



National
Endowment
for the
Humanities

Division of
Fellowships and
Seminars

Seminar
Descriptions

*1984
Summer
Seminars for
Secondary School
Teachers*

*1984
Summer
Seminars for
Secondary School
Teachers*

1984 Summer Seminars for Secondary School Teachers

This program of Summer Seminars for Secondary School Teachers is administered by the Fellowships and Seminars Division of the National Endowment for the Humanities, a federal agency created by Congress in 1965 to support projects of research, education, and public activity in the humanities. Other programs currently offered by the division are the Summer Seminars for College Teachers, Summer Stipends, Fellowships for Independent Study and Re-

search, Fellowships for College Teachers, Faculty Graduate Study Program for Historically Black Colleges and Universities, Constitutional Fellowships, and Fellowships at Centers for Advanced Study. Further information about any of these programs is available upon request. Please write to the Division of Fellowships and Seminars, National Endowment for the Humanities, Washington, D.C. 20506.

Purpose and History of the Program

Summer Seminars for Secondary School Teachers are offered by the National Endowment for the Humanities in order to provide teachers of grades 7 through 12 a unique opportunity for advanced study. For four, five, or six weeks during the summer, depending on the seminar, the fifteen individuals selected to participate in each seminar will work under the direction of a distinguished teacher and active scholar in an area of mutual interest. They will study seminal works in the humanities, exploring them in a systematic and thorough way. Through reading, writing, and reflection, and through frequent discussions—formal and informal—with the seminar director and with other teachers from across the country, seminar participants will increase their knowledge and enhance their ability to impart an understanding of the humanities to their students.

These seminars are especially designed for this program and are not intended to duplicate courses normally offered by graduate departments. Although graduate credit will not be given for them, upon completion of the seminar each participant will receive a certificate and a statement from the director specifying the equivalency of the seminar to graduate course credit. Although each seminar will have a common emphasis on the close study of seminal works, there will be a wide choice of subjects and areas covered, from ancient civilization to modern. The topics are designed not only to ap-

peal to teachers whose specific field is covered by a seminar, but to be of general interest as well and thus to appeal to teachers in many fields. All seminars will have a primarily substantive focus. Although problems in conveying to secondary school students an understanding of the material studied in the seminar may, naturally, be discussed from time to time, the planning of curricula and other pedagogical concerns are not central to the purpose of the program.

The program began in the summer of 1983, when it supported fifteen seminars for 225 secondary school teachers. Because of the wide interest in the program and with the aid of major funding from the Andrew W. Mellon Foundation, the program will expand significantly during the summer of 1984. Dealing with a wide variety of topics and texts, from Homer to García Márquez, 51 seminars will be offered for 765 participants at 47 different institutions across the United States.

Stipend and Tenure

The seminars will be four, five, or six weeks in length. Teachers selected to participate in the program will receive a stipend of \$1,700, \$2,025, or \$2,350, depending on the length of their seminar. The stipend is intended to cover travel expenses to and from the seminar location, books and other research expenses, and living expenses for the tenure of the seminar.

Participants are required to remain at the seminar location until the final meeting of the group, and to spend

their full time on personal study for the entire tenure period. During this time, they may not undertake teaching assignments or any other professional activities unrelated to their participation in the seminar.

Eligibility Requirements

To be eligible for the program, an individual must be a full-time or regular part-time teacher at a public, private, or parochial school, grades 7 through 12. Preference will be given to those who have been teaching at least three years. An individual may apply to only one seminar in any one year; those found to have applied to more than one will be declared ineligible for a place in a seminar.

Only teachers at schools in the United States or its territorial possessions or Americans teaching American students abroad are eligible for this program.

Teachers who have participated in a previous Seminar for Secondary School Teachers are not eligible to apply for 1984.

How to Apply

For more detailed information about the requirements and subject matter of individual seminars and about the availability of housing, and for application instructions and forms, please write directly to the seminar directors at the addresses indicated on the following pages.

Since each of these seminars is open to teachers in all disciplines, prospective applicants in making their selections should be aware that in the pilot program there was a sig-

nificant difference in the number of applications for each seminar. Among the factors contributing to this range were the desirability of the seminar location and the familiarity of the texts to be studied.

Contents

Classical and Medieval Literature 6
Comparative and Modern Literature 8
English and American Literature 12
History 17
Modern Language and Literature 21
Political and Social Science 22
Religious Studies and Philosophy 24
Index of Seminar Directors 27

1984 Summer Seminars for Secondary School Teachers

Classical and Medieval Literature

Fleming, John V.
Department of English
Princeton University
Princeton, New Jersey 08544
(Seminar Location, The Bread
Loaf School of Middlebury College,
Middlebury, Vermont)

The Classical Heritage of Medieval European Literature

June 25–August 3, 1984

Beginning with a study of the major poetry of Vergil and Ovid, the seminar will focus upon the dynamic relationships between the Latin classics and several of the most important monuments of medieval Christian literature, including the *Confessions* of Augustine, the *Consolation of Philosophy* of Boethius, the *Romance of the Rose* of Guillaume de Lorris and Jean de Meun, the *Inferno* of Dante, and the lyric poems of Petrarch. Working with modern English versions, the seminar will examine each of these classical and medieval masterpieces in its own right, in terms of the relationships between classical antiquity and the Christian Middle Ages, and in terms of the impact of one author upon another.

Galinsky, G. Karl
Department of Classics
The University of Texas
Austin, Texas 78712
(Seminar Location, University of
Colorado, Boulder)

The Iliad, the Odyssey, and the Aeneid

June 25–August 3, 1984

Among the most influential works of the western heritage, Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid* will be explored by the seminar from various perspectives that will lead participants to an increased appreciation of the richness and meaning of these poems both in their own time and for the modern world. These perspectives include literary strategy and poetic composition, the representation of values or conflict of values, and the reflection of Greek and Roman society and culture. Since the *Aeneid* was meant to be a Roman *Odyssey-Iliad*, the seminar will compare the three epics, noting their different emphases and the reasons for their appeal through the ages. The seminar will also examine and debate such central issues as the changing concept of the hero and heroic behavior and the poets' view of the relation between gods and men.

McCall, Marsh H., Jr.
Department of Classics
Stanford University
Stanford, California 94305

Aeschylus, Sophocles, Euripides: Performance and Interpretation of Greek Tragedy

June 25–August 3, 1984

Concerned with both the original setting of Greek drama and its most important interpretative problems, this seminar will read (in translation) and discuss about a dozen tragedies, including the *Oresteia* and *Prometheus* of Aeschylus, *Antigone*, *Oedipus Rex* and *Electra* of Sophocles, and *Hippolytus*, *Trojan Women*, *Helen*, and *Bacchae* of Euripides. After examining questions concerning ancient performances and productions, audience expectations, and the ways in which the surviving corpus of Greek tragedy colors modern understanding of the originals, participants will address several interpretative issues. Thematic and critical topics for discussion will include fate and free will, justice and the family, the individual and the state, guilt and innocence, politics and tragedy, the gods and man, Aristotle's view of tragedy, and the limits of tragedy. Teachers of literature and drama, as well as those interested in the ancient world, are invited to apply.

Peradotto, John J.
Department of Classics
Clemens Hall
SUNY at Buffalo
Buffalo, New York 14260

Homer, Vergil, Dante: Continuity and Change in Epic Literature

June 25–August 3, 1984

This seminar explores the epic form generically by concentrating on Homer's *Odyssey*, Vergil's *Aeneid*, and Dante's *Divine Comedy*. Topics for discussion include the differences between oral and written epic literature, the corresponding differences between so-called non-literate and literate modes of thought and culture, the problems associated with the "exalted style," and the psychology, sociology, and anthropology of "hero-worship" and its effect on the epic genre. Participants will also address the content of epic literature and the major questions of human concern raised by epic poets: What is the purpose of human existence? What is the source of evil? What are the virtues and perils of individualism? What constitutes a salutary orientation toward death, the other sex, time, God or the gods? What is a good person?

Redfield, James M.
Committee on Social Thought
1126 East 59th Street
University of Chicago
Chicago, Illinois 60637
(Seminar Location, Dartmouth
College, Hanover, New Hampshire)

The Iliad and the Odyssey

July 9–August 3, 1984

This seminar will explore the *Iliad* and the *Odyssey* of Homer as enduring classics of narrative art. Partici-

pants will be introduced to the problems of translation and of interpreting a text in translation. The seminar will proceed by discussion, working from plot and character to the themes of the epics and to their context in the oral poetic tradition and in the historical setting of their composition. Readings in Homeric scholarship and criticism will be used to help illuminate the current and enduring meanings of the poems and individual participants will be encouraged to explore their own interests through informal written work. Teachers who have found Homer important in their teaching or who would like to explore the poems further are invited to apply.

Teachers interested in Classical and Medieval Literature should also be aware of the following seminars listed under other disciplinary headings:

History—Cook
English and American Literature—Peck

Comparative and Modern Literature

Bermel, Albert
Speech and Theatre Department
The Herbert H. Lehman College of CUNY
Bedford Park Blvd. West
Bronx, New York 10468

Ibsen, Strindberg, Chekhov, and Shaw as Contemporary Playwrights

June 25–August 3, 1984

Studying in detail twelve plays selected by participants (three plays by each of the four dramatists), this seminar will encourage the adventurous teaching and staging of Ibsen, Strindberg, Chekhov, and Shaw in secondary schools. Particular attention will be given to the roles of women in the plays, recent commentary by critics, and productions by outstanding American and European directors of theatre, films, and television. Participants will attend a play a week in New York, and one seminar meeting per week will be devoted to the analysis of the live performance.

Cooke, Michael G.
Yale University
53 Wall Street
P.O. Box 2145
New Haven, Connecticut 06520

Conrad, Ellison, García Márquez: Estrangement and Self-Fulfillment

June 25–August 3, 1984

This seminar will concentrate on three major works of twentieth-century fiction: Joseph Conrad's *Heart of Darkness*, Ralph Ellison's *Invisible Man*, and Gabriel García Márquez's *One Hundred Years of Solitude*. These texts will be intensively explored for their own sakes, as outstanding documents in the European, the black American, and the Latin American traditions. At the same time, threads of common interest will be taken up as a way of suggesting both continuity in the modern tradition and community of vision across national boundaries. Topics for discussion will include the problem of isolation or

estrangement from a system of social values, the need for self-realization, the implications of war, the uses of eloquence, and the problem of self-delusion.

Foster, David William
Department of Foreign Languages
Arizona State University
Tempe, Arizona 85287

Vasconcelos, Paz, Rulfo, Fuentes, Poniatowska: Twentieth-Century Mexican Literature

June 25–July 27, 1984

This seminar will closely examine five key texts of modern Mexican literature: José Vasconcelos' *The Cosmic Race*, Octavio Paz's *The Labyrinth of Solitude*, Juan Rulfo's *Pedro Páramo*, Carlos Fuentes' *Where the Air is Clear*, and Elena Poniatowska's *Massacre in Mexico*. Based on the premise that American teachers of literature and social studies will profit from an introduction to the literature and culture of Mexico, a country that enjoys an extensive social and political interaction with the United States, the seminar will discuss various aspects of an important foreign culture in a specifically Latin American context. Topics for discussion include the identification of literary traditions in Mexico, international versus national cultural priorities, the role of the writer in Mexican society, official versus countercultural writing, the social commitment of Mexican writers, and the problems associated with an adequate analysis of foreign literatures. Knowledge of Spanish is not essential for participation in the seminar.

Gittleman, Sol
German Department
East Hall
Tufts University
Medford, Massachusetts 02155

Hesse, Mann, Grass: Three German Texts and the Road to Hitler

July 2–July 27, 1984

This seminar will examine the roots of Nazism through an analysis of three seminal texts: Hermann Hesse's *Demian*, Thomas Mann's *Mario and the Magician*, and Günter Grass's *The Tin Drum*. The rise of German totalitarianism and the forces that led to the terrors of an authoritarian state where the citizens voluntarily gave up their freedom may be understood through an analysis of Hesse's novel, which reveals the extent to which the philosophy of Nietzsche permeated Germany before Hitler; Mann's novella, which suggests the philosophical intent and charismatic experience of the twentieth-century dictator; and Grass's post-war epic, which in its indictment of Nazism questions how it happened. The seminar will deal with issues of political and moral significance rising from the historical understanding of Hitlerism, including the character of socialism in its nationalistic and racist form, the meaning of freedom, and the nature of authoritarianism. Knowledge of German is not essential for participation in the seminar.

Heller, Peter

Department of Modern Languages
Clemens Hall
SUNY at Buffalo
Buffalo, New York 14260

*Goethe, Nietzsche, Mann, Kafka,
Brecht: The Quest for Greatness*

June 18–July 20, 1984

This seminar will focus on a major theme of modern German literature, the Promethean quest for greatness, through explication and discussion of five key texts: Johann Wolfgang von Goethe's *Faust*, Friedrich Nietzsche's *Thus Spake Zarathustra*, Thomas Mann's *Death in Venice*, Franz Kafka's *The Castle*, and Bertolt Brecht's *Galileo*. After examining the striving for self-deification of the Faustian hero, along with the super-humanity proclaimed by the Nietzschean prophet, participants will study the three twentieth-century works recording tragic failures in the quest for greatness. Attention will also be given to dominant tendencies in style, character portrayal, plot, and philosophy of each work. Knowledge of German is not essential for participation in the seminar.

Langlois, Walter G.

Department of Modern Languages
Box 3603 University Station
University of Wyoming
Laramie, Wyoming 82071

*Gide, Malraux, Sartre, Camus:
Ethical Dimensions of the Modern
French Novel*

June 25–July 27, 1984

This seminar will analyze five French "metaphysical" novels which deal with the modern condition from an ethical and moral perspective: André Gide's *The Immoralist*, André Malraux's *Man's Fate* and *Man's Hope*, Jean Paul Sartre's *Nausea*, and Albert Camus's *The Exile and the Kingdom*. Emphasizing close reading and explication of the texts, the seminar will also consider the work of each writer in the context of the ethical, moral, and political preoccupations of his generation. Participants will consider the ethical issues raised by each novel, including the meaning of existence, the purpose and direction of life, and the search for values by which to live. Knowledge of French is not expected for participation in the seminar.

Sharp, Ronald A.

Department of English
Kenyon College
Gambier, Ohio 43022

*Aristotle to Hellman: The Literature
of Friendship*

June 25–August 3, 1984

This seminar will explore the neglected but crucial tradition of writing about friendship through close examination of such major works as William Shakespeare's *Merchant of Venice*, Ernest Hemingway's *The Sun Also Rises*, Fred Uhlman's *Reunion*, Lillian Hellman's "Julia," the poems and letters of John Keats, and essays by Aristotle, Cicero, Montaigne, Samuel Johnson, and Lewis Hyde. Clarifying the central elements of the tradition, participants will consider

several questions raised by the texts: What is friendship? How are friends chosen? How are friendships affected by particular cultural, historical, political, or economic circumstances? What makes friendships flourish or decay? What is the role in friendship of virtue, loyalty, sincerity, equality, privacy, and form? Are friends needed more in good fortune or bad? How do friendships differ during different stages of life? Do friendships take different forms among and between men and women? Teachers of any discipline in the humanities or social sciences are invited to apply.

Silbajoris, Frank R.

Department of Slavic and East European Languages and Literature
Ohio State University
1841 Millikin Road
Columbus, Ohio 43210

*Tolstoy's War and Peace: The Novel
as Total Experience*

June 25–August 3, 1984

Tolstoy's *War and Peace* is several novels in one. Its epic voice, speaking of a massive, unified flow of time and events, actually balances the dramatic tensions among different narrative modes. It may be seen as a historical novel, a novel of ideas—telling of a search for meaning in life—a traditional romance, a psychological novel, a novel of social criticism, and even a "novelistic essay" on war, freedom, and history. The joy of reading the novel comes from the rich, complex experience of discovering how these varied modes interlock to

create a single structure much greater than the sum of its parts. The seminar is to function as a group of individuals, a symposium, making this discovery together in the process of close reading of the text and an ongoing, free exchange of ideas. In the end, all these ideas should work together in a comprehensive act of reading which may then be extended toward any other literary texts, particularly in the genre of the novel.

Solon, Katherine M.

The Blake Schools

Solon, Paul D.

Department of History
Macalester College
1600 Grand Avenue
St. Paul, Minnesota 55105
(Seminar Location, Macalester College)

*Shakespeare, Cooper, Stendhal,
Renoir, Orwell: Artistic Imagination
and Historical Understanding*

July 9–August 3, 1984

This seminar will consider five great historical fictions to illustrate the evolution, range, and potential of historical fiction as a genre: William Shakespeare's *Henry V*, James Fenimore Cooper's *Last of the Mohicans*, Stendhal's *The Red and the Black*, Jean Renoir's *Grand Illusion*, and George Orwell's *1984*. Varying widely in style, format, era of creation, and temporal setting, these works will provide teachers of literature and of social studies with heightened appreciation of the genre at its best and elicit discussion of a number of issues relating to the general question:

How do fictional recreations of historic circumstance relate to traditional historical narratives?

Wertheim, Albert
Department of English
Indiana University
Bloomington, Indiana 47405

Contemporary Literature of Africa, the West Indies, and the Pacific

June 25–August 3, 1984

This seminar will examine the rich body of post-colonial literature by writers from West, East, and South Africa; from Trinidad and Barbados; and from Samoa and New Zealand. Works to be studied—some of the most important contemporary literature written in English—include Chinua Achebe's *Things Fall Apart*, Peter Abrahams' *Mine Boy*, V. S. Naipaul's *A Bend in the River*, and Albert Wendt's *Leaves of the Banyan Tree*. Despite geographic distances, these works share such common themes as the impact of colonialism on native culture, the upheavals of post-colonial politics, and the vexed problems of modernization. Literature from these regions can introduce readers to cultures with which they share a common language but about which they have hitherto known little and can provide a global context in which to understand domestic and personal problems.

Teachers interested in Comparative and Modern Literature should also be aware of the following seminars listed under other disciplinary headings:

English and American Literature—*Hall*
Modern Language and Literature—*Berk, Pupo-Walker, Wylie*

English and American Literature

Buell, Lawrence
Department of English
Oberlin College
Oberlin, Ohio 44074

Hawthorne, Stowe, Thoreau, Dickinson: Romantic Imagination in New England

July 16–August 10, 1984

This seminar will center on Nathaniel Hawthorne's *Scarlet Letter*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Henry David Thoreau's *Walden*, and selected Emily Dickinson lyrics. These key texts will be studied in pairs based on generational, generic, gender, and ideological distinctions and will be supplemented by readings from Emerson's essays and Melville's short fiction as well as by the shorter works of Hawthorne, Stowe, and Thoreau. Topics to be investigated include the relation of the individual to community and tradition, the importance of theological and social contexts in determining individual themes and styles, and the significance of gender difference as a clue to thematic and stylistic emphases.

Christ, Carol T.
Department of English
University of California
Berkeley, California 94720

The Brontës, Eliot, Dickens, Hardy: Five Victorian Novels

June 25–August 3, 1984

This seminar will study five Victorian novels—Charlotte Brontë's *Jane Eyre*, Emily Brontë's *Wuthering Heights*, George Eliot's *The Mill on the Floss*, Charles Dickens' *Great Expectations*, and Thomas Hardy's *Jude the Obscure*. Beginning with close readings of selected passages, participants will seek to understand the relationship each novel creates between the protagonist and society, the model of psychological development that the novel envisions, and the way that model is embedded in social institutions and values. Attention will also be given to the techniques by which character, world, and event are created in each novel and to the strategies by which each novelist gives them representational reality.

Diehl, Huston
Department of English
University of Oklahoma
Norman, Oklahoma 73019
(Seminar Location, Colorado College, Colorado Springs)

Milton's Paradise Lost

June 25–August 3, 1984

This seminar will be an intense and comprehensive reading of Milton's *Paradise Lost*. Although the text of this great poem will be the central focus, participants will also develop an awareness of seventeenth-century English culture and the contrasts between it and the culture of the twen-

tieth century. Through a comparison of seventeenth-century and modern assumptions about the world, language, and literature, participants will enrich their response to and understanding of Milton's poetry and discover the continuity between Milton's and their own cultures. To that end the seminar will discuss the central theological, philosophical, social, aesthetic, and psychological issues raised by the poem, proceeding from the text to questions central to all of the liberal arts.

Folsom, Edwin
Department of English
308 English Philosophy Bldg.
University of Iowa
Iowa City, Iowa 52242

Whitman's Leaves of Grass: Interplay between Poem, Poet, and Place

June 25–August 3, 1984

This seminar will study Walt Whitman's *Leaves of Grass*, the most culturally absorptive of American texts. Since Whitman set out to absorb a life, a place, and a time in *Leaves of Grass*, to understand this poetic masterpiece participants will need to investigate such areas as nineteenth-century political and social history, science and medicine, feminism and sexuality, and Whitman's own life. The seminar will discuss the ways Whitman evolved an art form that tried to be continually open and responsive to his changing environment and to the emerging history of the time. Participants should discover why *Leaves of Grass* continues to be

the poetic text most responded to by twentieth-century American writers.

Grob, Alan

Department of English
Rice University
Houston, Texas 77001

Wordsworth and Keats: Versions of Romanticism

June 25–August 3, 1984

This seminar will thoroughly study some of the most important and most familiar poems in English Romanticism: the odes and lyrics of William Wordsworth along with a substantial portion of his autobiographical epic, *The Prelude*; and the odes, sonnets, and shorter narrative poems of John Keats. Although initially emphasizing close readings of the major texts, along with the techniques and strategies of close reading itself, participants will also consider these poems as products of a revolutionary age, responses to the major crisis in thought and culture that occurred in European civilization at the end of the eighteenth century. Finally, the seminar will consider several alternative approaches to literature through readings in psychological theory and the theory of myth, models that will serve as interpretative tools in the study of Wordsworth and Keats.

Hall, Michael L.

Department of English
Centenary College of Louisiana
Shreveport, Louisiana 71104

*Montaigne, Bacon, Donne:
Emergence of the Essay and the Idea
of Discovery*

June 25–August 3, 1984

This seminar will examine the emergence of the essay as a new literary genre against the background of Renaissance discoveries in the sciences, particularly astronomy and geography, by analyzing Michel de Montaigne's *Essais*, Francis Bacon's *Essays*, and John Donne's *Essays in Divinity* and *Devotions upon Emergent Occasions*. All of these works share a common spirit of exploration and discovery which can be observed not only in their content but also in their style and rhetorical strategies. Topics for consideration include the variety of ways in which these texts are both products of, and responses to, the Renaissance idea of discovery, and the fertile relationship between science and literature.

Harding, Walter

Blake D-104
SUNY, College at Geneseo
Geneseo, New York 14454
(Seminar Location, Concord, Massachusetts)

*Thoreau, Emerson, Hawthorne: The
Concord Authors*

July 2–August 10, 1984

This seminar will intensively study Henry David Thoreau's *Walden* and "Civil Disobedience," selected essays of Ralph Waldo Emerson, and various tales of Nathaniel Hawthorne against the background of Concord.

Readings from the primary texts will be supplemented by studies of Transcendentalism and by critical and biographical works on the three authors as well as by field trips to their Concord homes, to the places about which they wrote, and to museums and libraries devoted to their works.

Knapp, Robert S.

Department of English
Reed College
3203 S.E. Woodstock Blvd.
Portland, Oregon 97202

Shakespeare: The Question of Genre

June 25–August 3, 1984

In order to see how William Shakespeare establishes and exploits the conventions of different dramatic genres, this seminar will examine four plays: *Henry IV* (Part I), *As You Like It*, *King Lear*, and *The Winter's Tale*. Because dramatic conventions challenge both modern and Elizabethan notions of what is "natural," the seminar will also deal with the epistemological, ethical, and aesthetic implications of different ways of ordering experience. Topics to be considered include the definition of genre, the differences between modern and Shakespearean assumptions about genre, the relationship in the four plays between artifice and nature, the connection between genre and gender, and how the question of genre affects the reading and production of these plays.

Lund, Michael

Department of English, Philosophy,
and Foreign Languages
Longwood College
Farmville, Virginia 23901

*Dickens, Eliot, James: Great Serial
Novels*

July 2–August 3, 1984

This seminar will study three great serial novels of the nineteenth century: Charles Dickens' *Nicholas Nickleby*, George Eliot's *Middlemarch*, and Henry James's *Portrait of a Lady*. Participants will approach these long novels in their original installments—*Nicholas Nickleby* in twenty monthly parts including advertisements and illustrations, *Middlemarch* in eight half-volumes issued separately at bi-monthly intervals, and *Portrait of a Lady* in fourteen monthly periodical installments. Emphasis will be placed on the critical understanding of the serial form by which so many masterpieces of fiction first fixed themselves in the consciousness of their age. Topics for discussion include the reader's response to serial publication, its effect on character and plot development, and the implications of such an approach for the contemporary classroom and modern critical assumptions.

Peck, Russell A.

Department of English
University of Rochester
Rochester, New York 14627

Chaucer's Canterbury Tales

June 25–August 3, 1984

This seminar will provide intense analysis of Chaucer's *Canterbury Tales*, primarily on their own terms, but also in terms of their place in the Chaucer canon and in the late fourteenth-century English literary and social scene. Giving careful attention to the Middle English text in an effort to recreate the excitement of Chaucer's new literary language, participants will also read Chaucer's *Book of the Duchess* and *Troilus and Criseyde* in Middle English and Boethius' *Consolation of Philosophy* in Modern English. The seminar will engage the philosophical, psychological, and social issues as Chaucer perceived them and as they apply today in order to understand why Chaucer has often been acclaimed the most philosophical of the English poets and second only to Shakespeare in the breadth and astuteness of his vision of human nature.

Sitter, John
Department of English
Emory University
Atlanta, Georgia 30322

Swift and Twain: Ironists in Context

June 25–August 3, 1984

This seminar will examine the cumulative achievement of the two greatest ironists writing in English. Participants will read Jonathan Swift's book-length satires, *A Tale of a Tub* and *Gulliver's Travels*, and several shorter works; and Mark Twain's *Huckleberry Finn*, *A Connecticut Yankee in King Arthur's Court*, *Pudd'nhead Wilson*, *Mysterious Stranger*, and some short satires. Additional readings in

biographical sources, historical works, and literary criticism will help establish the personal, public, and generic contexts useful for re-discovering these writers. Attention will be given to the inner and outer motivations for irony and its particular satisfactions, as well as to the relation of the childlike playfulness of both Swift and Twain to their great power.

Vendler, Helen H.
Warren House 10
Department of English
Harvard University
Cambridge, Massachusetts 02138

Shakespeare, Keats, Whitman, Yeats: Lyric Poetry

June 25–August 3, 1984

This seminar will examine lyric poetry—what it is, how poets think of it, how critics write of it, and its contribution to the material culture of a nation (including the question of how American poetry distinguishes itself from the parent tradition). Concentrating on four books, Shakespeare's *Sonnets*, Keats's *Poems*, Whitman's *Leaves of Grass*, and Yeats's *Poems*, the seminar will also look at some contemporary American writing and manuscript sources. Topics include the nature of invention and elaboration; the development of a poet's style; archaizing, allegorizing, and myth in poetry; the relation of a poet to the fine arts and music; the rebellion of American art; compositional choices and their implication;

the structure of lyric; and the poem as cultural, historical, and personal document.

Zuckert, Catherine and Michael
Department of Political Science
Carleton College
Northfield, Minnesota 55057

Cooper, Twain, Faulkner, Heller: Return to Nature in American Literature

June 25–August 3, 1984

This seminar will explore the political significance of the return to nature in four seminal works of American literature: James Fenimore Cooper's *The Pioneers*, Mark Twain's *Huckleberry Finn*, William Faulkner's *The Bear*, and Joseph Heller's *Catch-22*. Participants will examine the novels of Cooper and Twain as classic examples of the hero's withdrawing from conventional society to live in the wild. In the face of urbanization and industrialization, however, returning to nature is much more problematic in the twentieth century. Thus the seminar will study the two twentieth-century works as attempts to reinterpret the classic theme and therein the meaning of American political principles.

Teachers interested in English and American Literature should also be aware of the following seminars listed under other disciplinary headings:

Comparative and Modern Literature—Cooke, Sharp, Solon, Wertheim
History—Jackson

History

Bernstein, Alvin H.
Department of Strategy
Naval War College
Newport, Rhode Island 02841

Machiavelli, Clausewitz, Mahan: Masterpieces of Strategic Thought

June 25–August 3, 1984

This seminar will analyze the use or threat of violence as an instrument of policy by studying three great works of strategic thought: Niccolò Machiavelli's *The Prince*, Karl von Clausewitz's *On War*, and A. T. Mahan's *The Influence of Sea Power Upon History*. Assuming that there is no single set of precepts by which all wars can be analyzed, the seminar aims to increase the ability of participants to think critically about war in general. Some consideration will also be given to three varieties of contemporary warfare—conventional, internal, and nuclear.

Bethel, Elizabeth Rauh
Department of Sociology
Lander College
c/o Elizabeth Rauh Bethel
Rhode Island Black Heritage Society
1 Hilton Street
Providence, Rhode Island 02905
(Seminar Location: Rhode Island Black Heritage Society)

Frederick Douglass: Black Autobiography and the Quest for Identity

June 25–August 3, 1984

Focusing on *The Life and Times of Frederick Douglass*, this seminar will consider both the possibilities and the limitations of autobiography in general and black autobiography in particular as a literary convention that records and interprets the past. Douglass' autobiography not only chronicles the life of an extraordinary individual, but also charts the course of abolitionism from the vantage point of a key participant in the movement. Through a textual analysis of the third revision of Douglass' autobiography, the seminar will examine such topics as the genre of the slave narrative, Afro-American life and culture in mid-nineteenth-century New England, Douglass' intellectual growth during his years of public life, and the problem of Afro-American identity.

Cook, William R.
Department of History
SUNY, College at Geneseo
Geneseo, New York 14454

Thucydides, Plutarch, Bede: Three Approaches to History

June 25–August 3, 1984

Through close examination of Thucydides' *The Peloponnesian War*, Plutarch's *Lives* (especially those of the major figures involved in the collapse of the Roman Republic), and Bede's *History of the English Church and People* and *Life of Saint Cuthbert*, this seminar will address two principal questions: What is the nature of historical inquiry and what is the im-

portance of historical writing? Participants will deal with these three extraordinary historians of antiquity and the Middle Ages not primarily as gatherers and disseminators of information, but as interpreters and analysts of the human condition. Questions to be considered include: Does the historian have the responsibility to make judgments? Should historians attempt to teach "ethics by example"? What are the limits of historical knowledge and of objectivity in historical writing? What is the relationship of biography to history? Are historical analogies useful? This seminar will be of interest to teachers of literature as well as to teachers of history.

Fladeland, Betty
Department of History
Southern Illinois University
Carbondale, Illinois 62901

Douglass, Fitzhugh, Stowe: Slavery and Antislavery in America

June 25–August 3, 1984

This seminar will examine the institution of slavery in the United States through the reading of three classics on the subject: Frederick Douglass' *My Bondage and My Freedom*, setting forth the slave's experience; George Fitzhugh's *Cannibals All!*, a defense of the institution; and Harriet Beecher Stowe's *Uncle Tom's Cabin*, the most famous of all abolitionist indictments of slavery. In addition to these nineteenth-century works expressing the viewpoints of the slave, the master, and the abolitionist, the seminar will read seminal

works by twentieth-century historians investigating slavery and antislavery. The problem of distinguishing stereotypes and realities in the roles of male and female slaves, mistresses and masters, and abolitionist critics will be examined. Other topics will include the economic, political, and moral arguments engendered by proponents and opponents of slavery and the continuity of such arguments in the twentieth century.

Frye, Richard N. and Eden Naby
Center for Middle Eastern Studies
Harvard University
1737 Cambridge Street
Cambridge, Massachusetts 02138

Firdosi's Iranian Book of Kings: Myth, History, and Cultural Identity

June 25–July 27, 1984

This seminar will examine Firdosi's *Shahnameh*, the Iranian Book of Kings written about the year 1000. Like the Old Testament, the Book of Kings presents a perspective on creation and the story of man and includes colorful episodes and a high moral tone which have enabled it to form the cultural core for Iranians for over a millennium. Studying the poem first as a masterpiece of Persian literature and as representative of the epic in general, the seminar will analyze the *Shahnameh* as both a work of history and as a folk account of history. Topics to be discussed include the relationship between myth and history and the place of literature as history in the preservation of national identity.

Jackson, W. Turrentine
Department of History
University of California at Davis
Davis, California 95616

Turner, Parkman, Powell, Roosevelt, Cather: American Frontier Experience

June 25–August 3, 1984

This seminar will study five classics to gain an understanding of the frontier experience in the American West: F. J. Turner's "The Significance of the Frontier in American History," Francis Parkman's *The Oregon Trail*, John Wesley Powell's *Exploration on the Colorado River*, Theodore Roosevelt's *Ranch Life in the American West*, and Willa Cather's *My Ántonia*. Beginning with a close textual examination of Turner's immensely influential essay, participants will then study the three narrative or documentary histories. Emphasis will be upon the symbols and stereotypes of the West, a study in the myth and reality. The seminar will conclude with Cather's novel of frontier experience, analyzing such topics as the ethnic contribution to the occupation of the frontier, the role of women, town life and the sense of community, and the struggle for cultural achievement and fulfillment.

Mahoney, Michael S.
Program in History of Science
220 Palmer Hall
Princeton University
Princeton, New Jersey 08544

Technology and the Human Experience

June 25–August 3, 1984

This seminar will study four major products of technology as a creative human activity: the medieval cathedral, the nineteenth-century factory, the Model T Ford, and the computer. In each instance, the object itself will serve as the central “text,” its structure and meaning forming the subject of the seminar’s inquiry, much as a symphony or a painting would constitute the focus of a humanities seminar on music or art. Since machines are not usually “read” in this way, the seminar will have a dual objective—an understanding of technology as a human enterprise and an exploration of the means proper to its humanistic study. Based on the premises that contemporary human experience has included exponentially increasing control over the physical environment and that that control has both reflected and shaped human aspirations and values, the seminar will examine how changes in the sense of what is possible affect notions of what is natural, what is human, and what is humane.

Shenton, James P.
Department of History
c/o Summer Session Office
418 Lewisohn Hall
Columbia University
New York, New York 10027

Classical Studies in American Ethnic and Racial History

June 25–August 3, 1984

This seminar will consist of rigorous and supervised reading of several classic texts central to research in the history of slavery and immigration in America: Ulrich B. Phillips’s *American Negro Slavery* and *Life and Labor in the Old South*, Marcus Lee Hansen’s *The Atlantic Migration, 1607–1860*, Oscar Handlin’s *Boston’s Immigrants*, and Florian Zaniecki and William I. Thomas’s *The Polish Peasant in Europe and America*. Emphasis will be on the push-pull factors that explain the introduction of slavery into the United States and the factors underlying mass immigration. In addition to three weekly seminar meetings, participants will take walking tours of various sections of New York City where aspects of the ethnic and racial experience can be observed. A film program on the racial-ethnic experience will also be used.

Teachers interested in History should also be aware of the following seminars listed under other disciplinary headings:

Comparative and Modern Literature—Solon
Political and Social Science—McWilliams, Remini
Religious Studies and Philosophy—Benedetti and Moseley

Modern Language and Literature

(Proficiency in the appropriate foreign language is required.)

Berk, Philip R.
Department of Foreign Languages, Literatures, and Linguistics
University of Rochester
Rochester, New York 14627

Molière: Comedy as Pedagogy

June 25–August 3, 1984

This seminar will read the principal comedies of Molière, including both major masterpieces and some lesser-known works, to provide a sense of the playwright’s inventiveness and range. Focusing primarily on Molière’s language—its questioning of seventeenth-century concerns and commonplaces and its self-awareness of theatre as a valid metaphor of human life—the seminar will also explore the variety of theatrical genres within which Molière exercised and rejuvenated his comic vision, including medieval farce, commedia dell’arte, Plautine and Terentian comedy, the impromptu, comedy of manners, and *comédie-ballet*. Theories of laughter and the comic will be studied as well as the styles of classically trained French actors whose work has been preserved on film. Proficiency in French is required.

Pupo-Walker, Enrique
Box 1676
Station B
Vanderbilt University
Nashville, Tennessee 37235

The Spanish American Short Story in the Twentieth Century

June 18–July 27, 1984

This seminar will focus on the development of the Spanish American brief narrative in the twentieth century, including the works of Jorge Luis Borges, Julio Cortázar, Carlos Fuentes, and Gabriel García Márquez. First considering the historical perspective of the genre in the Spanish American context by studying such movements as naturalism and modernism, the seminar will concentrate on the systematic analysis of texts and literary currents prevailing in the past four decades. Topics for discussion include critical thought concerning literary creation, the rhetorical organization of the genre, correspondences between the short fiction of Spanish America and the United States, and the narrative techniques of film and fiction. Proficiency in Spanish is required. Teachers may apply in either Spanish or English.

Wylie, Laurence
1540 William James Hall
Harvard University
Cambridge, Massachusetts 02138

Nineteenth-Century French Classics in the Films of Jean Renoir

June 25–August 3, 1984

This seminar will read eight French novels, plays, and short stories of the nineteenth century from which Jean Renoir drew the subject matter for his films. Among authors to be studied will be Émile Zola, Gustave Flaubert, Guy de Maupassant, Prosper Mérimée, and Alfred de Musset. Participants will then study Renoir's scenarios and view and analyze the eight films based on the nineteenth-century works. The seminar will see how nineteenth-century values and themes were transformed to appeal to twentieth-century viewers while learning how to "read" a film. Proficiency in French is required.

Political and Social Science

Friedman, George
Department of Political Science
Dickinson College
Carlisle, Pennsylvania 17013

Karl Marx: Political and Social Thought

June 25–July 27, 1984

Although the social and political thought of Karl Marx is central to the debate about communism, both supporters and opponents of Marx often neglect to read him as carefully as he deserves. This seminar will read four key works by the founder of modern communism: *The 1844 Manuscripts*, *The Communist Manifesto*, *The German Ideology*, and parts of *Capital*. Participants will address the question of whether one should oppose or support communism's attempt to found regimes whose intent would be the reconstruction of

human life to its most minute details by analyzing several issues raised by Marx and contemporary Marxism. These include questions concerning Marx's analysis of capitalism, the inevitability of communism, the faithfulness of contemporary Marxist regimes to Marx's thought, and the relationship of communism to tyranny.

Jones, David C.
St. John's College
Santa Fe, New Mexico 87501

Aristotle and Hobbes: Foundation of the State

June 25–August 3, 1984

This seminar will closely examine three classic texts dealing with the fundamental questions of citizenship. Aristotle's *Ethics* and *Politics* and Thomas Hobbes's *Leviathan*. Questions to be addressed include: Is government natural or a man-made convention? Is it for the betterment of mankind or simply for mutual protection? Is government by contract and, if so, with whom, for what end, and with what terms is the contract made? Does the notion of "rights" presuppose a contract, liberty, equality? In the last week participants will consider the American *Declaration of Independence* and *Constitution* in light of Aristotle and Hobbes and with these questions in mind. Any teacher interested in political issues is invited to apply.

Markovitz, Irving L.
Department of Political Science
Queens College
Flushing, New York 11367

Great Issues of African Political Philosophy and Literature

June 25–August 3, 1984

This seminar will read several seminal works by African political and creative thinkers, including Kwame Nkrumah's *Ghana*, Leopold Senghor's *African Socialism*, Chinua Achebe's *Things Fall Apart*, and Peter Abrahams' *Mine Boy*. Critiquing each text by first establishing the author's basic objectives and then evaluating the logic of the argument within its own terms, participants will also examine broader historical trends and analyze how ideas have changed during distinct stages of political and economic development. Topics to be discussed include revolution and racism, the impact of colonialism and imperialism, African socialism, capitalism, liberalism, and democracy, the domestication and independence of women, and labor and repression in South Africa.

McWilliams, W. Carey
Department of Political Science
Livingston College
Rutgers University
New Brunswick, New Jersey 08903

Federalists and Anti-Federalists

June 25–August 3, 1984

This seminar will examine the framing of American political institutions

in the drafting and ratification of the Constitution of the United States, including the adoption of the Bill of Rights. Participants will read *The Federalist* and Herbert Storing's *What the Anti-Federalists Were For*, along with selected primary Anti-Federalist writings. Focusing on the political philosophy of the proponents of the Constitution and their appeal to a "new science of politics" as contrasted with the theories and opinions of their opponents, the seminar will also relate the debates at the time of the founding of American institutions to the subsequent direction of American political history and to contemporary American life.

Remini, Robert V.
Institute for the Humanities
University of Illinois
Chicago, Illinois 60680

Locke, Madison, Hamilton, Tocqueville: Evolution of Democracy

June 25–August 3, 1984

Through the intensive study of John Locke's *Second Treatise on Government*, the papers of James Madison and Alexander Hamilton in *The Federalist*, and Alexis de Tocqueville's *Democracy in America*, this seminar will study the progress and evolution of democracy from the colonial period to the mid-nineteenth century in America. Topics to be discussed include the ideology of revolution, the problems involved in structuring a representative government, and the meanings of republicanism and democracy.

Teachers interested in Political and Social Science should also be aware

of the following seminars listed under other disciplinary headings:

Comparative and Modern Literature—*Gittleman*

English and American Literature—*Zuckert*

History—*Bernstein*

Religious Studies and Philosophy—*Benedetti and Moseley, May*

Religious Studies and Philosophy

Benedetti, Robert R. and James G. Moseley

c/o James G. Moseley
Division of Humanities
New College of University of South Florida
5700 North Tamiami Trail
Sarasota, Florida 34580

Winthrop, Jefferson, and The Supreme Court: Religion and Politics in America

June 25–August 3, 1984

This seminar will explore the relationship between religion and politics in America by analyzing John Winthrop's *Journal* and Thomas Jefferson's letters. These key texts will be used to develop contrasting models for balancing the claims of church and state, linking them to the "free exercise" and "establishment" clauses of the United States *Constitution*. The seminar will also study Supreme Court opinions in which relations between church and state are at issue—prayer and Bible reading, creationism, polygamy, and military service—examining the philosophical

underpinnings of the justices in terms of their ability to integrate the Puritan and Enlightenment heritages exemplified by Winthrop and Jefferson. Teachers from all disciplines as well as teachers of American society are invited to apply.

Capps, Walter H.

Department of Religious Studies
University of California at Santa Barbara
Santa Barbara, California 93106

Tocqueville's Democracy in America: Religion in a Democratic Society

June 25–August 3, 1984

This seminar will study Alexis de Tocqueville's *Democracy in America* in order to focus on the role of religion within western culture and, particularly, within a democratic society. Analysis of this classic text will direct attention to the religious components of culture, encouraging the discussion of religion within the broader framework of cultural forces rather than along the narrower lines of parochial, dogmatic, or institutional concerns. The seminar will examine several topics raised by Tocqueville's description of nineteenth-century America that are still important for the functioning of a democratic society, including the roles of Catholicism and Protestantism, the conception and worship of deity, and the effects of war and racism.

Carroll, William E.

Department of History
Cornell College
Mt. Vernon, Iowa 52314

Aquinas and Galileo: Religion and Science

June 25–August 3, 1984

Investigating the relationship between faith and reason, one of the persistent themes of Western civilization, this seminar will concentrate on two major thinkers in the history of the encounter of religion and science, Thomas Aquinas and Galileo. In his commentaries and theological works, Aquinas analyzes the close relationship between faith and reason, discussing the Christian doctrine of creation and the extent to which reason can lead to a knowledge of God. Galileo, in his defense of Copernican astronomy, raises issues about the relationship between faith and reason, the interpretation of scripture, ecclesiastical authority, and the freedom of scientific inquiry. Galileo's *Dialogue Concerning the Two Chief World Systems* and the documents relating to his trial in 1633 raise issues that, like those Aquinas discusses, remain significant in modern society.

Cousins, Ewert H.

Theology Department
Fordham University
Bronx, New York 10458

Augustine, Bonaventure, Eckhart: The Mystical Journey

June 25–August 3, 1984

Exploring the major texts of three Christian mystical writers through the symbol of the journey, this seminar will study Augustine's *Confessions*, Bonaventure's *The Soul's Journey into*

God, and selected sermons of Eckhart. Perhaps the most central symbol in mystical literature, the journey offers ready access to the genre of mystical writing and the complex experience it expresses. The seminar will explore the symbol within its literary, historical, psychological, philosophical, and theological contexts, making use of phenomenological methodology to describe the structure of consciousness expressed in mystical writing. Discussion will focus on the nature and validity of mystical experience, types of mystical consciousness, stages of growth in the mystical life, and the role of symbols in mystical experience. The seminar will have special interest for teachers of religion, history, and literature, and will appeal as well to those interested in psychology, sociology, art history, and philosophy.

Garver, Eugene

Department of Philosophy
California State College
San Bernardino, California 92407

Aristotle and Burke: Rhetoric, Communication, Freedom

June 25–August 3, 1984

This seminar will read two works—one ancient, Aristotle's *Rhetoric*, and one modern, Kenneth Burke's *Grammar of Motives*—which explore the implications rhetoric has for understanding how arguments work and should work and how communities are made and destroyed. Aristotle and Burke both see rhetoric as not only inevitable, but also as actually desirable, not as a concession to

human frailty but as the best way for people to come together, build secure communities, and even become free and fully human. Reading Aristotle and Burke intensively, the seminar will rethink comfortable distinctions between honest and dishonest presentations, rational and emotional appeals, and reason and authority. These works will offer participants different and unaccustomed models of language and politics and will challenge conventional understanding of the place of moral principles in politics and of the place of the artful manipulation of language in the discovery of and attachment to the good life.

May, William F.
Kennedy Institute of Ethics
Georgetown University
Washington, D.C. 20057

*The Humanities and the Civic Self:
Selected Texts*

June 25–August 3, 1984

Addressing the links between the humanities, the cultivation of critical intelligence, and the nurturing of the civic self, this seminar will deal principally, though not exclusively, with texts in religious ethics. Participants will address historical, interpretative, and critical questions raised by the texts, which include the biblical books of Exodus and Amos, William Faulkner's *Go Down, Moses*, Josef Pieper's *The Four Cardinal Virtues*, Martin Buber's *I and Thou*, and selections from *The Federalist* and the works of Max Weber, John Winthrop, and Feodor Dostoyevsky.

Among topics for discussion will be the notion of public virtue, the duties of statecraft, the public responsibilities of institutions, and the problems of extraordinary leadership and ordinary citizenship.

Morris, Thomas V.
Department of Philosophy
University of Notre Dame
Notre Dame, Indiana 46556

*Pascal's Pensées: Faith, Reason, and
the Meaning of Life*

June 25–July 20, 1984

This seminar will read closely the *Pensées* of Blaise Pascal, the seventeenth-century scientist and religious thinker who was one of the most astute observers ever to have commented on the human condition. Participants will study Pascal's profound reflections on such topics as the human quest for a happy life, the greatness and wretchedness of man, the nature of religious faith, the hiddenness of God, and the cogency of a religious world-view. Concentrating on the problems raised by Pascal in his *Pensées*, the seminar will also consult writings important to Pascal—such as Montaigne's *Essays*—and more contemporary studies.

Teachers interested in Religious Studies and Philosophy should also be aware of the following seminars listed under other disciplinary headings:

Comparative and Modern Literature—Langlois
Political and Social Science—Jones

Index of Seminar Directors

✓ Benedetti, Robert R.	24	Knapp, Robert S.	15
Berk, Philip R.	21	✓ Langlois, Walter G.	10
Bermel, Albert.	8	Lund, Michael.	15
Bernstein, Alvin H.	17	Mahoney, Michael S.	19
Bethel, Elizabeth Rauh.	17	✓ Markovitz, Irving L.	23
Buell, Lawrence I.	12	May, William F.	26
Capps, Walter H.	24	McCall, Marsh H., Jr.	7
Carroll, William E.	24	✓ McWilliams, W. Carey.	23
✓ Christ, Carol T.	12	Morris, Thomas V.	26
Cook, William R.	18	✓ Moseley, James G.	24
✓ Cooke, Michael G.	8	✓ Naby, Eden.	19
Cousins, Ewert H.	25	✓ Peck, Russell A.	15
✓ Diehl, Huston.	13	✓ Peradotto, John J.	7
✓ Fladeland, Betty.	18	✓ Pupo-Walker, Enrique.	21
Fleming, John V.	6	✓ Redfield, James M.	7
✓ Folsom, Edwin.	13	Remini, Robert V.	23
Foster, David William.	9	Sharp, Ronald A.	10
Friedman, George.	22	Shenton, James P.	20
✓ Frye, Richard N.	19	Silbajoris, Frank R.	11
✓ Galinsky, G. Karl.	6	✓ Sitter, John.	16
Garver, Eugene.	25	✓ Solon, Katherine M.	11
* Gittleman, Sol.	9	✓ Solon, Paul D.	11
Grob, Alan.	14	✓ Vendler, Helen H.	16
Hall, Michael L.	14	Wertheim, Albert.	12
Harding, Walter.	14	Wylie, Laurence.	21
✓ Heller, Peter.	10	Zuckert, Catherine.	17
Jackson, W. Turrentine.	19	Zuckert, Michael.	17
✓ Jones, David C.	22		

New Keyword Code

The Endowment has begun to print on its publications code numbers identifying the academic disciplines and program types which are the subject of the publication. The experimental code system was developed in a project funded by NEH and the National Science Foundation and is being implemented by these agencies and the National Institute of Education. The object of the experiment is to enable personnel at these institutions to identify quickly the content of written materials.

0309000

0312000

0317000

0318000

0412000