion.

"Dissertation Grants will help identify the superior scholarship and teaching of future educators in the humanities," said NEH Chairman Lynne V. Cheney. "This program will foster standards of excellence among doctoral candidates pursuing their dissertations."

To be eligible, an applicant must be a United States citizen; be enrolled in good standing as a Ph.D. candidate in a field of the humanities; have the dissertation plan approved by the graduate

- MORE -

institution and by the dissertation director by late fall 1992; and have satisfied all requirements for the Ph.D. except the dissertation.

Applications for NEH Dissertation Grants will be evaluated on the topic's significance to thought and knowledge in the discipline and in the humanities generally; the cogency of the project proposal; the likelihood that the applicant will complete the dissertation within the grant tenure; the quality and breadth of the applicant's preparation and scholarship; and the applicant's potential as a teacher or interpreter of the humanities.

The period of the dissertation grant may begin between June 1, 1993, and January 1, 1994, and can last from six to twelve months. During that time, grantees will receive the \$17,500 stipend for uninterrupted work on their dissertations; they are not permitted to hold teaching assignments or other major grants.

It is the Endowment's expectation that graduate institutions will waive tuition and fees for NEH Dissertation Grant recipients.

The application deadline will be in late fall 1992. For full information and guidelines, write to the Division of Fellowships, Room 316, Dissertation Grants 1993-1994, National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Washington, D.C., 20506.

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FOR IMMEDIATE RELEASE

PRESIDENT BUSH REQUESTS \$187.059 FOR HUMANITIES ENDOWMENT IN FY 1993

WASHINGTON, D.C. Jan. 29 -- President Bush today asked Congress to appropriate \$187.059 million for the National Endowment for the Humanities (NEH) for fiscal year 1993. The amount reflects an increase of 6.3 percent over the independent federal agency's current funding levels.

"We at NEH are pleased that President Bush is requesting an increase in the Endowment's budget for the coming fiscal year," said NEH Chairman Lynne V. Cheney. "The new funds will allow NEH to promote national progress in humanities education, research and preservation, and to advance the study and public understanding of history, literature, foreign languages and other humanities disciplines in this country."

The request for FY 1993, which begins on October 1, 1992, reflects an increase of \$11.1 million over the agency's current funding. The NEH budget for the current fiscal year (FY 1992) is \$175.955 million.

The request for the Humanities Endowment includes \$135.75 million in program funds; \$14.009 million in treasury funds to match private gifts on a one-to-one basis for support of NEH projects; \$16 million for challenge grants, which require at least three non-federal dollars for each federal dollar in support of humanities institutions; and \$21.3 million for the agency's administrative expenses.

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The requested treasury and challenge funds aim to attract significant private-sector support for humanities projects and programs. NEH matching grants made in FY 1993 could raise at least \$62 million in third-party funds.

The FY 1993 budget request contains \$21 million for NEH's Division of Education Programs; \$18 million for the Division of Fellowships and Seminars; \$25 million for the Division of Public Programs; \$19.25 million for the Division of Research Programs; \$28.5 million for the Division of State Programs; and \$24 million for the Division of Preservation and Access.

The FY 1993 budget request will allow the Endowment to continue its efforts to improve humanities education at all levels of the U.S. educational system. Realizing the importance of the substance of humanities education, NEH plans to introduce, improve or expand several key programs to help humanities teachers to deepen their knowledge of the subjects they teach, including the following:

- * A new grant category in the Division of Education Programs, Comprehensive Opportunity in Science and Humanities Education, is a cooperative effort among NEH, the National Science Foundation and the Fund for the Improvement of Postsecondary Education program in the Department of Education. This new \$1.8 million grant, \$600,000 from each agency, will support curricular projects in higher education that integrate the humanities and the sciences.

- * The Division of Education will support a greater number of institutes for teachers in elementary, secondary and higher education, including institutes to be attended by mid-career adults who are

becoming new teachers. Participation may help second-career teachers to satisfy requirements for certification. The funding request for about \$1 million more would expand these programs by approximately 15 percent over the FY 1992 level.

* An increase is requested for the NEH/Reader's Digest Teacher-Scholar program, to enable more elementary and secondary teachers to receive year-long, independent study grants. This program is partly supported by a generous gift from the DeWitt Wallace-Reader's Digest Fund.

* An increase in the Summer Seminars for School Teachers program continues the Endowment's strategy of steady expansion of support for these seminars. At the FY 1993 proposed level, 40 percent more school teacher seminars will be supported than were funded in FY 1990.

* The FY 1993 funding includes a major increase for Challenge Grants of \$3.608 million over the FY 1992 appropriated fund. The increase is needed to restore the program's capability to encourage third-party support for humanities institutions and programs to an appropriate level.

In addition to providing an appropriation for the Endowment's various education projects and programs, the FY 1993 request includes funds to advance the humanities through NEH's other basic program areas, including:

* A significant increase in the Endowment's support for institutions and individuals to conduct scholarly research. Funding would be distributed among several categories, notably

Interpretive Research, Editions, Research Materials, and Centers for Advanced Study.

* A continued commitment, through the Division of Preservation and Access, to the preservation of brittle or deteriorating books and other resource materials held by libraries, archives, museums and universities. These institutions are the stewards of a significant part of the historical and cultural record of our nation, and of civilization as a whole.

* Support for projects to bring the humanities to general audiences, including film, television and radio projects, museum exhibitions, library programs, public conferences and symposia;

* Support for NEH's 55 affiliated state humanities councils, to enable them to continue humanities programming for their citizens;

* Support for President Bush's initiative on behalf of the nation's historically black colleges and universities (HBCUs). NEH sponsors a competition for HBCU faculty members to win fellowships to pursue their doctoral studies in the humanities and encourages the preservation of and access to HBCU collections.

* Support for the Endowment's continuing outreach efforts to ensure that opportunities to study and learn about the humanities are available to Americans from all backgrounds and regions of the country.

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

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NOTE: Attached is a fact sheet containing highlights of the FY 1993 budget request for the National Endowment for the Humanities.

FACTS

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NEH-92-004-F

NATIONAL ENDOWMENT FOR THE HUMANITIES

Summary of Requested Appropriations for Fiscal Year 1993

The National Endowment for the Humanities requests an appropriation of \$187.059 million from Congress for FY 1993 to promote national progress in the humanities:

- * \$135.75 million in definite program funds to support projects in history, literature, foreign languages, and other humanities disciplines;
- * \$14.009 million in indefinite program funds to match third-party contributions to humanities projects supported by the Endowment;
- * \$16 million in indefinite program funds for Challenge Grants to match donations in support of humanities institutions and organizations; and
- * \$21.3 million in administrative funds.

Attached is a table showing specific allocations that are requested for FY 1993 for the Endowment's divisions and programs.

NEH is pleased that President Bush is recommending an increase of about \$11.1 million over the amount Congress appropriated to the agency for FY 1992. The increase reaffirms the Administration's conviction that additional federal support for the humanities will help to advance the educational and cultural health of the nation. The Endowment's programs and policies have proved over the years to be effective and time-tested instruments for expanding and improving teaching and learning in the humanities in elementary and secondary schools and higher education institutions, for promoting humanities research and scholarship, for preserving books, documents, and other endangered historically important resource materials, and for making more opportunities available to out-of-school citizens to continue to learn about the people, events, and ideas that make up the record of civilization.

-OVER-

The funding increase requested for fiscal 1993 will be used primarily

- o to enhance and continue the Endowment-wide effort of recent years to improve the quality of education in the humanities, both through the classroom setting and through public humanities programs;
- o to expand our support for significant projects of research and scholarship in the humanities; and
- o to enlarge our capacity to match third-party contributions to humanities projects and institutions, including a substantial funding increase that is needed to restore the NEH Challenge Grant program to a viable funding level.

In fashioning this appropriation request, the Endowment has been mindful of its legislative mission to advance the humanities throughout the nation and of the constraints imposed by the federal budget deficit.

Selected Highlights of the FY 1993 NEH Appropriation Request

1. HUMANITIES EDUCATION IN SCHOOLS AND COLLEGES

The improvement of teaching and learning in the humanities in the nation's schools and colleges is one of the major emphases of the FY 1993 request. In this respect, NEH will be continuing and expanding the prominent role it has played in recent years in illuminating some of the problems of our country's educational practices and offering possible solutions for dealing with them. In addition to sponsoring surveys of what America's high school and college students know and do not know about history and literature, we have issued five major reports that discuss important educational issues--American Memory: A Report on the Humanities in the Nation's Public Schools (1987); Humanities in America: A Report to the President, the Congress, and the American People (1988); 50 Hours: A Core Curriculum for College Students (1989); Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right (1990); and, most recently, National Tests: What Other Countries Expect Their Students to Know (1991).

A central tenet of NEH's support for educational reform is that what students learn depends to a great degree on the quality and substance of the instruction they receive. Thus, for FY 1993

the Endowment will concentrate significant portion of its resources on efforts throughout the agency to assist humanities teachers in becoming more knowledgeable about the subjects they teach and to help schools and colleges improve the content and coherence of the humanities education they offer to their students:

- o In the Division of Education Programs, we have established a new grant category: Comprehensive Opportunity in Science and Humanities Education. A cooperative effort among NEH, the National Science Foundation, and the Fund for the Improvement of Postsecondary Education program in the Department of Education, this new \$1.8 million grant opportunity (\$600,000 from each agency) will support curricular projects in higher education that integrate the humanities and the sciences. Science and Humanities Education grants will underscore one of the major findings of our 1989 report 50 Hours: Undergraduate students on our nation's campuses benefit when they are exposed to strong core curricula composed of the humanities, the sciences, and other key academic disciplines.
- o Additional funding is requested for FY 1993 to support other emphases in the Endowment's Division of Education Programs. About \$1 million more is requested both for our Elementary and Secondary Education and Higher Education programs to increase the number of institutes for teachers in the humanities, including institutes that will be attended by mid-career adults who are becoming new teachers. In addition to helping these new second-career teachers learn more about the subjects they will be teaching, participation in those institutes may help these teachers satisfy requirements for certification. FY 1993 funding also would support more grants to colleges that are trying to strengthen their humanities courses by establishing core curricula programs for their undergraduates.
- o A significant increase is requested for the NEH/Reader's Digest Teacher-Scholar program for FY 1993 to enable us to make more awards to elementary and secondary school teachers of the humanities to engage in year-long, full-time independent study that is related to the subjects they teach. The Teacher-Scholar program operates under the principle that students benefit most when their teachers have a mastery of their disciplines and are themselves actively engaged in learning. This program has received a generous gift from the DeWitt Wallace-Reader's Digest Fund to help the Endowment support additional awards.

- o In the Division of Fellowships and Seminars, we have budgeted an increase of about \$750,000 for our Summer Seminar programs. These programs support seminars for elementary and secondary school teachers, college faculty, and other qualified individuals not affiliated with academic institutions to spend a summer reading and studying basic texts and issues in the humanities under the guidance of eminent scholars and teachers. The budget request would enable us to support about five additional seminars for college teachers and to continue the steady, phased-in increase in the number of seminars for school teachers that we began in FY 1991. The FY 1993 allocation for the school teachers program would support 73 seminars--21 more than we were able to fund in FY 1990.
- o Part of the major increase NEH is recommending for its Challenge Grant program would be used to support the program's special Distinguished Teaching Professorship (DTP) awards. These awards encourage colleges and universities to make greater commitments to the quality of teaching they offer to students in undergraduate humanities courses and to recognize teachers who have distinguished themselves in the classroom. The FY 1993 funding request is desperately needed to help compensate for the major reduction in the Challenge Grants appropriation for FY 1992. It will allow us to honor prior commitments made in the first two DTP rounds and to provide first year support of the applicants that are successful in the third competition.

These education emphases planned for FY 1993 will complement the Endowment's other, ongoing efforts to improve teaching and learning of the humanities in America's classrooms, such as collaborative programs between schools and local colleges and universities, summer institutes for teachers, and masterwork study grants. The ultimate beneficiaries of the activities supported by these programs are the thousands of students at all levels of the nation's education system who will be taught by more knowledgeable and intellectually engaged humanities teachers and who will be learning in institutions committed to academic substance and excellence.

2. PUBLIC PROGRAMMING IN THE HUMANITIES

The Endowment's FY 1993 budget request recommends a significant investment of funds in programming involving out-of-school education in the humanities, thus continuing our extensive efforts in helping Americans to become lifelong learners. With a total of \$53.5 million in FY 1993 funding for

the Division of Public Programs and the Division of State Programs, we will be able to support projects and programs that will reach people in all areas of the country with informative and intellectually stimulating humanities film and radio productions, museum exhibitions, reading and discussion groups, public lectures, and other learning experiences. Funding in the Humanities Projects in Media program, for example, will allow us to support productions like the widely-acclaimed, NEH-supported television series The Civil War and two other recent Endowment-supported films--Columbus and the Age of Discovery and a multi-part biography of Lyndon Johnson, The Life and Times of LBJ--that the PBS network showcased last fall. These programs continue our tradition of offering excellent opportunities for millions of Americans to learn more about their nation's history and the culture and heritage of other nations. In FY 1993, we also will continue to provide significant funding to the Humanities Projects in Museums and Historical Organizations program to help these institutions sustain their educational missions of interpreting humanities topics for the general public. Some of this funding would support projects to assist institutions with the development of catalogues and other educational materials that are tied to exhibitions. And, some of the FY 1993 allocation for the Humanities Projects in Libraries and Archives program will be used to support seminars and other study opportunities that will help library and archive professionals organize educational projects at their institutions.

The fundamental mission of the Endowment's State Programs division is to provide opportunities to millions of Americans in all areas of the country to pursue a life of learning beyond the classroom setting. The \$1 million funding increase we are recommending for State Programs for FY 1993 will permit us to expand public education projects and programming in the humanities in every state plus the District of Columbia, Puerto Rico, the U.S. Virgin Islands, the Northern Marianas, and Guam.

3. HUMANITIES RESEARCH AND SCHOLARSHIP

Increased support for research and scholarship in the humanities is an important element of the NEH FY 1993 budget request. NEH support for scholarly research is centered in two divisions--the Division of Research Programs and the Division of Fellowships and Seminars.

The Research division provides grants to produce translations, dictionaries, encyclopedias, interpretive works, and scholarly editions of important texts and documents that make the information and basic materials of humanities research more widely available to scholars, students, and general readers. Support also is provided for archaeology projects that increase scholarly

and popular understanding of world history and culture and for institutions and organizations that facilitate the overseas research of American scholars.

For FY 1993, the Endowment is requesting a significant funding increase for the Research division over the FY 1992 appropriation. While the FY 1993 request of \$19.25 million appears to be nearly identical to the FY 1992 appropriation for Research, there is in fact a real gain for the division of approximately \$2 million. This is because about one-half of the grant activities previously supported in the former Access program in Research will be funded by the newly reorganized Division of Preservation and Access in FY 1993. The funding thus released in Research for FY 1993 will be distributed among several of the division's grant categories, notably, Interpretive Research, Editions, Research Materials, and Centers for Advanced Study. The FY 1993 budgets for these programs would enable us to support projects at more adequate levels than are now possible, to fund a number of productive, long-term projects on a three-year basis, and to make more awards for significant new projects. This funding also will help the division continue its efforts to support projects involving Eastern European history and culture, a subject area where we have been seeing more scholarly interest of late because of the remarkable changes in that part of the world over the last few years.

The Endowment's Fellowships division also provides significant funding for scholarly research. For FY 1993, the division will continue to implement a number of program emphases already in place, including the encouragement of more applications from scholars at historically black colleges and universities and two-year colleges and from independent scholars and humanities professionals associated with museums and other non-academic institutions. Also in FY 1993, the division will hold one final competition for Travel to Collections grants before combining the program with the Summer Stipends program. Beginning in FY 1993, Summer Stipends recipients can request travel allowances of \$750 to travel to libraries, archives, and other research repositories to conduct their research. By folding Travel to Collections into the Summer Stipends program, the Endowment will be able to operate a more efficient and cost-effective program of short-term support for research and scholarship in the humanities.

4. PRESERVATION OF ENDANGERED BOOKS, DOCUMENTS, AND MATERIAL CULTURE COLLECTIONS

A key element of the Endowment's FY 1993 request is our continued commitment, through our Division of Preservation and Access, to the preservation of deteriorating or threatened

humanities resource materials held by libraries, archives, museums, universities, and other repositories in the United States. These institutions are the caretakers and guardians of the books, documents, and artifacts that are not just a significant part of the historical and cultural record of our nation, but of civilization in general.

5. OTHER FEATURES OF THE FY 1993 BUDGET REQUEST

o Historically Black Colleges and Universities Initiative

The Endowment in FY 1993 will continue to contribute to President Bush's initiative on behalf of the nation's historically black colleges and universities (HBCUs). For example, the Fellowships and Seminars division will again sponsor a special competition for HBCU faculty members to win fellowships to pursue their doctoral studies in the humanities; the Preservation and Access division will make a special effort to encourage HBCU institutions to apply for grants to provide access to and preservation of their unique humanities collections; and the Office of Challenge Grants will again invite proposals from HBCUs to invest in the study of the humanities at their institution.

o Office of Outreach

In addition to the HBCU outreach activities, the Endowment in FY 1993 will remain committed to insuring that opportunities to study and learn about significant topics in the humanities are available to Americans from all backgrounds and regions of the country. The NEH Office of Outreach, for example, will continue its efforts to make the agency's work and grant programs more widely known nationally among rural, inner-city, tribal, and minority communities.

o Increase in NEH Ability to Stimulate Third-Party Contributions to the Humanities

The Endowment is recommending a major increase of about \$4.8 million in FY 1993 in our capability to leverage nonfederal contributions to humanities projects and institutions. Of this increase, about \$3.6 million is earmarked for the Challenge Grant program to restore its funding to a level that would enable us to honor our previous commitments, support a number of new grants, and to hold another competition for Distinguished Teaching Professorship awards. A \$16 million appropriation for Challenge Grants in FY 1993 would stimulate a minimum of \$48 million in third-party contributions to institutions receiving Challenge awards. In our Treasury matching funds budget line, the \$1.2 million increase we recommend for FY 1993 would greatly enhance our ability to help generate private donations for specific

humanities projects. These projects have been remarkably successful in raising gifts in response to the Endowment's offer of matching funds; our request of \$14.009 million in Treasury funds can be expected to leverage at least an equal amount of money in private contributions.

NATIONAL ENDOWMENT FOR THE HUMANITIES

Summary of Funding
(in thousands of dollars)

	<u>FY 1991 Actual</u>	<u>FY 1992 Estimate</u>	<u>FY 1993 Request</u>
I. <u>DEFINITE PROGRAM FUNDS</u>	<u>\$122,412</u>	<u>\$131,225</u>	<u>\$135,750</u>
<u>Education Programs</u>	<u>18,047</u>	<u>18,069</u>	<u>21,000</u>
Elementary and Secondary Education in the Humanities	7,373	6,908	7,975
Higher Education in the Humanities	6,885	6,908	7,975
Science and Humanities	--	--	600
Foreign Language Education	2,547	3,064	3,400
NEH/Reader's Digest Teacher-Scholars	894	410	1,050
History Projects	348	779	--
<u>Fellowships and Seminars</u>	<u>16,214</u>	<u>18,366</u>	<u>18,000</u>
NEH Fellowships			
University Teachers	3,079	3,190	3,200
College Teachers and Independent Scholars	3,208	3,230	3,200
Dissertation Grants	--	987 ^{a/}	--
Summer Stipends	828	800	900
Study Grants	--	300	300
Travel to Collections	253	315	100
Younger Scholars	280	350	375
Summer Seminars			
College Teachers	3,970	4,278	4,650
School Teachers	4,597	4,916	5,275

NATIONAL ENDOWMENT FOR THE HUMANITIES

Summary of Funding (cont'd)
(in thousands of dollars)

	<u>FY 1991 Actual</u>	<u>FY 1992 Estimate</u>	<u>FY 1993 Request</u>
<u>Public Programs</u>	<u>\$22,937</u>	<u>\$25,870</u>	<u>\$25,000</u>
Humanities Projects in Media	8,911	11,479	10,500
Humanities Projects in Museums and Historical Organizations	8,953	9,296	9,400
Humanities Projects in Libraries and Archives	2,973	2,750	2,750
Public Humanities Projects	2,100	2,345	2,350
<u>Research Programs</u>	<u>18,503</u>	<u>19,254</u>	<u>19,250</u>
Interpretive Research	3,934	4,125	4,470
Editions	3,278	3,775	4,450
Translations	1,386	1,350	1,400
Publication Subvention	357	325	330
Reference Materials	7,035	6,870	5,650
Centers for Advanced Study	762	950	1,050
International Research	1,701	1,859	1,900
Selected Areas	50	--	--
<u>Preservation and Access</u>	<u>19,852</u> b/	<u>22,118</u> b/	<u>24,000</u>
<u>State Programs</u>	<u>26,859</u>	<u>27,548</u>	<u>28,500</u>

NATIONAL ENDOWMENT FOR THE HUMANITIES

Summary of Funding (cont'd)
(in thousands of dollars)

	<u>FY 1991</u> <u>Actual</u>	<u>FY 1992</u> <u>Estimate</u>	<u>FY 1993</u> <u>Request</u>
II. <u>INDEFINITE FUNDS</u>	<u>\$27,007</u>	<u>\$25,228</u>	<u>\$30,009</u>
Challenge funds	15,070	12,392	16,000
Treasury funds	11,937	12,836	14,009
III. <u>ADMINISTRATIVE FUNDS</u>	<u>17,855</u>	<u>19,501</u>	<u>21,300</u>
Total	\$167,275 ^{b/}	\$175,955	\$187,059

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

^{a/} Includes funds for administering the program.

^{b/} Excludes FY 1991 unobligated carryover funds of \$2.727 million.

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FOR IMMEDIATE RELEASE

**NEH ANNOUNCES NEW MEMBER TO HUMANITIES COUNCIL
Senior Scholar Chosen to Serve on Advisory Panel**

Washington, Jan. 31 -- The National Endowment for the Humanities (NEH) today announced a new member of its citizen advisory board.

Dr. Kenny J. Williams was nominated by President Bush and confirmed by the Senate Jan. 23 as a member of the National Council on the Humanities. The National Council is composed of 26 private citizens who make recommendations on policy and applications for funding to NEH Chairman Lynne V. Cheney.

Dr. Williams is a professor of English at Duke University in Durham, North Carolina. She has published a wide array of scholarly articles and five books, including A Storyteller and a City: Sherwood Anderson's Chicago and They Also Spoke: An Essay on Negro Literature in America, 1789-1930. Dr. Williams has a distinguished record of service on the executive and editorial boards of many academic organizations and committees. She has served as co-chairman of the Duke University Chapter of the National Association of Scholars since 1990.

The next meeting of the National Council on the Humanities, which meets quarterly, will be held Feb. 13-14, in Washington, D.C.

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

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EMBARGOED: HOLD FOR RELEASE UNTIL
6:00 P.M. (EST), SUNDAY, MARCH 8, 1992

BERNARD M.W. KNOX TO BE HONORED AS JEFFERSON LECTURER FOR 1992
Address Scheduled for May 6 in Washington, D.C.

WASHINGTON, March 8 -- Bernard M.W. Knox, renowned scholar, writer and teacher of ancient Greek literature, today was named the 1992 Jefferson Lecturer in the Humanities, the highest honor bestowed by the federal government for distinguished intellectual achievement in the humanities.

Knox, the founding director of the Center for Hellenic Studies in Washington, D.C., and professor emeritus of classics at Yale University, was chosen for the high honor in recognition of his lifetime of exemplary scholarship and achievement by the National Council on the Humanities, the presidentially appointed advisory board of the National Endowment for the Humanities (NEH).

NEH Chairman Lynne V. Cheney said, "For nearly five decades, Professor Knox has greatly enriched our knowledge and appreciation of the classics. Through his lectures, books, films and dramatic critiques, Bernard Knox has transformed the works of the ancient Greeks into vibrant, living texts for students and the public. The 26 members of the National Council on the Humanities, by unanimous decree, are proud to honor Professor Knox's lifetime of exemplary scholarship and achievement by naming him the Jefferson Lecturer in the Humanities for 1992."

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Since 1972, 20 distinguished American scholars and writers have delivered the annual Jefferson Lecture in the Humanities, an important original address on a humanities topic of broad public concern. The award, which carries a stipend of \$10,000, honors intellectual and civic accomplishments as exemplified by Thomas Jefferson.

Knox will deliver the lecture on May 6, 1992, in Washington, D.C.

Born in Bradford, England, in 1914, Knox was educated at St. John's College, Cambridge University, where he graduated with a B.A. in 1936. Knox, who is a naturalized American citizen, volunteered to serve in the U.S. Army during World War II and received the Bronze Star with Cluster, as well as the Croix de Guerre from France. After the war, he earned a Ph.D. in classical studies at Yale University in 1948 and joined the faculty as professor of classics.

In 1961 Knox became the first director of Harvard University's Center for Hellenic Studies in Washington, D.C. Each year the center hosts eight "junior scholars" from around the world. Knox retired as director of the center in 1985.

Throughout his career, Knox has been a much sought-after speaker and has lectured at numerous colleges and universities, including Oberlin College, Stanford University, Oxford University and the University of California, Berkeley. For many years he spoke at the Naval War College on the relationship between contemporary American foreign policy and the status of Athens during the classical period. He has also written and acted in a television film on Sophocles' Oedipus the King, and in 1978 he received the George Jean Nathan Award for his dramatic criticism. He has received honorary degrees from Yale, Princeton and George Washington universities.

Knox's other honors include a Guggenheim Fellowship and membership in the American Academy of Arts and Sciences.

In 1990 Knox, along with four other distinguished Americans, was awarded the Charles Frankel Prize by NEH. This annual award recognizes the achievement of outstanding Americans in increasing the public's understanding of history and other topics in the humanities.

Knox has published widely in scholarly, as well as popular, publications. Among his books are Oedipus at Thebes (1957), Oedipus the King (1959), The Heroic Temper (1964), and Word and Action (1979). He served as contributing editor of the 1985 edition of The Cambridge History of Classical Literature (Volume 1). His most recent work is Essays Ancient and Modern, which won the 1990 PEN/Spielvogel-Diamonstein Award honoring the art of the literary essay.

Knox, who is married to the novelist Bianca Van Orden, lives in Darnestown, Md., and is the father of one son.

Previous Jefferson Lecturers have been Gertrude Himmelfarb (1991), Bernard Lewis (1990), Walker Percy (1989), Robert Nisbet (1988), Forrest McDonald (1987), Leszek Kolakowski (1986), Cleanth Brooks (1985), Sidney Hook (1984), Jaroslav Pelikan (1983), Emily T. Vermeule (1982), Gerald Holton (1981), Barbara Tuchman (1980), Edward Shils (1979), C. Vann Woodward (1978), Saul Bellow (1977), Robert Penn Warren (1976), John Hope Franklin (1975), Paul A. Freund (1974), Erik H. Erikson (1973), and Lionel Trilling (1972).

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



NEH-92-006-F2

1992 JEFFERSON LECTURE IN THE HUMANITIES

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

Created to honor the intellectual and civic virtues exemplified by Thomas Jefferson, the lecture provides an opportunity for an eminent scholar of the humanities to explore matters of broad concern. Held annually, the NEH Jefferson Lecture is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities. The lectureship carries an honorarium of \$10,000.

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

The 1992 Jefferson Lecture will be delivered by Bernard M.W. Knox, a renowned scholar, writer and teacher of ancient Greek literature.

A professor emeritus of classics at Yale University, Knox was the founding director of Harvard University's Center for Hellenic Studies in Washington, D.C. He served as director of the center from 1961 until his retirement in 1985. Throughout his career, Knox has lectured at numerous colleges and universities including the Naval War College on the relationship between contemporary American foreign policy and the status of Athens during the classical period. He is a widely published author in scholarly, as well as popular publications.

In 1990 Knox, along with four other distinguished Americans, was awarded the Charles Frankel Prize by NEH. This annual award recognizes the achievement of outstanding Americans in increasing the public's understanding of history and other topics in the humanities.

Knox's Jefferson Lecture address will be delivered on Wednesday, May 6, 1992, at the Departmental Auditorium in Washington, D.C.

Previous NEH Jefferson Lecturers have been Gertrude Himmelfarb (1991), Bernard Lewis (1990), Walker Percy (1989), Robert Nisbet (1988), Forrest McDonald (1987), Leszek Kolakowski (1986), Cleanth Brooks (1985), Sidney Hook (1984), Jaroslav Pelikan (1983), Emily Townsend Vermeule (1982), Gerald Holton (1981), Barbara Tuchman (1980), Edward Shils (1979), C. Vann Woodward (1978), Saul Bellow (1977), John Hope Franklin (1976), Paul A. Freund (1975), Robert Penn Warren (1974), Erik H. Erikson (1973), and Lionel Trilling (1972).

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NEH-92-006-F

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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

What Are the Humanities?

"Humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, include the study of history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, criticism and theory of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

The Endowment's Mission

Created by Congress with the passage of the National Foundation on the Arts and the Humanities Act of 1965, NEH provides grants to individuals and institutions for projects in the humanities. Grants support research and educational opportunities for college professors, independent scholars and elementary and secondary school teachers; the writing and publication of scholarly texts; translations of important works in the humanities; museum exhibitions, television and radio programs and a variety of other programs to make the humanities accessible to the general public.

Other activities include the publication of special studies and reports. In May 1991, NEH released National Tests: What Other Countries Expect Their Students to Know. This report provides examples of the demanding national achievement tests given in other industrialized nations and explains how such examinations might benefit U.S. education. Tyrannical Machines, released in November 1990, assessed some of the most critical problems in American education as well as the most promising opportunities for reform. In 1989, the Endowment urged the strengthening of undergraduate course requirements in essential areas of knowledge in a publication titled 50 Hours. Two other recent NEH reports are Humanities in America (1988), a study of the state of the humanities in the nation, and American Memory (1987), an examination of humanities education in elementary and secondary schools.

How the Endowment Is Administered

The Endowment is directed by a Chairman, who is appointed by the President and approved by the U.S. Senate for a term of four years. Advising the Chairman is a National Council of 26 distinguished private citizens, also presidentially appointed, who each serve six-year terms. The current Chairman is Lynne V. Cheney, who was unanimously confirmed by the U.S. Senate in 1986 to serve a first term as Chairman of the Endowment; she was unanimously confirmed to serve a second term which began May 23, 1990.

Competition and the Review Process

The Endowment awards grants on a competitive basis. In the most recently completed fiscal year, NEH funded less than one out of every four applications received. Funding decisions are made on the basis of the application's merit and the significance of the project.

Each application is assessed by knowledgeable persons outside the Endowment who are asked for their judgments about the quality of the proposed projects. About 1,200 scholars and professionals in the humanities serve on approximately 225 panels throughout the course of a year. The judgment of panelists is often supplemented by individual reviews solicited from specialists who have extensive knowledge of an application's subject area.

The advice of the panels and outside reviewers is assembled by the Endowment staff, who comment on matters of fact or policy or significant issues that would otherwise be missing from the review. These materials are then presented to the National Council on the Humanities, which meets four times a year to advise the Chairman about the funding of applications. The Chairman takes into consideration the advice provided by the review process and by the National Council and makes the final decision on each grant.

The Endowment's Programs

The Endowment awards grants through six divisions -- Education Programs, Fellowships and Seminars, Preservation and Access, Public Programs, Research Programs and State Programs -- and one office, the Office of Challenge Grants.

From its creation through the end of Fiscal Year 1991, the Endowment awarded approximately \$2.26 billion for more than 45,000 fellowships and grants. Some of these grants have required one-to-one matching funds from private-sector donors and have been matched by more than \$260 million in non-federal contributions. Grants made by the NEH Challenge Grants Program, requiring \$3 or \$4 in matching funds for each federal dollar, have generated more than \$1.1 billion in federal and non-federal support for America's libraries, colleges, museums and other eligible humanities institutions since the program began in 1977.

Jefferson Lecture and Charles Frankel Prize

In 1972 the Endowment established the Jefferson Lecture in the Humanities, the highest honor the federal government bestows for distinguished intellectual and public achievement in the humanities. The 21th Jefferson Lecture will be delivered in Washington, D.C., on May 6, 1992, by Bernard M.W. Knox, a scholar of ancient Greek literature.

In 1988 NEH established the Charles Frankel Prize to recognize persons for outstanding contributions to the public's understanding of the humanities. The 1991 winners of the Charles Frankel Prize were Winton Blount, Ken Burns, Louise Cowan, Karl Haas and John Kuo Wei Tchen.

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FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES
\$10.1 MILLION IN PRESERVATION GRANTS**

22 New Grants Awarded in 13 States and D.C.

WASHINGTON, March 11 -- The National Endowment for the Humanities (NEH) today announced \$10.1 million in Preservation Grants for 22 projects located in 13 states and the District of Columbia. The grants represent a full range of projects that will help support the preservation of knowledge found in deteriorating books, newspapers and special collections.

[A complete list of all 22 NEH Preservation Grant recipients follows at the end of this news release.]

"The variety of printed works and unique resources and the extreme state of their deterioration require a range of innovative preservation strategies," said NEH Chairman Lynne V. Cheney. "The knowledge contained within these works is, in many instances, irreplaceable. Our ability to study these materials and gain important insight and understanding from them could be gravely jeopardized if they are lost."

According to recent estimates, nearly 80 million books and 2.5 billion archival documents are in peril nationwide. The use of

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highly acidic paper in publishing many historic books, manuscripts and documents has resulted in their slow disintegration over time. Improper storage conditions have also contributed heavily toward the destruction and loss of many irreplaceable archival collections.

Five of the projects announced today will help preserve the intellectual content of brittle books and serials. Eight projects will advance the Endowment's United States Newspaper Program, an effort to locate, catalog and microfilm newspapers published in this country since 1690. The preservation of special collections of archival materials, rare books, photographs and sound recordings will be supported by five of the grants. The remaining four projects exemplify the Endowment's support for preservation education and training, statewide preservation planning, and efforts to improve preservation procedures and methodology.

The grants announced today are the first being made through the newly designated NEH Division of Preservation and Access.

Establishment of NEH Preservation Activities

In 1985, NEH established a separate Office of Preservation to help address the needs of the nation's libraries and archives. Four years later, at the request of Congress, the Office of Preservation began implementing a multi-year plan that included: an initiative to accelerate microfilming to preserve the intellectual content of approximately three million brittle books and serials in 20 years; continuing the U.S. Newspaper Program; and enhancing support for the

preservation of special collections of unique materials in libraries and archives.

Through this endeavor, the Endowment also supports preservation education and training on regional and national levels, the establishment of regional field services, research and demonstration projects, and the creation of statewide preservation plans and projects that heighten public awareness of the preservation crisis.

National Heritage Preservation Program

In 1990, Congress appropriated additional funds for the establishment of the National Heritage Preservation Program, which provides support to stabilize material culture collections. Awards are made for the housing and storage of objects, improved climate control and the installation of new lighting, security and fire-prevention systems. Funds are available, as well, for programs to train conservators and institutional staff entrusted with the general care of material culture objects and collections.

The Division of Preservation and Access

In July 1991, the Endowment assigned to the Office of Preservation the responsibility for all collections-based activities previously funded in the Access category of NEH's Research Division and for the documentation grants made from the Museums program in the Division of Public Programs. With this action, the Endowment consolidated within a single division all its support for projects

that will preserve and provide intellectual access to collections that are important for research, education and public programming in the humanities.

Applications to the Division of Preservation and Access are evaluated by scholars in the humanities, professionals with expert knowledge of preservation and access methodologies, and administrators of libraries, archives and museums. Further information, as well as copies of application guidelines and instructions, may be obtained by writing the NEH Division of Preservation and Access, Room 802, 1100 Pennsylvania Avenue, N.W., Washington, D.C., 20506, or by telephoning (202) 786-0570.

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

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NOTE TO EDITORS AND WRITERS: This press release is accompanied by a state-by-state listing of the 22 institutions receiving awards announced today. Local media contacts are noted for each institution.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Preservation and Access Grants
March 1992

ARKANSAS

University of Arkansas, Fayetteville.....\$248,555.00
Media Contact: Lynne Hayman (501) 575-5417
Description: To support the cataloging of newspapers in repositories throughout Arkansas as part of the U.S. Newspaper Program. At the conclusion of this project, records for approximately 3,400 titles will have been entered into a national newspaper database.

CALIFORNIA

Stanford University, Hoover Institution.....\$953,783.00
Media Contact: Charles Palm (415) 723-3564
Description: To support the preservation microfilming of 60,615 items from the Hoover Institution's pamphlet collection dealing with revolutionary change in the countries of Europe during the twentieth century.

San Francisco State University.....\$9,000.00
Media Contact: Raymond Van De Moortell (415) 338-1649
Description: To support the conservation treatment of rare books and folios important to the study of Italian history and culture from the Frank V. de Bellis Collection that were damaged during the San Francisco earthquake.

Research Libraries Group, Inc., Mountain View.....\$906,224.00
Media Contact: Patricia A. McClung (415) 691-2236
Description: To support microfilming of 11,703 brittle books, drawn from the individual collections of Columbia, Princeton, Stanford, and Yale, that are important to scholarship in American history, East Asian and South East Asian studies, Post-Ottoman Turkish history, and the history of science.

University of California, Berkeley.....\$82,314.00
Media Contact: Barclay Ogden (510) 642-4946
Description: To support a conference to build a consensus on a model curriculum and educational materials for the treatment of circulating library collections, to train conservators and preservation administrators in effective pedagogical techniques, and to plan regional training projects that will use the model curriculum.

CONNECTICUT

Yale University, New Haven.....\$1,660,300.00
Media Contact: Marcia Watt (203) 432-1803
Description: To support the preservation microfilming of 20,100 embrittled volumes from the Yale Library's holdings of materials important to research in political science and the history of economics.

DISTRICT OF COLUMBIA

Association of Research Libraries, Washington, D.C.....\$678,954.00

Media Contact: Jaia Barrett (202) 232-2466

Description: To support the retrospective conversion of monographic records in the National Register of Microform Masters. When this project is completed, libraries and scholars will have on-line access to approximately 474,000 bibliographic records of preservation microform masters.

KANSAS

Kansas Library Network Board, Topeka.....\$35,785.00

Media Contact: Mary D. Burchill (913) 864-3025

Description: To support the development of a statewide preservation plan for Kansas.

MASSACHUSETTS

Boston Public Library.....\$60,866.00

Media Contact: Mary B. Dunhouse, (617) 536-5400

Description: To support the Massachusetts Newspaper Program, through which approximately 3,900 titles of newspapers held in the Boston Public Library and in the New England Depository Library will be cataloged.

President and Fellows of Harvard College, Cambridge.....\$2,726,304.00

Media Contact: Carolyn Clark Morrow (617) 495-8596

Description: To support the preservation on microfilm of 30,810 brittle volumes from major library collections at Harvard University relating to American business history, Russian and Soviet history and culture, and the history of American education and business.

NEW HAMPSHIRE

Dartmouth College, Hanover.....\$101,047.00

Media Contact: John R. James, (603) 646-3187

Description: To support the microfilming of 230,000 pages of newsprint and the production and dissemination of a state newspaper bibliography, as part of New Hampshire's participation in the U.S. Newspaper Program.

NEW MEXICO

University of New Mexico, Albuquerque.....\$305,790.00

Media Contact: Robert L. Migneault (505) 277-4241

Description: To support New Mexico's participation in the U.S. Newspaper Program. Records for approximately 2,600 newspaper titles, held in repositories throughout the state, will be entered into a national newspaper database.

**NATIONAL ENDOWMENT FOR THE HUMANITIES
Division of Preservation and Access Grants
March 1992**

NEW YORK

New York Public Library, New York City.....\$233,000.00
Media Contact: Irene M. Percelli (212) 930-0639
Description: To support the cataloging of 2,000 newspaper titles and the microfilming of approximately 250,000 pages of newsprint, as part of the U.S. Newspaper Program.

Cornell University, Ithaca.....\$676,755.00
Media Contact: Anne R. Kenney (607) 255-6875
Description: To support the microfilming of 10,000 brittle volumes in Southeast Asian literature and languages, drawn from the Echols Collection in the Cornell University Library.

NYC Dept. of Records & Information Services.....\$138,259.00
Media Contact: Seth D. Janofsky (212) 566-2379
Description: To support the preservation of 720,000 New York City architectural photographs dating from 1939 to 1941, taken by the Works Projects Administration (WPA) for the New York City Department of Taxes.

University of Rochester.....\$98,800.00
Media Contact: David Peelle (716) 274-1130
Description: To support the preservation of sound recordings from the Eastman Audio Archive's Howard Hanson Collection. The recordings contain performances of Hanson's compositions as well as programs from the Festivals of American Music and the American Composers' Series held at the Eastman School of Music.

OHIO

Ohio Historical Society, Columbus.....\$401,435.00
Media Contact: Marjorie J. Haberman (614) 297-2532
Description: To support the microfilming of 405 Ohio newspaper titles, comprising 1.5 million pages, as part of the U.S. Newspaper Program.

PENNSYLVANIA

Philadelphia Jewish Archives Center.....\$51,030.00
Media Contact: Franklin C. Muse (215) 925-8090
Description: To support the preservation microfilming of records of the Jewish Publication Society, which include institutional documents, publication committee reports, scrapbooks of reviews, author correspondence and JPS Bible materials.

TEXAS

University of Texas, Austin.....\$372,009.00
Media Contact: Drew Racine (512) 471-3811
Description: To support the microfilming of 93 Texas newspapers, comprising 427,000 pages of newsprint, as part of the U.S. Newspaper Program.

University of Texas, Austin.....\$228,869.00
Media Contact: Thomas Staley (512) 471-9111
Description: To support the development of working guidelines and procedures for the application of the Diethyl Zinc (DEZ) process for mass deacidification of archives and manuscript collections.

VIRGINIA

Virginia State Library and Archives, Richmond.....\$12,767.00
Media Contact: William R. Chamberlain (804) 786-2303
Description: To support planning for a U.S. Newspaper Program project. This project will involve a survey of newspapers in repositories throughout the state. The project's staff will analyze the survey data to devise a strategy for cataloging and preserving newspapers in Virginia.

WISCONSIN

University of Wisconsin, Madison.....\$79,207.00
Media Contact: Joan Hall (608) 263-2744
Description: To support the production of master and service copies of 1,843 audiotaped interviews with informants, made as part of the fieldwork for the Dictionary of American Regional English between 1965 and 1970.

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NEWS

National Endowment
for the Humanities

A Federal Agency

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

202/786-0449

NEH-92-008-020N

	<u>Contact</u>	<u>Office</u>	<u>After Hours</u>
(NEH)	Duane DeBruyne	202/786-0449	301/990-9487
	Constance Burr	202/786-0449	202/543-1567
(Reader's Digest)	Mary Delle Stelzer	212/697-1203	

FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES
AWARDS 38 "TEACHER-SCHOLAR" GRANTS
TO ELEMENTARY, SECONDARY SCHOOL EDUCATORS NATIONWIDE**

NEH/Reader's Digest Program Supports Full Year of Independent Study

WASHINGTON, March 25 -- Thirty-eight elementary and secondary school teachers across the United States today were named recipients of innovative "Teacher-Scholar" grants by the National Endowment for the Humanities (NEH) and the DeWitt Wallace-Reader's Digest Fund. Each teacher will receive a year-long sabbatical beginning this fall and a stipend of up to \$30,000 to conduct an independent research project in history, literature, foreign languages or another humanities discipline.

[A complete list of all 38 Teacher-Scholars named today follows at the end of this release.]

"Enthusiastic, highly knowledgeable teachers are one of our nation's most precious resources," said NEH Chairman Lynne V. Cheney in making the announcement. "Their enthusiasm for learning is passed on to their students. We at the Endowment are delighted to give these outstanding educators the opportunity to undertake a rigorous, independent research project in the humanities."

Amanda LaFleur, a high school teacher from Lafayette, La., for example, will spend the 1992-93 academic year examining Louisiana

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French figures of speech in folk tales, conversations, diaries and newspapers. Richard McCoun will take a year off from teaching high school in Anaheim, Calif., to study concepts of justice from classical to contemporary times. And Hartford, Conn., middle school teacher Linda George will compare the ethical studies and the art of living of twelve early Greek thinkers.

In congratulating the award winners, George V. Grune, Chairman of the DeWitt Wallace-Reader's Digest Fund, said, "This program is important because it rewards excellence in American education. The knowledge these outstanding teachers gain from independent study in the humanities will enhance their teaching and enrich students for years to come."

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

While sabbaticals--paid leave to perform scholarly research--are common for college professors, most teachers at the precollegiate level seldom have such an opportunity for reflection and intellectual growth.

In their applications to NEH, the prospective Teacher-Scholars were enthusiastic about gaining a chance to conduct intensive

research on a subject related to their teaching.

Terry Blackhawk, of Detroit, Mich., who will spend the next academic year studying Emily Dickinson, wrote: "Our students, while in a typical urban, minority setting, defy stereotypes. I want them to gain an increased regard for the richness of language and the life of the imagination so forcefully expressed in Dickinson's work." Middle school teacher Ted Dreier from Portland, Ore., who will research Native American literature of the far West, noted, "There is a need to study the Indian traditions to better understand and teach a more deeply rooted, culturally and environmentally grounded awareness of place."

NEH chose the winners from a nationwide pool of 276 eligible applicants. About 75 percent of this year's Teacher-Scholars are high school teachers. Of the 38 winners, 28 teach in public schools and ten in private institutions. Twenty-one Teacher-Scholars are from institutions in suburban areas; 12 teach in urban schools and five are teachers in rural areas.

Teacher-Scholar project proposals were judged by humanities scholars who consider the intellectual quality, the significance of the topic and the relevance of the study plan to the applicant's teaching responsibilities.

This year six of the Teacher-Scholars will study topics on the development of Western thought through classical literature, philosophy and ethics. Another six will focus on women in history and literature. And four projects will concentrate on Latin

American literature and culture. Other topics include federal policy toward Freedman's Village, Russian literature and culture, analyzing Hemingway texts and comparing American, French and Latin American Revolutions.

"Teaching our students how to ask better questions and find answers for themselves must be one of our most important tasks. For wonder is the very fountain of everyone's desire to know and understand, in the humanities as well as in the sciences," wrote Larry Duncan of Norfolk, Va., in his application to NEH. He will spend his year as a Teacher-Scholar exploring the effect of wonder in Shakespeare's comedies.

NEH is currently accepting applications for the next cycle of NEH/Reader's Digest Teacher-Scholar awards. Application forms, available from the Endowment, must be received by May 1, 1992, for projects that would begin in September 1993.

The DeWitt Wallace-Reader's Digest Fund is committed to increasing educational and career opportunities for all youth. The Fund invests nationwide, bringing together people and programs to improve the effectiveness of schools and other organizations that serve youth. Approved annual grants exceed \$60 million. A \$965,000 grant NEH received from the DeWitt Wallace-Reader's Digest Fund will help support the Teacher-Scholar program for the next two academic years.

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

FACTS

National Endowment
for the Humanities

A Federal Agency

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

202/786-0449

NEH-92-008-F

NEH/DeWitt Wallace-Reader's Digest Fund
TEACHER-SCHOLARS
1992-1993

Faletti, Rina C.
15690 Rica Vista Way
San Jose, California 95127

Independence High School
1776 Educational Park Drive
San Jose, California 95133
(On leave for 1991-92 year)
408/729-3931

Myth and Metaphor: World Myth, Zapotec Art
and the Search for the Self

Kiefer, Katherine B.
15323 Bestor Blvd
Pacific Palisades, Calif. 90272

Marlborough School
250 South Rossmore Avenue
Los Angeles, California 90004
213/935-1147

Themes of Love and Religion in Latin Inscriptions and
Their Relevance to Augustan Poetry

Lorenc, Christopher
833 Hartford Avenue
San Jose, California 95125

Bellarmino College Preparatory
San Jose, California 95126
408/294-9224

Place and Wilderness in the Christian Contemplative
Tradition

McCoun, Richard
5692 Oak Meadow Drive
Yorba Linda, California 92686

Canyon High School
Anaheim, California 92807
714/532-8000

Competing Theories of Justice in Western Philosophy

Otis, Paul
10530 Rookwood Drive
San Diego, California 92131

Mira Mesa High School
San Diego, California 92126
619/566-2262

Nostalgia and Tokugawa Japan

Burson, George Stowell, Jr.	Aspen High School
P.O. Box 9536	Aspen, Colorado 81612
Aspen, Colorado 81612	303/925-2972
A Comparative Analysis of the American, French and Latin American Revolutions	

Carney, Patricia L.	Standley Lake Senior High Sch
1166 Harper Lake Drive	Broomfield, Colorado 80021
Louisville, Colorado 80027	303/465-1144
Popular Culture During the English Revolution	

Long, Kelly A.	Poudre High School
409 Orilla del Lago	Fort Collins, Colorado 80521
Fort Collins, Colorado 80524	303/484-1701
Women in Sino-American Relations: A Cross-Cultural Comparison	

Garrison, Eric	New Canaan Country School
575 Ponus Ridge	New Canaan, Connecticut 06840
New Canaan, Connecticut 06840	203/972-0771
Work and Social Class: Historical and Contemporary Perspectives	

George, Lynda	T.J. Quirk Middle School
72 Beverly Road	Hartford, Connecticut 06119
West Hartford, Connecticut 06119	203/247-9211
"The Art of Living": An Ethical Study	

Wojtusik, Barbara	Bristol Central High School
57 Burton Street	Bristol, Connecticut 06010
Bristol, Connecticut 06010	203/584-7736
Four Women of Transcendentalism	

Tyler, Mary	Jefferson County High School
207 Edwards Street	Monticello, Florida 32344
Tallahassee, Florida 32304	904/997-3555
The First Mexican Novel: A Critical Study of <u>El periquillo sarniento</u>	

Lee, Irene
1716 Alewa Drive
Honolulu, Hawaii 96817

Mid-Pacific Institute
2445 Kaala Street
Honolulu, Hawaii 96817
808/973-5000

From the Bottom of the Rice Bowl in Search of Me
--A Study of Chinese-American Literature as a Mirror
of Cross-Cultural Assimilation and Cultural
Redefinition

Flannigan, Sandra
1342 South Finley, Apt. 1-P
Lombard, Illinois 60148

Batavia Senior High School
Batavia, Illinois 60510
708/879-4618

The Scarlet Letter and The House of the Seven Gables:
Reflections of American Puritanism

LaFleur, Amanda
205 Pickwick Drive
Lafayette, Louisiana 70503

Comeaux High School
Lafayette, Louisiana 70503
318/984-8395

Popular Metaphorical Imagery in Louisiana French:
Language as Reflection of Culture

Hamilton, Sharon
49 Cottage Street
Watertown, Massachusetts 02172

Buckingham Browne & Nichols
School
Cambridge, Mass. 02138
617/547-6100

Shakespeare's Women: New Voices, New Eyes

Karydas, Helen
150 Bullard Street
Sharon, Massachusetts 02067

Boston Latin School
Boston, Massachusetts 02115
617/566-2250

A Critical Study of Greek Tragedy in its Social and
Political Context

Lee, Melody
12 Henshaw Terrace
West Newton, Massachusetts 02165

Somerville High School
Somerville, Mass. 02143
617/625-6600

Journeys of Heroines and Heroes in Literature

Rettman, Bruce	Algonquin Regional High Schl
65 Colonial Road	Northborough, Mass. 01532
Sudbury, Massachusetts 01776	508/351-7010
Texts and Manuscripts: A Way of Teaching Hemingway	

Serafin, Anne	Newton North High School
25 Walnut Place	Newtonville, Mass. 02160
Newtonville, Massachusetts 02160	617/552-7427
African Literatures: A Survey	

Wharton, William	Commonwealth School
62 Dale Street	Boston, Massachusetts 02116
Needham, Massachusetts 02194	617/266-7525
The Practice and Teaching of Philosophy in Plato's Dialogues	

Blackhawk, Terry	Mumford High School
16215 Warwick	17525 Wyoming
Detroit, Michigan 48219	Detroit, Michigan 48219
	313/270-0430
Emily Dickinson: Contexts of Her Life and Work	

Leek, Loren	Ridgewood High School
1426 Hawthorne Gardens	Ridgewood, New Jersey 07451
Hawthorne, New Jersey 07506	201/670-2813
The Modern Latin American Short Story (in English translation)	

Schneller, Walter	Hackley School
293 Benedict Avenue	Tarrytown, New York 10591
Tarrytown, New York 10591	914/631-0128
The Cradles of Modernity	

Maurer, Audrey	Hunter College High School
540-13 Main Street	New York, New York 10128
Roosevelt Island	212/860-1278
New York, New York 10044	
Proficiency Oriented Materials in Russian Literature and Culture at the High School Level	

Warner, Emily R.
2433 Wrightwood Avenue
Durham, North Carolina 27705

Charles E. Jordan High School
6806 Garrett Road
Durham, North Carolina 27707
919/560-3912

Southern Women's History

Dyer, Daniel
60 East Pioneer Trail
Aurora, Ohio 44202

Harmon Middle School
Aurora, Ohio 44202
216/562-3375

Jack London, The Call of the Wild, and the Klondike
Gold Rush

Dummer, Dennis
2811 N. North Bank Road
Otis, Oregon 97367

Taft High School
Lincoln City, Oregon 97367
503/996-2115

Medieval Church Councils and Modern Representative
Government

Dreier, Ted
7037 S.W. 54th Avenue
Portland, Oregon 97219

Ockley Green Middle School
Portland, Oregon 97219
503/280-5660

A World Full of Stories: Traditional and Modern American
Indian Literature of Oregon and the Far West

Vohnson, Pamela
6300 S. W. Nicol Road
Portland, Oregon 97223

Oregon Episcopal School
Portland, Oregon 97223
503/246-7771

The Counterrevolution: The Vendee and the Midi

Cronin, Ellen
3414 Highland Avenue
Drexel Hill, Pennsylvania 19026

Hillcrest Elementary School
Drexel Hill, Penn. 19026
215/853-4520

A Study of the Growth of Manufacturing and Its Effects
on the Lives of the People of Upper Darby, Pennsylvania,
in the 19th Century

Garza, Lucila
11910 Brookwood Road
Austin, Texas 78750

Spicewood Elementary School
Austin, Texas 78750
512/258-3209

Cultural Awareness: Voices of the Past

Manchester, Kathleen
Box 1051 Greenbush Road
Charlotte, Vermont 05445

South Burlington High School
550 Dorset Street
South Burlington, Vt. 05403
802/658-9077

Dante's Synthesis of the Classical and Christian Worlds

McMullan, Kathleen
P.O. Box 168
Hartland, Vermont 05048

Hartland Elementary School
Hartland, Vermont 05048
802/436-2255

The Immigration Experience: A Window to American History

Duncan, Larry
9247 Atwood Avenue
Norfolk, Virginia 23503

Norfolk Catholic High School
6401 Granby Street
Norfolk, Virginia 23505
804/423-2553

The Wonder Effect in Shakespeare's Comedies

Schildt, Bobbi
2836 Meadow Lane
Falls Church, Virginia 22042

H.B. Woodlawn Alternative
Program
4100 North Vacation Lane
Arlington, Virginia 22207
703/358-6363

History of Freedman's Village: A Reflection of the
Ideas and Policies of the Federal Government Towards
Freedmen During the Reconstruction Era

Fleet, Jean
2588 North Prospect Avenue
Milwaukee, Wisconsin 53211

Riverside University High Sch
1615 East Locust
Milwaukee, Wisconsin 53211
414/964-5900

Integrating American and European History: 18th-Century
Debates in Politics and Literature

Stark, Sandra
3229 North Marietta
Milwaukee, Wisconsin 53211

Rufus King School for the
College Bound
Milwaukee, Wisconsin 53211
414/374-5450

Women Writers of the English Renaissance

NEWS

National Endowment
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NEH-92-008-N-018

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Denise Wible
Constance Burr

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703/823-0337
202/543-1567

FOR IMMEDIATE RELEASE

FIVE CALIFORNIA EDUCATORS HONORED AS "TEACHER-SCHOLARS" Innovative Program Supports Full Year of Independent Study

WASHINGTON, March 25 -- Five teachers from California today were named the recipients of "Teacher-Scholar" grants by the National Endowment for the Humanities (NEH) and the DeWitt Wallace-Reader's Digest Fund. Each teacher will receive a year-long sabbatical beginning next fall and a stipend of up to \$30,000 to conduct an independent research project on a humanities topic.

The five California teachers are Katherine B. Kiefer of Pacific Palisades, Rina C. Faletti and Christopher Lorenc, both of San Jose, Richard McCoun of Yorba Linda, and Paul Otis of San Diego. [The names and locations of their schools, as well as the title of their research project, follow at the end of this release.]

"Enthusiastic, highly knowledgeable teachers are one of our nation's most precious resources," said NEH Chairman Lynne V. Cheney in making the announcement. "Their enthusiasim for learning is passed on to their students. We at the Endowment are delighted to give these outstanding educators the opportunity to undertake a rigorous, independent research project in the humanities."

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

While sabbaticals--paid leave to perform scholarly research--are common for college professors, most teachers at the precollegiate level seldom have such an opportunity for reflection and intellectual growth.

This year 38 Teacher-Scholars located across the United States were chosen from 276 applications. Humanities scholars judged project proposals on their intellectual quality, the significance of the topic and the relevance of the study plan to the applicant's teaching responsibilities.

About 75 percent of this year's Teacher-Scholars are high school teachers. Of the 38 winners, 28 teach in public schools and ten in private institutions. Twenty-one Teacher-Scholars are from institutions in suburban areas; 12 teach in urban schools and five are teachers in rural areas.

NEH administers the Teacher-Scholar Program in partnership with the DeWitt Wallace-Reader's Digest Fund. The Endowment received a \$965,000 grant from the fund to help support the Teacher-Scholar program for the next two academic years.

NEH is currently accepting applications for the next cycle of NEH/Reader's Digest Teacher-Scholar awards. Application forms, available from the Endowment, must be received by May 1, 1992, for projects that would begin in September 1993.

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

#

FACTS ON 1992 CALIFORNIA TEACHER-SCHOLARS

Faletti, Rina C.
15690 Rica Vista Way
San Jose, California 95127

Independence High School
1776 Educational Park Drive
San Jose, California 95133
(On leave for 1991-92 year)
408/729-3931

Myth and Metaphor: World Myth, Zapotec Art
and the Search for the Self

Kiefer, Katherine B.
15323 Bestor Blvd
Pacific Palisades, Calif. 90272

Marlborough School
250 South Rossmore Avenue
Los Angeles, California 90004
213/935-1147

Themes of Love and Religion in Latin Inscriptions
and Their Relevance to Augustan Poetry

Lorenc, Christopher
833 Hartford Avenue
San Jose, California 95125

Bellarmino Col. Preparatory
San Jose, California 95126
408/294-9224

Place and Wilderness in the Christian Contemplative
Tradition

McCoun, Richard
5692 Oak Meadow Drive
Yorba Linda, California 92686

Canyon High School
Anaheim, California 92807
714/532-8000

Competing Theories of Justice in Western Philosophy

Otis, Paul
10530 Rookwood Drive
San Diego, California 92131

Mira Mesa High School
San Diego, California 92126
619/566-2262

Nostalgia and Tokugawa Japan

NEWS

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NEH-92-008-N-019

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Denise Wible	202/786-0449	703/823-0337

FOR IMMEDIATE RELEASE

SIX MASSACHUSETTS EDUCATORS HONORED AS "TEACHER-SCHOLARS" Innovative Program Supports Full Year of Independent Study

WASHINGTON, March 25 -- Six teachers from Massachusetts today were named the recipients of "Teacher-Scholar" grants by the National Endowment for the Humanities (NEH) and the DeWitt Wallace-Reader's Digest Fund. Each teacher will receive a year-long sabbatical beginning next fall and a stipend of up to \$31,000 to conduct an independent research project on a humanities topic.

The six Massachusetts teachers are Sharon Hamilton of Watertown, Helen Karydas of Sharon, Melody Lee of West Newton, Bruce Rettman of Sudbury, Anne Serafin of Newtonville, and William Wharton of Needham. [The names and locations of their schools, as well as the title of their project, follow at the end of this release.]

"Enthusiastic, highly knowledgeable teachers are one of our nation's most precious resources," said NEH Chairman Lynne V. Cheney in making the announcement. "Their enthusiasm for learning is passed on to their students. We at the Endowment are delighted to give these outstanding educators the opportunity to undertake a rigorous, independent research project in the humanities."

- MORE -

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

While sabbaticals--paid leave to perform scholarly research--are common for college professors, most teachers at the precollegiate level seldom have such an opportunity for reflection and intellectual growth.

This year 38 Teacher-Scholars located across the United States were chosen from 276 applications. Humanities scholars judged project proposals on their intellectual quality, the significance of the topic and the relevance of the study plan to the applicant's teaching responsibilities.

About 75 percent of this year's Teacher-Scholars are high school teachers. Of the 38 winners, 28 teach in public schools and ten in private institutions. Twenty-one Teacher-Scholars are from institutions in suburban areas; 12 teach in urban schools and five are teachers in rural areas.

NEH administers the Teacher-Scholar Program in partnership with the DeWitt Wallace-Reader's Digest Fund. The Endowment received a \$965,000 grant from the fund to help support the Teacher-Scholar program for the next two academic years.

NEH is currently accepting applications for the next cycle of NEH/Reader's Digest Teacher-Scholar awards. Application forms, available from the Endowment, must be received by May 1, 1992, for projects that would begin in September 1993.

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

#

FACTS ON 1992 MASSACHUSETTS TEACHER-SCHOLARS

Hamilton, Sharon 49 Cottage Street Watertown, Massachusetts 02172	Buckingham Browne & Nichols Sch Cambridge, Massachusetts 02138 617/547-6100
Shakespeare's Women: New Voices, New Eyes	
Karydas, Helen 150 Bullard Street Sharon, Massachusetts 02067	Boston Latin School Boston, Massachusetts 02115 617/556-2250
A Critical Study of Greek Tragedy in its Social and Political Context	
Lee Melody 12 Henshaw Terrace West Newton, Mass. 02165	Somerville High School Somerville, Massachusetts 02143 617/625-6600
Journeys of Heroines and Heroes in Literature	
Rettman, Bruce 65 Colonial Road Sudbury, Massachusetts 01776	Algonquin Regional High School Northborough, Mass. 01532 508/351-7010
Texts and Manuscripts: A Way of Teaching Hemingway	
Serafin, Anne 25 Walnut Place Newtonville, Mass. 02160	Newton North High School Newtonville, Mass. 02160 617/552-7427
African Literatures: A Survey	
Wharton, William 62 Dale Street Needham, Massachusetts 02194	Commonwealth School Boston, Massachusetts 02116 617/266-7525
The Practice and Teaching of Philosophy in Plato's Dialogues	

NEWS

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FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES
"EXEMPLARY AWARDS"
TO 11 STATE COUNCILS**

More Than \$874,000 Awarded for Outstanding Humanities Projects

WASHINGTON, March 12 -- Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), today announced 11 new grants totaling \$874,603 that will help Americans from Concord to Carson City discover a rich blend of American and regional history and literature.

The new grants were awarded to 11 state humanities councils located across the United States. Unlike the yearly grants that NEH provides to all 55 state humanities councils, these "Exemplary Awards" for specific project activities are determined competitively and represent additional resources for outstanding humanities projects that may not otherwise be brought to the public.

"Each of these projects has been designed to help the public gain greater insight into history and culture," said NEH Chairman Lynne V. Cheney in announcing the awards. "We are pleased to support such outstanding programs that will benefit so many individuals."

Located in all 50 states, the District of Columbia, Puerto Rico,

- MORE -

the U.S. Virgin Islands, Guam and the Commonwealth of the Northern Marianas, state humanities councils support public programs conducted by local libraries, community organizations, museums, historical societies, colleges and universities. Approximately half the state councils' budgets come from NEH funds, which are matched by local contributions of cash, goods or services from nonfederal sources.

"Exemplary Awards, without exception, support high-quality, imaginative projects," Cheney said. "Often they serve as models to other state councils. More important, they allow state councils to implement a significant public project they might not otherwise be able to fund."

Four of the grants announced today will support statewide reading and discussion programs.

The New York Council for the Humanities' project will focus on issues involved in writing biographies. The program designed by the Wisconsin Humanities Committee will examine the literature, history and culture of the state's many Native American tribal populations.

The Vermont Council on the Humanities' library program, geared toward adult and teenaged readers, will explore the legends of King Arthur and his court. "A Commonwealth of Nations: 1607-1992," the title of a reading and discussion series designed by the Virginia Foundation for the Humanities, will examine the literature of immigration.

History will be the focus of two grants. The New Hampshire

Humanities Council's project, "Calling Ourselves Home," will feature a conference and five "mini-courses" brought to communities throughout the state. A program designed by the Nevada Humanities Committee will explore the state's historical ties to Asia--whose immigrants have contributed ten percent to the annual population growth of the Southwest.

Five of the grants announced today by NEH Chairman Cheney will assist state humanities councils undertake the research and planning necessary before a major statewide or regional project can be implemented.

The Idaho Humanities Council will use its award to plan and design a project that will bring traveling exhibitions to small museums and historical societies throughout the state. The program planned by the Missouri Humanities Council will feature traveling outdoor performances by humanities scholars portraying figures from Missouri religious history.

The Maine Humanities Council's project, "The Twentieth Century: Roots of Modern American Thought and Culture," will help Maine residents examine their state's contribution to the intellectual, political and cultural development of New England. The Oklahoma Foundation for the Humanities will use their planning grant to develop "Many Peoples, One Land: The Oklahoma Experience," a project that seeks to examine the state's history from pre-Columbian times to the present.

Scholars from 12 historical sites throughout Pennsylvania will

be involved in an interpretive project planned by the Pennsylvania Humanities Council in another of the grants announced today.

Overall, 16 project proposals were submitted by state humanities councils for Exemplary Awards this year. Each application was reviewed by a panel representing both the general public and the scholarly community. All state humanities councils are eligible to compete for statewide or regional Exemplary Awards.

State councils support a wide variety of projects in the humanities, including library reading programs, speaker-discussion series, conferences, seminars and institutes for teachers and school administrators, media presentations and traveling exhibitions.

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

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NOTE TO EDITORS/WRITERS: A complete list containing the names and phone numbers of local media contacts and a brief description of the 11 Exemplary Awards announced today is attached to this press release.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Exemplary Awards to State Humanities Councils
March 1992

IDAHO

Idaho Humanities Council, Boise.....15,737.00
Media Contact: Vincent Hannity, (208) 345-5346
Project Title: Idaho Exhibits Project
Description: To support planning meetings for a project that would enable small museums and historical societies throughout Idaho to receive traveling exhibits and conduct related lecture programs in the host communities and schools.

MAINE

Maine Humanities Council, Portland..... \$25,000.00
Media Contact: Ruth Nadelhaft, (207) 581-3262
Project Title: The Twentieth Century: Roots of Modern American Thought and Culture
Description: To support planning activities for a project on early modern American thought and culture that will include an exhibition, a statewide conference, a summer museum internship program for teachers, and a library discussion series.

MISSOURI

Missouri Humanities Council, St. Louis.....25,000.00
Media Contact: Janet B. Campbell, (913) 631-6709
Project Title: Missouri Chautauqua: The American Religious Experience
Description: To support a two-year project designed to enhance public understanding of the religious dimension of local, state and national history. Chautauqua scholars will travel to eight Missouri communities.

NEVADA

Nevada Humanities Committee, Reno.....\$128,102.00
Media Contact: Marilyn R. Melton, (702) 784-6587
Project Title: Asia and Nevada: First Steps
Description: To support an exhibit, a publication, and a symposium on the history of Asians in Nevada, as well as conferences and teacher seminars on contemporary Asian culture and society.

NEW HAMPSHIRE

New Hampshire Humanities Council, Concord.....\$94,692.00
Media Contact: Anne C. Zachos, (603) 224-4071
Project Title: Calling Ourselves Home
Description: To support a statewide program, involving a conference, five community mini-courses, a three-day institute, and a publication, that will engage New Hampshire citizens in an examination of the concept of "home."

NEW YORK

New York Council for the Humanities, New York City.....\$200,000.00
Media Contact: Geoffrey G. Field, (212) 233-1131
Project Title: Lives Worth Knowing
Description: To support a two-year statewide reading and discussion program in 70 communities for secondary school teachers, students, their parents, and community members on issues in biography.

OKLAHOMA

Oklahoma Foundation for the Humanities, Oklahoma City.....\$25,000.00
Media Contact: Nancy Phillips, (405) 382-1100
Project Title: Many Peoples, One Land: The Oklahoma Experience
Description: To support planning for a series of exhibits, educational materials, and teacher institutes that will focus on the peopling of Oklahoma from the pre-Columbian era to the present.

PENNSYLVANIA

Pennsylvania Humanities Council, Philadelphia.....\$25,000.00
Media Contact: Christopher Breiseth, (215) 925-1005
Project Title: Raising Our Sites: Women in Pennsylvania History
Description: To support a planning conference and scholarly consultations to enable the staff at 12 historic sites around the state to interpret women's role from earliest period to the present as reflected in the collections.

VERMONT

Vermont Council on the Humanities, Hyde Park.....\$142,180.00
Media Contact: Mary Ann Chaffee, (802) 879-5526
Project Title: The Legends of King Arthur
Description: To support reading and discussion programs for adult and teen-age new readers on the historical and philosophical themes in the Arthurian legends.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Exemplary Awards to State Humanities Councils
March 1992

VIRGINIA

Virginia Fnd. for the Humanities & Pub. Pol., Charlottesville.....\$93,976.00
Media Contact: Rosel Schewel, (804) 522-8483
Project Title: A Commonwealth of Nations, 1607-1992
Description: To support 12 five-session reading and discussion series at
libraries throughout Virginia on four themes that explore the literature of
immigration.

WISCONSIN

Wisconsin Humanities Committee, Madison.....\$99,916.00
Media Contact: Carol Tennessen, (608) 229-4141
Project Title: Roots and Seeds: A Reading/Discussion Series on American
Indian Literature
Description: To support reading and discussion programs in ten Wisconsin
communities on the history and culture of the state's Indian population, as
reflected in literature and history.

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**LYNNE CHENEY TO JOIN LINCOLN-AREA EDUCATORS
IN EXAMINING THE QUESTION:
"HOW CAN WE IMPROVE OUR SCHOOLS?"**

Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), will join Lincoln-area educators and community leaders in examining the question "How can we improve our schools?" at an open forum on Saturday, February 29, 1992, at 2:00 p.m., in Room 102 of the Lincoln Public Schools District Offices, located at 5901 O Street.

Members of the media are invited to attend.

The one-hour forum, sponsored by the Lincoln Public Schools Foundation, will focus on the growing importance of foreign language instruction and how stronger humanities curricula can improve the education of our nation's students. Also highlighted at the event will be a number of recent NEH-sponsored film projects, including the critically acclaimed 1990 mini-series, "The Civil War."

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(Jewish Museum, NYC) Anne Scher

212/399-3391

FOR IMMEDIATE RELEASE

**"BRIDGES AND BOUNDARIES," A DIALOGUE
BETWEEN AFRICAN AMERICANS AND AMERICAN JEWS
NEH-Funded Exhibition Explores Links Between Cultures**

WASHINGTON, March 19 -- On March 22 New York City's Jewish Museum at the New-York Historical Society will open **"Bridges and Boundaries: African Americans and American Jews,"** an exhibition that explores the complex relationships and dialogue between these diverse communities. The presentation of more than 300 works of art, artifacts, photographs, documents and media materials depicts the interaction between African Americans and American Jews in the 20th century.

Supported in part by a major grant from the National Endowment for the Humanities (NEH), the exhibition explains how African Americans and American Jews came into contact, portrays areas of cooperation and conflict, and demonstrates how cultural, ethnic and religious patterns become part of the fabric of American history as a whole. The exhibition highlights shared historical experience and environments where the groups meet.

"Bridges and Boundaries" is organized around five historical, evocative "places" designed to express these paths of experience. Each section identifies individuals, events and trends that emphasize the diversity and cultural expression of both groups and

- MORE -

includes comments from community leaders, historical and literary figures, the press and government officials of the day.

The first environment, "Spiritual Affinities: Let My People Go," suggests the interiors of a church and a synagogue, where artifacts and documents depict the groups' historical background in America, their cultural similarities and early cooperative efforts.

The second environment, "Discrimination and Response: Answering the Call" presents a theatrical backdrop that pictures African Americans and American Jews in popular culture and the media and describes reactions to discrimination in the first quarter of this century.

The third environment, "Joining and Organizing: Strength in Numbers," evokes a union hall to explore social and political activism of the 1920s through the 1950s.

This theme continues in the next section, "Working for Civil Rights: A Grand Alliance?", where a courthouse and a march form the background for an analysis of the civil rights movement.

In the fifth section, "Changing Identities: What's Ours is Ours," a neighborhood and school setting focus on relationships in urban neighborhoods since the 1930s and on the shifting cultural identities of the two groups in the 1960s.

A gallery of contemporary art showing works by African American and American Jewish artists concludes the exhibition.

"Bridges and Boundaries" features interpretive programs designed for both adults and children. Programs for adults include films, concerts and conversations. Storytelling, holiday lore

and art activities are planned to engage children of various ages, while class visits will encourage students to explore historical interpretation, group identity conceptions, media influence, literacy, and art history. The exhibition catalog offers a collection of essays written over the past 50 years.

Major funding for "Bridges and Boundaries" was provided by the museum program in NEH's Division of Public Programs. The museums program offers grants for projects designed to increase public understanding of the humanities that effectively present sound scholarship to the public. It supports planning and implementing temporary, traveling and permanent exhibitions; publications and audio-visual materials; and educational activities such as lectures, symposia and outreach programs for youth and adults. Institutions such as museums, historic sites, and scientific and technology centers are eligible to apply for grants.

Presented in collaboration with the National Association for the Advancement of Colored People (NAACP), "Bridges and Boundaries" will be open to the public at the Jewish Museum at the New-York Historical Society, located on Central Park West and 77th Street, from March 22 to July 19, 1992.

For information on admission fees, special events and exhibition hours, visitors are directed to call the museum's recorded message at 212/399-3430. Teachers may obtain a free copy of the resource guide by calling 212/399-3368.

"Bridges and Boundaries" will travel to seven additional

sites: The Jewish Museum, San Francisco; the Strong Museum, Rochester, New York; the Jewish Historical Society of Maryland and another site in Baltimore; the National Afro-American Museum and Cultural Center, Wilberforce, Ohio; the California Afro-American Museum, Los Angeles; the National Museum of American Jewish History and the Afro-American Historical and Cultural Museum, Philadelphia; and the Chicago Historical Society, Chicago.

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**LYNNE CHENEY
TO DELIVER IMPORTANT ADDRESS IN OHIO ON
"ACADEMIC FREEDOM"**

Lynne V. Cheney, Chairman of the National Endowment for the Humanities, will deliver an important address on "Academic Freedom" on April 1, 1992, at 12:30 p.m., in the John C. Myers Convocation Center at Ashland University.

Members of the media are invited to attend.

Mrs. Cheney's address will mark the sixth event in the year-long Major Issues Lecture Series on "Striving Towards Excellence in Education" sponsored by the John M. Ashbrook Center for Public Affairs.

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NOTE: For information regarding the luncheon which begins at 12:00 p.m., please contact the Ashbrook Center at (419) 289-5411.

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FOR IMMEDIATE RELEASE

GREAT RIVER OF THE WEST: THE COLUMBIA RIVER IN PACIFIC NORTHWEST HISTORY

Public Invited to Explore History, Cultures, Ecology and Economy
of the Columbia River Basin

WASHINGTON, April 3 -- The Center for Columbia River History, a branch of the Washington State Historical Society, will sponsor "Great River of the West," three series of statewide conferences and forums open to the public on the history and culture of the Columbia River Basin. They are scheduled to take place from May 1, 1992, through April 1993.

These presentations, from Ilwaco to Omak, will make it possible for people throughout the Northwest to sharpen their knowledge of the Columbia River's heritage and its people.

Supported by a major grant from the National Endowment for the Humanities (NEH), "Great River of the West" commemorates the bicentennial of Captain Robert Gray's naming the river in 1792. A conference in Vancouver, Wash., from May 1-3 will inaugurate the program. It will focus on questions that probe the relationships between people and the river from prehistoric times to the nuclear age:

- What kind of river is the Columbia?
- What happened to the first peoples of the Columbia?

- MORE -

- How did families live on the Columbia?
- What makes the Columbia so powerful?
- What have we done to the Columbia?
- How have we described the Columbia?

Well-known scholars of the region will serve as moderators.

"The Columbia River is ours," says project director William Lang. "Everyone who lives nearby has a stake in its history and what happens in the region. We hope to get as many people involved in 'Great River of the West' as possible."

Local historical societies and museums in cities and towns along the Columbia River will host eight mini-conferences from May through November 1992. Designed to address topics that are important to local citizens, mini-conferences will be held on Saturday or Sunday. (See schedule attached.) Participants may choose from such subjects as: dams and irrigation, land use, technology and the river, salmon and the dams, river narratives, folk culture, the peoples of the Columbia, and Mid-Columbia Indians and the land. Ample time for audience participation will follow each presentation.

The library series will offer nine forums in public libraries of smaller communities along the Columbia mainstream and its major tributaries in Washington, Oregon and Idaho from October 1992 through May 1993. In each community sessions will address such topics as prehistoric and Native American lifeways, white settlement, the Columbia's natural resources, the consequences of development, the character of the Columbia and the literature that describes it.

The story of this 259,000-square-mile area begins in prehistory

and includes accounts of native American settlement and European explorations. Bringing with them their traditions and customs, migrants created communities that mirrored their national origins and developed new economies. They also set in motion disputes over resources that persist to this day.

The Columbia River Basin has undergone major cultural and ecological changes in the two centuries since Captain Gray first sailed on the river. Today's residents face a broad range of problems. The programs of "Great River of the West" aim to help residents and visitors understand the region as a whole by provoking community discussion and by clarifying the connections between history and contemporary life along the river.

Major funding for "Great River of the West" was provided by Public Humanities Projects in NEH's Division of Public Programs. The Public Humanities Projects program offers grants to a wide variety of projects designed to increase public understanding of the humanities. Through this program the Endowment recognizes exemplary public programs and promotes model projects that may have national significance. Applicants for Public Humanities Projects may use a number of formats--including public symposia, community forums, debates, and reading and discussion groups--to reach the general public with humanities scholarship. Priority is given to projects that serve a national or regional audience.

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NOTE TO EDITORS/WRITERS: The "Great River of the West" conference schedules are attached to this press release.

**Great River of the West:
The Columbia River in the Northwest**

**Conference Series
May 1992 through October 1992**

**Yakima Valley Museum
Yakima, Washington
May 16, 1992**

- I. Dams and Irrigation
 - "Property Rights vs. Fishing Rights in the Winans Case," Kent Richards
 - "Community Development and Irrigation," Max Geier
 - "Kennewick Irrigation," Dorothy Zeisler
 - Moderator: Judith Austin
- II. Radicalism
 - "Northwest Radicalism," Robert Johnston
 - "Race in the Columbia River Basin," Eckard Toy
 - Moderator: Rick Harmon

**North Central Washington Museum
Wenatchee, Washington
May 30, 1992**

- I. Land Use
 - "Paleo-Ecology of the Columbia," Jim Chatters
 - "Paleo-Ecology of the Snake River," Tom Green
 - Moderator: Jerry Galm
- II. Technology and the River
 - "Mining and Technology of the Columbia," Marge Kennedy
 - "The Columbia River Treaty," Keith Muckletson
 - Moderator: Michelle Gerber

**Franklin County Museum
East Benton County Museum
Pasco-Kennewick, Washington
June 6, 1992**

- I. The New Deal and the Columbia River
 - Panel: Brit Storey
 - Richard Lowitt
 - John Findlay, Moderator
- II. Salmon and the Dams
 - "Salmon at Grand Coulee," Paul Pitzer
 - "Fish vs. Dams on the Snake River," Keith Peterson
 - Moderator: Gus Norwood

**Maryhill Museum
Goldendale, Washington
June 13, 1992**

- I. River Narratives
"Oral Narrative and the Pacific Northwest," Barbara Allen
"Narratives and Myths," William Robbins
Moderator: Richard M. Brown
- II. Literature of the River
"Mourning Dove--Kutenai," Alanna Brown
"Columbia River Regional Writing," Edwin Bingham
Moderator: Craig Lesley

**Columbia River Maritime Museum
Astoria, Oregon
June 27, 1993**

- I. Columbia River Cultural Ecology
"Three Frontiers," Dear May
"Physical Culture and Ecology of the Columbia River," Robert
Bunting
Moderator: Laurie Mercier
- II. Folk Culture of the Columbia
"Narration of Cattle and Loggers," Jens Lund
"Folk Tradition and Finns," Robert Walls
Moderator: Richard Meyer

**Columbia River Gorge Commission
Wasco County Museum
The Dalles, Oregon
September 19, 1992**

- I. Planning the Columbia Gorge Scenic Area
Panel: Carl Abbott
Sheldon Edner
Sy Adler
Gayle Rothrock, Moderator
- II. The Historic Columbia River Highway
Panel: Allan Comp
Dwight Smith
Hugh Miller
SuAnn Reddick, Moderator

Whitman College
Walla Walla College
Walla Walla, Washington
September 13, 1992

- I. River Traffic on the Columbia
"Celilo Celebrations," Carole Simon-Smolinski
"Military on the Columbia, 1849-1865," G. Thomas Edwards
"The Railroads and the Columbia Causeway," Carlos Schwantes
Moderator: Stephanie Toothman
- II. The Hudson's Bay Company and the Columbia
Panel: National Park Service Research staff
Stephanie Toothman, Moderator

Cowlitz County Museum
Longview-Kelso, Washington
October 3, 1992

- I. Indians on the Lower Columbia
"Indian Warfare," Yvonne Hajda
"Diseases on the Columbia," Robert Boyd
Moderator: Rick Minor
- II. Mid-Columbia Indians and the Land
Panel: Deward Walker
Dale Kincaid
James Selam
Virginia Martin
Josephine Smart
Eugene Hunn, Moderator
- III. Peoples of the Columbia
"Japanese of the Hood River Valley: An Oral History," Linda Tamura
"Finns on the Lower Columbia," George Hummasti
"Why It's Not the Border: African-Americans on the Columbia," Darrell Millner
"The Snake River Swedes," Jennifer Atteberg
"The Hispanics of the Yakima River Basin," Fernando Padilla
Moderator: Erasmo Gamboa

Library Series
October 1992 through May 1992

Lewis-Clark State College Library

Lewiston, Idaho 83501

October 13 and 30, 1992

Presenters: Laurie Mercier and Eckard Toy

Hood River County Library

Hood River, Oregon

November 10 and 17, 1992

Presenters: David Nicandri and Robert Carriker

Hermiston Public Library

Hermiston, Oregon

November 12 and 19, 1992

Presenters: William Lang and Michele Gerber

Camas Public Library

Camas, Washington

January 12 and 19, 1993

Presenters: David Nicandri and Robert Carriker

Ilwaco Heritage Foundation

Ilwaco, Washington

January 13 and 20, 1993

Presenters: David Nicandri and Robert Carriker

Ellensburg Public Library

Ellensburg, Washington

February 10 and 17, 1993

Presenters: Laurie Mercier and Eckard Toy

Heritage College Library

Toppenish, Washington

March 10 and 17, 1993

Presenters: William Lang and Michele Gerber

Kettle Falls Public Library

Kettle Falls, Washington

April 7 and 14, 1993

Presenters: William Lang and Michele Gerber

Omak Public Library

Omak, Washington

May 4 and 11, 1993

Presenters: Laurie Mercier and Eckard Toy

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FOR IMMEDIATE RELEASE

**HUMANITIES CHAIRMAN TO BE HONORED
BY COLLEGE SCIENTISTS FOUNDATION**
ARCS Eagle Award to be Presented April 11 in Washington, D.C.

WASHINGTON, April 6 -- Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), will receive the Achievement Rewards for College Scientists' (ARCS) 1992 Eagle Award on April 11 in recognition of her long-standing efforts in "improving humanities and science education in our nation's schools, colleges and universities."

The Eagle Award is the highest honor bestowed by the Metropolitan Washington Chapter of ARCS. ARCS is a national organization of women who raise funds for grants and scholarships to gifted and deserving students.

Cheney will receive the award on April 11 at a dinner banquet to be held at the ANA Hotel in Washington, D.C.

In a 1989 report to Congress titled 50 Hours: A Core Curriculum for College Students, Cheney wrote, "the National Endowment for the Humanities must be concerned with the literature major who has no understanding of physics as well as with the engineer who graduates without studying history. Both are less prepared than they should be to make the subtle and complex choices today's life demands."

The report urged American colleges and universities to revise

- MORE -

curricula so that undergraduates study essential areas of knowledge including humanities, mathematics, natural sciences and social sciences.

In addition to 50 Hours, Cheney has written four other major reports on the subject of education. Her latest work, National Tests: What Other Countries Expect Their Students To Know, released in May 1991, provides examples of achievement tests from other industrialized nations.

The Eagle Award is presented annually by ARCS. Past recipients of the award include Adm. Bobby R. Inman, H. Ross Perot, Lt. Gen. James A. Abrahamson, Gilbert M. Grosvenor, Hugh Downs, Vice Adm. Richard H. Truly and Gov. John H. Sununu.

To obtain more information on the April 11 awards ceremony, individuals may contact Carole Sanders at the Metropolitan Chapter of ARCS at (703) 525-0410.

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

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**LYNNE CHENEY
TO DELIVER IMPORTANT ADDRESS IN OKLAHOMA
ON THE PROBLEMS FACING
"THE UNIVERSITY OF TOMORROW"**

Lynne V. Cheney, Chairman of the National Endowment for the Humanities, will deliver an important address titled "The University of Tomorrow" on Thursday, April 16, 1992, at 5:30 p.m., at the University of Tulsa's Allen Chapman Activity Center located at the corner of Fifth Place and Florence Avenue.

From 3:30 p.m. to 4:15 p.m. on April 16, Mrs. Cheney will be available to answer questions from members of the media in the TU Shaw Alumni Center located on the northeast corner of Eighth Street and Evanston Avenue.

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MEDIA ADVISORY



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PLEASE NOTE: SCHEDULE UPDATE...SCHEDULE UPDATE...SCHEDULE UPDATE...

**LYNNE CHENEY
TO SPEAK AT THE UNIVERSITY OF TULSA**

The Thursday, April 16, 1992, press availability session with National Endowment for the Humanities Chairman Lynne V. Cheney at the University of Tulsa (originally scheduled for 3:30 p.m.) has been cancelled.

Mrs. Cheney's remarks titled "The University of Tomorrow" will begin at 5:30 p.m., Thursday, April 16 at the Allen Chapman Activity Center (located at the corner of Fifth Place and Florence Avenue) on the campus of the University of Tulsa.

Members of the media are invited to attend.

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NEWS

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for the Humanities

A Federal Agency

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FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES
ANNOUNCES 1992 "YOUNGER SCHOLARS"**

**Program Works to Nurture Tomorrow's Scholars
With Research Grants to High School and College Students**

WASHINGTON, April 27 -- Summer vacation will be no vacation this year for 70 high school and 89 college students scattered across the United States. Traditional summer jobs will be replaced with investigations of literature, ancient and contemporary history, philosophy and the history of popular culture. But the learning will not take place within the bounds of regular classrooms.

These students will chart their own course of study, temporarily casting aside their usual roles to become investigative scholars of the humanities. Each of these outstanding students has won a national "Younger Scholars" award, announced today by the National Endowment for the Humanities (NEH).

[A complete list of winners accompanies this release.]

"A thorough understanding of the past is a key which can unlock the future for many of these young minds," said NEH Chairman Lynne V. Cheney in making the announcement. "The Younger Scholars program sharpens the intellectual curiosity of the teachers and scholars of tomorrow and gives them an opportunity to explore the humanities in greater depth."

- MORE -

Applicants to the Younger Scholars program design proposals on a wide variety of humanities topics. Projects selected by this summer's group of scholars include the rise and fall of communism in Eastern Europe, the feminine ideal as defined in Victorian literature, emancipation of slaves in the District of Columbia, and the heroic code among men and gods in Homer's Iliad.

The NEH Younger Scholars program awards grants which support full-time research for nine weeks during the summer months. High school students receive \$2,000 and college students below the senior year of study receive \$2,400. A \$400 portion of each award is used as a stipend for an adviser who guides the students during their work.

The NEH Younger Scholars program began in 1984. Since then nearly 1,200 high school students and college undergraduates have received awards and the opportunity to increase their knowledge of the humanities, while discovering the challenges of independent scholarly research.

Panels of humanities educators selected this year's winners based on an evaluation of 885 applications. The students attend schools in 49 states, Puerto Rico and the District of Columbia.

The winners announced today will devote their full attention this summer to a humanities project of their own choosing and design while working under the guidance of a mentor. Like all working scholars, these student researchers will spend time poring over old diaries and records in local archives, for example, or interpreting

important works of literature and the arts, or exploring historical questions.

At the conclusion of their study, each of the Younger Scholars is required to write a substantial research paper with bibliography. In past years, some work prepared by Younger Scholars has been published in scholarly journals, won academic awards, or was shared with the public through lectures or formal presentations.

The Younger Scholars program often gives students their first experience with independent scholarly research. According to NEH Chairman Cheney, students frequently come to the realization that there is more to scholarship than attending a lecture or reading a textbook. "These grants furnish young minds with a chance to experience both the pleasures and the responsibilities of scholarship," Cheney added.

In July, NEH will have Younger Scholars applications available for projects to be conducted during the summer of 1993. The application deadline for this cycle of awards is November 2, 1992. Students interested in applying to Younger Scholars program are encouraged to contact Leon Bramson, Program Officer, NEH, Room 316, 1100 Pennsylvania Avenue, N.W., Washington, D.C., 20506. The telephone number is 202/786-0463.

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

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NATIONAL ENDOWMENT FOR THE HUMANITIES
Awards to Younger Scholars
1992

ALABAMA

<u>Hometown</u>	<u>Student</u>	<u>School & Class Year</u>	<u>Award</u>
Montgomery	Kurt R. Niland Project: "King James and the Sleeping Preacher"	Auburn University, sophomore	\$2,400
Prattville	Maya M. E. Morland Project: "Burial Customs of the Creek Village of Fusihatchee"	Heritage Academy, sophomore	\$2,000

ARIZONA

Fountain Hills	Deborah A. Kaye Project: "The Conflict of Twinned Identities: Zangwill and Du Bois"	Arizona State University, junior	\$2,400
Phoenix	Jonathan R. Miles Project: "Saturday Night <u>Fais Do Do</u> : Music in Cajun Society"	University of Mississippi, junior	\$2,400
Scottsdale	Winnie W. So Project: "From Brillo Boxes to Inflatable Bunnies: Appropriation in Contemporary Art"	Bryn Mawr College, junior	\$2,400

ARKANSAS

Fayetteville	Jo S. Cochran Project: "The Replacement of Old World Myths by New World Realities in the Narratives of Three Spanish Explorers"	Fayetteville H. S., sophomore	\$2,000
Little Rock	Teresa L. Esterline Project: "Montaigne's Empiricism"	University of Arkansas, junior	\$2,400
Trumann	Timothy R. Hulsey Project: "The Mescalero Apache Indians at the Bosque Redondo Reservation, 1862-65"	University of Tulsa, junior	\$2,400

CALIFORNIA

Berkeley	Rebecca A. Lave Project: "The Frankfurt School's Attempt to Synthesize Marx and Freud"	Reed College, junior	\$2,400
Burlingame	Irene C. Cheng Project: "Asian American Authors"	Mills High School, junior	\$2,000

CALIFORNIA (continued)

Claremont	Elizabeth A. Grainger	Claremont High School, senior	\$2,000
	Project: "Emily Dickinson's Letters to the World"		
Huntington Beach	Stephen E. Tsoneff	Huntington Beach High School, junior	\$2,000
	Project: "Influence of Edgar Allan Poe on Herman Melville, Jules Verne, and Arthur Conan Doyle"		
Mountain View	Monica E. Shelley	St. Francis High School, senior	\$2,000
	Project: "Visions of a Dark Future: Negative Utopias in the Novels of Orwell, Atwood, Huxley, and Zamyatin"		
Sausalito	Theodore L. Levinson	Tufts University, junior	\$2,400
	Project: "New England Scrip in the 20th Century"		
Santa Ana	Joanna M. Brooks	Brigham Young University, junior	\$2,400
	Project: "Rhetorical Analysis of Three Contemporary Chicana Authors"		
Tarzana	Sylvia T. Rostami	Univ. of California, L.A., junior	\$2,400
	Project: "The Vatican Laocoon Sculptural Group and the Laocoon Episode in Virgil's <u>Aeneid</u> "		

CONNECTICUT

Fairfield	Kathleen A. Collins	University of Notre Dame, junior	\$2,400
	Project: "The Role of Mikhail S. Gorbachev in the Decline and Fall of Soviet Communism"		
Glastonbury	Peter D. Tanski	East Catholic High School, senior	\$2,000
	Project: "Charlemagne: Underestimated as an Educator"		
Norwich	Sheilah L. Coleman	University of Rochester, junior	\$2,400
	Project: "Representing the City: A Comparison of Italian Neo-Realist Film and American Film-Noir"		

DELAWARE

Wilmington	Kenneth G. Beare	College of William & Mary, junior	\$2,400
	Project: "The Implications of Austrian Economic Theory for the Normative Conception of Political Philosophy"		
	Deborah T. Neuberger	Wilmington Christian H.S., senior	\$2,000
	Project: "The Authority of the Senate Judiciary Committee to Interrogate Supreme Court Nominees"		

- MORE -

DISTRICT OF COLUMBIA

Michael A. Schaps Sandy Spring Friends School, senior \$2,000
Project: "The Limits of Freedom on Selected Works of
Dostoevsky and Tolstoy"

Franklin L. Foer Georgetown Day School, senior \$2,000
Project: "Emancipation in the District of Columbia"

FLORIDA

Gainesville William B. Clark Eastside High School, senior \$2,000
Project: "The Role of Blacks in the American Civil War
and the South African Boer War"

Tequesta Daniel S. Green Suncoast Community H.S., junior \$2,000
Project: "Camus: The Development of an Existential Writer"

GEORGIA

Atlanta Zanetta Y. Jones Dillard University, sophomore \$2,400
Project: "Gregory of Tours: Gallo-Roman, Churchman, and
Social Critic"

Bomee Jung Woodward Academy, senior \$2,000
Project: "Thomas Mann: The Artist's Self-Perception in His
Short Stories"

Statesboro Seth R. White Brown University, junior \$2,400
Project: "Religious Pluralism in Justin Martyr's Dialogue
with Trvpho"

IDAHO

Boise Anna S. King Swarthmore College, junior \$2,400
Project: "The Use of Silence in the Content and Writing
Technique of Five Novels by Elie Wiesel"

Idaho Falls Michael L. Ferguson Bryn Mawr College, junior \$2,400
Project: "The Philosopher and Society in Plato, Hume,
and Nietzsche"

- OVER -

ILLINOIS

Chicago	Alice L. Finke	Mount Holyoke College, junior	\$2,400
	Project: "Theories of Reference and Truth Regarding the Existence of Analytic A Posteriori Sentences"		
	Eric P. Holm	North Park College, junior	\$2,400
	Project: "James and Plantinga on the Rationality of Religious Belief"		
	Robert N. Hochman	Carleton College, junior	\$2,400
	Project: "Into the Mind of James Madison"		

INDIANA

Indianapolis	Helen K. Geib	Arsenal Tech High School, junior	\$2,000
	Project: "Women's Organizations in Community Life: Indianapolis, 1880-1930"		
	Elyria A. Kemp	Broad Ripple High School, senior	\$2,000
	Project: "African-American Composers of Classical Music"		
Kokomo	Mark E. Schneider	Brebeuf Preparatory School, senior	\$2,000
	Project: "Over Here: The Homefront in Indianapolis During World War I"		
Mischawaka	Aaron H. Hoffman	Indiana University, junior	\$2,400
	Project: "Nikola Tesla: The Rejection of a Genius"		
Morgantown	Nancy R. Perelman	Indiana University, sophomore	\$2,400
	Project: "The Disembodying Impact of the Computer on Workers' Attitudes and Behavior"		
Muncie	Andrea C. Redwine	Indiana Academy for S.M.H., senior	\$2,000
	Project: "John Locke and Henry David Thoreau: A Parallel Study"		
St. Meinrad	Patrick W. Foss	St. Meinrad College, junior	\$2,400
	Project: "Catholics Among the Sioux: An Examination of Late 19th-Century Missionary Attitudes"		
Terre Haute	Timothy D. Ritchey	Ball State University, junior	\$2,400
	Project: "Circular Motif and Religious Continuity in Prehistoric Western Europe"		

IOWA

Ames	Marit K. Munson	Miami University, sophomore	\$2,400
	Project: "Ernest Oberholtzer: A Conservationist of Unusual Vision"		

KANSAS

Lindsborg	Timothy P. Rosenkoetter Harvard College, junior Project: "Heidegger's Concept of Time and Criticism of Hegel's Understanding of Time"	\$2,400
Norton	John D. Hawks Kansas State University, sophomore Project: "The Fool's Social Touchstone: A Shift in Shakespeare's Conception of Power"	\$2,400

KENTUCKY

Bowling Green	John V. Salisbury Bowling Green High, junior Project: "Tennyson: The Poet as a Hero, Prophet, Outcast, & Man"	\$2,000
Lexington	Micah L. Auerback Lafayette Senior High School, senior Project: "The Intersection of Hindu and Buddhist Thought and Relativistic Philosophy in T.S. Eliot"	\$2,000
Louisville	Zackary D. Berger Calif. Inst. of Technology, freshman Project: "Historical and Autobiographical Elements in I.J. Schwartz's <u>Kentucky</u> "	\$2,400
	Yung-Yee Wu Washington University, junior Project: "The Charivari: Community Justice and Resistance to Change"	\$2,400
Morehead	Elizabeth G. Burton Morehead State University, junior Project: "Decentered Miscommunication: Language in Pinter's <u>The Birthday Party</u> and <u>The Homecoming</u> "	\$2,400
Richmond	Jessica V. Roitman Maryville College, junior Project: "Where Have All the Prophets Gone? Social Theory, Theology, and Prophecy in Contemporary Society"	\$2,400

LOUISIANA

Abbeville	Miriam Thaggert Harvard College, junior Project: "Female Playwrights of the Harlem Renaissance"	\$2,400
Folsom	Christian D. Bonura St. Paul's School, senior Project: "Augustine and Joyce: The Role of Beauty and Pain in Autobiography"	\$2,000
Gretna	Christopher W. Mayo Jesuit High School, senior Project: "Modern Native American Literature: Culture Clash and Identity"	\$2,000
Lafayette	Anthony D. Wilson Episcopal Sch. of Acadiana, junior Project: "Know Thyself: <u>Oedipus Rex</u> and the Genre of Detective Fiction"	\$2,000

- OVER -

LOUISIANA (continued)

Ruston	Kathryn R. Ingram	Cedar Creek School, senior	\$2,000
	Project: "Women in the Short Stories of Peter Taylor"		

MAINE

Brunswick	Brendan J. Haskins	Mt. Ararat School, senior	\$2,000
	Project: "Responsible Choice in the Doctrines of Human Nature of Aristotle and William James"		

Lewiston	Shannon A. Kemper	Lewiston High School, junior	\$2,000
	Project: "Europeans and Indians in the Gulf of Maine, 1600-1750"		

MARYLAND

Baltimore	Daniel J. Sharfstein	Harvard University, sophomore	\$2,400
	Project: "Last Words in Early Afro-American Fiction: Life and Death in Literature, Culture, and History"		

Potomac	Toby M. Chieffo	Georgetown University, junior	\$2,400
	Project: "Stanford White: His Frames and Friends"		

MASSACHUSETTS

Hadley	Eric N. Freeman	Deerfield Academy, senior	\$2,000
	Project: "Hadley Men in the Civil War and in <u>Dances With Wolves</u> "		

Haverhill	Albert K. Whitaker	Boston University, junior	\$2,400
	Project: "The Riddles of Plato's <u>Parmenides</u> "		

Northboro	Ladd M. Lavallee	Boston College, junior	\$2,400
	Project: "Towards Secularization: Locke's Letters on Toleration"		

Pelham	Joseph M. Segar	Amherst Regional High School, junior	\$2,000
	Project: "Confucius as a Democratic Thinker"		

Worcester	Thomas R. Cincotta	College of the Holy Cross, junior	\$2,400
	Project: "Visions and Pursuits: A Comparative History of the Catholic Worker Movement and the Communist Party, 1920-60"		

MICHIGAN

Ann Arbor	Michelle L. Hartman	Columbia University, junior	\$2,400
	Project: "An Analysis of Gender Inscription in the <u>Fables</u> of Marie de France"		

Caledonia	Jessica A. Cook	Caledonia High School, senior	\$2,000
	Project: "Nat Turner: Inspired Prophet or Crazy Fanatic?"		

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MICHIGAN (continued)

Holland	Anna-Lisa G. Cox	Hope College, sophomore	\$2,400
	Project: "Fashion as a Symbol of the Female Adolescent's Changing Role in American Society, 1900-50"		
Mt. Pleasant	Jonathan B. Beere	University of Chicago, freshman	\$2,400
	Project: "Rhetorical Analysis of Relationships and Irony in Flannery O'Connor's Fiction"		
Rochester Hills	Matt J. Oberrieder	University of Tulsa, junior	\$2,400
	Project: "Megalopsychia and Philosophy in Aristotle's <u>Ethics</u> "		
Waterford	Julia A. LeMense	Michigan State University, junior	\$2,400
	Project: "An Eighteenth-Century Woman of Letters: The Career of Anna Laetitia Barbauld"		

MINNESOTA

Lake Elmo	Jon B. Olsen	St. Olaf College, junior	\$2,400
	Project: "The Development of Communism in East Germany, 1945-53"		
Saginaw	Sarah L. Perry	The Marshall School, senior	\$2,000
	Project: "Defoe's <u>Roxana</u> : Movement Beyond Religious and Novelistic Approaches to Repentance"		
Worthington	Lisa K. Meyer	Southwest State University, junior	\$2,400
	Project: "Nativism and Women in Rural Minnesota, 1917-20"		

MISSISSIPPI

Indianola	Kenith W. Matthews	Tougaloo College, sophomore	\$2,400
	Project: "A Look at the Civil Rights Movement in the Mississippi Delta from 1954 to 1968"		

MISSOURI

Ballwin	Shelley J. Hagen	John Burroughs School, junior	\$2,000
	Project: "Mother's Confinement: Determining Female Identity in Austen, Chopin, Gilman, Hardy, and Woolf"		
Des Peres	Rodney E. Yarnal	Rockhurst College, sophomore	\$2,400
	Project: "A Study of Descartes' Infinite Will and Possible Precursors"		
St. Louis	Scott K. Dasovich	Chaminade College Prep., sophomore	\$2,000
	Project: "The Development of the "Fate" Theme in Tchaikovsky's Fourth, Fifth, and Sixth Symphonies"		
	Dean J. Sauer	St. Louis Priory School, junior	\$2,000
	Project: "A Thomistic Approach to Understanding Shakespearean Tragedy"		

- OVER -

MONTANA

Billings	Anne F. Widmayer	Brown University, junior	\$2,400
	Project: "Aphra Behn's <u>Love Letters between a Nobleman and his Sister</u> : Rethinking the Origins of the Epistolary Novel"		

NEBRASKA

Lincoln	Paul J. Larsen	Harvard University, junior	\$2,400
	Project: "Kant's Theory of Revolution"		
Omaha	Kip P. Fagan	Omaha Northwest High School, senior	\$2,000
	Project: "Theater of Alienation: The Function of Intellectualism in Drama"		

NEW JERSEY

Cherry Hill	Karen J. Bender	Cherry Hill High School West, senior	\$2,000
	Project: "George Sand and Isak Dinesen: Singular Lives and Writings as Resolution to Inner Conflict"		
Cranford	William R. Finnegan	Cranford High School, junior	\$2,000
	Project: "Three Voices on the French Revolution: Dickens, Carlyle, and the French Aristocrats"		
Moorestown	Jonathan H. Harrison	Univ. of Michigan, Ann Arbor, junior	\$2,400
	Project: "Can the Mandate that Justice Be Part of a Right Act Be Reconciled with Utilitarianism?"		
Princeton	Tibor Beke	Princeton University, junior	\$2,400
	Project: "Sense of Existence: Non-Constructive Methods in Mathematics"		
Ridgewood	Kara A. Gardner	Skidmore College, junior	\$2,400
	Project: "Balanchine's Ideal Women: The Muses of a Creative Mind"		
Summit	Andrew E. Costa	Trinity University, sophomore	\$2,400
	Project: "Models of Fortune in Renaissance Historiography"		
Washington Twp.	Ella I. Argaman	Cornell University, sophomore	\$2,400
	Project: "Autonomy and Age: Women's Status in Muslim and Jewish Law"		
Whippany	Melissa Y. Shaner	Swarthmore College, junior	\$2,400
	Project: "They Shall Justify Him: The Cry of Dereliction in Mark and Psalm 22"		

- MORE -

NEW MEXICO

Albuquerque	Carmen R. Chavez	University of New Mexico, junior	\$2,400
	Project: "Living History: The Impact of Railroads on Mexican Immigrants in the 1920s"		
Santa Fe	Mariner E. Padwa	Phillips Exeter Academy, sophomore	\$2,000
	Project: "Pedro de Gante: The Introduction of European Music in the New World"		

NEW YORK

Atlantic Beach	Barry J. Jonas	Lawrence High School, junior	\$2,000
	Project: "Beyond the Ghetto: A Social and Institutional History of Temple Beth Shalom in Suburban Philadelphia, 1925-45"		
Bloomington	Amanda M. McGinnis	Pine Bush High School, senior	\$2,000
	Project: "Lydia Sayer Hasbrouck: A Woman's Struggle for Equality"		
Bronx	Martha E. Shopsis	Hunter College High School, junior	\$2,000
	Project: "From the Old World to the New: The Impact of Immigration on Jewish Family Life"		
Brooklyn	Yujuan Choy	Townsend Harris High School, senior	\$2,000
	Project: "Comparison of Plato's Sophists and Plato's Socrates: Was Socrates a Sophist?"		
	Andrew J. Terjesen	Hunter College High School, senior	\$2,000
	Project: "The Evolution of Confucianism: From the Hundred School Period to Its Ascendancy in the Han Dynasty"		
Cedarhurst	Daniel S. Davis	Lawrence High School, junior	\$2,000
	Project: "Consent of the Governed: The Political Philosophy of the Tiananmen Square Democracy Movement of 1989"		
Clinton	Andrea L. Stiefvater	Clinton Senior High School, senior	\$2,000
	Project: "Creative Romantics: George Sand and Mary Shelley"		
Darien Center	Shannon L. Kendall	Alexander Central School, senior	\$2,000
	Project: "The Political Philosophies and Actions of Thomas Jefferson"		
Lawrence	Seth J. Persily	Lawrence High School, senior	\$2,000
	Project: "The Nickel Empire: Class Relations and the Commercialization of Leisure at the Turn of the Century"		
New York City	Alexander A. Donn	Groton School, junior	\$2,000
	Project: "William Wirt (1772-1834) and the Cherokee Indians"		

NEW YORK (continued)

New York City	Theodore B. Lefer	Riverdale Country School, junior	\$2,000
	Project: "Narratives of Moral and Spiritual Crisis Transformation: Saint Augustine, George Eliot, and Robert Pirsig"		
	Elizabeth K. MacDonald	Harvard College, junior	\$2,400
	Project: "Daumier's Salon Lithographs"		
	Melissa Mueller	Barnard College, junior	\$2,400
	Project: "Children in Euripides' <u>Medea</u> "		
	Anne E. Osmer	City College, CUNY, sophomore	\$2,400
	Project: "Cultural and Literary Perspectives on Afro-American Education During the Harlem Renaissance"		
	Matthew J. Pincus	Columbia University, junior	\$2,400
	Project: "Foreigners in the Works of Caesar and Sallust"		
	Jeremy S. Rosof	Hunter College High School, junior	\$2,000
	Project: "An Analysis of the Jewish Territorialist Movement in the Crimea and the Ukraine in the Early USSR"		
	Veronica L. Schanoes	Hunter College High School, sophomore	\$2,000
	Project: "Aldous Huxley: From Doomsayer to Visionary"		
	Moshe D. Simon	Princeton University, junior	\$2,400
	Project: "Point of View in <u>2 Samuel: 9-20</u> and <u>1 Kings: 1-2</u> "		
North Merrick	Laurie J. Deiner	Wellington C. Mephan H.S., junior	\$2,000
	Project: "Inquiry Into Nonviolent Resistance"		
North Woodmere	Kimberly N. Gazes	George W. Hewlett H.S., sophomore	\$2,000
	Project: "Christine de Pizan: Humanist, Reformer, and Commentator"		
Rochester	Sean A. McMeekin	Pittsford Sutherland H.S., senior	\$2,000
	Project: "An Analysis of the Myth of the 'Great Patriotic War' in Soviet History"		
Tarrytown	John C. Demers	College of the Holy Cross, junior	\$2,400
	Project: "The American Literary Discovery of Italy, 1830-1900"		
Williamsville	Beth M. Olearczyk	University of Rochester, sophomore	\$2,400
	Project: "Redefining Beauty: Bronte, Eliot, and the Victorian Ideal of Femininity"		
Woodmere	Seema Reddy	Lawrence High School, junior	\$2,000
	Project: "Utopian Criticism as a Reaction to a Decline in Civic Virtue: Plato, Cicero, and More"		

- MORE -

NORTH CAROLINA

Charlotte	Meredith R. Rolfe	Duke University, junior	\$2,400
	Project: "The Polish Experience: A Case Study in Revolutionary Theory"		
Greenville	David R. Thomas	Junius H. Rose High School, senior	\$2,000
	Project: "Abraham Lincoln: A Study of the Leadership that Preserved Union during the American Civil War"		
Winston-Salem	Brian K. Coe	High Point University, junior	\$2,400
	Project: "The Bethania Barns: A Study of Nineteenth-Century German Rural Architecture in North Carolina"		

OHIO

Cuyahoga Falls	Devin M. Casenhiser	Kent State University, junior	\$2,400
	Project: "The Heroic Code Among Men and Gods in Homer's <u>Iliad</u> "		
Killbuck	Rebecca R. Miller	Kenyon College, junior	\$2,400
	Project: "Humble Origins, Polished Delivery: The Relationship Between Rural Themes and Literary Form in Wendell Berry"		
Oberlin	Paige H. Sarlin	Oberlin College, junior	\$2,400
	Project: "Pre-Raphaelite Medievalism: Dante Gabriel Rossetti's Translation and Depiction of Dante's 'La Vita Nuova'"		
Shaker Heights	David R. Brinkley	University School, junior	\$2,000
	Project: "Twilight in Moscow: The Collapse of the Soviet 'Apparat', 1982-91"		
Westerville	Susan M. Fitch	Georgetown University, sophomore	\$2,400
	Project: "The Establishment and Evolution of the Second Economy in Hungary"		
Youngstown	Melissa A. Johnson	Liberty High School, junior	\$2,000
	Project: "Henry David Thoreau's Influence on Mahatma Gandhi, Martin Luther King, Jr., and the Men of Tomorrow"		

OKLAHOMA

Shawnee	John M. Parrish	William Jewell College, sophomore	\$2,400
	Project: "Moral Values and Social Restrictions in <u>Utopia</u> : Thomas More and the Renaissance Synthesis of Antiquity"		

PENNSYLVANIA

Bethlehem	Alix L. Olson	Liberty High School, junior	\$2,000
	Project: "Rescuers of Jews in Nazi Europe"		

PENNSYLVANIA (continued)

Johnstown	David Shannon	Portage Area High School, senior	\$2,000
	Project: "Moral Analyses of Four Yuan Dramas"		
Lansdale	James J. Kearney	George Washington Univ., junior	\$2,400
	Project: "Strategies of Persuasion: Word and Image in the Propaganda Poster"		
Philadelphia	Morgan C. Harting	Wesleyan University, junior	\$2,400
	Project: "The Experience of Exile as Reflected in the Poetry of Luis Cernuda"		
	Jadene D. Smith	Central High School, senior	\$2,000
	Project: "The Search for Jessie Redmon Fauset: The Life and the Work"		
	Kelly Solon	Philadelphia H.S. for Girls, senior	\$2,000
	Project: "Kathe Kollwitz: Her Life and Art"		
Pittsburgh	Phillip D. Wodzinski	Xavier University, junior	\$2,400
	Project: "Descartes' Two Definitions of Nature and <u>The Passions of the Soul</u> "		

PUERTO RICO

Coamo	Manuel Cordero-Alvarado	Caribbean School, sophomore	\$2,000
	Project: "The Impact of the Laws of the Indies on Urban Development in the New World: A Study of Ponce"		
Lajas	Rima Brusi	Universidad de Puerto Rico, junior	\$2,400
	Project: "Symbols and Healing in Afro-Cuban Religious Systems"		

SOUTH CAROLINA

Anderson	Steffan H. Hambright	Salem College, junior	\$2,400
	Project: "The Condition of Female Slaves in the Antebellum American South as Revealed in Memoirs and Testimonies"		
Greenville	William M. Christie, III	Wade Hampton High School, junior	\$2,000
	Project: "Bach's Theology: A Study of the Interplay of Music and Text in the B-Minor Mass"		
Spartanburg	Sarah L. Henderson	Oberlin College, junior	\$2,400
	Project: "The Historical Roots of the Hungarian and Romanian Revolutions of 1989"		

SOUTH DAKOTA

Brookings	Jon K. Lauck	South Dakota State Univ., junior	\$2,400
	Project: "The Nature of Karl Mundt's Ideological Transformation"		

TENNESSEE

Cookeville	Alison Piepmeier	Tenn. Technological Univ., sophomore	\$2,400
	Project: "Yeats, Women, and Sexuality: A Study in Worldview"		

TEXAS

Corpus Christi	Wilbur D. Cleaves	Univ. of Texas, Austin, junior	\$2,400
	Project: "Christian Allegory in Shakespeare's Lancastrian Tetralogy"		

	Mary C. Meaney	Princeton University, junior	\$2,400
	Project: "Machiavelli's Ethics and Politics: A Critical Inquiry"		

Dallas	David A. Harvey	Rice University, junior	\$2,400
	Project: The Spanish-American War and the Generation of 1898 in Spain"		

	Catherine F. Jones	Southern Methodist Univ., sophomore	\$2,400
	Project: "European Witchcraze as a Cultural Phenomenon"		

	Rebecca L. Sherouse	The Hockaday School, senior	\$2,000
	Project: "Women in the Fiction of Paul Horgan"		

Houston	Melissa L. Williams	Jersey Village High School, senior	\$2,000
	Project: "German Settlers in Comancheria"		

Lubbock	Holly K. Smith	Texas Tech University, junior	\$2,400
	Project: "The Influence of Paul on the Development of Augustine's Political Theory"		

Mt. Vernon	Rosa Theofanis	Mt. Pleasant High School, junior	\$2,000
	Project: "Two Early Colonial Poets: Anne Bradstreet and Sor Juana Inez de la Cruz"		

San Marcos	Amanda M. Hernandez	San Marcos High School, junior	\$2,000
	Project: "A Time for Hope and a Time for Sorrow: A Study of Black Texans During Reconstruction"		

Spring	Jara L. Hill	Rhodes College, junior	\$2,400
	Project: "The Influence of Saint Bernard of Clairvaux on the Development of Cistercian Architecture"		

VIRGINIA

Arlington	Christine R. Johnson	Macalester College, junior	\$2,400
	Project: "Women and Science in Germany in the 17th and 18th Centuries"		

Charlottesville	Deborah E. Barolsky	Swarthmore College, junior	\$2,400
	Project: "Intermarriage and Assimilation in the Book of Ruth"		

VIRGINIA (continued)

Lexington	Xiao Feng Cai	Lexington High School, senior	\$2,000
	Project: "Rockbridge Alum Springs as Public Forum"		

WASHINGTON

Rochester	Rio Lara-Bellon	The Evergreen State College, junior	\$2,400
	Project: "Berries Are Gathered: Women's Stories from the Longhouse"		

Seattle	Matthew A. Gubens	Garfield High School, junior	\$2,000
	Project: "Cicero and Churchill: A Comparative Study"		

WEST VIRGINIA

Martinsburg	Jason W. Stevens	Martinsburg High School, junior	\$2,000
	Project: "The Pessimism of Theodore Dreiser: How It Developed and How It Influenced His Two Greatest Novels"		

WISCONSIN

Appleton	Michael T. Goode	Princeton University, junior	\$2,400
	Project: " <u>Dubliners</u> Annotated: A Student Guide to the Short Fiction of James Joyce"		

Brookfield	Thomas A. Nevins	University of Notre Dame, junior	\$2,400
	Project: "The Role of Community in Moral Virtue: MacIntyre's Use of Plato"		

Eau Claire	Jane E. Simonsen	Gustavus Adolphus College, junior	\$2,400
	Project: "Pioneer Women's Nature: Landscape in the Diaries"		

Schofield	Jeanne E. Kluz	Everest Senior High School, senior	\$2,000
	Project: "The Evolution of Vaclav Havel's Attitudes Toward Political Dissidents: Early Plays to the Present"		

#

Media Relations

(202) 786-0449

NEH-92-018 not sent in April.

It was renumbered and sent in

September 1992.

NEWS

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FOR IMMEDIATE RELEASE

"THE OLDEST DEAD WHITE EUROPEAN MALES"

IS THE TITLE OF MAY 6 JEFFERSON LECTURE IN THE HUMANITIES

WASHINGTON, April 28 -- "The Oldest Dead White European Males" is the title of the 21st annual Jefferson Lecture in the Humanities to be delivered by renowned scholar Bernard M.W. Knox on May 6 at 8:00 p.m. in Washington's Andrew W. Mellon Auditorium.

The Jefferson Lecture is the highest official award bestowed by the federal government for distinguished intellectual achievement in the humanities. The lecture itself is an original address on a humanities topic of broad public concern. Recipients of the annual award are selected by the National Council on the Humanities, the 26-member presidentially appointed advisory board of the National Endowment for the Humanities (NEH).

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NOTE TO EDITORS/REPORTERS: Press coverage of the Jefferson Lecture or advance interview opportunities with Prof. Knox can be arranged by contacting Duane DeBruyne or Denise Wible at NEH's Office of Media Relations at 202/786-0449.

NEWS

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FOR IMMEDIATE RELEASE

BERNARD M.W. KNOX NAMED JEFFERSON LECTURER FOR 1992

WASHINGTON, April 28 -- Bernard M.W. Knox, renowned scholar, writer and teacher of ancient Greek literature, will deliver the 1992 Jefferson Lecture in the Humanities, the highest honor bestowed by the federal government for distinguished intellectual achievement in the humanities.

Knox, the founding director of the Center for Hellenic Studies in Washington, D.C., and professor emeritus of classics at Yale University, was chosen for the high honor in recognition of his lifetime of exemplary scholarship and achievement by the National Council on the Humanities, the presidentially appointed advisory board of the National Endowment for the Humanities (NEH).

NEH Chairman Lynne V. Cheney said, "For nearly five decades, Professor Knox has greatly enriched our knowledge and appreciation of the classics. Through his lectures, books, films and dramatic critiques, Bernard Knox has transformed the works of the ancient Greeks into vibrant, living texts for students and the public. The 26 members of the National Council on the Humanities, by unanimous decree, are proud to honor Professor Knox's lifetime of exemplary scholarship and achievement by naming him the Jefferson Lecturer in the Humanities for 1992."

Knox's other honors include a Guggenheim Fellowship and membership in the American Academy of Arts and Sciences.

In 1990 Knox, along with four other distinguished Americans, was awarded the Charles Frankel Prize by NEH. This annual award recognizes the achievement of outstanding Americans in increasing the public's understanding of history and other topics in the humanities.

Knox has published widely in scholarly, as well as popular, publications. Among his books are Oedipus at Thebes (1957), Oedipus the King (1959), The Heroic Temper (1964), and Word and Action (1979). He served as contributing editor of the 1985 edition of The Cambridge History of Classical Literature (Volume 1). His most recent work is Essays Ancient and Modern, which won the 1990 PEN/Spielvogel-Diamonstein Award honoring the art of the literary essay.

Knox, who is married to the novelist Bianca Van Orden, lives in Darnestown, Md., and is the father of one son.

Previous Jefferson Lecturers have been Gertrude Himmelfarb (1991), Bernard Lewis (1990), Walker Percy (1989), Robert Nisbet (1988), Forrest McDonald (1987), Leszek Kolakowski (1986), Cleanth Brooks (1985), Sidney Hook (1984), Jaroslav Pelikan (1983), Emily T. Vermeule (1982), Gerald Holton (1981), Barbara Tuchman (1980), Edward Shils (1979), C. Vann Woodward (1978), Saul Bellow (1977), Robert Penn Warren (1976), John Hope Franklin (1975), Paul A. Freund (1974), Erik H. Erikson (1973), and Lionel Trilling (1972).

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

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FOR IMMEDIATE RELEASE

**NATIONAL ENDOWMENT FOR THE HUMANITIES
LAUNCHES NEW INITIATIVE ON
"THE EMERGENCE OF DEMOCRACY"**

Proposals Encouraged For All Endowment Divisions and Offices

WASHINGTON, April 29 -- National Endowment for the Humanities (NEH) Chairman Lynne V. Cheney today unveiled a major agency initiative that seeks to encourage new project proposals which focus on democracy, its origins and development, as well as its recent growth worldwide.

All Endowment divisions, offices and programs will be involved in the initiative, which calls for proposals that target philosophical, historical or cultural examinations related to the subject of democracy.

"We are all witnesses to the incredible pace of changes taking place around the world," said NEH Chairman Cheney. "The creation of so many new countries and the openness of previously guarded Soviet archives and records poses countless opportunities as well as new challenges for historians, filmmakers, scholars, teachers, and students."

"It was James Madison who wrote, 'The diffusion of knowledge is the only guardian of true liberty.' During this, the 2,500th anniversary of the birth of democracy, the Endowment is excited to encourage new proposals that will continue to help us understand this dynamic institution we call democracy," Cheney said.

- MORE -

that led to the fall of communism in "Twilight in Moscow: The Collapse of the Soviet Apparatus 1982-1991." And Duke University junior Meredith Rolphe examines "The Polish Experience: A Case Study in Revolutionary Theory."

* NEH Summer Stipends have been awarded to California's Jose Monleon, who will study "Literature and Dictatorship: The Novel Under Franco"; Honolulu's Louise McReynolds, who will research "The Emergence of a Middle Class in Late Imperial Russia"; and Eugene Black of Massachusetts, who will study "Minority Rights and Jewish Diplomacy: Lucien Wolf at London, Paris, and the League of Nations, 1914-30."

Applications responding to this initiative may be submitted through any of the Endowment's divisions and offices. For information on specific program guidelines and review deadlines, applicants are directed to contact the Endowment office related to their proposal, or write: NEH Initiative: Emergence of Democracy, Room 406, 1100 Pennsylvania Ave., N.W., Washington, D.C., 20506.

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

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NEH-020-92-F1

THE EMERGENCE OF DEMOCRACY:

A National Endowment for the Humanities Initiative

In commemoration of the 2,500th anniversary of the birth of democracy and in recognition of the spread of democratic institutions in our own time, the National Endowment for the Humanities (NEH) invites projects that focus on democracy, its origins and developments, as well as its recent growth around the world.

The collapse of the Soviet Union has created a renewed interest in -- and greater opportunities for -- the study of the history and culture of countries in that part of the world that have recently established democratic institutions. At the same time, the trend toward democracy in Latin America, as well as democratic movements in Asia and Africa, make the emergence of democracy a timely topic for research, education, and public projects.

NEH encourages projects that focus on the history and philosophy of democracy, on the historical and cultural contexts of emerging democracies and democratic movements around the world. The Endowment also encourages projects that make use of libraries, archives, and scholars inaccessible under previous regimes.

Applications responding to this initiative should be submitted to regular NEH programs and will be judged according to the criteria stated for those programs.

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NEWS

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HOLD FOR RELEASE UNTIL 8:00 P.M. (EDT), WEDNESDAY, MAY 6, 1992

"THE OLDEST DEAD WHITE EUROPEAN MALES"

NEH Lecturer Knox Probes New Perspectives on Ancient Greeks
and Affirms Greek Basis of Western Cultural Heritage

WASHINGTON, May 6 -- Renowned scholar Bernard M.W. Knox tonight responded to recent attacks on classical authors who have been dismissed as "Dead White European Males," or "DWEMs," in the twenty-first annual Jefferson Lecture in the Humanities. Defending "the oldest DWEMs," Knox argued that the great characters of Greek literature such as Achilles and Antigone are still relevant today.

The Jefferson Lecture, the highest honor bestowed by the federal government for distinguished intellectual achievement in the humanities, was delivered by Knox this evening (Wednesday) to an audience of nearly 1,000 invited guests at the Andrew W. Mellon Auditorium. Knox is professor emeritus of classics at Yale University and founding director of the Center for Hellenic Studies.

"Modern multi-cultural and feminist criticism has assigned the ancient Greeks to the recently identified species known as 'Dead White European Males' -- or 'DWEMs,'" said Knox, and hence often maligned today as "irrelevant."

- MORE -

Knox countered, "The Greeks are still very much with us." He noted, "we must always acknowledge how greatly, how deeply, how irrevocably we are in their debt."

"They conceived democracy more than 2,000 years before any modern Western nation took the first steps towards it. They invented organized competitive athletics, political theory, rhetoric, biology, zoology and the atomic theory," Knox observed.

"Previous eras regarded the ancient Greeks as contemporaries," he said.

Knox referred to poet Percy Bysshe Shelley, who in 1822 wrote, "We are all Greeks," explaining that the Victorians used their writings as weapons in their own ideological wars. In England many members of Parliament were authorities on classical Greek literature, philosophy and history. "By 1865 identification with the ancient Greeks had come so far," he said, "they were not seen just as roots, but as models of Victorian moral and intellectual culture."

"If the Victorians had employed modern advertising techniques, they might have launched the slogan 'Greeks "R" Us,'" Knox quipped.

A scholar, writer and teacher of ancient Greek literature for nearly five decades, Knox was a distinguished professor at Yale University for 13 years. From 1961 to 1985 he directed the Center for Hellenic Studies located in Washington, D.C. Among his books are Oedipus at Thebes (1957), Oedipus the King (1959), The Heroic Temper (1964), and Word and Action (1979). He was contributing editor of the 1985 edition of The Cambridge History of Classical

Literature. Knox's most recent book, Essays Ancient and Modern (1989), won the 1990 PEN/Spielvogel-Diamonstein Award for the literary essay.

Knox was selected as this year's Jefferson Lecturer by unanimous vote of the National Council on the Humanities, the 26-member presidentially appointed advisory board of the National Endowment for the Humanities (NEH). The award carries a \$10,000 stipend.

In 1990 Knox, along with four other distinguished Americans, was awarded the Charles Frankel Prize by NEH. This annual award recognizes the achievement of outstanding Americans in increasing the public's understanding of history and other topics in the humanities.

In his address this evening Knox said that fresh audiences uncover the same problems Sophocles posed to the Athenians in Antigone -- the clash of loyalties to the state and to older, higher obligations. The great characters of Greek drama continue to move audiences, Knox said. "... (I)n theaters from Berlin to Edinburgh, from New York to San Diego, they speak to us as if the centuries between our time and theirs had never been."

Literature has continued to be inspired by the Greeks, noted Knox, who mentioned James Joyce's Ulysses and versions of Antigone by Jean Anouilh and Berthold Brecht as examples.

Knox addressed "two aspects of Greek and Athenian culture that the Victorians swept under the rug: slavery and the subjugation of women." Fame and leisure, which Greeks of the classical period prized above all else, could not have been enjoyed without slaves, Knox said. Slavery enabled the free to avoid the drudgery of work,

to attend the law courts, to frequent the theater and the gymnasium. Women, though necessary to bear children and run households and slaves, were anonymous, faceless and barred from public life.

Knox acknowledged that ancient Greek society was male-dominated. But he pointed out that Greek literature abounds in strong female characters such as Antigone who, "invoking divine law against human decrees, defies the power of the state" and Clytemnestra, "the wronged and vengeful wife who towers over the male figures of the Oresteia."

"Some feminist critics have developed the argument that such a concentration on women ... was simply a reinforcement of the dominant male ideology, a justification of the seclusion and repression of women," said Knox.

But Knox pointed out that often the men portrayed by the Greeks "are unmasked as the weaklings, braggarts, cowards and base intriguers that they are."

Knox described the attempt to dismiss Greek literature as a "waste of effort." The characters, language and ritual of the ancient Greeks have fascinated and inspired writers and readers for 2,500 years. "For great literature, though fashioned for and by its time and place, always reaches out beyond, speaking to later generations as well; it is ... not only of an age, but for all time."

*

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HOLD FOR RELEASE UNTIL 8:00 P.M. (EDT), WEDNESDAY, MAY 6, 1992

THE OLDEST DEAD WHITE EUROPEAN MALES

by

Bernard M.W. Knox

21st Jefferson Lecturer in the Humanities

Selected Quotes

"The species known as Dead White European Males (DWEM), which has only recently been identified, is already the focus of intense controversy. As usually happens to newly discovered species, it is even being broken down into sub-species. I am informed that a professor at a local university has recently offered a course in DWAM, Dead White American Males, with readings presumably by such writers as Thoreau, Emerson and Mark Twain."

"Their (the Greeks') assignment to the DWEM category is one of the accomplishments of modern multi-cultural and feminist criticism; it is a declaration of their irrelevance."

"The ancient Greeks were not seen just as roots, but as models of Victorian moral and intellectual culture."

"The Victorians appropriated the ancient Greeks, imagined them as contemporaries and used their writings as weapons in their own ideological wars."

"There is hardly an aspect of ancient Greek civilization that has not been relentlessly explored, analyzed and exposed in its strangeness, its 'otherness,' to use a once fashionable term borrowed from the French existentialists."

"The Athenians did not think of the mythical heroes as far away and long ago; these figures were a forceful presence in the popular mind, ideal models or awful warnings."

- OVER -

"Homer's characters, like Shakespeare's, like those of all great art, are the product of a creative genius working in a rich tradition and equipped with an exquisite sense of artistic economy and balance."

"Attention has also been directed to two aspects of Greek and especially Athenian culture that the Victorians swept under the rug: slavery, and the subjugation of women."

"Tragedy gives us a picture of the wife and mother in that confined space where she is both queen and prisoner. ... It suggests that in many cases the result of confining a wife to the house, the slaves and the children, was to create a potentially dangerous, explosive force."

"The plays, even those of Euripides, who has often been considered sympathetic to women, must have been a reaffirmation of the male values of Athenian society."

"Many of the greatest poets are more fully appreciated by later ages than by their own; they foreshadow and help create the sensibilities of the generations to come. Euripides is a case in point; in the centuries that followed the end of Athens' great age, Aeschylus and Sophocles were revered as classics, but Euripides was performed."

"We should not forget the astonishing originality that makes them (the ancient Greeks) unique. They invented democracy more than 2,000 years before any modern Western nation took the first steps towards it."

"The relocation of Attic tragedy in its social and religious context has added much to our understanding of it, but the attempt to cut it down to size, to make it a prisoner of its environment, limited by Athenian male ideology, is a waste of effort. ... For great literature, though fashioned for and by its time and place, always reaches out beyond, speaking to later generations as well."

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IMPORTANT NOTE: FULL TEXT MAY NOT BE REPRINTED WITHOUT THE AUTHOR'S
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THE OLDEST DEAD WHITE EUROPEAN MALES

by

Bernard M.W. Knox
21st Jefferson Lecturer in the Humanities

THE OLDEST DEAD WHITE EUROPEAN MALES

The species known as DWEM, which has only recently been isolated and identified, is already the focus of intense controversy. As usually happens to newly discovered species, it is even being broken down into sub-species -- I am informed that a professor at a local university has recently offered a course in DWAM, Dead White American Males, with readings presumably in such writers as Thoreau, Emerson and Mark Twain, not to mention the man in whose name we are gathered here tonight, Thomas Jefferson of Virginia. I propose to discuss, however, the European type and, in particular, its first appearance on the planet.

My specimens are certainly dead, in fact they have been in that condition longer than any other members of the species --for more than 2500 years. In spite of recent suggestions that they came originally from Ethiopia, they were undoubtedly white, or, to be exact, a sort of mediterranean olive. They invented the idea and gave us the name of Europe, fixing its imagined frontier at the long sea passage between the Black Sea and the Mediterranean, waters that Xerxes, the Great King of the Persians, crossed, Herodotus tells us, on his way from Asia to Europe. And they created a form of society in which, for all practical purposes, (which for them were war , politics and litigation), women played no part whatsoever. I am speaking of course, about the ancient Greeks, particularly those of the eighth to the fourth centuries before the birth of Christ.

Their assignment to the DWEM category is ~~of~~ one of the accomplishments of modern multi-cultural and feminist criticism; it is a declaration of their irrelevance. Previous ages however had spoken of them in very different terms. "We are all Greeks," wrote Percy Bysshe Shelley in 1822, "our laws, our literature, our religion, our arts, have their roots in Greece." There is some exaggeration here, especially in the matter of the Christian religion, which has deeper and wider roots in Hebrew Palestine than it does in Neoplatonic philosophy; Shelley, who had been expelled from Oxford for writing and circulating a pamphlet entitled The Necessity of Atheism, was not exactly an expert in this field. But by 1865 this identification with the ancient Greeks had advanced so far that, as Frank Turner puts it in his fascinating book The Greek Heritage in Victorian Britain, "the major commentator on Homer as well as a major translator of the poet, the chief critic and historian of Greek literature, the most significant political historians of Greece and the authors of the then most extensive commentaries on Greek philosophy either were or had recently been members of the House of Commons or the House of Lords." The ancient Greeks were not seen just as roots, but as fully formed models of Victorian moral and intellectual culture. George Grote, the "intellectual and tactical leader of the philosophic radicals in the House of Commons" was the author of an influential History of Greece, in which the Athenian assembly bears a startling resemblance to the House of Commons, with Pericles as Prime Minister and his opponent Thucydides son of Melesias as leader of Her Majesty's loyal opposition. And William Ewart Gladstone, in the

intervals of serving as President of the Board of Trade, Colonial Secretary, Chancellor of the Exchequer, and four terms as Prime Minister, found time to write a series of books, one of them in three volumes, on Homer, in which he tried to prove that the Greeks, like the Jews, were a chosen people, entrusted by God with "no small share of those treasures of which the Semitic family of Abraham were to be the appointed guardians, on behalf of mankind, until the fullness of time should come." The Victorians appropriated the ancient Greeks, imagined them as contemporaries and used their writings as weapons in their own ideological wars. If they had been attuned to modern advertising techniques, they might have reversed Shelley's claim and launched the slogan GREEKS R US.

There was a reaction, of course. Scholars such as Jane Harrison, Sir James Frazer and Andrew Lang, drawing on anthropological material, painted a very different picture of the religious ideas and practices of the Greeks, and historians developed a more acerbic view of the realities of Athenian democratic in-fighting. And in 1938, Louis MacNeice, who was a professor of Greek at the University of London as well as, next to Auden, the finest poet of his generation, bade a melancholy farewell to the glory that was Greece in his poem Autumn Journal. Contemplating the prospect of once more acting, to use his own phrase, as "impresario of the ancient Greeks", he sketches an ironic picture of the professor preparing his lectures on Greek civilization.

The Glory that was Greece: put it in a syllabus, grade it

Page by page

To train the mind or even to point a moral

For the present age:

Models of logic and lucidity, dignity, sanity,

The golden mean between opposing ills...

But then he suddenly turns his back on this familiar and
comfortable prospect:

But I can do nothing so useful or so simple;

These dead are dead

And when I should remember the paragons of Hellas

I think instead

Of the crooks, the adventurers, the opportunists,

The careless athletes and the fancy boys,

The hair-splitters, the pedants, the hard-boiled

sceptics

And the Agora and the noise

Of the demagogues and the quacks; and the women pouring

Libations over graves

And the trimmers at Delphi and the dummies at Sparta and

lastly

I think of the slaves.

And how one can imagine oneself among them

I do not know;

It was all so unimaginably different

And all so long ago.

The Roman word for 'poet', vates, also meant 'inspired prophet' and in these lines MacNeice, as poets so often do, unconsciously anticipates future developments. For in the fifty or so years since he wrote them, classical scholars have concentrated their attention on the dark underside of what the Victorians hailed as the Greek Miracle. There is hardly an aspect of ancient Greek civilization that has not been relentlessly explored, analyzed and exposed in its strangeness, its 'otherness', to use a once fashionable term borrowed from the French existentialists, by scholars armed with the insights and methods of anthropology, sociology, psychology, psychoanalysis, structuralism, deconstruction, narratology, semiotics, and all the other proliferating weapons of the modern intellectual armory. If the Victorian vision of Greece could be summed up in the slogan GREEKS R US, the modern critics could retort GREEKS R THEM, or rather, as some of them have, GREEKS R DWEM.

The results, of course, have been mixed. It might be said of the new approaches to Greek culture and literature what Sophocles in a famous choral ode of the Antigone said of mankind in general:

Equipped with the ingenuity of its techniques, a thing subtle beyond expectation, it makes its way sometimes to bad, sometimes to good.

I cannot hope to deal with every aspect of the vast re-evaluation of the Greek heritage that has been under way for the last fifty years; I shall confine my remarks to four topics: anthropology, psychology, slavery, and women.

One thing is certain: the strangeness, the 'otherness' certainly exists; many of the normal, routine practices of the ancient Greeks seem to us not just strange but positively bizarre. One of the most common occurrences in any Greek epic text, for example, is a sacrifice. Sacrifice, for us, is a blandly metaphorical word; we talk of a 'sacrifice play' in team sports, or more seriously, in the old formulas of the Christian communion service "we offer and present unto thee O Lord ourselves, our souls and bodies, to be a reasonable, holy and living sacrifice unto thee..." And if we do think of sacrifice as a real ceremony we are apt to see it in the romantic aura of John Keats' Ode on a Grecian Urn:

Who are these coming to the sacrifice? ..

To what green altar, O mysterious priest,

Lead'st thou that heifer lowing at the skies,

And all her silken flanks with garlands dressed?

Keats stops right there; his urn didn't show what happened next. But Homer, more than once, gives us the full scenario. As the victim, a domestic animal, makes its way towards the rough stone altar (it may not be coerced), the presiding sacrificer cuts a tuft of hair from its head and throws it onto the fire that has been lit well in advance; he also scatters barley meal over the animal. Another ministrant swiftly brings an axe down on the animal's neck, cutting the tendons, and the women who are present raise their ritual shriek -- ololuge is the Greek onomatopoeic word for it. Another celebrant pulls back the animal's head and cuts its throat; the blood is caught in a bowl and thrown on to the altar.

The carcass is now hacked apart ; the tough (and valuable) hide ripped off and set aside. The thigh bones are stripped of flesh, wrapped in layers of fat and decorated with small pieces of meat from the edible parts of the victim; this is the portion of the gods, and as it is thrown on the fire the thick bluish smoke goes up towards their dwelling place in the clouds. Meanwhile wine for the gods is poured out on the ground. The liver and lights of the animal are toasted on the fire and eaten, as the serious business of roasting the flesh proper begins. And all this hard and bloody work takes place in the glaring Aegean sun; the air is heavy with the odors of sweat, blood, burning fat and the inedible offal of the animal that has been thrown away. And the flies --Homer speaks of them elsewhere as swarming round the milk pails in peace time and in a more sinister context, as feeding on the wounds of a dead warrior -- the flies must have been there in swarms, covering the raw meat, stinging the butchers at their work. It is not like anything we know, but for Homer's audience it is routine, and always described in the same formulaic language; it is normal, on a par with the launching of a boat, or the arming --or the death-- of a warrior. And all this ritual blood-letting and butchery is not only the preliminary to a feast; it is also an act of worship of the Olympian gods.

For us, however, it is a puzzle: an elaborate pattern of behavior that seems at once naive -- in its offering to the gods of the bones and fat decorated with some token tidbits of the edible meat -- and sophisticated --in the careful ritualization that blunts the shock of the animal's violent death and through its

pretense that the victim is willing tries to absolve the celebrants of any feeling of guilt. It is the kind of puzzle that anthropologists studying tribal customs in undeveloped countries are often faced with, and much of the best modern work on Greek culture has in fact been based on an anthropological approach to the problems it presents.

"As early as 1724 a French Jesuit, Joseph Lafitau, who had lived in Canada among the Indians, published a book in which he made the remarkable claim that though he had learned from classic authors many things that helped him understand the people he refers to as 'savages', the reverse was also true: "the customs of the Savages afforded me illumination the more easily to understand and explain several matters to be found in ancient authors." This passage is cited by Pierre Vidal-Naquet, one of a brilliant group of French cultural historians who have, in recent years, used the insights and techniques of modern anthropology to investigate the religious, moral and political mentality of the ancient Greeks. Louis Gernet, little known in his life time, became famous after his student Jean-Pierre Vernant published a collection of his articles under the title Anthropologie de la Grèce antique. Vernant himself, especially concerned with what he calls psychologie historique, 'the history of the inner man', has given us a wealth of fresh and illuminating perspectives on Greek mythology, thought, religion, art, and literature, with a special emphasis on tragedy. Some of his many books have been works of collaboration: with Marcel Detienne, whose special field is religion and whose book Les Jardins d'Adonis is the only successful and rewarding application of the methods of

Lévi-Strauss to Greek mythology; and with Vidal-Naquet, a historian who concerns himself with formes de pensée, formes de société, whose brilliant essays on ancient Greek politics, society and literature draw strength and depth from his political engagement in the controversial issues of his own time -- the war in Algeria, the Holocaust --and his sense of the vast perspectives, la longue durée, of history (he recently served as editor of a remarkable Atlas Historique, a history of the human race from its prehistory to 1987, that makes inspired use of creative cartography and graphs).

The problem posed by the rites of sacrifice is of course one of the principal concerns of these investigators --one of the many collaborative volumes issuing from their circle bears the evocative title La Cuisine du Sacrifice Grec--and it is also the focus of an extraordinary book by Walter Burkert that in its title has added to the already existing classifications of mankind: --homo erectus, homo habilis, homo sapiens, homo sapiens sapiens etc --a new one: Homo Necans, Man the Killer, the Sacrificer. Developing the theories of the Swiss folklorist Meuli, Burkert traces the sacrificial ritual back to the pre-agricultural hunters, who, by their preservation of its hide, skull and thigh bones, mimed a symbolic reconstitution of the slaughtered wild beast in a ceremony that absolved them from responsibility for its death --the "comedy of innocence" -- and served as a magical deterrent to the extinction of the hunted animal's species. When, in the agricultural phase, the victim was a domestic animal, the comedy of innocence, the pretence that the animal was a willing victim, became even more

necessary. Burkert develops his thesis with immense learning and a probing analysis, directing new insights drawn from his thesis on every aspect of Greek ritual and myth.

One of the principal concerns of the Paris circle, the history of the inner man, was also the the subject of an influential German book, Bruno Snell's, Entdeckung des Geistes, translated as The Discovery of the Mind. But unlike the theories of the Parisians, which , however far they may range in speculation, are always impressive and suggestive even when they cannot be fully accepted, Snell's thesis about the early Greek mind, specifically that of Homer, is fundamentally unsound. It is that the discovery of the mind is an achievement of post-Homeric Greece, that in Homer's poems we are in a world that has not yet conceived the idea of the individual consciousness, of the personality.

As might have been expected from the organizer of one of the most useful tools for research in the Homeric texts, the Lexicon of Early Greek Epic, Snell's method is strictly philological. He points out that there is no word in the Homeric vocabulary for the spiritual or intellectual organ that we call 'the soul' or 'consciousness'. There is of course the word psyche, but it is used only of whatever it is that leaves the body with the advent of death. For the emotional and intellectual functions of the living man Homeric language offers a plurality of organs: the thymos, seat of violent passions, especially anger: the phrenes , seat of rational consideration and corresponding intention to act; noos, the organ of thought , of reflection, not connected with action or intention. And the word phrenes. which locates the rational faculty

in the human body, does not mean, as we would expect, the brain; it means the diaphragm, the midriff.

Snell also claims that the Homeric language has no word for 'body' either, except the word soma, which, as the ancient commentators pointed out, is used only of the dead body. The living body is thought of not as a unity but as a collection of separate limbs -- arms, legs, torso, head -- just as the consciousness appears not as a central entity but as the separate realms of thymos, phrenes, and noos. All this, taken together with the frequency of expressions that attribute human action to divine intervention seems to rule out for Homeric man the existence of a personal self in any sense we can understand. Snell's conclusion is disconcerting. "As a further consequence," he sums up, "it appears that in the early period the 'character' of an individual is not yet recognized... There is no denying that the great heroes... are drawn in firm outline and yet the reactions of Achilles, however grand and magnificent, are not explicitly presented in their volitional or intellectual form as character, i.e. as individual intellect and individual soul."

His case has one obvious weakness; it is an argument from silence, always a dangerous argument, especially so when applied to two long poems which we know are only a fragment of what once existed in this epic genre. He is conscious of this weakness and tries to reinforce his position. "Through Homer," he writes, "we have come to know early European thought in poems of such length that we need not hesitate to draw our conclusions, if necessary, ex silentio. If some things do not occur in Homer though our modern

mentality would lead us to expect them, we are entitled to assume that he had no knowledge of them."

But this rests on a false assumption, the assumption that the language of the epic poems is the language of Homeric society. It was not, of course, the language of Homeric society, (whatever that phrase may mean) nor, of any society that ever existed; it was a language spoken neither by gods nor men, but one devised for epic song, full of ennobling archaisms and every word and form amenable to the prosodic demands of the epic hexameter line. One scholar (an American this time) has indeed gone so far as to argue that the Mycenaean kings transmitted their mobilization orders in epic hexameter and that pilots used the same medium to pass on sailing directions, but this picture of epic verse as a functional means of everyday communication (which Snell needs for his argument from silence to be taken seriously) is a fantasy. Suppose a soldier made some smart rejoinder to the mobilization order, what would the officer of the day have said to him? Certainly not what Homeric characters say to each other in such circumstances: poion se epos phugen herkos odonton "What kind of word has escaped the stockade of your teeth?" There must have been some snappy Mycenaean equivalent of "At ease, soldier!" and the chances are small that it would have fitted the metrical pattern of the hexameter line.

In any case, quite apart from the thoroughly compromised nature of the sample --the artificial language of epic verse -- the lexical method itself, with its assumption that lack of a descriptive term argues the absence of the phenomenon for which there is no name, is a snare and a delusion. English, for example,

-- and I am not talking about 27,000 lines of early English verse, but about the whole range of spoken and written English from Chaucer to, say, Norman Mailer -- has no word for that momentary self-congratulatory glow of satisfaction, immediately repressed, which is provoked by the news of the misfortunes of our friends --

the reaction, "Better him than me." or "It's about time he learned the facts of life." When we want to describe this emotion we have

to fall back on a German word, Schadenfreude. It is to be hoped that no future student of Geistesgeschichte will announce, on this basis, that this ignoble emotion was never experienced by people who grew up speaking English --or French, or for that matter

Italian. English propagandists in the First World War made much of

this fact and suggested that only the Huns had such base feelings.

They kept silent about the fact that the classical Greeks, whom they had all been taught to admire by Dr. Jowett of Balliol, had a

very expressive word for it: epichairekakia, 'rejoicing over calamities'. It is to be found in the Ethics of Aristotle, a text

through which most Oxford men had been taken at a slow pace. Our

researcher, however, had better look beyond the absence of such a

word from the English and French dictionaries. In the first edition

of his Réflexions Morales, published in 1665, the Duc de la Rochefoucauld printed under the number 99 the following maxim:

Dans l'adversité de nos meilleurs amis nous trouvons toujours quelque chose qui ne nous déplaît pas -- In the adversities of our

best friends we always find something which is not displeasing to

us. La Rochefoucauld suppressed this scandalous thought in all

succeeding editions of his famous maxims, but Dean Swift, in

Dublin, had read the first edition and presented the idea, in his own fashion, to the English-speaking public:

Wise Rochefoucauld a maxim writ
 Made up of malice, truth and wit...
 He says: "Whenever Fortune sends
 Disaster to our dearest friends
 Although we outwardly may grieve
 We oft are laughing in our sleeve."
 And when I think upon't this minute
 I fancy there is something in it.

But the flaws in the argument from silence are even more serious than at first appears. The silence is far from perfect. There is in fact a Homeric word for the body as a unit, demas, a word which Snell dismisses hurriedly on quite inadmissible technical grounds. And there are many passages in the poems that suggest a Homeric conception of the unified individual personality. There is above all the hero's name, the name he proudly bears and proclaims on all occasions, whether exulting over a fallen enemy or claiming his share of glory, that name Odysseus conceals in the Cyclops' cave and later proudly and, as it turns out, rashly, announces to his blinded enemy, that name by which later he proudly identifies himself at the court of the Phaeacians:

I am Odysseus, son of Laertes, known to all mankind for
 my crafty designs --my fame goes up to the heavens...

This is the heroic self, the name, which in the case of Odysseus as in so many others, is a speaking name, with more than a hint in it

of the hero's nature and destiny. But an individual personality is also suggested in those recurrent passages where a hero addresses some part of himself --his thumos or his kradie, his heart; the words used imply the central personality of the speaker, a personality to which the part addressed belongs. It might be added that Homer's reference to the diaphragm as the organ of the intelligence is no more surprising than our own frequent reference to the heart as the organ of the emotions or even of the intellect. Pascal knew all about the brain but that didn't stop him from saying le coeur a ses raisons, and a famous American senator once ran for higher office with the slogan: "In your heart, you know he's right."

All this does not of course mean that Snell's careful analysis of Homer's language has to be rejected; his lexical approach has thrown light on many aspects of Homeric thought and feeling. What does not stand up to examination is his claim that the language reveals the absence of a conception of individual personality and that consequently discussion of character as a base for speech and action is, in the case of the Homeric poems, irrelevant and misleading.

Many scholars who repudiate the extreme position still feel it necessary to warn against the use of the word 'character'; they give the impression that they think Snell is only half wrong. They claim that in Homer, and for that matter in Greek tragedy, we do not find the fully developed personalities we are familiar with in modern literature. "However strong their impact as personalities"-- I am quoting Albin Lesky, one of the most judicious scholars in this

field --"they lack the wealth of individual features -often represented for their own sake - of their modern counterparts." He is obviously thinking of the novel -- Emile Zola's gigantic creations ,for example, or those of Thomas Mann; in Buddenbrooks the reader will find a plethora of "individual features ...represented for their own sake." The fact that Homer does not carry this extra baggage is something to be thankful for, not regretted; Shakespeare does not carry it either -- he does not tell us what young Hamlet was studying at Wittenberg or how many children Lady Macbeth had. Homer's characters, like Shakespeare's, like those of all great art, are the product of creative genius working in a rich tradition and equipped with an exquisite sense of artistic economy and balance. This poet knew what so many of his successors never learned or else forgot, that, to quote Corinna's advice to Pindar, one should sow seeds with the hand, not the sack; Voltaire, many centuries later, put it another way: "The recipe for boredom is --completeness."

In any case the proof of the pudding is in the eating. Homer's characters are in fact among the most individually striking and influential ever created. The later Greeks never tired of discussing, in prose and poetry, the nature of Achilles' pride, the suicidal wrath of Ajax, the versatility of Odysseus; they recreated these figures in terms of their own time on the tragic stage. And succeeding ages have followed their example; Bloom , Dedalus and Molly are only the most recent of a long series of re-embodiments of Homer's characters. Only Shakespeare can compete with Homer in this extraordinary power to impose his fictional personalities on

the imagination of succeeding ages. Only scholars --and I speak of them with sympathy since I am one myself -- could bring themselves to deny Homer the power to create literary character in the fullest sense of the words, in defiance of the brute fact that Homer's characters have fascinated and obsessed writers and readers for some 2500 years, longer than any other such set of personalities except perhaps the characters of the Hebrew Old Testament.

The 'inner man' is not the only area to be explored with new insights and technologies; attention has also been directed to two aspects of Greek and especially Athenian culture that the Victorians swept under the rug: slavery, and the inferior position, one might even say subjection, of women. The Victorians were not alone in their indifference to the phenomenon of chattel and other kinds of slavery in Greece; as Sir Moses Finley acidly pointed out, the very full index to Werner Jaeger's three volume work on the formation of the Athenian character, Paideia, first published in 1933, contained no entry for 'slaves' or 'slavery'. Yet, as Finley remarks elsewhere, "There was no action, no belief or institution in Greco-Roman antiquity that was not, in one way or the other, affected by the possibility that someone involved might be a slave."

There were two things the Greek of the classical period prized above all others. One was kleos, fame, the admiration of his fellow men for his prowess as a soldier, an orator or an athlete --particularly the last, for winners of events at Olympia and the

other great games were so overwhelmed with honors and rewards that it was a commonplace in the odes poets wrote, on commission, to celebrate their victories, to remind them, in ways sometimes subtle and sometimes blunt, that they were not gods but mortals. The other thing they prized was scholē, leisure : freedom from the drudgery of work, time to stroll in the columned porticos of the city and discuss politics, points of law or the latest tragedy, to attend the law courts where suits were under judgement or the Assembly where questions of policy, even of peace or war, were under discussion, to frequent the gymnasium, keep the body in shape and at the same time admire the beauty of the young men who might well be listening to a snub-nosed, barefoot, eccentric called Socrates. Slaves rarely make an appearance in the dialogues of Plato (an exception is the Meno, where a house-born slave boy is used for a demonstration that even the lowest form of human life has latent knowledge that can only have come from a previous existence), but without the slaves those long, leisurely conversations, in the gymnasia, the wrestling schools, the houses of the wealthy -- Agathon, Callias, Polemarchus -- and, exceptionally, by the banks of the Ilissus, could not have taken place. Finley is only one (Vidal-Naquet is another) of those historians who have investigated the 'peculiar institution' of the Greeks in all its complexity and diversity -- the chattel slaves, mostly of foreign origin, of Athens, the native Helots of Sparta and Penestae of Thessaly, the various forms of debt bondage and the many other forms of dependence summarized in the ancient formula "between free and slave."

Slaves, however, were not the only prerequisite for those golden hours of leisure; someone had to run them. A man needed, in addition, a wife, whose excellence, according to one of Plato's characters, was "the duty of ordering the house well, looking after the property inside, and obeying her husband." What is meant by "ordering the house well" is made clear in another Socratic dialogue, this one by Xenophon, the Oeconomicus. It introduces us to a young gentleman, Ischomachus, who has just finished instructing his newly wed bride, a girl of less than fifteen years, in her duties; he tells Socrates, proudly, what he prescribed. She is to train and supervise a staff of domestic slaves, organize the efficient storage of equipment and supplies; store and manage the distribution of grain, wine and oil, make and meet the annual budget and see to the manufacture of household clothes from the raw fleece all the way to the finished garment. She is strongly urged not to use make-up of any kind and to avoid sitting by the fire; she is to be constantly on the move, checking, inspecting, helping. According to Ischomachus she accepted the program with enthusiasm. It is typical of the male Greek attitude that we are never told her name; she is just 'the wife of Ischomachus.' This faceless anonymity is in fact normal for respectable Athenian women; even in legal cases where their right or claim to property may be the issue they remain nameless. (One Athenian woman whose name does turn up in a court room speech, Neaera, is, according to the speaker, not an Athenian citizen and has had a remarkable career as a prostitute). When Pericles, in the Funeral Speech, addressed a few cold words at the end of it to the widows of the men whose glorious death in

battle he had just celebrated, telling them that their glory was to be least talked about, whether for good or evil, among men, he was only expressing the firm conviction of the average Athenian male.

Inside that house of which they were the managers and from which they rarely emerged, women must have been a formidable presence and sometimes we get a glimpse of that aspect of the relations between the sexes, as in the Lysistrata of Aristophanes where the play's heroine talks about wives asking husbands what they have been doing in the assembly today.

Too many times, as we sat in the house, we'd hear that you'd
done it
again -- manhandled another affair of state with your usual
staggering incompetence. Then, masking our worry with a nervous
laugh
we'd ask you, brightly, " How was the Assembly today, dear?
Anything
in the minutes about Peace?...

But since the books, inscriptions and vase paintings on which we have to base our vision of Athenian home life were all made by men, who no doubt fully agreed with Pericles on the subject of women; such glimpses are rare.

But there was much more to be found and studied than previous generations had suspected (or wanted to find) and modern scholars, women prominent among them, have combed, re-interpreted and assembled the evidence to recreate the life of ancient Greek and

especially Athenian women from childhood through initiation rites of various kinds to marriage and motherhood in its legal, religious and social context. Understandably, some of the female scholars who deal with this material strike a polemical note; one vigorous survey of the position of women in Athens at its political and artistic high point, the fifth century B.C., -- a book remarkable among other things for its extraordinarily full coverage of the evidence from vase paintings -- appeared under the title The Reign of the Phallus.

But there is one category of evidence that poses a problem -- the picture of women that emerges not from the law court speeches, vases and inscriptions, but from poetry, the epic and the drama. For classical Greek literature presents us with an astonishing wealth of imposing female characters, in this respect far surpassing the Roman literature that was formed on the Greek model; and rivalling any literature of the medieval or modern world. Homer's Odyssey, which in its present form is probably a product of the late eighth century B.C., gives us not only Penelope, the faithful and resourceful wife, but also Helen, the wife whose adultery caused a ten year war and who now presides in queenly fashion over the court of the husband whom she had abandoned; it gives us Nausicaa, one of the most charming -- and intelligent -- young women in all literature as well as Circe, the enchantress who turns men into swine, and Calypso, the importunate divine mistress. And Athenian tragedy, at the high point of the reign of the phallus, presents us with a succession of female characters who play leading roles, from Clytemnestra, the wronged and vengeful wife

who towers over the male figures of the Oresteia, to Antigone, the young woman who, invoking divine law against human decrees, defies the power of the state; from Medea, the abandoned wife who makes her husband pay a terrible price for his ingratitude, to Electra, who, in Sophocles' play, never wavers from her resolve to avenge her father even when all hope seems lost; from Phaedra, wasting away from starvation as she tries, in vain, to resist the love for her stepson that Aphrodite has imposed on her, to Creusa and her passionate appeal to and denunciation of the god Apollo when she fears that he is not going to restore to her the child she secretly bore him. Only one of the surviving tragedies has no female character, and the titles and fragments of the hundreds of lost plays tell the same story: women, on the tragic stage, play the active roles, as man's partner or more often antagonist; that real life, according to our other sources, denied them.

One proposed explanation of this surprising situation is that all the characters, men and women alike, belong to a far-off mythical past and so have little or no relevance to the passions and concerns of the fifth-century audience. But this defies the realities of theatrical performance. Tragedy, Aristotle rightly says, should arouse pity and fear; it can only do so if it touches the deepest levels of its audience's hopes, wishes and forebodings. And of course the Athenians did not think of the mythical heroes as far away and long ago; these figures were a forceful presence in the popular mind, ideal models or awful warnings. When Socrates, under indictment, refuses to save his life by abandoning what he considers his god-given mission, he cites the example of Achilles,

who refused to save his life by abandoning his resolve to avenge his friend Patroclus. And when the sentence of death is handed down, he tells the court he looks forward to meeting, in the lower world, such heroes as Palamedes and Ajax, who, like him, were unjustly condemned. In any case, Shakespeare's theater too presents characters and places far off or long ago; not one of his plays is set in the late Elizabethan and early Jacobean context of his own time and country. And yet no one doubts that he lived up to Hamlet's prescription for the players and showed "the very age and body of the time his form and pressure."

It is true that with few exceptions, such as Aeschylus' Clytemnestra, Greek tragedy's women act purely in the domestic sphere, as virgins, wives or mothers, or, if beyond it, like Electra, through men. Tragedy gives us a picture of a life on which our prose documents are silent; the inner life of the house, the intimacy of the relationships between husband and wife, mother and son, father and daughter. It is a picture of the wife and mother in that confined space where she is both queen and prisoner very different from that suggested by the bland eulogies of the funeral inscriptions. It suggests, what one in fact would have suspected, that in many cases the result of confining a wife to the house, the slaves and the children, was to create a potentially dangerous, explosive force.

Greek myth of course provided plenty of examples of women as dangerous, as the adversary, from the Amazons who engaged in open warfare against men to child-killers like Medea and Procne, husband-killers like Clytemnestra and Deianira, adulterous seducers

like Stheneboea or (in Euripides' lost first version) Phaedra; it even provided dangerous women in large groups, like the fifty daughters of Danaus, forty-nine of whom slaughtered their husbands on their wedding night or the women of the island of Lemnos who went to the extreme limit of defiance of the male hierarchy by murdering their husbands and marrying their slaves.

Tragedy eagerly embraced such themes. The chorus in Aeschylus' Suppliants are the daughters of Danaus; by threatening to hang themselves on the statues of the city's gods they force a reluctant king into fighting a battle for them in which he loses his own life, and although the last two plays of the trilogy are lost we know that forty-nine of them duly murdered their husbands. In Sophocles' Trachiniae, Deianira (whose name means 'Husband-killer') is the unwitting and unwilling agent of the death of her husband Heracles. In the seventeen tragedies of Euripides that have survived intact, Phaedra, Electra and Agave kill or help kill a man, Medea kills a man and her male children, Hecuba blinds a man and Creusa tries to kill one, while on the other hand Alcestis gives her life to save her husband's, and Iphigenia, Macaria and Polyxena are sacrificed at the altar by men. Womens' voices are so insistent on the Euripidean stage that Aristophanes can have him say, in the Frogs, that in his plays, "They all stepped up to speak their piece, the mistress spoke, the slave spoke too, / the master spoke, the daughter spoke, the grandma spoke."

Some feminist critics have developed the argument that such a concentration on women in the public performance of tragedy was simply a reinforcement of the dominant male ideology, a

justification of the seclusion and repression of women. The plays, written by men and acted by an all-male cast, were performed at a public function of the male democracy; the decision to award first, second and third prize was in the hands of male judges and, even more important, the selection of the three playwrights who were to have their plays produced was also the prerogative of male officials. The plays, even those of Euripides, who has often been considered sympathetic to women, must have been a reaffirmation of the male values of Athenian society.

Interpretations along these lines have been advanced with greater or lesser degrees of subtlety but even the most fair-minded and rewarding treatment of the role of women in tragedy, Froma Zeitlin's chapter called "Playing the Other" in Nothing to do with Dionysos?, while it explores brilliantly the theme that "drama... tests masculine values only to find these alone inadequate to the complexities of the situation", also finds that "in the end tragedy arrives at closures that generally reassert male, often paternal, structures of authority."

It is true of course that women in tragedy, even in Euripides, are almost always agents of male destruction or willing sacrificial victims. but the trouble is that Euripides loads the dice against any easy acceptance of these situations at face value by his presentation of the male characters involved. Iphigenia gives her life for Greece but the men for whom she gives it -- Agamemnon, Menelaus, Calchas, Odysseus even Achilles -- are unmasked as the weaklings, braggarts, cowards and base intriguers that they are.

In the Alcestis a wife gives her own life to save her husband's in ideal Athenian wifely fashion, but the lines Euripides puts in her husband's mouth must have made the audience sit up. After all, if your wife agrees to die instead of you (and, incidentally, in the age of organ transplants this play could be less of a fairy tale than it was for the Athenians) you should know better than to react

~~to her last dying wails~~ with the customary formulas of "the deathbed scene; you are the one husband in the world who cannot and must not say, as Admetus does: "In the name of the gods do not have the heart to abandon me -- in the name of your children whom you will leave behind orphaned... raise your head up -- be strong, endure --If you die I don't want to live." Above all, you don't say: "If I had the tongue and song of Orpheus, so that ,enchanting Demeter's daughter or her husband by my music,I might have taken you from Hades, I would have gone below and neither Pluto's hound ~~nor Charon the ferryman of souls would have prevented me from~~ bringing you back to life and the light of the sun." After all, he didn't have to go to such heroic lengths; he could just have died when his time came. As if this were not enough to set one's teeth on edge, Alcestis' death is followed by a quarrel between the husband and his father, who , like his mother, had declined to take his place in the grave.It is the most electric scene in the play, a sordid, bitter quarrel between two blind egotists, staged over the body of the woman whose self-sacrifice has made it possible for her husband to denounce his mother and father-as cowards and disown them. Jason, too, is condemned by his own words. Reminded by Medea that she saved his life in Colchis and that to follow him she left

behind not only her family but also her status as a princess , he answers complacently that he owes his success at Colchis not to Medea but to Aphrodite alone of gods and men; Medea was so madly in love with him that she couldn't help herself. In any case, he goes on to say, she has been amply repaid for what little she did do for him. " You left a savage country, to live in Greece; here you have known-justice..." Medea will kill her two sons and Jason will lose not only them but his bride and her father and his hope of a new kingdom but after this speech it is hard to feel anything for him but contempt. And the end of the play is no reassertion of "male ...structures of authority." Jason is abandoned even by the gods he appeals to; they send down a magic chariot in which Medea escapes from Corinth. What is more, it is in this play that one of the fundamental male structures of authority is specifically repudiated -- the ideal of martial glory, the sanctification of male heroic death in battle that is so memorable a feature of Pericles' Funeral-Speech. "They say, " Medea tells the chorus of Corinthian women, "they say we live a life free from danger in the house, while they fight, spear in hand. What fools! I'd be ready to take my stand in the shield line three times rather than give birth just once." That biological function that was for the Greek male chauvinist the only justification for woman's existence --"There ought to have been some other way," says Jason later on in the play, " for men to breed sons..." --that despised but necessary function is here given pride of place above the martial valor that was the highest virtue of the man and citizen.

The relocation of Attic tragedy in its social and religious

context has added much to our understanding of it, but the attempt to cut it down to size, to make it a prisoner of its environment, limited in scope by the constraints of Athenian male ideology, is a waste of effort. The genie cannot be put back in the bottle. For great literature, though fashioned for and by its time and place, always reaches out beyond, speaking to later generations as well; it is, to use the terms of Jonson's eulogy of Shakespeare, not only of an age, but for all time. Many of the greatest poets in fact are more fully appreciated by later ages than by their own; they foreshadow and help create the sensibilities of the generations to come. Euripides is a case in point; in the centuries that followed the end of Athens' great age, Aeschylus and Sophocles were revered as classics, but Euripides was performed. We have a vivid reminder of this fact in the shape of a broken piece of stone, part of an inscription of the fourth century B.C. recording the names of the nine tragedies offered by three poets at the Great Dionysia, together with the name of the author of the 'old tragedy' regularly offered at this time in addition to the new ones. It covers the years 341, 340 and 339 B.C. and in each year the 'old tragedy' was by Euripides.

And of course he is not the only one to survive on the later stage. In recent years the plays of all three Greek tragic masters, in translation and adaptation, have found fresh audiences on stage and screen; in theaters from Berlin to Edinburgh, from New York to San Diego, they speak to us as if the centuries between our time and theirs had never been. In theaters all over the world versions of Sophocles' Antigone, prominent among them those of Anouilh and

Brecht, have faced modern audiences with the problem Sophocles posed to his Athenian audience --the clash of loyalties, to the state and to older, higher obligations. In Ireland, at Derry, the Irish poet Seamus Heaney recently produced his version of the Philoctetes of Sophocles, a play about a victim of injustice so embittered by suffering and by brooding on his wrongs that when salvation and a cure for his debilitating disease is offered, for their own cynical purposes, by his enemies, he cannot bring himself to accept it; it takes a voice from the heavens to change his mind. Heaney wrote into what is for the most part a faithful as well as brilliant translation of the Sophoclean play a moral for his country and his times:

History says, Don't hope ,
On this side of the grave.
 But then, once in a lifetime
 The longed-for tidal wave
 Of justice can rise up,
 And hope and history rhyme.

So hope for a great sea-change
 On the far side of revenge.
 Believe that a further shore
 Is reachable from here.
 Believe in miracles
 And cures and healing wells.

And we have seen too Iphigenia in Aulis played in New York as a protest against our war in Vietnam, and a French version of

Euripides' Trojan Women produced in Paris as a protest against the French war in Algeria.

The Greeks are still very much with us. Even that strange ritual of sacrifice with which we started, that seemed the epitome of 'otherness', so alien to our thought and feeling, has its resonances in our world. We too might need some equivalent of the 'comedy of innocence' if we had to kill a domestic animal with our own hands every time we ate meat. As it is, we leave the business of killing to others, and try not to think about it. But in recent years many of us have indeed begun to think about it, to face the mechanical horrors of the stockyard slaughterhouse and still worse, the refined cruelty of a system that raises animals confined and force-fed in narrow cages, so that even before its death the victim is deprived of any real life. Some of us have turned away altogether from eating meat, enough of us so that public institutions and airlines make provisions for vegetarian meals. And in the ancient world too there were those-- Pythagoreans and Orphics -- who refused to take part in the sacrifice and the consumption of meat, even though it cut them off from the community and made them a people apart, and sometimes persecuted.

In fact, when one thinks again of that list of things that Louis MacNeice, writing in Hampstead in 1938, found so unimaginably different, one can not help feeling that to an American, living in or near Washington D.C. in the spring of 1992, they seem all too familiar. "When I should remember the paragons of Hellas," he wrote, "I think instead

Of the crooks, the adventurers, the opportunists,

The careless athletes and the fancy boys,
The hair-spitters, the pedants, the hard-boiled
sceptics

And the Agora and the noise
Of the demagogues and the quacks; and the women
pouring

Libations over graves
And the trimmers at Delphi and the dummies at Sparta
and lastly

I think of the slaves.

The Agora is the marketplace, for which we have substituted the shopping mall. Women today don't pour libations on graves, but we have our macabre funeral parlors, where the late lamented, embalmed and touched up for the occasion, makes a last appearance for relatives and friends. Our trimmers are not at Delphi; they are much closer to home. And our dummies are not at Sparta; they are on couches eating seedless grapes and watching interminable soap operas. As for the slaves -- this audience needs no reminder that one hundred and fifty years ago there were slaves and slave-owners on both sides of the Potomac.

In fact, when we think of the two great flaws in Athenian democracy that recent scholarship has explored and emphasized, we ought to remember not only that slavery and male dominance were characteristic of all ancient societies but also that we, of all people, have no right to cast the first stone. Pericles' proud claim for Athenian democracy -- power in the hands of the people, equality before the law -- does not mention the slaves, but our

Declaration of Independence -- "that all men are created free and equal" -- does not mention them either, although the man that drafted it and many of those who signed it were owners of African slaves. That wrong was finally righted only by a bloody and destructive civil war, but we are still suffering the consequences of those many years of injustice; the wound in the commonweal is not healed yet and we have to pray and believe, like Heaney, that "a further shore/ Is reachable from here", that "hope and history" may "rhyme."

As for the other flaw, the exclusion of women from Athenian public life, we should not forget that women in these United States had to struggle for more than half a century before the nineteenth amendment to the Constitution gave them full voting rights in 1920; that Great Britain reluctantly made the same concession in 1928; and that the French took the last word of the revolutionary slogan, liberté, égalité, fraternité so literally that French women were not given the right to vote until 1945.

This does not entitle us, of course, to discard the results of the re-evaluation of Greek culture that has emphasized its 'otherness', the attitudes and institutions that resemble those of Egypt and Babylon, not to mention those of Lafitau's Algonquins, Hurons and Iroquois. But we should not forget the astonishing originality that sets them apart, that makes them unique. They invented democracy more than 2000 years before any modern Western nation took the first steps towards it; they invented not only philosophy and the theater, but also the model of a national literature, with its canon of great writers, its critics and

commentators, its libraries; they invented organized competitive athletics -- it is not for nothing that the recent winter sports that took place at Albertville were called Olympics; they invented political theory, rhetoric, biology, zoology, the atomic theory -- one could go on. Though we can no longer say, with Shelley, that we are all Greeks, nor claim as the Victorians might have claimed, that GREEKS R US, we must always acknowledge how greatly, how deeply, how irrevocably, we are in their debt.

FACTS

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1992 JEFFERSON LECTURE IN THE HUMANITIES

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

Created to honor the intellectual and civic virtues exemplified by Thomas Jefferson, the lecture provides an opportunity for an eminent scholar of the humanities to explore matters of broad concern. Held annually, the NEH Jefferson Lecture is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities. The lectureship carries an honorarium of \$10,000.

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

The 1992 Jefferson Lecture will be delivered by Bernard M.W. Knox, a renowned scholar, writer and teacher of ancient Greek literature.

A professor emeritus of classics at Yale University, Knox was the founding director of Harvard University's Center for Hellenic Studies in Washington, D.C. He served as director of the center from 1961 until his retirement in 1985. Throughout his career, Knox has lectured at numerous colleges and universities including the Naval War College on the relationship between contemporary American foreign policy and the status of Athens during the classical period. He is a widely published author in scholarly, as well as popular publications.

In 1990 Knox, along with four other distinguished Americans, was awarded the Charles Frankel Prize by NEH. This annual award recognizes the achievement of outstanding Americans in increasing the public's understanding of history and other topics in the humanities.

Knox's Jefferson Lecture address will be delivered on Wednesday, May 6, 1992, at the Departmental Auditorium in Washington, D.C.

Previous NEH Jefferson Lecturers have been Gertrude Himmelfarb (1991), Bernard Lewis (1990), Walker Percy (1989), Robert Nisbet (1988), Forrest McDonald (1987), Leszek Kolakowski (1986), Cleanth Brooks (1985), Sidney Hook (1984), Jaroslav Pelikan (1983), Emily Townsend Vermeule (1982), Gerald Holton (1981), Barbara Tuchman (1980), Edward Shils (1979), C. Vann Woodward (1978), Saul Bellow (1977), John Hope Franklin (1976), Paul A. Freund (1975), Robert Penn Warren (1974), Erik H. Erikson (1973), and Lionel Trilling (1972).

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NEWS

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FOR IMMEDIATE RELEASE

RESTORATION GIVES NEW LIFE TO BARNARD OBSERVATORY

Antebellum Landmark to House the
Center for the Study of Southern Culture

WASHINGTON, May 19 -- In 1864 Union troops rode through Oxford, Miss., and burned the buildings in the town square. The Observatory at the nearby fledgling University of Mississippi was one of the few buildings they spared. It had been built by Chancellor Frederick A.P. Barnard from 1857-1859.

William Tecumseh Sherman had written to Barnard in 1863, "When I rode through the grounds of the College and Oxford, I thought of you and ... thought I saw traces of your life in the Observatory, of which I remember you spoke." Sherman and Barnard had been academic colleagues when the Union general was a history professor at Louisiana State University.

An astronomer and mathematician, Yale graduate Barnard envisioned the Observatory as a world-renowned scientific research center. It was patterned after the Harvard University Observatory, itself modeled after the Russian imperial Pulkovo Observatory near St. Petersburg, and was intended to house the world's largest telescope.

But the Civil War broke out, Mississippi seceded from the Union, and the lens was never delivered across the battlefields. It was

- MORE -

taken to Northwestern University in Evanston, where it remains in the Dearborn Observatory. Although the Oxford Observatory survived, the college closed, and Barnard's dream was shattered. His vision of creating a center for scientific research was destroyed by the Civil War. But the building remained, serving as a hospital for both Confederate and Union soldiers. Barnard went north to become president of Columbia University and a founder of Barnard College, named after him in 1889.

Now called the Barnard Observatory, the historic structure will house the Center for the Study of Southern Culture, which was established in 1977 and has been supported by grants from the National Endowment for the Humanities (NEH). Directed by William Ferris, the Center aims to document and define the South's heritage, culture and potential, and to provide a basis for examining other regions, domestic and foreign. It serves as a comprehensive source of information on Southern culture and a model for similar regional programs in academic institutions at home and abroad. With additional NEH support, the Center sponsored the publication of the celebrated 1,600-page Encyclopedia of Southern Culture, coedited by Charles Reagan Wilson and William Ferris in 1989.

Barnard Observatory was listed in the National Register of Historic Places in 1979 and designated a Mississippi Landmark in 1986. It has been undergoing a major restoration and fund raising campaign since 1989, when the University of Mississippi received a \$600,000 challenge grant from NEH. Thanks to the NEH grant and matching contributions of more than \$2.3 million, the campaign is

now only \$90,000 short of meeting its goal. The deadline for donations to match the grant is June 30, 1992.

Over the years, the building had lost its identity as an observatory. The east pavilion served as a faculty residence, the central and western portions were remodeled in 1947 for Naval ROTC use, and the west wing was expanded to add classrooms. The Classical Revival design of the Observatory was nearly obliterated and the facility badly rundown when Ferris and Associate Director Ann Abadie moved the Center into the east wing in 1979.

In fact, the Observatory was slated for demolition, but to Ferris, its majesty and history embodied the spirit of the Center, and he was determined to save it. He had the building named the Barnard Observatory to emphasize its historical significance. Ferris and Abadie then launched plans to restore, furnish and equip the structure and use the entire building after its renovation. The state supported these efforts by providing \$2 million toward matching the NEH grant.

In order to revive the classic beauty of Barnard Observatory's exterior and the structural unity of its three connecting pavilions, a two-story veranda added in 1915 was removed. Altered windows and doors were restored. Crumbling bricks were matched and replaced, iron work was repaired or duplicated and the grounds were landscaped with serpentine brick walkways to create a mid-nineteenth-century ambience.

The interior has been restored to fulfill the needs of the Center as a functioning modern facility while preserving as many

original architectural details as possible. When the Center returns to the Barnard Observatory in late June, the building will have a wide variety of spaces for classrooms, film production, exhibitions and meetings, as well as the ability to broadcast a live satellite telecast from every room. The elegant 19th-century spiral staircases have been strengthened, the 12-foot-high interior shutters refurbished and the heating system was modernized with fan coil units. Other 20th-century materials include machine-distorted glass to replace 19th-century blown glass and a lightweight fiber glass composition to replicate the ballustrades that surround the pavilion roofs.

Built for gazing at stars, the Barnard Observatory is about to become a place where people can consider the world around them--its art, politics and way of life. "The Barnard Observatory story is part of the South, the mission of the Center for the Study of Southern Culture and the American experience as a whole," Ferris said.

Since 1977 NEH Challenge Grants have generated \$924 million in non-federal contributions for more than 1,000 nonprofit institutions located in all 50 states, the District of Columbia and Puerto Rico.

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

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PROJECTS ON NATIVE AMERICAN CULTURE AND HERITAGE Fiscal Year 1991

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

Programs for Teachers

"Multicultural Music Education: Songs, Legends, and Dances of the Sioux" -- To provide a yearlong sabbatical for independent research. Contact Janice L. Seeley at Brookings Middle School in Aurora, S.D., (605) 692-6261.

"Change and Continuity: The Experiences of Southeastern Indians as a Prototype" -- To provide a yearlong sabbatical for independent research. Contact Jacqueline A. Matte at Mountain Brook Jr. High School in Birmingham, Ala., (205) 871-3516.

"An Investigation of Ojibwe Literature" -- To provide a yearlong sabbatical for independent research. Contact Mary Lou Brandvik at Bemidji Area Schools in Bemidji, Minn., (218) 759-3100.

Research Conducted by Individual Scholars

"The Christian Conversion of California: Myth and History" Contact James A. Sandos at the University of Redlands in Redlands, Calif., (714) 793-2121.

"Cultural Brokers of Colonial Pennsylvania: Mediators between Indians and Colonists on the Early American Frontier" Contact James H. Merrell at Vassar College Poughkeepsie, N.Y., (914) 437-5668.

"Intellectual Influences of Native Americans on the Discipline of Anthropology" Contact Jack M. Weatherford at Macalester College in St. Paul, Minn., (612) 696-6144.

"Chiricahua Apache Art and Culture" -- A travel grant to conduct research at the Museum of the American Indian in New York, N.Y. Contact Suzanne G. Kenagy in Fort Smith, Ark., (505) 473-2707.

"Young Man Afraid of His Horse (ca. 1835-93): From Oglala Warrior to Reservation Chief" -- A travel grant to conduct research at the National Archives in Washington, D.C. Contact Joseph Agonito at Onondaga Community College in Syracuse, N.Y., (315) 469-7741.

"Cataloguing the Curtis Collection of Hopi and Other Pueblo Music" -- A travel grant to conduct research at the Denver Art Museum in Denver, Colo. Contact David Shaul in Tuscon, Ariz., (219) 481-6841.

"Aboriginal Heritage of a Driven People" -- A travel grant to conduct research at the National Archives in Washington, D.C. Contact Donald Whereat at the Confederated Tribes of Coos in Coos Bay, Ore., (503) 267-5454.

"Native American Museums" -- A travel grant to conduct research at the Indian Pueblo Cultural Center in Albuquerque, N.M. Contact Daniel L. Boxberger at Western Washington University in Bellingham, Wash., (206) 647-4798.

"History and Culture of American Indians in the Chippewa Valley" -- A travel grant to conduct research at the Smithsonian Institution in Washington, D.C. Contact Timothy Pfaff at the Chippewa Valley Museum in Eau Claire, Wis., (715) 834-7871.

"Tradition and Transformation: Native American Art Since 1960" -- A travel grant to conduct research at the Heard Museum in Phoenix, Ariz. Contact W. Jackson Rushing at the University of Missouri, Saint Louis, (314) 553-5975.

"Temporal Analysis of Northwest Coast Indian Art" -- A travel grant to conduct research at Harvard University in Cambridge, Mass. Contact Steve E. Henrikson at the Alaska State Museum in Juneau, Alaska, (907) 465-2901.

"Ceramic Standardization and Specialization at Hawikuh" -- A travel grant to conduct research at the Museum of the American Indian in New York, N.Y. Contact Barbara Mills at Northern Arizona University in Flagstaff, Ariz., (602) 523-9504.

"The Aboriginal Inhabitants of Spanish Florida, 1513-1763" -- A travel grant to conduct research at the University of Missouri in St. Louis, Mo. Contact John Hann at the Florida Bureau of Archaeological Research in Tallahassee, Fla., (904) 487-3655.

"The Transition from Navajo Blankets to Rugs" -- A travel grant to conduct research at Tulane University in New Orleans, La. Contact Marian E. Rodee at the University of New Mexico in Albuquerque, N.M., (505) 277-4404.

"Photography and Navajo: A Critical History" -- A travel grant to conduct research at the Wheelwright Museum in Santa Fe, N.M. Contact James C. Faris at the University of Connecticut in Storrs, Conn., (203) 486-4517.

"A Theocracy in Transition: Zuni Politics, 1850-1990" -- A travel grant to conduct research at the Brooklyn Museum in Brooklyn, N.Y. Contact Triloki N. Pandey at the University of California, Santa Cruz, Calif., (408) 459-4674.

"The Influence of L. McWorter on the Publication of Cogewea" -- A travel grant to conduct research at Washington State University in Pullman, Wash. Contact Janet A. St. Clair at Regis College in Denver, Colo., (303) 458-4226.

"Omaha Tribe Ethnohistory, 1680-1900" -- A travel grant to conduct research at the Smithsonian Institution in Washington, D.C. Contact Tanis C. Thorne at California State University, Chico Fdn. in Nevada City, Calif., (916) 898-5366.

"The White Man's Indian: Racism and Ethnocentrism in Indian-White Relations" Contact Brian H. Shuldenfrei at Lawrence High School in Cedarhurst, N.Y., (516) 569-2189.

"Influence of Missionaries on the Religious Music of the Nez Perce Tribe" Contact Marianna L. Johann at Genesee High School in Genesee, Idaho, (208) 285-1187.

"Sitting Bull: A Reexamination of His Death from a Hunkpapa Perspective" Contact Robert D. Taken Alive at Mary College in Bismarck, N.D., (701) 222-0890.

"Oral Traditions in Yurok Myths" Contact Karl Kroeber at Columbia University in New York, N.Y., (212) 854-5210.

"Indians, Colonists, and the Liquor Trade in British America" Contact Peter Mancall at the University of Kansas, Lawrence, (913) 864-3569.

"Indians and the State of Pennsylvania in the Early Republic" Contact Daniel Richter at Dickinson College in Carlisle, Pa., (717) 245-1206.

"Native American Art since 1960" Contact W. Jackson Rushing at the University of Missouri, Saint Louis, (314) 553-5998.

"Romances of Chivalry in the First Representations of the American Indian" Contact Alvaro F. Bolanos at Tulane University of Louisiana in New Orleans, La., (504) 865-5518.

"Rise and Fall of the Wyandots, 1743-1843" Contact James A. Clifton at Western Michigan University in Kalamazoo, Mich., (616) 387-3977.

"Voices Reaching Back, Creating Anew: Four 20th-Century Native American Texts" Contact Kenneth M. Roemer at the University of Texas at Arlington, (817) 273-2692.

"The Frontier, Indians, and the Environment" Contact Davis D. Joyce at East Central University in Ada, Okla., (405) 332-8000.

Conferences, Lectures, Museum Exhibitions and Other Public Programs

"Library Reading and Discussion Programs" -- To support a series of scholar-led library reading and discussion groups about South Africa, Native American culture, the mythology of the American West, and other topics. Contact Helen A. Cox in Salt Lake City, Utah, (801) 359-9670.

"Colonial Encounters in the Chesapeake: The Natural World of Europeans, Africans, and Amerindians, 1492-1800" -- To support planning for two exhibitions, lectures, a catalogue, and curricular materials about the interaction of European, African, and Amerindian cultures in the ecology of the Chesapeake area from 1492 to the 19th century at Johns Hopkins University. Contact Philip D. Curtin in Baltimore, Md., (301) 338-7583.

"Indian and InnuIt Maps: Ways of Worldmaking" -- To support planning for two exhibitions, a catalogue, a videodisc, and a curriculum package about InnuIt and Native American maps at the University of Wisconsin, Milwaukee. Contact Mark Warhus in Milwaukee, Wis., (414) 229-4101.

"Native American Art From the Chandler/Pohrt Collection" -- To support a traveling exhibition, catalogue, and educational programs on Native American art from the Chandler/Pohrt Collection at the Detroit Institute of Arts. Contact David W. Penney at the Founders Society in Detroit, Mich., (313) 833-1432.

"Traditional Arts of the Women of the Plateau" -- To support planning for a traveling exhibition, catalogue, and public programs on the traditional arts of Native American women in the tribes on the plateau between the Rockies and the Cascade Mountains. Contact Barbara R. Coddington at Washington State University in Pullman, Wash., (509) 335-1910.

"Whaling Ritual on the Northwest Coast: The 19th-Century Mowachaht Whaler's Shrine" -- To support planning for an exhibition that will interpret the 19th-century Whaler's Washing House and its role in the whaling rituals of the Northwest coast. Contact Aldona Jonaitis at the American Museum of Natural History in New York, N.Y., (212) 769-5930.

"Sacred Encounters: Jesuit Missionaries and the Indians of the Rocky Mountain West" -- To support a traveling exhibition, a catalogue, and public programs interpreting the life of Father Pierre De Smet, 1801-73, and the encounter of Native American and Roman Catholic cultures on the western frontier. Contact Jacqueline L. Peterson at Washington State University in Pullman, Wash., (509) 335-3091.

"Arkansas Indians: Roots, Removal, and Rebirth" -- To support a long-term exhibition and educational programs on the history of Arkansas Indians at the Arkansas Museum of Science and History. Contact Alison B. Sanchez in Little Rock, Ark., (501) 324-9231.

"The History and Culture of the Cahuilla Indians" -- To support planning for a temporary traveling exhibition, catalogue, and public programs on the Cahuilla Indians of California. Contact Deborah S. Dozier at the University of California, Riverside, (415) 391-1474.

"Mississippi Mindscape Extended: Encounters 1492-1991 and Beyond" -- To support the preparation and distribution of eight essays on Mississippi prehistory and history that will be used for library reading and discussion programs throughout the state. Contact Billy B. Thame at the Mississippi Humanities Council in Jackson, Miss., (601) 974-1000.

Preservation and Access Programs

"Preservation of Native American Ethnographic Collections" -- To support the rehousing and relocation of approximately 11,000 archaeological and ethnographic objects that document the culture of Native American peoples who lived in the Missouri Valley region from 1,200 B.C. to 1860. Contact Marsha S. Bray at the Missouri Historical Society in St. Louis, Mo., (314) 454-3151.

"Storage and Access Improvements for the Anthropological Collections" -- To support new storage and lighting systems for the ethnographic and archaeological collections of Indian arts and culture which include 37,000 objects made of wood, ceramic, fiber, stone, metal, leather, feather, and fur. Contact Bruce D. Bernstein at the Museum of New Mexico Foundation in Santa Fe, N.M., (505) 827-8941.

"Improvements to the Storage of the Native American Collections" -- To support the renovation of the museum's storage facility for 28,000 Native American artifacts by installing climate controls, fire-suppression and storage equipment. Contact William L. Phippen at the Peabody Museum of Salem in Salem, Mass., (508) 745-1876.

"Preserving the Prehistoric Archaeology Collection" -- To support the rehousing of 700,000 archaeological objects, dating from 10,000 B.C. to ca. A.D. 1540, that document paleo-Indian through prehistoric Iroquois sites. Contact Richard C. Shultz at the Rochester Museum and Science Center in Rochester, N.Y., (716) 271-4320.

"Preservation of the Anthropological Collections" -- To support the installation of an environmental system in historic Spooner Hall which houses the Museum of Anthropology and its anthropological and ethnological collections of approximately 400,000 Native American artifacts. Contact Alfred E. Johnson at the University of Kansas, Lawrence, (913) 864-4245.

Books, Editions and Reference Works

"Creation of an Image Database for Northwest Coast Indian and Eskimo Collections" -- To support the creation of computer cataloguing and related digitized images of artifacts in the Northwest Coast Indian and Eskimo Collections. Contact William Weinstein at the American Museum of Natural History in New York, N.Y., (212) 769-5430.

"Koasati Traditional Narratives" -- To support a verse translation of selected traditional narratives of the Koasati, a group of Native Americans of the southeastern United States. Contact Geoffrey D. Kimball at Tulane University in New Orleans, La., (504) 944-8988.

"Archaeology of the Apalachee Village at San Luis" -- To support excavations in the Apalachee Indian village at the 17th-century Spanish mission of San Luis de Talimali in Florida, that will focus on native Spanish contact, settlement patterns, diet, and religious behavior. Contact Bonnie G. McEwan at the Florida Bureau of Archaeological Research in Tallahassee, Fla., (904) 487-3655.

"Acadian-Indian Settlement in the 17th Century: Archaeology of St. Castin's Habitation, Castine, Maine" -- To support excavations at a late 17th-century Abenaki Indian village site in Castine, Maine, consisting of a French Acadian house, warehouse and smithy, and at least 30 "wigwams." Contact Alaric Faulkner at the University of Maine, Orono, (207) 581-1900.

"Preparation of Archaeological Monographs for the Mohawk Valley Project" -- To support the writing of two major monographs dealing with the archaeology and history of the Mohawk Iroquois in the 16th and 17th centuries. Contact Dean R. Snow at SUNY Res. Fdn./Albany in Albany, N.Y., (518) 442-4700.

"Alabama-English Dictionary, comp. by Heather Hardy et al." -- To support publication of a bilingual dictionary of a Native American language of the Muskogean family. Contact Theresa J. May at the University of Texas at Austin, (512) 471-4278.

NEH Facts -- Projects on Native American Culture and Heritage
May 1992
Page 6

"Analytic Lexicon of Navajo, by Robert W. Young" -- To support publication of a lexicon of Navajo, the most widely spoken Native American language in the United States. Contact David V. Holtby at the University of New Mexico in Albuquerque, N.M., (505) 277-2346.

"Comparative Siouan Dictionary" -- To support the completion of a database and a comparative dictionary of the Native American languages belonging to the Siouan family, from which Proto-Siouan, the ancestral language of the family, will be reconstructed. Contact David S. Rood at the University of Colorado, Boulder, (303) 494-0558.

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PROJECTS ON ASIAN CULTURE AND HERITAGE Fiscal Year 1991

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

Programs for Teachers

"Japanese Language and Culture Development Center" -- To support a two-year project that will establish a Japanese language and cultural center for teacher training, and the development of materials and a model curriculum for grades k-8. Contact Martha J. Harris at the Eugene School District in Eugene, Ore., (503) 687-3481.

"Maryland Summer Institute for Teachers of Chinese" -- To support a three-year national project, including four summer institutes, two held concurrently, on the Chinese language and culture for 40 teachers of Chinese, grades k-12 at the University of Maryland, College Park. Contact Charlotte G. Aldridge in College Park, Md., (301) 405-6996.

"English Faculty Summer Workshop 1991 for the Expansion and Enhancement of English 201 and English 202" -- To support a six-week workshop for 16 faculty members, who will incorporate works of Chinese, Japanese, and Indian literature into the two-semester course on world literature at Clark Atlanta University. Contact K.C. Eapen in Atlanta, Ga., (404) 880-8171.

"Faculty Institute on Japanese Culture" -- To support a four-week project that will engage 19 faculty members in the study of Japanese philosophy, theology, history, literature, and social structure at Clark State Community College. Contact Marsha S. Bordner in Springfield, Ohio, (513) 328-6031.

"Building Bridges: Faculty Development in the Humanities Through Faculty Study Institutes" -- To support two four-week workshops for 25 faculty members each, who will study Chinese and Japanese literature and Latin American literature in order to integrate non-Western texts into humanities courses at Saddleback College. Contact Virginia Meyn in Mission Viejo, Calif., (714) 582-4788.

"The Art of India: Sacred and Secular" -- To support a six-week summer institute for 25 college teachers on the sacred and secular art of India at Columbia University. Contact Vidya J. Dehejia in New York, N.Y., (212) 854-5691.

"Faculty and Curriculum Development in the Cultural Heritage of East Asia and Its Relation to the West" -- To support a two-year curriculum development project on the cultural heritage of Asia and its connections with that of the West at Eckerd College. Contact Lloyd W. Chapin in St. Petersburg, Fla., (813) 864-8212.

"Modern Southeast Asian Literatures Summer Institute" -- To support a six-week summer institute for 25 college and university faculty members on modern Indonesian, Thai, Filipino, and Vietnamese literature at the Social Science Research Council. Contact Toby A. Volkman in New York, N.Y., (212) 661-0280.

"Southeast Asian Folklore and Oral Traditions" -- To provide a yearlong sabbatical for independent research. Contact Thuy B. Pham-Remmele at Shorewood Hill Elementary School in Madison, Wis., (608) 267-4301.

"The History of Buddhism in China and Japan" -- To provide a yearlong sabbatical for independent research. Contact Joseph P. Gawrys at the Baylor School in Chattanooga, Tenn., (615) 267-8505.

"Looking Over the Rim: A Model Program for International Education" -- To support a yearlong project for 44 public school teachers and administrators, who will study the history, literature, art, and language of China and Japan and who will create programs and materials for use throughout the state. Contact Ann T. Tollefson at the Natrona County School District in Casper, Wyo., (307) 577-0309.

"Religions and Cultural Institutions of Asia" -- To support a masterwork study project on Asian religious texts and traditions for ten Massachusetts high school history and humanities teachers. Contact John E. Stovel at the Mt. Greylock Regional School District in Williamstown, Mass., (413) 458-9582.

Research Conducted by Individual Scholars

"Literary Biography of Yosano Akiko, Japanese Poet" Contact Janine Beichman at Daito Bunka University in Japan.

"Defining a Japanese Aesthetic Tradition" Contact Stefan Tanaka at Clark University in Worcester, Mass., (508) 793-7450.

"A Historical and Comparative Inquiry into Religious Change in Modern Java" Contact Robert W. Hefner at Boston University in Boston, Mass., (617) 353-2199.

"Women and the Law in Republican China: Marriage, Divorce, and Property, 1912-49" Contact Kathryn Bernhardt at the University of California, Los Angeles, (213) 206-5221.

"Compilation of a New Reader of Traditional Chinese Literature" Contact Victor Mair at the University of Pennsylvania in Philadelphia, (215) 898-8432.

"Representations of Gender and Kinship in a Malay Society" Contact Michael Peletz at Colgate University in Hamilton, N.Y., (315) 824-1000.

"Contemporary Music and Composers in Indonesia" Contact Jody Diamond at Mills College in Oakland, Calif., (415) 530-4553.

"Commercial Revolution and New Elites in Song Fujian (China)" Contact Hugh R. Clark at Ursinus College in Philadelphia, Pa., (215) 489-4111.

"Population, Class, and Market: The Dynamics of Socioeconomic Change in 18th-Century South China" Contact Robert B. Marks at Whittier College in Whittier, Calif., (213) 693-0771.

"Spirit Possession in The Tale of Genji" Contact Doris G. Barga at the University of Massachusetts, Amherst, (413) 545-0886.

"A Concise History of the Five Classics of Confucianism" Contact Michael Nylan at Bryn Mawr College in Bryn Mawr, Pa., (215) 526-5391.

"Images of Blacks in Contemporary Japanese Society" Contact John G. Russell at Chiba College of Health Science in Japan.

"The Mirror of Desire, Poetic Madness, and the Contextualization of Legend in Kan'ami's Plays" Contact Etsuko T. Terasaki in Ithaca, N.Y., (607) 272-1041.

"The Life and Career of Liaquat Ali Khan, All-India Muslim Politician and First Prime Minister of Pakistan" -- A travel grant to conduct research at the India Office Library in London, England. Contact Roger D. Long at Eastern Michigan University in Ypsilanti, Mich., (313) 487-0066.

"United States Relations with India and Pakistan, 1947-65" -- A travel grant to conduct research at the Public Record Office in London, England. Contact Robert McMahon at the University of Florida in Gainesville, Fla., (904) 392-0271.

"Japanese Borders of the Chinese Empire" -- A travel grant to conduct research at Harvard University in Cambridge, Mass. Contact Douglas R. Howland at the University of Iowa in Iowa City, (319) 335-2299.

"Interaction Networks in the Harappan Civilization: The Production, Consumption, and Exchange of Ceramics" -- A travel grant to conduct research at the Harappa Excavation Laboratory in Harappa, Pakistan. Contact Rita P. Wright at New York University in New York, N.Y., (212) 998-8568.

"Overpainting in the Cleveland Tutinama" -- A travel grant to conduct research at the Cleveland Museum of Art in Cleveland, Ohio. Contact John W. Seyller at the University of Vermont in Burlington, Vt., (802) 656-2014.

"Satya Pir of Bengal: Literature and Cult" -- A travel grant to conduct research at the India Office Library in London, England. Contact Tony K. Stewart at North Carolina State University in Raleigh, N.C., (919) 737-3214.

"People and Politics in Early Modern Japan: The Press's Role in Creating a Public (1860-1918)" -- A travel grant to conduct research at Shimbun Kenkyujo-University in Tokyo, Japan. Contact James L. Huffman at Wittenberg University in Springfield, Ohio, (513) 327-7836.

"Collection of Iconographic Data for the Encyclopedia of Buddhist Iconography" -- A travel grant to conduct research at the British Museum in London, England. Contact John C. Huntington at Ohio State University, Main Campus in Columbus, Ohio, (614) 888-1083.

"Early Buddhist Art on India and the Theory of Aniconism" -- A travel grant to conduct research at the British Museum in London, England. Contact Susan L. Huntington at Ohio State University, Main Campus in Columbus, Ohio, (614) 292-7481.

"War in the Village: The Impact of the Wars of 1931-45 on Japanese Rural Society and Culture" -- A travel grant to conduct research at the Toga Village History Compilation Office in Toga Mura, Japan. Contact Haruko Taya at the New School for Social Research in New York, N.Y., (212) 721-9174.

"The Function of a Tradition of Academic Commentary" -- A travel grant to conduct research at the Indian Institute for Islamic Studies in Delhi, India. Contact William E. Smyth at Emory University in Atlanta, Ga., (404) 727-7597.

"Cultural Critique and the Rise of Modernism in Contemporary China" -- A travel grant to conduct research at the University of Massachusetts in Amherst, Mass. Contact Jing Wang at Duke University in Durham, N.C., (919) 684-4309.

"Cradle of Female Talent: History of the Shanghai #3 Girls' Middle School" -- A travel grant to conduct research at the United Methodist Archives in Madison, N.J. Contact Heidi A. Ross at Colgate University in Hamilton, N.Y., (315) 824-7660.

"Metamorphoses of the New Woman: Western Feminism and Modern Chinese Literature" -- A travel grant to conduct research at Beijing University. Contact Ying-Ying Chien Pennsylvania State University, Main Campus in University Park, Pa., (814) 863-7383.

"Revolution and Desire: A Study of 20th-Century Chinese and European Fiction" -- A travel grant to conduct research at Stanford University in Stanford, Calif. Contact Kang Liu at Grinnell College in Grinnell, Iowa, (515) 269-3123.

"Edward John Thompson and East-West Cultural Exchange" -- A travel grant to conduct research at Oriel College in Oxford, England. Contact Mary M. Lago at the University of Missouri, Columbia, (314) 882-6781.

"The Formation of the Buddhist Icon" -- A travel grant to conduct research at the University of Pennsylvania in Philadelphia, Pa. Contact Marilyn E. Leese at the Graduate Theological Union in Berkeley, Calif., (415) 849-9500.

"Gender, Politics, and the Invention of Tradition on Sumba, Indonesia" -- A travel grant to conduct research at Archief van de Gereformeerde Kerk in Leusden, The Netherlands. Contact Joel C. Kuipers at George Washington University in Washington, D.C., (202) 994-6545.

"Cultural Transformations in the Chinese Malaysian Community" -- A travel grant to conduct research at Ohio University in Athens, Ohio. Contact Sharon A. Carstens at Portland State University in Portland, Ore., (503) 725-3315.

"The Search for an Asian-American Identity through the Works of Maxine Hong Kingston" Contact Agnes Y. Huang at Irvine High School in Irvine, Calif., (714) 552-4211.

"Relationship of Laughter to Zen Buddhist Religion" Contact Cynthia A. Bussey at Essex Community College in Towson, Md., (301) 828-7030.

"The Chinese Community and Racial Discrimination in California: 1850-92" Contact Todd M. Stevens at the University of Virginia in Charlottesville, Va., (804) 296-9034.

"Reevaluation of the Aryan-Dravidian Assimilation Myth in India" Contact Needhi Bhalla at Lawrence High School in Cedarhurst, N.Y. (516) 889-8713.

"The American Influence on Hu Shih's Thought" Contact Jenny C. Wang at the University of Notre Dame in Notre Dame, Ind., (219) 283-3723.

"An Analysis of Post-Mao Chinese Society as Reflected in Contemporary Short Stories" Contact James W. Manning at Conard High School in West Hartford, Conn., (203) 521-1350.

"From Traditional to Tourist Art: A Study of the Aesthetic Transition in Balinese Drawing, 1930-80" Contact Kirsten L. Scheid at Columbia University in New York, N.Y., (212) 861-1200.

"Chinese Political Culture in a Changing World, 1900-16: The Case of Yuan Shih-k'ai" Contact Douglas J. Guthrie at the University of Chicago in Chicago, Ill., (312) 324-9460.

"The Ming Epic Feng-Shen Yen-I and a Myth of Self-Production" Contact Paul Sangren at Cornell University in Ithaca, N.Y., (607) 255-6771.

"The Creation of Japanese Homogeneity" Contact David L. Howell at the University of Texas at Austin, (512) 471-7134.

"Central Government Archival Curatorship in Ch'ing and Modern China" Contact Beatrice S. Bartlett at Yale University in New Haven, Conn., (203) 432-1359.

"'The Image Made by Chance' in Chinese Art Theory" Contact Charles H. Lachman at Dartmouth College in Hanover, N.H., (603) 646-3429.

"Philippine Sinulog Dancing" Contact Sally A. Ness at the University of California, Riverside, (714) 787-7279.

"Sexual Power and Sexual Violence in Tamil Culture" Contact Margaret Trawick at Hobart and William Smith Colleges in Ithaca, N.Y., (315) 781-3444.

"The Literature of the T'ang Dynasty, 618-906" Contact Eva S. Chou at New York University in New York, N.Y., (203) 638-3835.

"The Popular Front Cultural Movement in Kyoto in the 1930s" Contact Leslie Pincus at the University of California, Los Angeles, (213) 206-8235.

"The Chinese Prose Master Yao Nai, 1732-1815, and the Mystique of the T'ung-ch'eng School" Contact Yang Ye at Bates College in Lewiston, Maine, (207) 786-6406.

"Infectious Disease and Social Change in the 19th-Century Philippines" Contact Ken De Bevoise at Northwestern University in Evanston, Ill., (708) 491-3406.

"A Thai Temple Chronicle: Translation and Analysis" Contact Michael R. Rhum at Northern Illinois University in De Kalb, Ill., (815) 753-7035.

"Dissenting Voices: Writers and Society in Modern China" Contact Michael E. Lestz at Trinity College in Hartford, Conn., (203) 297-2385.

"Four Texts and Japanese Culture" Contact John W. Connor at California State University, Sacramento, (916) 278-7224.

Conferences, Lectures, Museum Exhibitions and Other Public Programs

"Reinstallation of the Asian Art Collection" -- To support the reinstallation of the museum's Asian art collections and a series of educational programs at the Denver Art Museum. Contact Ronald Y. Otsuka in Denver, Colo., (303) 640-2203.

"Wisdom and Compassion: The Sacred Arts of Tibet" -- To support a traveling exhibition and educational programs that will examine religious, cultural, historical, and aesthetic dimensions of Tibetan art and culture at the Asian Art Museum of San Francisco. Contact Terese T. Bartholomew in San Francisco, Calif., (415) 668-8921.

"Gods, Guardians and Lovers: Temple Sculptures from North India, 700-1200" -- To support a traveling exhibition on the temple sculptures of North India, a catalogue, and related public programs at the Asia Society. Contact Vishakha N. Desai in New York, N.Y., (212) 517-8315.

"Teenage Tokyo: Youth and Popular Culture in Japan" -- To support an exhibition, educational programs, and materials on adolescence and cultural borrowing in Japan at the Children's Museum of Boston. Contact Leslie Bedford in Boston, Mass., (617) 426-6500.

"Issei Pioneers Lecture Series" -- To support a lecture series to complement an exhibition on Japanese migration to Hawaii and the mainland United States at the Japanese American National Museum. Contact Akemi Kikumura in Los Angeles, Calif., (213) 625-0414.

"Contemporary Art in Modern Thailand" -- To support a traveling exhibition, a catalogue, and public programs that will examine the integration of classical Thai art, indigenous folk art, and Western influences on contemporary Thai art at the University of California, Berkeley. Contact Herbert P. Phillips in Berkeley, Calif., (415) 642-3565.

"Ancestors in America (a Series on Asian American History)" -- To support planning for a series of six one-hour television programs on Asian-American history, and writing two scripts on the Chinese-American experience at the Center for Educ. Telecommunications, Inc. Contact Loni Ding in San Francisco, Calif., (415) 474-5132.

"Visions of Asia" -- To support one script and three treatments for a four-part documentary series on Asian art at the Independent Production Fund. Contact Alvin H. Perlmutter in New York, N.Y., (212) 221-6310.

Preservation and Access Programs

"Documentation of the Japanese American National Museum Collection" -- To support documentation of the collections of the Japanese American National Museum. Contact James A. Hirabayashi in Los Angeles, Calif., (231) 625-0414.

Books, Editions and Reference Works

"Microfilming 19th-Century Hindi Books" -- To support the microfilming of a selected group of 2,000 19th-century Hindi books from the collection of the India Office Library in London. Contact Donald B. Simpson at the Center for Research Libraries in Chicago, Ill., (312) 955-4545.

"An International Union Catalogue of Chinese Rare Books on the Research Libraries Information Network" -- To support the development of a computerized international union catalogue of pre-1795 Chinese rare books. Contact Karen Smith-Yoshimura at the Research Libraries Group, Inc., in Mountain View, Calif., (415) 691-2270.

"Thai Buddhist Texts" -- To support the translation of a classical 18th-century sacred biography of Buddha from Thailand and a shortened version of the text for classroom use. Contact Mani B. Reynolds in Chicago, Ill., (312) 288-1731.

"Translation and Annotation of the Kiskindha, Sundara, and Yuddha Kanda-s of the Valmiki Ramayana" -- To support continuing work on an edition and translation of the Sanskrit epic, the Ramayana of Valmiki. Contact Robert P. Goldman at the University of California, Berkeley, (415) 642-3608.

"The Chinese Communist Revolution: A Complete Annotated Translation of Mao Zedong's Pre-1949 Works" -- To support continuing work on a ten-volume edition and translation of Mao Zedong's speeches and writings from the period between 1912 and 1949. Contact Benjamin I. Schwartz at Harvard University in Cambridge, Mass., (617) 495-4046.

"Taoist Texts Translation Project" -- To support the translation of an anthology of early Chinese Tao texts that provides information on religion and philosophy. Contact Stephen R. Bokenkamp at Indiana University, Bloomington, (812) 855-6709.

"Archaeological Investigation of Early Shang Civilization in China" -- To support the location, survey, and excavation of the site of Shang, the original city of the Shang dynasty (second millennium B.C.), the first literate civilization in China. Contact Kwang-chih Chang at Harvard University in Cambridge, Mass., (617) 495-4389.

"A Social and Political History of Tibet: 1951-59" -- To support archival and oral research on the history of Tibet from 1951 to 1959, the period during which Tibet had autonomy under Chinese rule. Contact Melvyn C. Goldstein at Case Western Reserve University in Cleveland, Ohio, (216) 368-2265.

"Contradictions: Li Huasheng, Artistic Life and Cultural Politics in Socialist China, by Jerome Silbergeld" -- To support publication of a biography of a leading contemporary Chinese painter, Li Huasheng. Contact Naomi B. Pascal at the University of Washington in Seattle, (206) 543-4050.

"Religious Responses to Child Loss in Modern Japan" -- To support the preparation for publication of a book on Mizuko Kuyo, a widespread Japanese religious rite, modeled after the memorial services for ancestors, as a means of mourning for deceased children. Contact Elizabeth G. Harrison at Carleton College in Northfield, Minn., (507) 663-4232.

"Women Writing in India: The Twentieth Century (vol. 2 of 2), edited by Susie Tharu and K. Lalita" -- To support publication of a translated anthology of 20th-century writings by women in India. Contact Florence Howe at the Feminist Press at CUNY in New York, N.Y., (212) 360-5797.

"A Historical Grammar of Tamil" -- To support preparation of a reference grammar of Tamil, one of the two classical languages of India with a sustained literary tradition. The grammar will describe the structure and changes in Tamil from 150 B.C. to the 16th century. Contact V.S. Rajam at the University of Pennsylvania in Philadelphia, (215) 898-7475.

"China and the Jewish Diaspora: A Comparative Historical Perspective on Acculturation, Economic Activity, Assimilation and Anti-Semitism" -- To support an international conference on the history of communities of Jews who migrated to China between 1100 and 1949. Contact Benjamin I. Schwartz at Harvard University in Cambridge, Mass., (617) 495-4046.

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FACTS

National Endowment
for the Humanities

A Federal Agency

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Washington, D.C. 20506

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PROJECTS ON AFRICAN AND AFRICAN-AMERICAN CULTURE AND HERITAGE Fiscal Year 1991

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

Programs for Teachers

"Conference on the Humanities at HBCUs" -- To support a four-day seminar for 15 pairs of faculty members to lay a foundation for institutional development in the humanities at historically black universities and colleges. Contact Samuel L. Myers at the National Association for Equal Opportunity Higher Education in Washington, D.C., (202) 543-9111.

"Summer Seminars on Hispanic and African-American Humanities Texts on 'The Individual and the Community'" -- To support a two-year development project that will enable faculty members to incorporate Hispanic and African-American humanities texts into the core curriculum at Galveston College. Contact William R. Cozart in Galveston, Texas, (409) 763-6551.

"African Literature for the General Education Curriculum" -- To support a six-week summer institute on African literature and film for 24 college and university faculty members from member institutions of the Associated Colleges of the Midwest at the University of Illinois, Urbana. Contact Donald E. Crummey in Urbana, Ill., (217) 333-6335.

"Teaching and Preserving African-American Culture by Enhancing the Humanities Curriculum" -- To support a four-day conference for 50 faculty members from four-year member institutions, who will focus on the integration of African-American culture into the teaching of the humanities. Contact Julia C. Elam at NAFEO in Washington, D.C., (202) 543-9111.

"Brer Rabbit and Blue Dog: A Study of African-American Folktales and Folk Art" -- To provide a yearlong sabbatical for independent research. Contact Mary E. Lyons at Venable Elementary School in Charlottesville, Va., (804) 296-9151.

"Voices from the Dark: A Comparison of Myth and Ritual in African and Afro-American Culture in the Arts" -- To provide a yearlong sabbatical for independent research. Contact Theresa J. Hagan at Pemberton Township High School in Browns Mills, N.J., (609) 894-4833.

"The Treatment of Women in Appalachian and Black Literature" -- To provide a yearlong sabbatical for individual research. Contact Phyllis A. Graham at Roosevelt Junior High School in Charleston, W.Va., (304) 348-6101.

"The Poetry of Césaire and Senghor: Negritude and Colonialism" -- To provide a yearlong sabbatical for independent research. Contact Peter S. Thompson at Moses Brown School in Providence, R.I., (401) 831-7350.

"Visible Men: The Artistry of Langston Hughes, Ralph Ellison, and August Wilson" -- To provide a yearlong sabbatical for independent research. Contact John E. Murphy at H.G. Stark Youth Training School in Claremont, Calif., (714) 597-1861.

"Literature: A Common Ground for Racial Understanding" -- To support a masterwork study project on the literature of Alabama's history and racial heritage for 20 English and history teachers in the city schools. Contact Jean S. Gamble at the Public Library of Selma-Dallas County in Selma, Ala., (205) 875-3536.

"African Oral Literature" -- To support a masterwork study project on the African oral tradition for 15 Chicago elementary and secondary school humanities teachers. Contact Ralph A. Austen at the University of Chicago in Chicago, Ill., (312) 702-8317.

"Africa in the World: Perspectives and Perceptions" -- To support two summer institutes and other programs on African history and culture that will provide 50 elementary and secondary school teachers from Brookline and Boston with a foundation in African studies. Contact Barbara B. Brown at Boston University in Boston, Mass., (617) 353-7303.

"Modern Literary Classics from Africa and the West Indies" -- To support a masterwork study project for 15 high school teachers on post-colonial literature from Africa and the West Indies. Contact Jonathan S. Weil at Evanston Township High School in Evanston, Ill., (708) 492-7814.

Research Conducted by Individual Scholars

"Black Life, Work, and Culture in the Urban Deep South, 1910-40" Contact Joe Trotter at Carnegie-Mellon University in Pittsburgh, Pa., (412) 268-2875.

"History and Popular Culture in East and Central Africa" Contact Luise S. White at the University of Minnesota-Twin Cities in Minneapolis, (612) 626-7598.

"Sufism, Mystics and Saints in Modern Egypt" Contact Valerie J. Hoffman-Ladd at the University of Illinois in Urbana, (217) 333-0953.

"The Dynamics of Mothering and Social Change in Asante, West Africa, 1850-1957" Contact Jean M. Allman at the University of Missouri in Columbia, Mo., (314) 882-9492.

"Law and Society in Muslim North Africa, 1350-1500" Contact David S. Powers at Cornell University in Ithaca, N.Y., (607) 255-6275.

"African-American Life in Colonial Spanish Florida" Contact Jane L. Landers at the University of Florida in Gainesville, (904) 392-0271.

"The Social Functions and Verbal Art of the West African Griots" Contact Thomas Hale at Pennsylvania State University in State College, (814) 865-1492.

"The 20th-Century Urban Kru: Sociocultural Diversity and Institutional Organization in a West African City" Contact Lawrence B. Breitborde at Beloit College in Beloit, Wis., (608) 363-2618.

"Zanzibar and the Southern East African Coast, 1500-1900" Contact Randall Pouwels at the University of Central Arkansas in Conway, Ark., (501) 450-3158.

"The Intellectual Legacy of C.L.R. James" Contact Selwyn R. Cudjoe at Wellesley College in Wellesley, Mass., (617) 235-0320.

"Slavery and the Decline of the Atlantic System: Virginia, 1800-60" Contact Lynda J. Morgan at Mount Holyoke College in South Hadley, Mass., (413) 538-2453.

"In the Shadow of Slavery: The Role of Southern Antislavery Action in Abolitionist Reform Culture" Contact Stanley Harrold at South Carolina State College in Orangeburg, S.C., (803) 536-8693.

"Charles Goode Gomillion's Passion for Justice: A Biographical Study" Contact Jan M. Fritz at California State University, San Bernardino, (714) 880-5558.

"Images of Blacks in Contemporary Japanese Society" Contact John G. Russell at Chiba College of Health Science in Japan.

"Richard Wright and His Politics: An Intellectual Biography" Contact Amritjit Singh at Rhode Island College in Lincoln, R.I., (401) 456-8027.

"African Pottery Forming and Firing" -- A travel grant to conduct independent research at the Museum fur Volkerkunde in Berlin, Germany. Contact Christopher Roy at the University of Iowa, Iowa City, (319) 335-1727.

"T. McCants Stewart (1852-1923): A Black Leader" -- A travel grant to conduct research at Howard University in Washington, D.C. Contact Albert S. Broussard at Texas A&M University, Main Campus in College Station, Texas, (409) 845-7130.

"An Historical Biography of Amanda Berry Smith" -- A travel grant to conduct research at the Carter G. Woodson Library in Chicago, Ill. Contact Adrienne Israel at Guilford College in Greensboro, N.C., (919) 292-5511.

"The Afro-American Presence in Medicine 1850-1930: The Harvard Connection" -- A travel grant to conduct research at Harvard University in Cambridge, Mass. Contact Doris Y. Wilkinson at the University of Kentucky in Lexington, Ky., (606) 257-4415.

"Writing Ethnography in Southern Africa, 1850-1900" -- A travel grant to conduct research at the British Library in London, England. Contact Robert J. Thornton at the Rutgers University Libraries in New Brunswick, N.J., (201) 932-8701.

"John LaFarge and the Catholic Interracial Movement" -- A travel grant to conduct research at the Chicago Historical Society in Chicago, Ill. Contact David Southern at Westminster College in Fulton, Mo., (314) 642-3361.

"The Origins of Negritude: Black Intellectuals in Paris, 1827-1918" -- Contact Francois Manchuelle at Georgia Southern College in Statesboro, Ga., (912) 681-0244.

"Slave Buying Patterns in Antebellum South Carolina" -- A travel grant to conduct research at the University of South Carolina in Columbia, S.C. Contact John Campbell at the University of Arizona in Tucson, Ariz., (602) 621-1046.

"Black Heritage in the Upper Piedmont of South Carolina, 1780-1920" -- A travel grant to conduct research at the Department of Archives & History in Columbia, S.C., Contact William J. Megginson at Drexel University in Philadelphia, Pa., (215) 895-2463.

"Saving the Schools: Southern Moderates and the Fall of Massive Resistance, 1958-61" -- A travel grant to conduct research at the Virginia State Library in Richmond, Va. Contact Paul E. Mertz at the University of Wisconsin, Madison, (715) 346-2334.

"Black Leaders in Virginia during Reconstruction" -- A travel grant to conduct research at the Virginia State Library in Richmond, Va. Contact Richard G. Lowe at the University of North Texas in Denton, Texas, (817) 565-2288.

"The National Negro Opera Company, 1941-62, an American Institution: A Preliminary Study" -- A travel grant to conduct research at the Library of Congress in Washington, D.C. Contact Ellistine P. Holly at Jackson State University in Jackson, Miss., (601) 968-2141.

"Colonial Cote d'Ivoire: The Making of a New Agricultural Geography" -- A travel grant to conduct research at Archives Nationales in Aix-en-Provence, France. Contact Thomas J. Bassett at the University of Illinois, Urbana, (217) 244-3200.

"Interpreting Art, Ritual Action, and Personhood in Moba (North Togo)" -- A travel grant to conduct research at Frobenius Institut in Frankfurt, Germany. Contact Christine M. Kreamer in San Francisco, Calif., (360) 360-2163.

"Borgu and Its Kingdoms: Reconstructing a Western Sudanese Polity" -- A travel grant to conduct research at Bibliotheque Sorbonne in Paris, France. Contact Marjorie Stewart at SUNY Res. Fdn./College at Brockport in Brockport, N.Y., (716) 395-5709.

"Cross, Crescent, and Kebellah: Diola Religion and Society in Colonial Senegal at Archives Nationales in Aix-en-Provence, France. Contact Robert M. Baum at Ohio State University, Main Campus in Columbus, Ohio, (614) 292-5576.

"The Black Musical Stage in Washington, D.C.: 1910-30" -- A travel grant to conduct research at Harvard University in Cambridge, Mass. Contact Doris E. McGinty at Howard University in Washington, D.C., (202) 806-7085.

"Black Los Angeles, 1930-1955" -- A travel grant to conduct research at the National Archives in Washington, D.C. Contact Paul R. Spickard at Brigham Young University, Hawaii in Laie, Hawaii, (808) 293-3839.

"Carved Ivories from Benin" -- A travel grant to conduct research at Oxford University in Oxford, England. Contact Barbara W. Blackmun at San Diego Mesa College in San Diego, Calif., (619) 560-2829.

"Out of Kenya: Memoirs by Dinesen, Huxley, and Markham" Contact Seth R. Graebner at Gustavus Adolphus College in St. Peter, Minn., (612) 698-8546.

"Surviving Together: African Americans and Jews in Annapolis, 1885-1968" Contact Eric L. Goldstein at Emory University in Atlanta, Ga., (301) 269-0445.

"A Study of the Cultural Identity of Americo-Liberians" Contact Jason M. Kramer at Pine View High School in Sarasota, Fla., (813) 484-3431.

"Northern Views of Blacks in Coastal South Carolina during the Civil War and Reconstruction" Contact Kunal D. Kanitkar at Richland Northeast High School in Columbia, S.C., (803) 788-6911.

"The Two Worlds of Frederick Douglass: A Comparison of Slavery in Baltimore City and Talbot County" Contact Amy B. Connelly at Mount Saint Mary's College in Emmitsburg, Md., (301) 447-5647.

"Public Expectations and Private Realities: A Study of Black and White Women in the Antebellum South" Contact Elizabeth J. Siebel at The Thatcher School in Ojai, Calif., (805) 646-4377.

"Gandhi and Origins of Nonviolence in South Africa" Contact Matthew F. Strozier at Berkeley-Carroll School in Brooklyn, N.Y., (718) 789-6060.

"The Black Women's Era: Black Women Writers in the 19th Century" Contact Dayo Gore at Northwestern University in Evanston, Ill., (708) 475-6125.

"Charleston's Free Person of Color: 1800-60" Contact John A. Liberatos at the College of Charleston in Charleston, S.C., (803) 722-8771.

"Mark Twain's Black Characters: Stereotype or History?" Contact J. Kama Davis at San Marcos High School in San Marcos, Texas, (512) 392-0481.

"Alain Locke's Concept of the 'New Negro' in the Works of Aaron Douglas and Richmond Barthe" Contact Terence R. O'Neal at Highland Park Community College in Highland Park, Mich., (313) 892-3178.

"Religious Influence in the Writings of African-American Women" Contact Mary Gallagher at Saint Olaf College in Northfield, Minn., (507) 663-2621.

"Miscegenation Law and Changing Ideologies of Race in Postbellum Virginia" Contact Brooke A. Russell at Columbia University in New York, N.Y., (212) 853-1804.

"Uncle Tom's Cabin and Antebellum American Culture: The Puritan Sermon, the Slave Narrative, the Captivity Narrative" Contact Mason I. Lowance, Jr., at the Newberry Library in Chicago, Ill., (413) 545-2332.

"The Growth of Urban Black Communities in America" Contact David M. Katzman at the University of Kansas, Lawrence, (913) 864-4011.

"Blues as History, Literature, and Culture" Contact William R. Ferris at the University of Mississippi, Main Campus in University, Miss., (601) 232-5993.

"African-American Cultural Politics in the 1930s" Contact James A. Miller at Trinity College in Hartford, Conn., (203) 297-2429.

"In the Wake of the Exodusters: Black Culture and Community in the Towns of Late 19th-Century Kansas" Contact Patricia L. Swann at the United States Army Command-General Staff Col. in Leavenworth, Kan., (913) 684-2198.

"The Sermon and Black American Literary Imagination" Contact Dolan Hubbard at the University of Tennessee, Knoxville, (615) 974-5401.

"Field Studies in African Art: Contemporary Zaire" Contact Arthur P. Bourgeois at Governors State University in University Park, Ill., (708) 534-5000.

"Tone Systems in the Southern Tanzanian Bantu Language" Contact David A. Odden at Ohio State University, Main Campus in Columbus, Ohio, (614) 292-4052.

"Race and Intertext in American Literature" Contact Aldon L. Nielsen at San Jose State University in San Jose, Calif., (408) 924-4488.

"Gender, Faith, and Transformation: Three Generations in a Moroccan Boom Town" Contact M. Elaine Combs-Schilling at Columbia University in New York, N.Y., (212) 854-4564.

"Four Classic African-American Novels" Contact James A. Miller at Trinity College in Hartford, Conn., (203) 297-2429.

"Society, Slavery, and Civil War" Contact Phillip S. Paludan at the University of Kansas, Lawrence, (913) 864-3569.

"African-American Women's Autobiography" Contact Martha H. Brown at Old Dominion University in Norfolk, Va., (804) 683-3949.

"African Culture and European Encounter" Contact Felix K. Ekechi at Kent State University Main Campus in Kent, Ohio, (216) 672-2882.

"Contemporary Literature from Africa, the West Indies, and the Pacific" Contact Albert Wertheim at Indiana University, Bloomington, (812) 855-6414.

Conferences, Lectures, Museum Exhibitions and Other Public Programs

"Colonial Encounters in the Chesapeake: The Natural World of Europeans, Africans, and Amerindians, 1492-1800" -- To support planning for two exhibitions, lectures, a catalogue, and curricular materials about the interaction of European, African, and Amerindian cultures in the ecology of the Chesapeake area from 1492 to the 19th century. Contact Philip D. Curtin at Johns Hopkins University in Baltimore, Md., (301) 338-7583.

"Langston Hughes: The Man and the Writer: Conference and Lecture-Discussion Series" -- To support a variety of programs that will examine the life and work of African-American poet and author Langston Hughes. Contact Emery Wimbish, Jr., at Lincoln University in Lincoln University, Pa., (215) 932-8300.

"The Interpretation of African-American Family Life and Culture in Greenfield Village" -- To support educational programs that interpret African-American history. Contact Katarina Cerny at the Edison Institute in Dearborn, Mich., (313) 271-1620.

"Baule: African Art and Individual Experience" -- To support planning for an exhibition, catalogue, and programs that examine the relationships between art and the individual among the Baule of the Ivory Coast, West Africa. Contact Susan Vogel at the Center for African Art in New York, N.Y., (212) 966-1313.

"Documentation of the Jack Franklin Collection" -- To support documentation of 300,000 photographs and negatives that record 40 years of African-American social, cultural, and political history in Philadelphia. Contact Jimmy Gordon at the Afro-American Historical and Cultural Museum in Philadelphia, Pa., (215) 574-0380.

"Buffalo Soldier Monument Park" -- To support the creation of a monument to two African-American U.S. Cavalry regiments, known as the Buffalo Soldiers, who were active in the late 19th century in the West and Southwest. Contact Carlton Philpot at Fort Leavenworth Historical Society in Fort Leavenworth, Kan., (913) 684-2891.

"Face of the Gods: Art and Altars of the Black Atlantic World" -- To support a traveling exhibition, a catalogue, a symposium, and educational programs that will examine the transmission of artistic and cultural traditions in altars from Africa to the New World, 1800-1990. Contact Susan M. Vogel at the Center for African Art in New York, N.Y., (212) 966-1313.

"A History of African-American Workers in Milwaukee" -- To support planning for a long-term exhibition and public programs on the history of African-American workers in Milwaukee, 1900-70. Contact Thomas R. McKay at the State Historical Society of Wisconsin in Madison, Wis., (608) 262-9614.

"Greater Ethiopia--Its Peoples and Cultures" -- To support planning for a traveling exhibition, catalogue, symposium, and educational programs that will examine the art and material culture of Ethiopia. Contact Raymond A. Silverman at Michigan State University in East Lansing, Mich., (517) 353-9114.

"The Baga: Creation of Art in a West African Society" -- To support planning for an exhibition of the art of the Baga peoples of West Africa. Contact Susan M. Vogel at the Center for African Art in New York, N.Y., (212) 966-1313.

"Freedom on My Mind (formerly titled: Voices from Freedom Summer)" -- To support production of a feature-length documentary about the Mississippi Freedom Summer Project of 1964. Contact Connie E. Field at Clarity Educational Productions, Inc., in Berkeley, Calif., (415) 841-3469.

"Frederick Douglass: When the Lion Wrote History" -- To support the scripting of a one-hour documentary film on the life and work of Frederick Douglass, 1818-95. Contact David S. Thompson at GWETA, Inc., in Washington, D.C., (703) 824-7308.

"Wade in the Water: African-American Sacred Music Traditions" -- To support planning for 13 half-hour radio programs about African-American sacred music. Contact Peter Pennekamp at National Public Radio in Washington, D.C., (202) 822-2792.

"Shadow of a Dream: Television and the Black Image" -- To support the planning of a 90-minute documentary about the image of African Americans on television between 1948 and 1957. Contact Alexandra M. Isles at the Checkerboard Foundation, Inc., in New York, N.Y., (212) 860-2225.

"Saturday Night, Sunday Morning: The Travels of Gatemouth Moore" -- To support planning for a one-hour documentary film that will explore the sacred and secular traditions in African-American music through the biography of Rev. A.D. "Gatemouth" Moore, preacher, singer, and songwriter. Contact Louis S. Guida at the Arts and Science Center for S.E. Arkansas in Pine Bluff, Ark. (202) 822-2792.

"A. Philip Randolph" -- To support scripting of a 90-minute documentary on the life and times of Asa Philip Randolph, 1889-1979, labor leader and civil rights activist. Contact Tamara E. Robinson at GWETA, Inc., in Washington, D.C., (703) 998-2609.

"The American Classical Music: Lectures on Jazz in Honor of Art Tatum" -- To support lectures on jazz, the American classical music. Contact Roger D. Ray at the University of Toledo in Toledo, Ohio, (419) 537-2242.

"African-American Perspectives in Modern Dance" -- To support a series of nationwide public programs, in conjunction with a tour of performances, that will examine the roles and contributions of African Americans to the evolution of modern concert dance. Contact Gerald E. Myers at the American Dance Festival, Inc., in Durham, N.C., (212) 586-1925.

"Planning for a Symposium on Congregational Singing Among African Americans" -- To support planning for a symposium that will focus on the congregational singing tradition among African Americans. Contact William T. Dargan at Benedict College in Columbia, S.C., (919) 828-4451.

"100 Years of Jazz and Blues" -- To support a series of lectures and workshops that will focus on the history of American jazz and blues. Contact Leonard Goines at 651/Kings Majestic Corporation in Brooklyn, N.Y., (718) 636-4181.

Books, Editions and Reference Works

"The Ancient African Community of Myombekere and His Descendants by Aniceti Kitereza" -- To support the translation of an autobiographical novel written in 1945 about the people of Ukerewe, an island in Lake Victoria in present-day Tanzania. Contact Gabriel Ruhumbika at Hampton University in Hampton, Va., (804) 727-5421.

"The Life, Career, and Music of J.J. Johnson" -- To support the research and writing of a biography of composer and trombonist J.J. Johnson, founder of contemporary jazz trombone and brass performance. An analysis of his style, a discography, and a filmography will be included. Contact Louis G. Bourgois III at Kentucky State University in Frankfort, Ky., (502) 227-6592.

"Africans in Spanish and Early American Louisiana" -- To support a study of the social and cultural transformations of African peoples in Louisiana through the early 19th century. Contact Gwendolyn M. Hall at Rutgers University in New Brunswick, N.J., (201) 932-7905.

"A Reference Grammar of Hausa" -- To support the preparation of a reference grammar of Hausa, a major language of sub-Saharan Africa. The grammar will include dialect variation and information on the history of the language. Contact Paul Newman at Indiana University, Bloomington, (812) 855-6825.

FACTS

National Endowment
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PROJECTS ON HISPANIC AND HISPANIC-AMERICAN CULTURE AND HERITAGE Fiscal Year 1991

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

Programs for Teachers

"Spanish through Authentic Literature and Traditional Art" -- To support a three-year regional project for 50 elementary school teachers of Spanish that will include two five-week summer institutes on the Spanish cultures of the Dominican Republic and Puerto Rico. Contact Marietta Saravia-Shore at Teachers College, Columbia University in New York, N.Y., (212) 678-3155.

"Mexican Colonial Art, 1521-1821: Culture in Context" -- To support a five-week institute on Spanish colonial art in Mexico for 25 college teachers. The institute will be held for three weeks in Albuquerque, New Mexico, and two weeks in Mexico City. Contact Mary F. Grizzard at the University of New Mexico in Albuquerque, N.M., (505) 277-5861.

"In the Land of Cortes and Malinche, Spanish Puebla and Indian Tlaxcala" -- To support a six-week institute in Austin, Texas, and Cholula, Mexico, for 25 college teachers, who will study the Nahuatl language and culture in the time of the Spanish conquest. Contact Frances E. Karttunen at the University of Texas at Austin, (512) 471-4566.

"The Encounter of Cultures in Brazil" -- To support a five-week institute in Brazil for 25 participants on the interaction of Amerindian, European, and African civilizations. Contact Saul Sosnowski at the University of Maryland, College Park, (301) 405-6441.

"The Folk Legends of Mexico: A Selective Study from Spain and Pre-Hispanic Mexico to the Present" Contact Nancy A. Humbach at Finneytown High School in Cincinnati, Ohio, (513) 931-0712.

"People of the Andes: Ancient and Modern" -- To provide a yearlong sabbatical for independent research. Contact Sally F. Fitch at Eisenhower High School in Yakima, Wash., (509) 575-3270.

"The Americas: Hispanic History and Culture" -- To support for Detroit-area K-12 teachers two series of six symposia each, a summer institute, a minigrant program, and a curriculum unit for statewide distribution on the theme, "The Americas: Hispanic History and Culture. Contact Harold G. Moss at the Michigan Council for the Humanities in East Lansing, Mich., (313) 643-9630.

"Seasons and Cycles in a Spanish Village: Today's Voices, Yesterday's Memories" -- To provide a yearlong sabbatical for independent research. Contact Martha E. Heard at Highland High School in Albuquerque, N.M., (505) 265-3711.

"Nuestros Cuentos: A Study of Language, Culture and Learning through Folktales of the Caribbean" -- To provide a yearlong sabbatical for independent research. Contact Berta Berriz at the Boston Public Schools in Boston, Mass., (617) 436-7690.

"An Examination of Contemporary Chilean Literature" -- To provide a yearlong sabbatical for independent research. Contact Michele L. Stemler at Thomas Jefferson High School in Portland, Ore., (503) 280-5180.

"Old Gringos/New Gringos: Images of North Americans in Latin American 'Boom' and 'Post-Boom' Fiction" -- To provide a yearlong sabbatical for independent research. Contact Louise C. Borsoi at Lake Brantley High School in Altamonte Springs, Fla., (407) 862-1776.

"The Maya-Nahua Connection" -- To provide a yearlong sabbatical for independent research. Contact Mary E. Lujan at Sunrise Acres Elementary School in Las Vegas, Nev., (702) 799-7912.

"Latin American Female Writers--Voices of Social Consciousness, 17th to 20th Century" -- To provide a yearlong sabbatical for independent research. Contact Lois K. Lawler at West Mid High in Norman, Okla., (405) 366-5918.

"Spain Today and Toward the Year 2000" -- To support a five-week national summer institute, to be held in Virginia and Madrid, for 20 high school teachers of the Spanish language and culture. Contact David T. Gies at the University of Virginia in Charlottesville, Va., (804) 924-7159.

Research Conducted by Individual Scholars

"Liberalism and the Mexican Revolution" Contact Charles A. Hale at the University of Iowa in Iowa City, (319) 335-2287.

"Tezozomoc's Cronica Mexicana and Aztec Cultural Survival under Spanish Rule" Contact Gonzalo Diaz-Migoyo at the University of California, Davis, (916) 752-0835.

"A Study of Llorona, a Contemporary Hispanic Legend" Contact Shirley L. Arora at the University of California, Los Angeles, (213) 825-1220.

"Popular Revolution and Its Impact on Postrevolutionary Mexican Society: A Comparative Approach" Contact Heather F. Salamini at Bradley University in Peoria, Ill., (309) 677-2393.

"The Theater of Federico Garcia Lorca and the Hidden Sources of His Inspiration" Contact Carlos Jerez-Farran at the University of Notre Dame in Notre Dame, Ind., (219) 239-6558.

"An Unpublished Refranero of Sebastian de Horozco, 1510-81: Transcription and Analysis" Contact Jack Weiner at Northern Illinois University in De Kalb, Ill., (815) 753-1501.

"The Development of Galdos's Fortunata y Jacinta" Contact Geoffrey W. Ribbens at Brown University in Providence, R.I., (401) 863-2569.

"Industry and Labor in Mexico, 1930-90" -- A travel grant to conduct research at Archivo General de la Nacion in Mexico City, Mexico. Contact Jeffrey L. Bortz at Appalachian State University in Boone, N.C., (704) 262-6030.

"The Cardenas Regime and Movement in Mexico, 1934-40" -- A travel grant to conduct research at Archivo General de la Nacion in Mexico City, Mexico. Contact Alan Knight at the University of Texas at Austin, (512) 471-5236.

"Beyond Intertextuality: Euclides da Cunha and Rebellion in the Backlands" -- A travel grant to conduct research at Inst. Geografico e Historico da Bahia in Salvador Bahia, Brazil. Contact Leopoldo Marcos Bernucci at Yale University in New Haven, Conn., (203) 432-7553.

"Inventing the Spanish North: From Cibola to Florida" -- A travel grant to conduct research at the University of Florida in Gainesville, Fla. Contact Jose M. Rabasa at the University of Maryland in College Park, Md., (301) 454-4305.

"Politics, Conquest, and Aesthetics: Craft Production and Exchange in Late Aztec Imperial Times" -- A travel grant to conduct research at the University of Michigan Museum of Anthropology Laboratory in Ajacuba, Mexico. Contact Mary G. Hodge at the University of Houston, Clear Lake in Houston, Texas, (713) 283-3331.

"Talavera Poblana: A Spanish Colonial Ceramic Tradition" -- A travel grant to conduct research at Museo Franz Mayer in Mexico City, Mexico. Contact Louana Lackey at the Maryland Institute College of Art in Baltimore, Md., (301) 243-6948.

"Carlos Chavez's Aztec Ballets: A Quincentenary Monograph" -- A travel grant to conduct research at Archivo General de la Nacion in Mexico City, Mexico. Contact Robert L. Parker at the University of Miami in Coral Gables, Fla., (305) 284-2446.

"The Historical Sources of the Guadalupe Tradition" -- A travel grant to conduct research at Biblioteca Nacional in Mexico City, Mexico. Contact Stafford Poole in Los Angeles, Calif., (213) 748-1865.

"Biographical Material in the Jose Ortega y Gasset Archives" -- A travel grant to conduct research at Fundacion Jose Ortega y Gasset in Madrid, Spain. Contact Rockwell Gray at Washington University in St. Louis, Mo., (314) 968-7170.

"The Theater of Manuel Nicolas Corpancho" -- A travel grant to conduct research at Pontificia Universidad Catolica in Lima, Peru. Contact Maida I. Watson at the Florida International University in Miami, Fla., (305) 348-2851.

"In a Dream They Returned: A Quito Runa Oral History" -- A travel grant to conduct research at Union de Comunidades Indigenas de Calderon in Quito, Ecuador. Contact Tod D. Swanson at Arizona State University in Tempe, Ariz., (602) 965-7145.

"Professional Militarism and Redemocratization in Latin America" -- A travel grant to conduct research at Biblioteca Central del Ejercito in Santiago, Chile. Contact Frederick M. Nunn at Portland State University in Portland, Ore., (503) 725-5056.

"Comparative Study of Lucayan-Taino Pottery" -- A travel grant to conduct research at Yale University in New Haven, Conn. Contact Mary Jane Berman at Wake Forest University in Winston-Salem, N.C., (919) 759-5282.

"The Struggle for Land in Late Colonial Soconusco, New Spain" -- A travel grant to conduct research at Archivo General de Centroamerica in Guatemala City, Guatemala. Contact Janine L. Gasco at SUNY Res. Fdn./Albany in Albany, N.Y., (518) 442-3953.

"The Argentine Generation of 1837: An Ideological Study" -- A travel grant to conduct research at Biblioteca Furt in Lujan, Argentina. Contact William H. Kutra at the University of Wisconsin, La Crosse, (608) 785-8327.

"Peralta Barnuevo's Anonymous Satire: Dialogo de los Muertos" -- A travel grant to conduct research at Biblioteca Nacional in Lima, Peru. Contact Jerry M. Williams at West Chester University in West Chester, Pa., (215) 436-2372.

"Ceramic Diversity in the Central Maya Lowlands" -- A travel grant to conduct research at Harvard University in Cambridge, Mass. Contact Anabel Ford at the University of California, Santa Barbara, (805) 893-8191.

"Bartolome de las Casas: The First Advocate of Human Rights in the New World" Contact Wendy Anderson at Reynolds High School, Winston-Salem, N.C., (919) 723-5078.

"The Aztec Children: A Case Study of the Misrepresentation of Ethnic Groups in Popular Culture" Contact Jorge A. Avalos at CUNY Res. Fdn./City College in New York, N.Y., (212) 260-6565.

"Dona Marina, The Virgin of Guadalupe, and Sor Juana Ines de la Cruz: Models of Mexican Womanhood" Contact Jennifer K. Gibson at the University of Montana in Missoula, Mont., (406) 543-0304.

"Modern Poetry and Poetics in Latin America, 1880-1980" Contact Enrico M. Santi at Georgetown University in Washington, D.C., (202) 687-6134.

"Images of Amazonia" Contact Candace A. Slater at the University of California, Berkeley, (415) 642-2114.

"Hispanic Metafiction" Contact John W. Kronik at Cornell University in Ithaca, N.Y., (607) 255-1378.

"Resistance, Rebellion, and Adaptation in Rural Latin America, 1500-1900" Contact Eric J. Van Young at the University of California, San Diego, (619) 534-3612.

"Indians and Mine Labor in Taxco, New Spain" Contact Robert S. Haskett at the University of Oregon, Eugene, (503) 346-4802.

"The Role of the 'Aire Libre' Movement in the Development of Modern Mexican Art" Contact George R. Small at Los Angeles Pierce College in Woodland Hills, Calif., (818) 347-0551.

"Homegrown Revolution: Agrarian Protest in Eastern Durango, Mexico, 1914-16" Contact David W. Walker at Radford University in Radford, Va., (703) 831-5147.

"The Conquest of Mexico in 16th-Century Illustrations" Contact Eloise Quinones-Keber at CUNY Res. Fdn./Bernard Baruch College in New York, N.Y., (212) 447-3340.

"Labor and Capital in Mexico, 1930-50" Contact Jeffrey L. Bortz at Appalachian State University in Boone, N.C., (704) 262-2282.

"Mystical Imagery in the Teachings of the Medieval Spanish Kabbalist, Judah ben Yagar" Contact Elliot K. Ginsburg at Oberlin College in Oberlin, Ohio, (216) 775-8652.

"Spanish Humanism and Imperialism, 1492-1580" Contact Steven R. Suppan at the University of Missouri, Columbia, (314) 882-5441.

"Women Writers of the Argentine Generation of 1880" Contact Bonnie K. Frederick at Washington State University in Pullman, Wash., (509) 335-9148.

"A Comparative Study of Andean Indian Responses to Spanish Colonization" Contact Karen M. Powers at Northern Arizona University in Flagstaff, Ariz., (602) 523-9530.

"Peter Betancur: 300 Years of Guatemalan Oral Tradition" Contact Jane F. Morrissey in Springfield, Mass., (413) 536-0853.

"The Later Poetry of Pablo Neruda" Contact Rene de Costa at the University of Chicago in Chicago, Ill., (312) 702-8481.

"The Early Poems of Diego Hurtado de Mendoza" Contact Ralph A. DiFranco at the University of Denver in Denver, Colo., (303) 871-2180.

"Versions of the Mexican Revolution" Contact John M. Tutino at Boston College in Chestnut Hill, Mass., (617) 552-3790.

Conferences, Lectures. Museum Exhibitions and Other Public Programs

"American-Hispanic Literature" -- To support a symposium, lectures, and readings about American-Hispanic literature and the nature of bicultural aesthetics. Contact Harold Augenbraum at the Mercantile Library in New York, N.Y., (212) 755-6711.

"Painting the Maya Universe: Royal Ceramics of the Classic Period Duke University" -- To support planning for an exhibition, catalogue, and public programs on pre-Columbian Maya painted pottery. Contact Dorie J. Reents-Budet in Durham, N.C., (919) 684-5135.

"The Art of Being Kuna: Expressive Culture of the San Blas Islands, Panama" -- To support planning for a traveling exhibition, publication, and educational programs on the art of the Kuna Indians of the San Blas Islands, Panama. Contact Doran Ross at the University of California, Los Angeles, (213) 825-4259.

"Documentation of the Whittaker-Tellefsen Guatemalan Textile Collection" -- To support documentation of the Whittaker-Tellefsen Guatemalan textile collection. Contact Burton Benedict at the University of California, Berkeley, (416) 642-3681.

"Palace of the Governors Quincentenary Exhibitions" -- To support implementation of two long-term exhibitions and a brochure on the history of Spanish culture in New Mexico. Contact Thomas Chavez at the Museum of New Mexico Foundation in Santa Fe, N.M., (505) 827-6473.

"The Phoenix of America: The Life and Work of Sor Juana Ines de la Cruz" -- To support planning for a one-hour film on the life and work of the 17th-century Mexican poet, Sor Juana de la Cruz. Contact Lourdes Portillo at the Film Arts Foundation in San Francisco, Calif., (415) 550-7014.

Preservation and Access Programs

"Argentine Legal Serials Microfilming Project" -- To support the microfilming of 2,500 volumes of Argentine legal serials dating primarily from 1870 to 1985. Contact Kent McKeever at Columbia University in New York, N.Y., (212) 854-4228.

"Preserving Uruguayan Congressional Proceedings" -- To support the preservation microfilming of 1,020 volumes in the library's collection of Uruguayan Congressional Proceedings. Contact Robert L. Street at Stanford University in Stanford, Calif., (415) 723-8250.

"Preserving History and Literature Monographs in the Nettie Lee Benson Latin American Collection" -- To support preservation microfilming of 4,200 late 19th- and early 20th-century publications on Mexican politics, economics, and education; Guatemalan history; and Latin American literature. Contact Harold W. Billings at the University of Texas at Austin, (512) 471-3811.

"Preservation of the Latin American Collections" -- To support the microfilming of 13,000 volumes from the university's Latin American collections. Contact Joseph Rosenthal at the University of California, Berkeley, (415) 642-3773.

Books, Editions and Reference Works

"The Letters of George Santayana and The Life of Reason: Reason in Common Sense" -- To support continuing preparation of an edition of the works of George Santayana. Contact Herman J. Saatkamp, Jr., at Texas A&M Research Foundation in College Station, Texas, (409) 845-5660.

"The Selected Stories of Adolfo Bioy Casares, 1950-86" -- To support the translation of a collection of stories by Argentine writer Adolfo Bioy Casares. Contact Suzanne J. Levine at the University of California, Santa Barbara, (805) 961-3161.

"Texts and Translations in Mocho, A Mayan Language" -- To support the preparation of a translation of Mocho-Mayan etiological myths, historical narratives, and folk fables collected between 1967 and 1988. Contact Laura Martin at Cleveland State University in Cleveland, Ohio, (216) 687-2404.

"Processes of Aztec State Formation in the Northeastern Basin of Mexico" -- To support the analysis of archaeological artifacts excavated from Otumba and Tepeapulco, city states in the northeastern Basin of Mexico, which will establish the chronology for this area of Aztec civilization. Contact Thomas H. Charlton at the University of Iowa in Iowa City, (319) 335-0535.

"The Ceque System of Cusco" -- To support archaeological investigation of the Inca ceque system, a configuration of lines radiating from Cusco (in Peru) and linking mountain shrines. The Spanish recorded this system at the time of the conquest in the 16th century. Contact Brian S. Bauer at the Institute for New World Archaeology in Bethesda, Md., (302) 702-5474.

"Archaeological Investigations at San Lorenzo Tenochtitlan" -- To support excavation of domestic spaces, a regional survey, and reconstruction of the paleoenvironment on the San Lorenzo Tenochtitlan plateau, an Olmec center dating from the Formative period (2300 to 1 B.C.). Contact Ann Cyphers Guillen in D.F. Mexico.

"Andean Cosmology and Prehispanic Ceremonial Centers" -- To support the writing of a book on pre-Hispanic Inca and pre-Inca ceremonial centers and on the relationship of these sites to their geographical settings in the Andes. Contact Johan G. Reinhard at the Field Museum of Natural History in Chicago, Ill.

"History and Discourse" -- To support a collaborative study of colonial Yucatec Maya texts in relation to modern Maya ritual language. Contact William F. Hanks at the University of Chicago in Chicago, Ill., (312) 702-7932.

"Yaxuna Archaeological Project" -- To support an excavation of the household ruins of the nobility in Yaxuna, a Maya center in Yucatan, Mexico, in order to elucidate the relationships between the elite and the general populace of the region. Contact David A. Freidel at Southern Methodist University in Dallas, Texas, (214) 692-2932.

"Linguistic Atlas and Archive of the Spanish of New Mexico and Southern Colorado" -- To support preparation of a linguistic atlas of the spoken Spanish of New Mexico and Colorado. Contact Garland D. Bills at the University of New Mexico in Albuquerque, N.M., (505) 277-6353.

"The Lexico Hispanoamericano del Siglo XX (LHA 20): A Microfiche Edition Continued" -- To support the completion of the Lexico Hispanoamericano that will illustrate the development of Spanish-American vocabulary from the 16th century to the present. Contact Peter Boyd-Bowman at SUNY/Buffalo Main Campus, Buffalo, N.Y., (716) 636-2288.

"Hispanic Philosophy in the Age of Discovery" -- To support an international research conference on Hispanic philosophy in the late 16th and early 17th centuries. Contact Jude P. Dougherty at the Catholic University of America in Washington, D.C., (202) 319-5259.

"The Spanish Jews and the Expulsion of 1492" -- To support an international conference on the expulsion of the Jews from Spain in 1492. Contact Moshe Lazar at the University of Southern California in Los Angeles, Calif., (213) 740-0103.

"Agents of Change: The Jesuits and Encounters of Two Worlds" -- To support an international interdisciplinary conference on the activities of the Jesuits in the New World in the three centuries following the voyage of Columbus. Contact Joseph A. Gagliano at Loyola University in Chicago, Ill., (312) 508-2215.

"Latin American Theatre Today: History, Gender, Genre, Performance" -- To support an international conference on Latin American theater. Contact George Woodyard at the University of Kansas, Lawrence, (913) 864-4141.

FACTS

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PROJECTS ON WOMEN AND THEIR CONTRIBUTIONS TO AMERICAN AND OTHER CULTURES Fiscal Year 1991

The descriptions below represent a selection of Endowment-supported projects in education, research, preservation and public programs in the humanities.

Programs for Teachers

"The Treatment of Women in Appalachian and Black Literature" -- To provide a yearlong sabbatical for independent research. Contact Phyllis A. Graham at Roosevelt Junior High School in Charleston, W.Va., (304) 348-6101.

"Biography of Evelyn Sharp" -- To provide a yearlong sabbatical for independent research. Contact Diane R. Bartels at Brownell Elementary School in Lincoln, Neb., (402) 436-1127.

"Latin American Female Writers--Voices of Social Consciousness, 17th to 20th Century" -- To provide a yearlong sabbatical for independent research. Contact Lois K. Lawler at West Mid High in Norman, Okla., (405) 366-5918.

Research Conducted by Individual Scholars

"The Dynamics of Mothering and Social Change in Asante, West Africa, 1850-1957" Contact Jean M. Allman at the University of Missouri, Columbia, (314) 882-9492.

"A Biography of Sociologist, Anthropologist, and Feminist Intellectual Elsie Clews Parsons, 1874-1941" Contact Desley A. Deacon at the University of Texas at Austin, (512) 471-7277.

"The Plays of the Early 20th-Century American Author Susan Glaspell" Contact J. Ellen Gainor at Cornell University in Ithaca, N.Y., (607) 254-2727.

"Women and the Law in Republican China: Marriage, Divorce, and Property, 1912-49" Contact Kathryn Bernhardt at the University of California, Los Angeles, (213) 206-5221.

"The Representation of Women in Attic Drama" Contact Helene P. Foley at Columbia University in New York, N.Y., (212) 854-2852.

"Habits of Industry: Women and Work in Industrial England, 1750-1850" Contact Deborah M. Valenze at Barnard College in New York, N.Y., (212) 854-5938.

"Women and Physical Education in America, 1880-1980" Contact Martha H. Verbrugge at Bucknell University in Lewisburg, Pa., (717) 524-3862.

"In Promiscuous Company: Female Public Appearance in the 19th-Century English Novel" Contact Barbara L. Harman at Wellesley College in Wellesley, Mass., (617) 235-0320.

"Ruth Crawford Seeger: An American Life in Music" Contact Judith Tick at Northeastern University in Boston, Mass., (617) 437-2440.

"Women and Ideology in Ancient Greece: Gender and Genre in Classical Texts" Contact Marilyn A. Katz at Wesleyan University in Middletown, Conn., (203) 347-9411.

"Gender, Community, and the Foundations of Modern Agribusiness in the United States, 1900-40" Contact Mary C. Neth at the Virginia Polytechnic Institute and State University in Blacksburg, Va., (703) 231-8377.

"Katherine Anne Porter's Fictions: Modernism and the Southern Lady" -- A travel grant to conduct research at the University of Maryland in College Park, Md. Contact Mary E. Titus at Saint Olaf College in Northfield, Minn., (507) 663-3200.

"Agrippa and His Translators: The Reception of Renaissance Feminism" -- A travel grant to conduct research at the British Library in London, England. Contact Barbara J. Newman at Northwestern University in Evanston, Ill., (708) 491-5679.

"The Steins: Gertrude Stein and Her Family" -- A travel grant to conduct research at Yale University in New Haven, Conn. Contact Linda C. Wagner-Martin at the University of North Carolina, Chapel Hill, (919) 962-8765.

"A Rhetorical Biography of Clara Bewick Colby" -- A travel grant to conduct research at the State Historical Society in Madison, Wis. Contact Claire E. Jerry at Butler University in Indianapolis, Ind., (317) 283-9625.

"The Role of Women and the Imagination in Kant's Anthropology" -- A travel grant to conduct research at Philipps-Universitat in Marburg, Germany. Contact Jane Kneller at Colorado State University in Fort Collins, Colo., (303) 491-6315.

"Women and Clemency on the Eve of the French Revolution" -- A travel grant to conduct research at Archives Nationales in Paris, France. Contact Gregory C. Ramsay in Ann Arbor, Mich., (313) 454-3188.

"An Historical Biography of Amanda Berry Smith" -- A travel grant to conduct research at the Carter G. Woodson Library in Chicago, Ill. Contact Adrienne Israel at Guilford College in Greensboro, N.C., (919) 292-5511.

"19th-Century Mormon Women's Experience within the United Order" -- A travel grant to conduct research at the Mormon Church Archives in Salt Lake City, Utah. Contact Constance P. Faulkner at Western Washington University, (206) 676-3680.

"Early Women Law Professors" -- A travel grant to conduct research at the University of Miami in Coral Gables, Fla. Contact Herma H. Kay at the University of California, Berkeley, (415) 642-0259.

"Women's Literary Travel in the 18th Century" -- A travel grant to conduct research at the British Library in London, England. Contact Marie E. McAllister at Villanova University in Villanova, Pa., (215) 645-7703.

"Pennsylvania Civil War Widows" -- A travel grant to conduct research at the National Archives in Washington, D.C. Contact Allida S. McKinley at Kutztown University of Pennsylvania in Kutztown, Pa., (215) 683-4385.

"Inventing a Life: Marie Mancini and the Poetics of Publicity" -- A travel grant to conduct research at Bibliotheque Nationale in Paris, France. Contact Elizabeth Goldsmith at Boston University in Boston, Mass., (617) 353-6233.

"Girls' Education in 19th-Century France" -- A travel grant to conduct research at Archives Nationales in Paris, France. Contact Rebecca E. Rogers at the University of Iowa, Iowa City, (319) 335-2330.

"Women, Welfare, and Government Work Programs from the 1930s to the Present" -- A travel grant to conduct research at the National Archives in Washington, D.C. Contact Nancy E. Rose at California State University, San Bernardino, (714) 880-5516.

"Sarah Austin and Goethe in Weimar" -- A travel grant to conduct research at the John Murray Archive in London, England. Contact Christoph E. Schweitzer at the University of North Carolina, Chapel Hill, (919) 966-1641.

"Women of the Old South: The Colonial and Revolutionary Eras" -- A travel grant to conduct research at the South Carolina Historical Society in Charleston, S.C. Contact Cynthia A. Kierner at the University of North Carolina, Charlotte, (704) 547-4647.

"Prima Donnas on the Plains" -- A travel grant to conduct research at the Nebraska State Historical Society in Lincoln, Neb. Contact Harlan F. Jennings at Michigan State University in East Lansing, Mich., (514) 853-5340.

"Genevieve Taggard: The Poet as Social Activist" -- A travel grant to conduct research at the New York Public Library in New York, N.Y. Contact Gwendolyn S. Sell at Macon College in Macon, Ga., (912) 471-2795.

"Bourgeois Women, Local Politics, and Social Change: The Women's Movement in Hanover, 1880-1933" -- A travel grant to conduct research at Stadtarchiv in Hanover, Germany. Contact Nancy R. Reagin at Pace University in New York, N.Y., (212) 346-1679.

"A Critical Edition of the Manuscript Journal of Elizabeth Egerton, Countess of Bridgewater" -- A travel grant to conduct research at the Huntington Library in San Marino, Calif. Contact Betty S. Travitsky at Yeshiva University in New York, N.Y., (212) 960-5451.

"Hannah Adams: Pioneering Historian of Religions" -- A travel grant to conduct research at the New England Historic Genealogical Society in Boston, Mass. Contact Thomas A. Tweed at the University of Miami in Coral Gables, Fla., (305) 384-4733.

"Motherhood on Trial: The d'Hauteville Custody Case and Social Change in Antebellum America" -- A travel grant to conduct research at the Philadelphia Bar Association in Philadelphia, Pa. Contact Michael Grossberg at Case Western Reserve University in Cleveland, Ohio, (216) 368-2380.

"Cradle of Female Talent: History of the Shanghai #3 Girls' Middle School" -- A travel grant to conduct research at the United Methodist Archives in Madison, N.J. Contact Heidi A. Ross at Colgate University in Hamilton, N.Y., (315) 824-7660.

"The Admission of Women to England's Civic Universities in the Late Nineteenth Century" -- A travel grant to conduct research at the Public Record Office in London, England. Contact Julie S. Gibert at Canisius College in Buffalo, N.Y., (716) 888-2632.

"A Bio-bibliography of Fanny Hensel's Vocal Music" -- A travel grant to conduct research at the Bodleian Library in Oxford, England. Contact Suzanne Summerville at the University of Alaska, Fairbanks, (907) 474-5113.

"The Politics of the Veil: Shifts in the Meaning of Veiling in Tunisia" -- A travel grant to conduct research at Centre d'Etudes Maghrebines a Tunis in Tunis, Tunisia. Contact Mounira Charrad at the University of Pittsburgh, (412) 648-7580.

"Reinscription: Pioneer Women's Diaries from the Oregon Trail" -- A travel grant to conduct research at the Oregon Historical Society in Portland, Ore. Contact Gretchen L. Flesher at Gustavus Adolphus College in St. Peter, Minn., (507) 933-7403.

"The Improvisations of Clara Schumann" -- A travel grant to conduct research at Heinrich-Heine-Institut in Dusseldorf, Germany. Contact Valerie W. Goertzen at Wesleyan University in Middletown, Conn., (919) 942-0953.

"Middle-Class Women in Late 19th- and Early 20th-Century Britain: From Moral to Professional Authority" -- A travel grant to conduct research at the University of Warwick in Coventry, England. Contact Angela M. Woollacott at Case Western Reserve University in Cleveland, Ohio, (216) 368-4165.

"Preparation of the Text of the Journals and Letters of Frances Burney, 1780-81" -- A travel grant to conduct research at the British Library in London, England. Contact Betty Rizzo at CUNY Res. Fdn./City College of New York City in New York, N.Y., (212) 650-6364.

"A Critical Edition of the Complete Works of Madeleine and Catherine des Roches" -- A travel grant to conduct research at Bibliotheque Municipale in Poitiers, France. Contact Anne R. Larsen at Hope College in Holland, Mich., (219) 239-6886.

"Edition and Translation of the Poetry of Gwerful Mechain" -- A travel grant to conduct research at the British Library in London, England. Contact Margaret Lloyd at Springfield College in Springfield, Mass., (413) 788-3217.

"Cloister and Society in Medieval Barcelona: The Women of Sant Pere de les Puelles" -- A travel grant to conduct research at Sant Pere de les Puelles in Barcelona, Spain. Contact Linda A. McMillin at Susquehanna University in Selinsgrove, Pa., (717) 372-4193.

"Heroines of the Good Fight: Testimonies of North American Women Volunteers in the Spanish Civil War (1936-39)" -- A travel grant to conduct research at Hoover Institution in Stanford, Calif. Contact Frances S. Patai at CUNY Res. Fdn./Manhattan Community College in New York, N.Y., (212) 618-1245.

"Peralta Barnuevo's Anonymous Satire: Dialogo de los Muertos" -- A travel grant to conduct research at Biblioteca Nacional in Lima, Peru. Contact Jerry M. Williams at West Chester University in West Chester, Pa., (215) 436-2372.

"Gender, Politics, and the Invention of Tradition on Sumba, Indonesia" -- A travel grant to conduct research at Archief van de Gereformeerde Kerk in Leusden, The Netherlands. Contact Joel Kuipers at George Washington University, (202) 994-6545.

"A Study of the Life and Work of Fannie Hurst, American Jewish Writer" -- A travel grant to conduct research at the University of Texas at Austin. Contact Susan Koppelman in St. Louis, Mo., (314) 721-4840.

"An Early Italian Feminist Polemic: Laura Terracina's Revision of the Orlando Furioso" -- A travel grant to conduct research at Biblioteca Oratoriana dei Girolomini in Naples, Italy. Contact Deanna M. Shemek at the University of California, Santa Cruz, (408) 459-2609.

"The Influence of L. McWorter on the Publication of Cogewea" -- A travel grant to conduct research at Washington State University in Pullman, Wash. Contact Janet A. St. Clair at Regis College in Denver, Co., (303) 458-4226.

"Elizabeth Bishop: Songs for the Rainy Season" -- A travel grant to conduct research at Vassar College in Poughkeepsie, N.Y. Contact Marilyn S. May-Lombardi at the University of North Carolina, Greensboro, (919) 334-5384.

"Women of Eriu: Tales from Barbarian Ireland" -- A travel grant to conduct research at Harvard University in Cambridge, Mass. Contact Lisa M. Bitel at the University of Kansas, Lawrence, (913) 864-4011.

"Painting Her Life--Charlotte Salomon in the Nazi Era" -- A travel grant to conduct research at Joods Historisch Museum in Amsterdam, The Netherlands. Contact Mary Felstiner at San Francisco State University in San Francisco, Calif., (415) 338-1604.

"At Home, Quiet and Confined: Relationships among Women in the Novels of Jane Austen" Contact Amy R. Haley at Westridge School in Pasadena, Calif., (818) 799-1153.

"Women as Intellectuals: Literature and History in Villette" Contact Shulamith Kang at Cornell University in Ithaca, N.Y., (607) 257-8416.

"The Poetry of Lorine Niedecker" Contact Jeannine M. Strunk at Fort Atkinson High School in Fort Atkinson, Wis., (414) 563-7811.

"Public Expectations and Private Realities: A Study of Black and White Women in the Antebellum South" Contact Elizabeth J. Siebel at the The Thacher School in Ojai, Calif., (805) 646-4377.

"Abortion and the Bill of Rights: A Historical and Political Interpretation" Contact Anne E. Lester at the University of Chicago Laboratory in Chicago, Ill., (312) 702-9446.

"'Brigid' and Other Daughters of Erin: Cultural Change among 19th-Century Irish-Americans" Contact Jessica Wilson at Lawrence High School in Cedarhurst, N.Y., (516) 569-2189.

"Models of Womanhood: Fashioning the Self in the Middle Ages" Contact Michelle Briseno at Arizona State University in Tempe, Ariz., (602) 965-5900.

"Education and Entertainment: Women and Polite Education, 1765-70" Contact Eric Slauter at Northwestern University in Evanston, Ill., (708) 475-2128.

"The Black Women's Era: Black Women Writers in the 19th Century" Contact Dayo Gore at Northwestern University in Evanston, Ill., (708) 475-6125.

"An Analysis of the Role of Gender during the Reign of Queen Elizabeth I of England" Contact Susan A. McDonough at Hunter College High School in New York, N.Y., (212) 860-1280.

"Edith Wharton: Feminist in Fiction" Contact Sarah Glogowski at Mohawk Central School in Mohawk, N.Y., (315) 866-2620.

"How They Fared: Married Women and the Depression, Crow Wing County, Minnesota" Contact Jennifer Imsande at Brainerd Senior High in Brainerd, Minn., (218) 829-4114.

"The Jewish Writer's Woman: Ghetto Literature in Historical Perspective" Contact Diane E. Simon at Columbia University in New York, N.Y., (518) 482-3800.

"Dona Marina, The Virgin of Guadalupe, and Sor Juana Ines de la Cruz: Models of Mexican Womanhood" Contact Jennifer K. Gibson at the University of Montana in Missoula, Mont., (406) 543-0304.

"Freud's Views on Women: Insight or Insult?" Contact Susan M. Hayden at St. Anne's-Belfield School in Charlottesville, Va., (804) 971-1301.

"Kate Chopin: Investigations of Independence and Imagery" Contact Rebecca M. Boggs at Kentucky Country Day School in Louisville, Ky., (502) 423-0440.

"Religious Influence in the Writings of African-American Women" Contact Mary Gallagher at Saint Olaf College in Northfield, Minn., (507) 663-2621.

"Women in the Abolitionist Movement: A Case Study of Rochester, New York" Contact Margaret M. Koehler at Hornell High School in Hornell, N.Y., (607) 324-1303.

"The Archetypal Heroine in Alcott's Work, Chopin's Awakening, and Wharton's The House of Mirth" Contact Allison W. Brownell at Denton High School in Denton, Texas, (817) 566-3243.

"War or Peace: A Civil War Case Study of the Palmer Women" Contact Kelly M. Ewing at Richland Northeast High School in Columbia, S.C., (803) 782-4649.

"Women and Social Mores in Kate Chopin's Cane River Fiction" Contact Daniela Halliburton at Northwest State University in Natchitoches, La., (318) 357-1054.

"Versions of Helen in Euripides: A Literary and Historical Analysis" Contact Lisa M. Miller at Lubbock High School in Lubbock, Texas, (806) 766-1444.

"The Woman Question in Western Thought, 1750-1950" Contact Karen Offen at Stanford University in Stanford, Calif., (415) 723-1994.

"The New Gender Scholarship: Women and Men in U.S. History from the Revolution to the Present" Contact Lois W. Banner at the University of Southern California in Los Angeles, Calif., (213) 740-2791.

"Anne Hutchinson, Sectarian Mysticism, and the Puritan Order" Contact Marilyn Westerkamp at the University of California, Santa Cruz, (408) 459-3427.

"A History of Immigrant Women in the United States, 1820 to the Present" Contact Donna R. Gabaccia at Mercy College in Dobbs Ferry, N.Y., (914) 693-4500.

"Austrian Women and Political Activism" Contact Pieter M. Judson at Pitzer College in Claremont, Calif., (714) 621-8000.

"Frances Kemble's 1835 Journal: A Critical and Unabridged Edition" Contact Cynthia M. Larson at Boston University in Boston, Mass., (617) 353-2852.

"Women and Domestic Service in London, 1780-1820" Contact Patricia S. Seleski at California State University, San Marcos, (619) 471-4228.

"Women in Russian Philanthropy, 1762-1914" Contact Adele Lindenmeyr at Villanova University in Villanova, Pa., (215) 645-4684.

"Women and Victorian Theater" Contact Kerry Powell at Miami University in Oxford, Ohio, (513) 529-1395.

"Feminism and Scientific Medicine: The Life and Times of Marie Zakrzewska, 1829-1909" Contact Arleen M. Tuchman at Vanderbilt University in Nashville, Tenn., (615) 322-8151.

"Women and the Holocaust in the Writing of American Women" Contact Lillian Kremer at Kansas State University in Manhattan, Kan., (913) 532-6716.

"Women's Camera Work" Contact Judith E. Fryer at the University of Massachusetts, Amherst, (413) 545-3694.

"The Legal Representation of Women in British Literature and Law, 1790-1930" Contact Christine L. Krueger at Marquette University in Milwaukee, Wis., (414) 288-6862.

"Women Writers of the Argentine Generation of 1880" Contact Bonnie K. Frederick at Washington State University in Pullman, Wash., (509) 335-9148.

"Women and Community Building on the Western Frontier, 1870-1900" Contact Susan Armitage at Washington State University in Pullman, Wash., (509) 335-1560.

"Ethnocentrism and the Ethnographic Study of Women" Contact Ellen R. Gruenbaum at California State University, San Bernardino, (714) 880-5503.

"Maternity and Modernity: New Women in Germany between the Wars" Contact Atina Grossmann at Columbia University in New York, N.Y., (212) 584-3003.

"Women's Work in Indiana: Farms and Factories since 1880" Contact Nancy F. Gabin at Purdue University in West Lafayette, Ind., (317) 494-4122.

"The Refashioning of Female Spirituality in the Early Middle Ages" Contact Lynda Coon at the University of Arkansas, Fayetteville, (501) 575-3001.

"Women and Fiction: Austen, Bronte, Jacobs, Woolf, and Morrison" Contact Patricia Sharpe at Simon's Rock of Bard College in Great Barrington, Mass., (413) 528-0771.

"American Women as Writers: Wharton and Cather" Contact Janet Sharistanian at the University of Kansas, Lawrence, (913) 864-4520.

"Jane Austen: Self and Society" Contact Gene W. Ruoff at the University of Illinois, Chicago, (312) 996-6352.

"African-American Women's Autobiography" Contact Martha H. Brown at Old Dominion University in Norfolk, Va., (804) 683-3949.

"Authority, Democracy, and the Representation of Women: Hobbes, Locke, Rousseau, and Wollstonecraft" Contact Kathleen B. Jones at the University of California, Berkeley, (415) 642-2628.

Conferences, Lectures, Museum Exhibitions and Other Public Programs

"Traditional Arts of the Women of the Plateau" -- To support planning for a traveling exhibition, catalogue, and public programs on the traditional arts of Native American women in the tribes on the plateau between the Rockies and the Cascade Mountains. Contact Barbara R. Coddington at Washington State University in Pullman, Wash., (509) 335-1910.

"Abigail Adams: Founding First Lady" -- To support planning for a television docudrama on the life of Abigail Adams. Contact Louis Barbash at the Educational Film Center in Annandale, Va., (202) 543-3009.

"Judith Leyster, a Painter of Holland's Golden Age" -- To support planning for an exhibition, a catalogue, and public programs on the life and work of Dutch artist Judith Leyster, 1609-60. Contact James A. Welu at the Worcester Art Museum in Worcester, Mass., (508) 799-4406.

"The Phoenix of America: The Life and Work of Sor Juana Ines de la Cruz" -- To support planning for a one-hour film on the life and work of the 17th-century Mexican poet, Sor Juana de la Cruz. Contact Lourdes Portillo at the Film Arts Foundation in San Francisco, Calif., (415) 550-7014.

Books, Editions and Reference Works

"The Margaret Sanger Papers" -- To support continuing preparation of a microfilm edition, reel guide, and index for the papers of Margaret Sanger. Contact Esther Katz at New York University in New York, N.Y., (212) 998-8620.

"Selected Edition of the Journals of Frances E. Willard" -- To support the preparation of a selected edition of the journals of 19th-century reformer Frances E. Willard. Contact Carolyn D. Gifford in Evanston, Ill., (708) 328-4010.

"The Jane Addams Papers" -- To support the preparation of an edition of the papers of Jane Addams. Contact Anne F. Scott at Duke University in Durham, N.C., (919) 484-1817.

"Translation of Germaine de Stael's Delphine" -- To support the translation of Delphine, an early romantic novel by Germaine de Stael. Contact Avriel Goldberger at Hofstra University in Hempstead, N.Y., (516) 560-5484.

"Critical Edition and Translation of Juan Luis Vives, De Institutione Feminae Christianae" -- To support the preparation of a critical edition and translation of a Renaissance treatise on the education of women and their role in society. Contact Charles E. Fantazzi in Canada, (519) 253-4232.

"Women's Clothing in America, 1795-1930" -- To support the continuation of research and preparation for publication of a reference work and interpretive history of American women's clothing from 1795 to 1930. Contact Nancy E. Rexford in Danvers, Mass., (508) 777-2757.

"The Passion of Emily Dickinson, by Judith Farr" -- To support publication of a biographical study of Emily Dickinson that is based on new archival evidence and metaphors drawn from contemporary painting and literature. Contact Thomas D'Evelyn at the Harvard University Press in Cambridge, Mass., (617) 495-2643.

"Elizabeth I: War and Politics, 1588-1603, by Wallace MacCaffrey" -- To support publication of a study of Elizabeth I's reign during the years 1588 to 1603, focusing primarily on the war against Spain, the Irish problem, and the rise of the Earl of Essex. Contact Margaret H. Case at the Princeton University Press in Princeton, N.J., (609) 258-4923.

"Women Writing in India: The Twentieth Century (vol. 2 of 2), edited by Susie Tharu and K. Lalita" -- To support publication of a translated anthology of 20th-century writings by women in India. Contact Florence Howe at the Feminist Press at CUNY in New York, N.Y., (212) 360-5797.

"Dialogues: Literary/Critical Exchanges Between Soviet and American Women" Contact Susan Hardy Aiken at the University of Arizona in Tucson, Ariz., (602) 621-1836.

"Textbase of Women's Writing in English, 1330-1850" -- To support the preparation of an electronic textbase that will contain the works of over 900 women writers who wrote in English from 1330 to 1830. Contact Susanne Woods at Brown University in Providence, R.I., (401) 863-3619.

FACTS

National Endowment
for the Humanities

A Federal Agency

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

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PROJECTS ON IMMIGRANTS TO THE UNITED STATES

The descriptions below represent a selection of recent Endowment-supported projects in education, research, preservation and public programs in the humanities.

Programs for Teachers

"History Teacher Institute" -- To support an intensive, one-week, residential institute for teachers and principals on 19th- and 20th-century immigration to America. Contact Geoffrey G. Field at the New York Council for the Humanities in New York, N.Y., (212) 233-1131.

"Hispanic and Latin American Migration to the United States" -- To provide a teacher with a yearlong sabbatical for independent research. Contact Richard S. Reynolds at Wilmington Friends School in Wilmington, Del., (301) 575-1130.

Research Conducted by Individual Scholars

"Courts, Politics, and the Regulation of Immigration, 1891-1924" Contact Lucy Salyer at the University of New Hampshire in Durham, N.H., (603) 862-3021.

"The Asian Immigrant in American History: A Comparison of Asian Ethnic Groups, 1850 to 1980" Contact Reed Ueda at Tufts University in Medford, Mass., (617) 381-3520.

"A History of the Cuban-American Experience" Contact Gerald E. Poyo at the University of Texas at San Antonio, (512) 691-4011.

"Immigrants and Capital: Jewish Loan Societies in the United States, 1880-1945" Contact Shelly Tenenbaum at Clark University in Worcester, Mass., (617) 495-8212.

"European Roots of Mennonite Prairie Immigrant Furniture and Furnishings: 1870-1920" -- A travel grant to conduct research at Altonaer Museum in Hamburg, Germany. Contact Reinhild G. Janzen at the Kauffman Museum at Bethel College in North Newton, Kan., (316) 283-1612.

"Immigrants and American Citizenship, 1880-1985" -- A travel grant to conduct research at the Library of Congress in Washington, D.C. Contact Elliott R. Barkan at California State College in San Bernardino, Calif., (714) 887-7243.

"Massaryktown: A Case Study of a Slovak Community in Florida" -- A travel grant to conduct research at the Massaryk Heritage Museum and Library in Massaryktown, Fla. Contact Janet S. Pollak at William Paterson College in Wayne, N.J., (201) 595-2180.

"Growing Up Chinese in America: The Transmission of a Cultural Heritage" Contact Michelle T. King at Herbert Henry Dow High School in Midland, Mich., (517) 631-9100.

"Sicilians in New Orleans: Private Tribes in an Integrating Society" -- A travel grant to conduct research at Archivio di Stato in Palermo, Italy. Contact Dino Cinel at Tulane University in New Orleans, La., (718) 965-0637.

"Irish Emigrants' Letters" -- A travel grant to conduct research at the Northern Ireland Public Record Office in Belfast, Northern Ireland. Contact Bruce D. Boling at the University of New Mexico in Albuquerque, N.M., (505) 277-7162.

"Ethnics at War: The Italian-American Experience during World War II" -- A travel grant to conduct research at the Immigration History Research Center in Minneapolis, Minn. Contact George E. Pozzetta at the University of Florida in Gainesville, Fla., (904) 392-0271.

"The Reconstruction of Community in Armenian Diaspora" -- A travel grant to conduct research at the Zoryan Institute in Cambridge, Mass. Contact Susan P. Pattie in London, England.

"Perspectives on Armenian Ethnicity and Genocide: The Poetry of Vahan Tekeyan and Three Armenian-American Poets" Contact Katharine Derderian at the University of Virginia in Charlottesville, Va., (804) 296-4475.

"German Communities and Their Impact on South Louisiana" Contact Jonathan Schwarz at the Louisiana School for Math, Science and Arts in Natchitoches, La., (318) 357-3176.

"German and Swiss Influences in the Midlands of South Carolina, 1820-60" Contact Silvia Groner at Richland Northeast High School in Columbia, S.C., (803) 788-6911.

"'Brigid' and Other Daughters of Erin: Cultural Change among 19th-Century Irish-Americans" Contact Jessica Wilson at Lawrence High School in Cedarhurst, N.Y., (516) 295-8005.

"The Search for an Asian-American Identity through the Works of Maxine Hong Kingston" Contact Agnes Y. Huang at Irvine High School in Irvine, Calif., (714) 552-4211.

"The Chinese Community and Racial Discrimination in California: 1850-92" Contact Todd Stevens at the University of Virginia in Charlottesville, Va., (804) 296-9034.

"Cigarmaking among Cubans in Miami: Documenting an Ethnic Tradition" Contact Lisandro J. Perez at Belen Jesuit Preparatory in Miami, Fla., (305) 223-8600.

"American Laughter: The Constitutive Effect of Immigrants and Ethnics on the National Humor" Contact Mark B. Winokur at Dickinson College in Carlisle, Pa., (717) 245-1498.

"Symbolic Homecoming: Latvian Exiles as Participants in the 1990 Riga Song Festival" Contact Inta Gale Carpenter at Indiana University in Bloomington, Ind., (812) 855-0043.

"A History of Immigrant Women in the United States, 1820 to the Present" Contact Donna R. Gabaccia at Mercy College in Dobbs Ferry, N.Y., (914) 693-4500.

"Patrick Ford and The Irish World: A Study in Irish Immigration and Journalism"
Contact Catherine O'Neill at Harvard University in Cambridge, Mass.,
(617) 493-5576.

"Receiving Erin's Children: Irish Immigrants in Philadelphia and Liverpool"
Contact James M. Gallman at Loyola College in Baltimore, Md., (301) 323-1010.

"Refugees in Resettlement: Vietnamese Musical Life in Orange County, California"
Contact Adelaida Reyes Schramm at Jersey City State College in Jersey City, N.J.,
(201) 547-3280.

"Classic Studies in the History of Immigration" Contact Thomas Kessner at CUNY
Research Foundation/Graduate School and University Center in New York, N.Y.,
(212) 642-2110.

Conferences, Lectures, Museum Exhibitions and Other Public Programs

"The Uses of Tradition: Arts of Italian-Americans in Philadelphia" -- To support an
exhibition, a catalogue and interpretive programs that will explore ethnicity and
the nature of tradition in Italian-American material culture. Contact Debora Kodish
at the Samuel S. Fleisher Art Memorial in Philadelphia, Pa., (215) 238-0096.

"Japanese Immigration to Hawaii and the Mainland United States from 1885 to 1924" --
To support planning for a traveling exhibition that will examine the early period of
Japanese migration to Hawaii and the United States. Contact James A. Hirabayashi at
the Japanese American National Museum in Los Angeles, Calif., (213) 625-0414.

"Japanese Immigration to Hawaii and the Mainland United States from 1885 to 1924" --
To support the implementation of the museum's inaugural exhibition on Japanese
immigration to Hawaii and to the American mainland from 1885 to 1924. Contact James
A. Hirabayashi at the Japanese American National Museum in Los Angeles, Calif.,
(213) 625-0414.

"Issei Pioneers Lecture Series" -- To support a lecture series to complement an
exhibition on Japanese migration to Hawaii and the mainland United States. Contact
Akemi Kikumura at the Japanese American National Museum in Los Angeles, Calif.,
(213) 625-0414.

"Mennonite Furniture and Furnishings: Immigrant Traditions of the Prairie States"
-- To support the planning of an exhibition, a catalogue and educational programming
on the furniture and domestic material culture of Mennonite immigrants to the
central plains of the American West, 1870-1920. Contact John M. Janzen at the
Kauffman Museum at Bethel College in North Newton, Kan., (316) 283-1612.

"Mennonite Furniture, 1776-1912: Immigrant Traditions of the Prairie States" -- To
support an exhibition, a catalogue and a symposium on Mennonite immigrant
furniture. Contact John M. Janzen at the Kauffman Museum at Bethel College in North
Newton, Kan., (316) 283-1612.

"Memories of New York's Chinatown" -- To support planning for a long-term exhibition
on the history of the Chinese in New York City. Contact John Kuo Wei Tchen at the
Chinatown History Museum in New York, N.Y., (212) 619-4785.

"Discovering America: The Peopling of Pennsylvania " -- To support an exhibition, publications, and public programs on the ethnic history of Pennsylvania. Contact Gail F. Stern at the Balch Institute for Ethnic Studies in Philadelphia, Pa., (215) 925-8090.

"Brooklyn's Hispanic Communities" -- To support planning for a temporary exhibition and related public programs about Brooklyn's Hispanic communities. Contact David Kahn at the Brooklyn Historical Society in Brooklyn, N.Y., (718) 624-0890.

"Catskill Resorts: Ethnic Identity and Traditions" -- To support the planning of an exhibition on the role of Catskill Mountain resorts in preserving and transmitting ethnic identity for various groups. Contact Linda B. Norris at the Delaware County Historical Association in Delhi, N.Y., (607) 746-3849.

"Rebuilding the Temple: Cambodians in America" -- To support scripting of a one-hour documentary film that will examine the influence of Khmer culture and religion on the acculturation of Cambodian refugees in America. Contact Lawrence Hott at the Refugee Resettlement Program in Springfield, Mass., (413) 268-7934.

"Rebuilding the Temple: Cambodians in America" -- To support completion of a one-hour film examining the influence of Khmer Buddhism and culture on the lives of Cambodian refugees in the United States. Contact Lawrence R. Hott at the Wisconsin Academy of Sciences, Arts & Letters in Madison, Wis., (413) 268-7934.

"Giants in the Earth Film Project" -- To support the production of a feature-length film adaptation of the 1927 novel, Giants in the Earth by O. E. Rolvaag. Contact Vivian L. Sorvall at the Vesterheim, Norwegian-American Museum in Decorah, Iowa, (203) 255-3763.

"Ancestors in America (A Series on Asian-American History)" -- To support planning for a series of six one-hour television programs on Asian-American history and for writing two scripts on the Chinese-American experience. Contact Loni Ding at the Center for Educational Telecommunications, Inc. in San Francisco, (415) 474-5132.

"Out of Ireland - The History of Irish Emigration Film Project" -- To support research and scripting of a one-hour documentary film about the history of Irish emigration to America. Contact Paul R. Wagner at American Focus, Inc. in Washington, D.C., (202) 265-5321.

"Out of Ireland - The History of Irish Emigration Film Project" -- To support production of a feature-length documentary film on the history of Irish emigration to America. Contact Paul R. Wagner at American Focus, Inc. in Washington, D.C., (202) 265-5321.

Preservation and Access Programs

"Yiddish Theater Photograph Documentation" -- To support computerized documentation of photographs depicting Yiddish theater in America and around the world. Contact Roberta G. Newman at the YIVO Institute for Jewish Research in New York, N.Y., (212) 535-6700.

"Documentation of the Japanese American National Museum Collection" -- To support documentation of the collections of the Japanese American National Museum. Contact James A. Hirabayashi at the Japanese American National Museum in Los Angeles, Calif., (213) 625-0414.

Books, Editions and Reference Works

"Arab-Americans: An Annotated Bibliography" -- To support the preparation of an annotated bibliography on the experience of Arab-Americans in the United States. Contact Michael W. Suleiman at Kansas State University in Manhattan, Kan., (913) 532-6842.

"The History of American Yiddish Poetry: A Bilingual Anthology" -- To support the preparation of a bilingual anthology of American Yiddish poetry from 1870 to 1970. Contact Benjamin Harshav at the YIVO Institute for Jewish Research in New York, N.Y., (212) 535-6700.

"Clothing, Culture and Communication: Becoming American Women, Boston, 1880-1920" -- To support the preparation of a book, written from a multidisciplinary point of view, on the role of clothing in the Americanization of female Jewish immigrants in Boston from 1880 to 1920. Contact Barbara A. Schreier at the University of Massachusetts in Amherst, Mass., (413) 545-2391.

"Latinos: A Comparative History of Hispanics in the United States" -- To support the research and writing of a comparative history of Hispanics in the United States from the 17th century to the present. Contact Mario T. Garcia at Yale University in New Haven, Conn., (805) 961-4076.

"Ethnic Music on Records: A Discography: 1894 to 1942 (seven volumes), by Richard Spottswood" -- To support the publication of a discography of ethnic music recordings that were produced in the United States between 1894 and 1942. Contact Judith M. McCulloh at the University of Illinois at Urbana-Champaign in Urbana, Ill., (217) 244-4681.

"The Irish in America: A Guide to the Literature and Manuscript Collections by Patrick Blessing" -- To support the publication of a guide to the published literature and unpublished manuscript collections relating to Irish immigrants and their descendants in the United States. Contact David J. McGonagle at the Catholic University of America in Washington, D.C., (718) 439-7378.

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FACTS

National Endowment
for the Humanities

A Federal Agency

1100 Pennsylvania Ave., N.W.
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202/786-0449

NEH-92-024-F

THE JEFFERSON LECTURE IN THE HUMANITIES

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

Created to honor the intellectual and civic virtues exemplified by Thomas Jefferson, the lecture provides an opportunity for an eminent writer or scholar of the humanities to explore matters of broad concern. Held annually, the NEH Jefferson Lecture is the highest honor conferred by the federal government for distinguished intellectual achievement in the humanities. The lectureship carries an honorarium of \$10,000.

Selection Process

The Jefferson Lecturer is selected by the National Council on the Humanities, the 26-member presidentially appointed advisory board of NEH. Nominations are solicited from scholarly societies, cultural and historical organizations, public and private institutions and other interested parties located throughout the United States. A special committee of NEH Council members considers the nominees, ultimately recommending a list of finalists for consideration by the full Council.

Selection Criteria

There are three specific criteria for selecting the Lecturer:

1. The individual must have demonstrated exemplary scholarship in one of the disciplines of the humanities.
2. The individual should be able and will be expected to give an original and substantive address relating broad public issues to the central perspectives of the humanities disciplines.
3. The individual should be able to speak from an experience wide-ranging enough to reach a variety of persons drawn from different backgrounds and disciplines.

The Jefferson Lecturers

1972: Lionel Trilling....."Mind in the Modern World"
1973: Erik Erikson....."Dimensions of a New Identity"
1974: Robert Penn Warren..."Poetry and Democracy"
1975: Paul A. Freund....."Liberty: The Great Disorder of Speech"
1976: John Hope Franklin..."Racial Equality in America"
1977: Saul Bellow....."The Writer and His Country Look Each
Other Over"
1978: C. Vann Woodward....."The European Vision of America"
1979: Edward Shils....."Render Unto Caesar: Government,
Society, and Universities in Their
Reciprocal Rights and Duties"
1980: Barbara Tuchman....."Mankind's Better Moments"
1981: Gerald Holton....."Where is Science Taking Us?"
1982: Emily T. Vermeule...."Greeks and Barbarians: The Classical
Experience in the Larger World"
1983: Jaroslav Pelikan....."The Vindication of Tradition"
1984: Sidney Hook....."Education in Defense of a Free
Society"
1985: Cleanth Brooks....."Literature and Technology"
1986: Leszek Kolakowski...."The Idolatry of Politics"
1987: Forrest McDonald....."The Intellectual World of the
Founding Fathers"
1988: Robert Nisbet....."The Present Age"
1989: Walker Percy....."The Fateful Rift: The San Andreas
Fault in the Modern Mind"
1990: Bernard Lewis....."Western Civilization: A View From
the East"
1991: Gertrude Himmelfarb.."Of Heroes, Villains and Valets"
1992: Bernard M.W. Knox...."The Oldest Dead White European Males"

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NEH-92-025-N

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FOR IMMEDIATE RELEASE

NEH PROVIDES AMMUNITION FOR A SECOND "CIVIL WAR"

Documentary Series Now Eligible For Awards Of Up To \$2.5 Million

WASHINGTON, May 14 -- Following on the success of Ken Burns' epic "The Civil War," Zvi Dor-Ner's "Columbus and the Age of Discovery" and other recent documentary films, the National Endowment for the Humanities (NEH) today announced a special funding opportunity to encourage the creation of new documentary film productions. A grant of up to \$2.5 million may be awarded by NEH through this funding opportunity for the production of one outstanding documentary film series a year.

"Documentary film series help millions of Americans and people around the world learn about the ideas, events and people that have contributed to the humanities," said NEH Chairman Lynne V. Cheney. "We are very pleased with the past successes of documentaries funded through NEH, and look forward to supporting more outstanding projects resulting from this new funding opportunity."

Like all NEH-supported media projects, documentary series proposals must be on a subject central to the humanities in order to be eligible. Applicants must demonstrate that the proposed topic

- MORE -

has significance for a broad, general audience. In addition, the quality and depth of the scholarship must be evident in the application to NEH.

These projects are supported by the NEH's Division of Public Programs, which offers grants for projects designed to increase public understanding of the humanities. It supports the planning, writing, or production of television and radio programs in the humanities intended for general audiences. Non-profit institutions and public television and radio stations are eligible to apply for grants.

The next deadline for grant applications is Sept. 11, 1992.

For more information on the special funding opportunity for documentary series as well as other grant opportunities for media projects, contact: NEH Division of Public Programs, Humanities Projects in Media, Room 420, 1100 Pennsylvania Ave., N.W., Washington, D.C., 20506. The telephone number is (202) 786-0278.

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

#

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NEH-92-026-A1

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(USF)	Richard Morrison	415/666-6107	415/459-2604

**LYNNE V. CHENEY
TO DELIVER COMMENCEMENT ADDRESS
AT THE UNIVERSITY OF SAN FRANCISCO LAW SCHOOL**

Lynne V. Cheney, Chairman of the National Endowment for the Humanities, will deliver the University of San Francisco Law School commencement address on Sunday, May 17, 1992, at 2:00 p.m., at the Masonic Auditorium, located at 1111 California Street.

Members of the media are invited to attend.

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MEDIA ADVISORY



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NEH-92-026-A2

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**LYNNE V. CHENEY
TO SPEAK BEFORE THE
WORLD AFFAIRS COUNCIL OF ORANGE COUNTY**

Lynne V. Cheney, Chairman of the National Endowment for the Humanities, will address the World Affairs Council of Orange County on Tuesday, May 19, 1992, at 8:15 p.m., at the Anaheim Marriott Hotel, located at 700 West Convention Way.

Members of the media are invited to attend.

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MEDIA ADVISORY



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**LYNNE V. CHENEY
TO SPEAK BEFORE THE
LOS ANGELES COUNTY FEDERATION OF REPUBLICAN WOMEN**

Lynne V. Cheney, Chairman of the National Endowment for the Humanities, will address the Los Angeles County Federation of Republican Women on Wednesday, May 20, 1992, at 10:30 a.m., at the Quiet Cannon Restaurant, located at 901 North Via San Clemente in Montebello.

Members of the media are invited to attend.

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MEDIA ADVISORY



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NEH-92-026-A4

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(NEH)	Jimmy Williams	202/786-0449	202/832-1930
(Pepperdine)	Jeff Bliss	310/456-4138	805/498-5199

**LYNNE V. CHENEY
TO SPEAK BEFORE
PEPPERDINE UNIVERSITY ASSOCIATES**

Lynne V. Cheney, Chairman of the National Endowment for the Humanities, will address a meeting of the Pepperdine University Associates on Monday, May 18, 1992, at 8:45 p.m., at the Century Plaza Hotel, located at 2025 Avenue of the Stars, Century City.

Members of the media are invited to attend.

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FOR IMMEDIATE RELEASE

NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES 1992 MASTERWORK STUDY GRANTS

Precollegiate Educators Take on Professional Development Opportunities

WASHINGTON, June 29 -- Seven small groups of teachers located across the country will soon be given the opportunity to take their professional development into their own hands, thanks to seven Masterwork Study Grants recently awarded by the National Endowment for the Humanities (NEH). These grants provide a rare and stimulating opportunity for educators to read and discuss major humanities texts under the direction of scholars from colleges, universities or cultural organizations.

"Masterwork Study Grants enable teachers to assess their own needs, develop a plan to improve teaching in their school or region, and forge supportive relationships with scholars and academic institutions," said NEH Chairman Lynne V. Cheney. "Masterwork projects have helped redefine the concept of professional development for teachers by reinforcing the formation of intellectual communities in schools and school districts."

The seven current grants typify how this works. In Chicago, Ill., 15 teachers at Paul Dunbar Vocational High School will study the life and work of African American poet Gwendolyn Brooks with

- MORE -

MEDIA ADVISORY



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NEH-92-028-A

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**LYNNE CHENEY TO SPEAK IN MICHIGAN
ON THE CURRENT STATE OF U.S. EDUCATION**

Lynne V. Cheney, Chairman of the National Endowment for the Humanities, will deliver an important address on the state of U.S. education at the annual Oakland County Spring Event on Thursday, June 11, 1992, at 6:00 p.m., at the Kingsley Inn, located at 1475 N. Woodward Avenue in Bloomfield Hills.

Members of the media are invited to attend.

For more information contact Jim LaVallee at 313/681-1990.

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NEWS

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FOR IMMEDIATE RELEASE

FIRST NATIONAL MEETING OF NEH "TEACHER-SCHOLARS" SET FOR JUNE 25-26 IN WASHINGTON, D.C.

Teachers from All 50 States to Discuss Sabbatical Program

WASHINGTON, June 17 -- Nearly 200 teachers, all past and present recipients of National Endowment for the Humanities (NEH) Teacher-Scholar awards, will convene in Washington, D.C., next week to examine how a yearlong immersion in intensive humanities study enriches good teachers, making them more knowledgeable, enthusiastic and effective in the classroom.

The June 25-26 colloquium will be the first ever of its kind.

In March, NEH Chairman Lynne V. Cheney announced this year's Teacher-Scholar awards to 38 elementary and secondary school educators. Beginning this fall, these individuals will receive a stipend of up to \$30,000 enabling them to conduct a yearlong independent research project in history, literature, foreign languages or another humanities discipline. They will be joined at the colloquium by 153 past participants of the program.

"The Teacher-Scholar Program arose because too often good teachers lack adequate time to learn more about the subjects they teach," said NEH Chairman Cheney. "We at NEH want to ensure that teachers have opportunities to grow in their love for the material

- MORE -

seminars will be held at the Watergate Hotel. Discussions will examine the benefits and excitement of research and scholarship and also consider new strategies for good teaching. Previous Teacher-Scholars, as well as academics who have served as mentors, will lead the meetings.

The NEH/Reader's Digest Teacher-Scholar Program is a national competition. Project proposals are judged on the intellectual quality, the significance of the topic, and the relevance of the plan of study to the applicant's teaching responsibilities.

Although the application deadline has passed for sabbaticals starting in the fall of 1993, the deadline for projects beginning in the fall of 1994 is May 1, 1993. For information and application guidelines, call the Division of Education Programs at 202/786-0377.

NEH supports a variety of programs to improve humanities education through grants to schools, school systems, two- and four-year colleges and universities, libraries, museums, professional organizations and other nonprofit organizations.

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

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NOTE TO EDITORS/WRITERS: A list of all past and present Teacher-Scholar recipients is attached. Attendees to the June 25-26 colloquium are noted. To arrange individual interviews, please contact NEH's Office of Media Relations at 202/786-0449.

FACTS

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NEH-92-029-F

NATIONAL ENDOWMENT FOR THE HUMANITIES
TEACHER-SCHOLAR COLLOQUIUM
WASHINGTON, D.C.
JUNE 25-26, 1992

<u>YEAR OF AWARD</u>	<u>NAME</u>	<u>CURRENT RESIDENCE</u>	<u>SCHOOL AT TIME OF AWARD</u>
ALABAMA			
1989	Mary Ann Rygiel	Auburn	Auburn High School
1990	Irene McDonald	Mobile	UMS-Wright School
1991	Jacqueline Matte	Birmingham	Mountain Brook Junior High School
ALASKA			
1989	Benjamin Orr*	Tununak	Paul T. Albert Memorial School
1990	Nancy Robinson	(Hollister, CA)	Wasilla High School
1991	Daniel Henry	Haines	Haines High School
ARIZONA			
1989	Jay Cravath	Tempe	Frye Elementary School
1990	Jody Chambers	Phoenix	Madison No. 1 School
1991	Pamela Renner*	Glendale	Independence High School
ARKANSAS			
1989	Harold McDuffie	Fayetteville	Springdale High School
1990	Peggy Barry	Forrest City	Forrest City High School
1991	Janet Greeson	Fayetteville	Westwood Elementary School
CALIFORNIA			
1989	Karen Steadman	Salinas	Gonzales Union High School
1990	Judith Marantz*	Woodside	Abraham Lincoln Elementary School
1991	John Murphy	Claremont	H. G. Stark Youth Training School
1992	Rina Faletti	San Jose	Independence High School
1992	Katherine Kiefer	Pacific Palisades	Marlborough School
1992	Christopher Lorenc	San Jose	Bellarmino College Preparatory
1992	Richard McCoun	Yorba Linda	Canyon High School
1992	Paul Otis	San Diego	Mira Mesa High School

* Unable to attend colloquium.

- OVER -

COLORADO

1989	Alan Olds	Arvada	Arvada West High School
1990	Naomi Westcott	Colorado Springs	Martin Luther King Elementary School
1991	Patricia Maslowski	Nederland	Nederland High School
1992	George S. Burson, Jr.	Aspen	Aspen High School
1992	Patricia Carney	Louisville	Standley Lake Senior High School
1992	Kelly Long	Fort Collins	Poudre High School

CONNECTICUT

1989	Tedd Levy	Norwalk	Nathan Hale Middle School
1990	Phyllis Katz	Farmington	Miss Porter's School
1991	Steven Strange	East Hartford	Rocky Hill High School
1992	Eric Garrison	New Canaan	New Canaan Country School
1992	Lynda George	West Hartford	T. J. Quirk Middle School
1992	Barbara Wojtusik	Bristol	Bristol Central High School

DELAWARE

1989	Phoebe Eskenazi	Wilmington	Colwyck School
1990	Richard Reynolds	Wilmington	Wilmington Friends School
1991	William Meyers*	Wilmington	William Penn High School

DISTRICT OF COLUMBIA

1989	Lynn Rothberg*	Washington	Georgetown Day School
1991	Mary Reed	Washington	Duke Ellington School of the Arts

FLORIDA

1989	Emily Christofoli	Jacksonville	Episcopal High School
1990	Jacqueline Young	Pensacola	Pensacola High School
1991	Louise Borsoi	Orlando	Lake Brantley High School
1992	Mary Tyler	Tallahassee	Jefferson County High School

GEORGIA

1989	Irene Marxsen*	Macon	Central High School
1990	Arthur Wilhelm	Atlanta	Smyrna High School
1991	Michael Price	Watkinsville	Cedar Shoals High School

HAWAII

1989	Carl Ackerman	Honolulu	Iolani School
1990	E. Kalani Flores	Waimea	Kaua'i District Schools
1991	Joseph Theroux*	Hilo	Hilo High School
1992	Irene Lee*	Honolulu	Mid-Pacific Institute

* Unable to attend colloquium.

IDAHO

1989	James Francis	Idaho Falls	Idaho Falls High School
1990	Wesley Hanson	Coeur d'Alene	Lakeland High School
1991	Margaret Dodson	Boise	Borah High School

ILLINOIS

1989	Alice Price	Chicago	Lincoln Park High School
1990	Barry Kritzberg	Chicago	Morgan Park Academy
1991	William Yarrow	Lincolnwood	Bernard Zell Anshe Emet Day School
1992	Sandra Flannigan	Lombard	Batavia Senior High School

INDIANA

1989	Judith Lebryk	Valparaiso	Valparaiso High School
1990	Hildegard Stalzer*	South Bend	St. Joseph's High School
1991	Eileen Janzen	Indianapolis	Park Tudor School

IOWA

1989	Kenneth Resch	Dubuque	Stephen Hempstead High School
1990	Marguerite Vance	Cedar Falls	Cedar Falls High School
1991	June Silliman	Mt. Vernon	Washington Elementary School

KANSAS

1989	Roger Gibson*	Manhattan	Roosevelt Elementary School
1990	James Schoonover	Baldwin City	Great Bend High School
1991	Jean Jensen	Anthony	Chaparral High School

KENTUCKY

1989	Lois Barnes	Versailles	Western Hills High School
1990	Stella Terango	Richmond	Model Lab. Schl., Eastern Ky. Univ.
1991	David Youngblood	Lexington	Sayre School

LOUISIANA

1989	Matt Berman	Metairie	Metairie Park Country Day School
1990	Earline Echeverria	Abbeville	Abbeville High School
1991	Vincent Drago*	Metairie	St. Martin's Episcopal School
1992	Amanda LaFleur	Lafayette	Comeaux High School

MAINE

1989	Ruth Shacter	Livermore Falls	Livermore Falls High School
1990	Michele Lettiere*	Brunswick	Waynflete School
1991	Agnes Dailey	Brunswick	Brunswick Junior High School

* Unable to attend colloquium.

MARYLAND

1989	Ralph Van Inwagen	Rockville	St. Andrew's Episcopal School
1990	Hunter Nesbitt	Baltimore	Harman Elementary School
1991	Judith Pittenger	Baltimore	Roland Park Country School

MASSACHUSETTS

1989	John Cameron	Wellesley	Dana Hall School
1990	Caleb Bach	Deerfield	Deerfield Academy
1991	Berta Berriz	Jamaica Plain	Sarah Greenwood School
1992	Sharon Hamilton	Watertown	Buckingham Browne & Nichols School
1992	Helen Karydas	Sharon	Boston Latin School
1992	Melody Lee	West Newton	Somerville High School
1992	Bruce Rettman	Sudbury	Algonquin Regional High School
1992	Anne Serafin	Newtonville	Newton North High School
1992	William Wharton	Needham	Commonwealth School

MICHIGAN

1989	Barbara Whittaker	Traverse City	Kingsley High School
1990	Donald Burke	Mayville	Northwestern High School
1991	Elida Giles	Ann Arbor	Ann Arbor Pioneer High School
1992	Terry Blackhawk	Detroit	Mumford High School

MINNESOTA

1989	Marjorie Bingham	Minnetonka	St. Louis Park High School
1990	Lee Smith	Minnetonka	St. Louis Park High School
1991	Mary Lou Brandvik	Bemidji	Bemidji Area Schools

MISSISSIPPI

1989	Patsy Ricks*	Jackson	Jackson Preparatory School
1990	Charles Weeks	Jackson	St. Andrew's Episcopal School

MISSOURI

1989	Mardella Harris	St. Louis	Hazelwood East High School
1990	Kathleen Elifrits	Rolla	Rolla High School
1991	William George	Webster Groves	St. Louis University High School

MONTANA

1989	Rebecca Cox	Helena	Helena High School
1990	Donald Burgess*	St. Ignatius	Two Eagle River School
1991	Yvonne Sundberg	Butte	West Elementary School

* Unable to attend colloquium.

- MORE -

NEBRASKA

1989	Betty Kort	Hastings	Hastings Senior High School
1990	Edward Rauchut	Omaha	Central High School
1991	Diane Bartels	Lincoln	Brownell Elementary School

NEVADA

1989	Sandra Ventre	Crystal Bay	Incline High School
1990	Audrey Cournia	Sparks	Edward Reed High School
1991	Mary Lujan	Las Vegas	Sunrise Acres Elementary School

NEW HAMPSHIRE

1989	Douglas Rogers*	Exeter	Phillips Exeter Academy
1990	Elinor Thorsell	Laconia	Memorial Middle School
1991	Mark Birdsall	Lyndeborough	Pine Hall Waldorf School

NEW JERSEY

1989	Marie-Helene Davies*	Princeton	Princeton Day School
1990	James Walsh	Johnson	Vernon Township High School
1991	Theresa Hagan	Browns Mills	Pemberton Township High School
1992	Loren Leek	Hawthorne	Ridgewood High School

NEW MEXICO

1989	Philip Davis*	Santa Fe	Pojoaque Middle School
1990	Leonora Durrett	Albuquerque	Taylor Middle School
1991	Martha Heard	Albuquerque	Highland High School

NEW YORK

1989	Susan Meeker	New York City	Hunter College High School
1990	William Everdell	Brooklyn	Saint Anne's School
1991	Shela Pearl	Great Neck	Great Neck South High School
1992	Audrey Maurer	Roosevelt Island	Hunter College High School
1992	Walter Schneller	Tarrytown	Hackley School

NORTH CAROLINA

1989	Esther Dunnegan	Morrisville	Athens Drive High School
1990	Beth Smith	Durham	Neal Middle School
1991	Scott Culclasure	Greensboro	Central High School
1992	Emily Warner	Durham	Charles E. Jordan High School

NORTH DAKOTA

1989	Marsha Looyson	(Abilene, KS)	Minot High - Central Campus
1990	June Smith	Jamestown	Jamestown Senior High School

* Unable to attend colloquium.

OHIO

1989	Beneth Morrow	Perrysburg	Maumee Valley Country Day School
1990	Joyce Dyer	Aurora	Western Reserve Academy
1991	Nancy Humbach*	Cincinnati	Finneytown High School
1992	Daniel Dyer	Aurora	Harmon Middle School

OKLAHOMA

1989	Glenda Peters	Norman	Longfellow Middle School
1990	Nancy Goodwin	Clinton	Clinton High School
1991	Lois Lawler	Norman	West Mid High

OREGON

1989	David Streight	Portland	Oregon Episcopal School
1990	Janet Martin	Portland	Grant High School
1991	Michele Stemler	Portland	Thomas Jefferson High School
1992	Ted Dreier	Portland	Ockley Green Middle School
1992	Dennis Dummer	Otis	Taft High School
1992	Pamela Vohnson	Portland	Oregon Episcopal School

PENNSYLVANIA

1989	Joseph Phillips	Philadelphia	Central High School
1990	Lee Percy	Merion	Episcopal Academy
1991	Lynne Strieb	Philadelphia	Greenfield School
1992	Ellen Cronin	Drexel Hill	Hillcrest Elementary School

PUERTO RICO

1989	Rosa Feliciano*	San Sebastian	Departamento de Instruccion Publica
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RHODE ISLAND

1989	John Juhasz*	Providence	Moses Brown School
1990	Jeffrey Simpson	Middletown	St. George's School
1991	Peter Thompson	Providence	Moses Brown School

SOUTH CAROLINA

1989	Suzanne Linder	Columbia	Bennettsville High School
1990	Thomas Barnes*	(France)	McCracken Junior High School
1991	Idris McElveen	(Menlo Park, CA)	Spring Valley High School

SOUTH DAKOTA

1989	Mary Fiedler	Brookings	Brookings High School
1990	William Thompson	Sioux Falls	Lincoln Senior High School
1991	Janice Seeley	Aurora	Brookings Middle School

* Unable to attend colloquium.

TENNESSEE

1989	Carol Transou	Johnson City	Science Hill High School
1990	Laurel Eason	(Statesville, NC)	Battle Ground Academy
1991	Jospeh Gawrys*	Chattanooga	Baylor School

TEXAS

1989	Alexandra Dailey	Austin	Porter Middle School
1990	Ned Tuck	Dallas	Robert E. Lee High School
1991	Theresa Kohl	Irving	Trinity Valley School
1992	Lucila Garza	Austin	Spicewood Elementary School

UTAH

1989	Steven Bickmore	West Jordan	West Jordan High School
1990	Cynthia Finder	(Nashville, TN)	Edison Elementary School
1991	Rebecca Gardner*	Provo	Mountain View High School

VERMONT

1989	Jane Goodman*	South Burlington	Essex Junction Educational Center
1990	Lawrence Abbott*	Orwell	Benson Village School
1991	Andrea Alsup	Woodstock	Woodstock Union High School
1992	Kathleen Manchester	Charlotte	South Burlington High School
1992	Kathleen McMullan	Hartland	Hartland Elementary School

VIRGIN ISLANDS

1989	Marina de Salem*	St. Thomas	Charlotte Amalie High School
1990	Raymond Ross	St. Croix	Claude O. Markoe School
1991	Jacqueline Pryor-Ashe*	St. Croix	Evelyn M. Williams Elementary School

VIRGINIA

1989	John Noffsinger*	Norfolk	North Cross School
1990	Mary Jane Adams	Arlington	T. C. Williams High School
1991	Mary Lyons	Charlottesville	Venable Elementary School
1992	Larry Duncan	Norfolk	Norfolk Catholic High School
1992	Roberta Schildt	Falls Church	H. B. Woodlawn Alternative Program

WASHINGTON

1989	Judith Lightfoot	Seattle	Lakeside School
1990	Richard LaBelle	Spokane	Gonzaga Preparatory School
1991	Sally Fitch	Yakima	Eisenhower High School

* Unable to attend colloquium.

WEST VIRGINIA

1989	Linda Pinnell	Fairmont	Fairmont Senior High School
1990	Rosalie Blaul	Charleston	Capitol High School
1991	Phyllis Graham	Charleston	Roosevelt Junior High School

WISCONSIN

1989	Karolyn Welty*	Whitewater	Whitewater High School
1990	Julia Werner	Milwaukee	Nicolet High School
1991	Thuy Pham-Rennmele	Madison	Shorewood Hill Elementary School
1992	Jean Fleet	Milwaukee	Riverside University High School
1992	Sandra Stark	Milwaukee	Rufus King School for the College Bound

WYOMING

1989	Roderick Laird	Saratoga	Saratoga Middle School
1990	Michael Zecher	(Port Townsend, WA)	Dubois High School

* Unable to attend colloquium.

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