

Humanities

WHY GREECE AND ROME STILL INTRIGUE US

What Songs the Sirens Sing

Suetonius says that the Emperor Tiberius delighted in the company of *grammatici*— professors of Greek with whom he would discuss over dinner whatever he had been reading that day. He especially liked to test their knowledge of mythology with questions such as, “Who was Hecuba’s mother? What name did Achilles take when he hid among the women? What songs were the Sirens wont to sing?”

Almost as baffling are the questions I have been asked to address in this space: What accounts for the present resurgence of interest in the classics? What do students look for today, when they study Greek and Latin, ancient history, or classical civilization? Why do Greece and Rome continue to excite? In short, what songs do the Sirens sing today? Like the inquiries that Tiberius put to the professors, these



Silver coin of Augustus issued in the year 17 BC.

Where Are the Classical Women?

Women like Clytemnestra and Penelope, who figure prominently in Greek literature from the earliest times, are virtually nonexistent in scholarly interpretations of ancient Greece.

Historians have understandably been cautious about incorporating fictitious literary images of women in their descriptions of the ancient world. Yet, to give an account of classical antiquity without giving just consideration to the lives of women is to misread the past. “Women’s history” is no longer an option in a classics curriculum; it is a *sine qua non*.

Historians are enjoined to study women by the classical tradition itself. Herodotus, the first ancient historian, begins his inquiry with stories of women (Io, Medea and Helen), and declines to categorize some stories as true and others false. Yet some twentieth-century clas-

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Siren on a black-figure panel amphora, c. 530 BC.

questions, though puzzling, are not beyond all conjecture, and like Tiberius, I too have been consulting *grammatici*.

As ever, my colleagues in classics at Swarthmore and elsewhere exhibit a refreshing lack of unanimity. Not all would even agree that a classical renaissance is in fact taking place, and those who do recognize it offer a variety of explanations. For some it is just one more sign of the conservatism that holds the country in its grip. If we are going back to basics, what could be more basic than the classics? For others it is a reaction to the general collapse of standards a decade ago. Now that whole generations of students can neither read nor write, the pendulum has started its back-

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The First Interdisciplinary Field

It is fitting that my article, which was meant to represent the Roman side of this symposium, should have a practical bias. This is not to be taken as a reaffirmation of the lingering romantic dichotomies between the Greek and the Roman mentality, although such clichés still bedevil much of the popular and even the scholarly literature on the Romans.

After all, how can a friend of the Romans answer assertions, such as Winckelmann’s, that “good taste arose under the Greek sky”? That good roads arose in the Roman hemisphere? It makes one sound like an engineer who is opposed to more liberal arts courses in his so-called professional curriculum.

The truth of the matter is, of course, that Roman civilization was a synthesis of the Greek and the Roman. The Romans took over from Greece in literary and artistic creativity when the Greeks had no remotely comparable attainment to put next to that. The Romans combined an appreciation for the heritage of an older civilization with a knack for revitalizing it, changing it, and adapting it to fit their own taste and society—pragmatic, flexible and undoctinaire.

The same general principles can usefully be followed by anyone who is trying to maintain and widen the study and appreciation of Greek and Roman civilization in contemporary America. This is the goal mainly of professional classicists affiliated with academic programs, although their work should not be limited and is not, in fact, limited to academe alone.

Without making a virtue of necessity, I

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Nike celebrates the victory of Samothrace in 306 BC.

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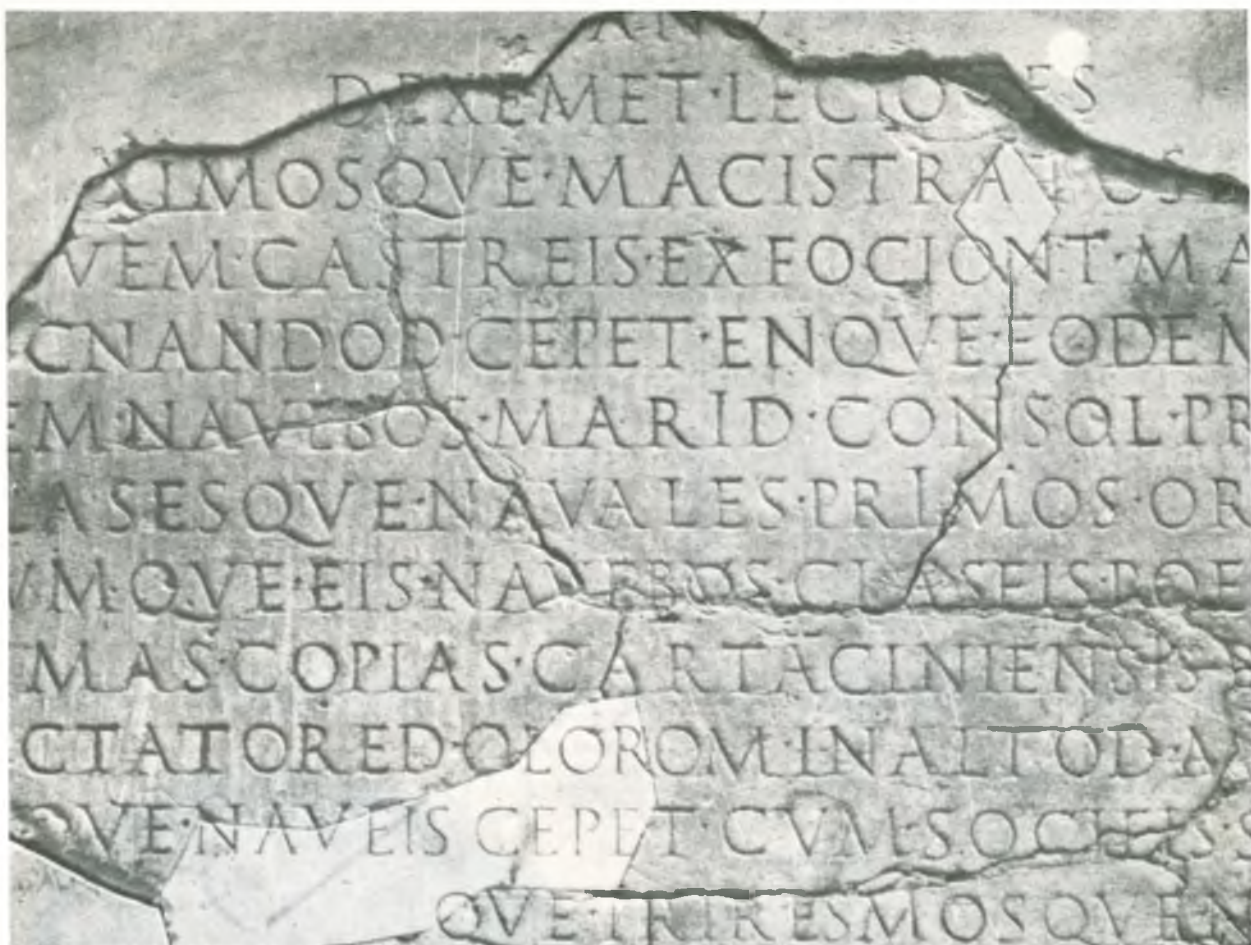
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This Latin inscription from the base of the column in memory of Caius Duilius clearly shows that all Western alphabets have their roots in Rome. The column stands on the Roman forum.

photograph: Fototeca Unione

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ward swing. More specifically, the well-documented power of Latin to improve English spelling and grammar has inspired a revival of this subject, not just in high schools and colleges, but in many grade schools as well, in the wake of the famous Philadelphia program in Language Arts through Latin.

True enough, but no classicist worth a pinch of Attic salt would settle for these explanations alone. They focus on superficial reasons and identify goals that, however desirable, are mere *parerga*, by-products. I would no more encourage students to learn Latin because it would improve their spelling and grammar than I would urge them to read Roman lyric poetry because on November 22, 1979, when I was teaching a seminar in Horace, I happened to notice that a horse named Horatius was running in the Pilgrim Stakes at Keystone, placed a bet on him, and won. Gratifying, profitable, but to paraphrase Horace himself, a mountainous labor to produce a *ridiculus mus*.

Far more persuasive is the view that the ancient world constitutes a microcosm of human life, in which can be confronted all the problems of today, distanced by sufficient time to make objectivity possible, and conveyed in prose and poetry of incomparable power. This, I submit, is the single, most compelling explanation of the appeal of the classics. Moreover, at a time when knowledge has become increasingly fragmented, the very coherence and completeness of classical culture are attractive. From this unique wholeness proceed multitudes of separate studies, each requiring a special discipline to grasp it, and it is a further attraction that to be a classicist one must have at least some acquaintance with so many subjects—not only the languages, the literatures, the history, but archaeology as well, art, epigraphy, palaeography, and some of the new tools developed to grapple with aspects of the ancient world that are currently of prime concern. Every age seeks what it needs from antiquity. At this moment psychology, anthropology, economics, structuralism, feminism are prominent among the topics that

in their classical context fascinate our students, but no less interesting to them are the perennial themes of love and death, aspiration and loss, pride and despair—themes that were old when the Homeric Sirens sang. Students bored with the catchword of the sixties—relevance—find in the classics an inexhaustible store of what is truly relevant to their lives at every stage.

Still another advantage enjoyed by the classics today is their high visibility. Travel to the realms of gold becomes the privilege of students at ever earlier ages, and the fascination born of exploring the ancient streets of Delos or Ostia often results in some assault on the history and poetry that unlock their secrets. Archaeology makes classicists of everyone today, young and old alike. The Swarthmore alumni of the class of '22 with whom I visited Akrotiri last spring, and the fourth-graders at Germantown Friends to whom I showed pictures of the site this winter were identical in their enthusiastic response. Never have there been more books that bring to life entrancing aspects of the ancient world. Scholars like E. R. Dodds, M. I. Finley, Emily Vermeule—*Sirens* every one—summon their readers to a world from which they may never escape, nor ever wish to.

And always, underlying every other kind of allure, is the fascination of the ancient languages themselves, peerless vehicles for the exact expression of thought and emotion, whether conveyed with the power and clarity of Latin or the subtlety and elegance of Greek. Roughly a quarter of my teaching is in translation—courses in mythology and the ancient theater—and I value a fine translation above rubies (surely the present high esteem for Greek literature owes much to the brilliant translations of Homer and tragedy by poets like Lattimore and Fitzgerald; Latin literature has never been so lucky). But to read Homer and Sophocles without the interference of any middleman, however faithful, is to feel the authentic impact of genius. St. Augustine was reading the *Aeneid* in Latin when he shed those famous tears for Dido, and I. F. Stone was reading the

Crito in Greek when he wept for Socrates.

But, since the languages themselves are immune to change (yet another of their charms), what accounts for their rising popularity today? Surely the development of ways of teaching that facilitate rapid mastery of grammar and forms is in part responsible. The confident expectation that after little more than one semester of an intensive course one will be reading Plato or Ovid exerts a powerful attraction. Yet in truth, any method works when the teacher believes in it and loves the subject. The combination of a tough, demanding subject and a tough, demanding teacher is hard to resist. Add to this what Cicero calls the *cupiditas discendi*—the lust for learning—and the Sirens' task is nearly done.

Finally, then, I turned from *grammatici* to *discipuli* and asked some classics majors at Swarthmore what had drawn them to Greece or Rome. As they talked of their individual perceptions of the classics, certain words turned up again and again: brilliant, exciting, rigorous, solid, challenging, different, ideal. One spoke of the whole new world that opened up for her when she studied Greek. Some testified to the fascination of what's difficult. Several thought that to understand modern literature and society, hence to know themselves, they had to try to understand "how it all began." But the word that turned up most often was "enjoy." "For some reason I enjoyed Caesar tremendously." "I get a lot of enjoyment from studying the languages." "From the start I just enjoyed it all so much."

Should we be surprised? Of course not. The Sirens have always promised just this blend of knowledge and delight. They told Odysseus that anyone who listened to them would sail on his way full of pleasure and knowing more than before. If the peril of succumbing to their allure has traditionally been emphasized—by Homer, St. Augustine, Dante—negative connotations were not universal, even in antiquity. Isocrates had a singing Siren on his tombstone. Alcibiades likened the conversation of Socrates himself to the Siren's song. Xenophon thought that the Sirens had a special attraction for those who were ambitious for *arete*—excellence. I believe that Xenophon was right.

—Helen F. North



The north face of the magnificent Roman amphitheater built by the Emperor Flavius.

photograph: Fototeca Unione

INTERDISCIPLINARY, continued from page 1

think it has been beneficial in many ways for the ancient languages to have fallen on hard times earlier than the modern foreign languages, especially in colleges and universities. The result has been that many classics programs have become more resourceful, imaginative, and versatile. Departments of Greek and Latin include all major areas of Greek and Roman civilization: language, literature, history, art, archaeology, philosophy, religion, and linguistics. A large program or teaching staff is not really a prerequisite for this kind of orientation.

In a smaller school or program, a classicist has to be the kind of cultural generalist who has a knowledge of all these aspects of classical antiquity and whose teaching, even of the languages, is informed by that knowledge. The current debate within the MLA about the merits of the relative emphasis on language versus literature, for all its supposed scope, seems both anachronistic and quite narrow to a classicist.

This is not to say that even the best-run interdisciplinary classics program is a safe haven. On the contrary, the Greek and Roman classics, as defined above, are on the cutting edge of the humanities, protected by few curriculum requirements or built-in clienteles. That makes the challenge all the greater but by no means hopeless.

In the *Georgics* Vergil praises Jupiter for doing away with the former Golden Age of god-given blessings and instead stimulating arts and skills by making life difficult and challenging. Today we often overlook the fact that this vital attitude (with the clear understanding that the challenge could be met) rather than self-satisfaction and fulfillment became the ethos of the Augustan age and insured its timeless integrity. We reencounter it in Thomas Jefferson's emphasis on the *pursuit* of happiness rather than happiness itself.

Classics, then, is an interdisciplinary study of all aspects of two important and influential cultures. This thrust needs to be maintained

and further developed in this decade. Are the circumstances propitious? I think so, especially in view of the timeless fascination the Greek and Roman historical experience has held for almost all subsequent generations, including our own. But much depends again on the initiative classicists want to seize. In general terms, departments of classics must be concerned with an ability for outreach, and this outreach needs to take place in several directions.

Within academic institutions, classicists by and large have done very well in designing "service" courses for diverse numbers of students for whom this often is the only exposure to some aspect of the origins of the Western tradition. Mythology courses will retain their current popularity so long as myth remains a staple in world and national politics, in the advertising of consumer products, and in the representational modes of the media—there is no end in sight: *imperium sine fine dedi*.

Similarly, so long as universities are reluctant to heed the call of the Presidential Commission on Foreign Languages and International Studies, paralinguage courses such as the Greek and Latin element in English (another manifestation of the "Roots" syndrome) will continue to flourish.

But there are new outreach activities as well. Instead of "alternative" careers for unplaced humanities Ph.D.'s on assumptions that the profession (the profession being equated with its graduate programs) needs to be reevaluated, classics can again emerge as a leader in the 1980s by giving more thought to the proper training and future role of its undergraduate B.A.'s. The aim is not to produce more professional classicists and humanists (although there is a considerable shortage of Latin high school teachers in many states, in part because of the back-to-basics movement), but actively to promote the notion of future leaders in business, law, and medicine having classical and humanistic backgrounds. Undergraduate major

The Roman aqueduct Pont du Gard, at Nîmes, spans the river valley. The lower road was used for automobile traffic until very recently.



photograph: Fototeca Unione

programs in classics and other humanistic disciplines which do not allow for a concomitant concentration in a "professional" field such as health science, management, or computer science need to be revised. Classics departments should have advisory boards composed not only of their professional colleagues, but of representatives of the outside world.

Community outreach is an endeavor at which classicists can excel. This begins with secondary schools, in fact, the elementary schools; Latin programs in inner-city schools in Philadelphia, Los Angeles, Indianapolis, and

elsewhere have proved extremely successful in their own right and have done away with the lingering image of elitism that is associated with classics. The increased interest of many high schools in maintaining and adding Latin programs has already been mentioned.

Furthermore, because of the increasingly cultural orientation of their discipline and the inclusion of art and archaeology, classicists have outstanding opportunities to reach the public through public and continuing education programs that emanate from the immediate appeal of artifacts from antiquity. Witness the tre-

mendous success of the Pompeii and Alexander exhibits. These exhibits also help to dispel the notion that little new knowledge is being added in classics, and that our main task is to transmit a safe depository of timeless knowledge. Recent archaeological discoveries, for instance, have revolutionized our knowledge of early Rome and the much-neglected rural population of classical antiquity is finally receiving overdue attention by excavations such as that at Metaponto in southern Italy.

Ultimately, it is not only effective communication to various publics and adaptation to changing needs, but also continuing sound research on some central issues in Greco-Roman antiquity that keeps the classics vital. There is no need for us to lose ourselves in pedantic and peripheral scholarship when so many topics of central importance still need to be explored more fully.

Because classics incorporates many timeless aspects of the human experience, it has more capacity than most humanistic disciplines to redefine itself in times of change. A clear focus on goals, to use one more Roman example, and a flexibility of method made the Roman Stoics more successful in perpetuating their philosophy than were their Greek counterparts or, for that matter, the Epicureans. The concern of the classics in the 1980s is not with survival, but with making the most of the many opportunities that exist in the private, public, institutional, and noninstitutional sectors of American life.

—Karl Galinsky

WOMEN, continued from page 1

sical scholars tend to consider ancient reports about extraordinary women of the past as mere fictions and to treat the women themselves as though they could not have existed.

Scholars have argued that the references to Hagnodike, the first female obstetrician in Athens, as well as to Lastheneia and Axiothea—Plato's female students—are nothing more than anecdotes. The possibility that women were authors of neo-Pythagorean treatises has been dismissed by hypercritical scholars. One distinguished scholar has asserted that the poetry attributed to Erinna was too sophisticated to have been written by a woman, and offers the hypothesis that a male poet wrote under a female pseudonym.

As each woman's existence was discredited by scholarly bombardment, the contribution of any women to ancient Greek culture was questioned. How could a woman have been an obstetrician or a philosopher or a poet? Yet, when viewed together, accounts of these individual women provide some evidence for an increase in women's education in the fourth century and during the Hellenistic period.

Aristotle, a contemporary of Philip of

Macedon, believed that the minds of men were fully rational while the minds of women were not developed. Therefore it was inappropriate for a woman to be portrayed as manly or clever. Although scholars in the past adopted the assumption of their classical predecessors, current trends in classical studies offer hope for a more accurate assessment of the activities of the unacknowledged half of ancient society.

Information about women in ancient times, although scarce, is well within the purview of the classical scholar. A study of women in ancient Greece requires scrutiny of written texts (for which classical philologists are trained) and the ability to interpret archaeological evidence and to use social science techniques.

The most publicized current controversy among classical scholars over the recent discovery of what may be the tomb of Philip of Macedon dramatizes the need for more knowledge about women. Analysis of the evidence found in the tomb calls on a knowledge of the history of engineering as well as an understanding of traditional styles of female dress and the diverse social and military roles of women from Scythia, Illyria and Macedonia.

In 1977, at Vergina in Macedonia, Professor Manolis Andronicus of the University of Thessaloniki, discovered a royal tomb, consisting of two chambers, that had never been opened. The larger room was richly furnished with the paraphernalia of a noble warrior: a scepter, carefully wrought armor including a pair of greaves and a gold quiver, and five ivory miniature portrait heads. The chamber also held a gold coffer containing a man's bones and ashes. On the lid of the coffer was displayed the radiating star of Macedonia.

The smaller chamber held a second, smaller gold coffer, also decorated with a Macedonian star. The remains within are assumed to be those of a woman. This room held a gold wreath of myrtle leaves and flowers, a diadem with blue flowers, arrowheads, a pair of bronze

greaves engraved with gold, a pectoral on which were engraved four horsemen charging, and a quiver of golden silver embossed with a scene of the capture of a city. (Many of the articles found in the tomb will be on display during the next two years in the exhibition, "The Search for Alexander," now appearing at the Art Institute of Chicago.)

The occupants of the tomb were clearly a noble couple—but who, specifically, were they? No writing was found to help identify them, nor were there any coins to help with the dating. Andronicus suggested that the tomb was that of the greatest of the Macedonians to be buried at Vergina—Philip II, father of Alexander the Great. But Philip had had several wives: which was the woman in the tomb? Andronicus identified her as the Macedonian, Cleopatra, Philip's first wife who was murdered soon after his death by command of Alexander's mother, Olympias. Because weapons were inappropriate for Cleopatra, Andronicus had to explain that, contrary to tradition, some of the grave goods found in the woman's chamber did not belong to her but to the man.

The English scholar, Professor N.G.L. Hammond, concluded that the military artifacts—quiver, arrowheads and greaves—were signs that the woman was not Cleopatra, but one of Philip's two warrior wives—either Meda, a princess of the Getae, or a wife whose name is not known to us, from Scythia, near the fabled Amazons. According to Herodotus, suttee, the suicide of a widow, had been practiced in the fifth century by the Scythians, and other sources ascribe the practice as well to the Getae.

There were still other possibilities, including Audata, an Illyrian princess who was probably Philip's first wife. Although she took the Greek name Eurydike upon her marriage, she does not seem to have adapted to the ways of Greek women. Rather she passed distinctive Illyrian traditions on to her daughter and granddaughter. These three women constitute the

The star of Macedonia radiates on the lid of a gold chest found in an ancient tomb. Does this Larnax contain the ashes of a woman?



photograph: The Art Institute of Chicago

earliest example in Greek history of the preservation of a family tradition through the female line. All were warriors. Audata's daughter, Cynane, campaigned with her father Philip and killed an Illyrian queen in combat. Her daughter, Eurydike, later commanded Macedonian troops on the battlefield. (In fact, it has been suggested that *her* ashes rest in the smaller coffer at Vergina; the barrel vault construction of the tomb may favor a later date.)

It is remarkable that so much here hinges on our knowledge of the history of women. No clues among the man's grave goods help us decide if the remains are those of the genius Philip or his feeble-minded son, Philip (III) Arrhidaeus. The weapons and symbols of wealth and power found in the man's burial room signify little beyond the noble status of their owner. But we can make distinctions between Macedonian and Scythian or Illyrian princesses that can in turn help identify the man.

The mystery of the royal tomb challenges the prejudice and half-knowledge of generations of scholars.

—Sarah B. Pomeroy

Front and back of a bronze Heraclitus coin struck in Ionia, Ephesus, between AD 253-268.



Solving the Puzzle of Heraclitus

If you've ever heard the expression "you can't step into the same river twice," you've been affected to some degree by Heraclitus, the first great pre-Socratic Greek philosopher.

Known throughout antiquity as "the dark one" or "the riddler" for his somber and enigmatic prose, Heraclitus has exerted a profound influence on the history of Western thought.

Philosophers ranging from Plato and the early Christian fathers to Hegel and Nietzsche have acknowledged a debt to Heraclitus. T.S. Eliot begins his *Four Quartets* by quoting him: "The way up and down is one and the same."

Yet only fragments of his writings remain, and details of his life are almost completely unknown.

By all accounts, Heraclitus was born about 530 B.C., or roughly three generations before the time of Socrates. His home was Ephesus, an Athenian colony in Asia Minor.

He was a nobleman by birth, and thought democracy a mistake. Yet Heraclitus also railed against earlier philosophers and poets for failing to acquire "true wisdom."

Shunning society, Heraclitus preferred to brood alone in the mountains until he devised what amounts to the world's first complete political philosophy.

He expressed his views in a book of pithy aphorisms, *On Nature*, which he deposited in the gigantic Ephesian temple of Artemis (one of the Seven Wonders of the ancient world). "Much learning does not teach understanding" and "Eyes and ears are poor witnesses for men if their souls do not understand" are just two examples of Heraclitus' economy of style.

The world, he said, is ever changing yet essentially always the same—just like the flowing river. He believed a person's fortune is determined by human character, not some outside "fate." True wisdom, in his judgment, did not mean accumulating facts, but realizing the cosmic principle or pantheistic god which governs all existence. Plato, the most famous of all Greek philosophers, was heavily influenced by Heraclitus. Plato's well-known theory of "forms" or "ideas," for instance, was devised in part to respond to Heraclitus' notion of a world constantly in flux.

Scholars throughout the ages have struggled to decipher Heraclitus' meaning, and his works often have been reinterpreted to fit current philosophic trends. But modern scholarship generally

has focused on debates over arcane minutia while the philosopher's overall message has been almost totally ignored.

Professor Charles Kahn of the University of Pennsylvania wanted to try a different approach. He set out to reexamine Heraclitus and make his writings "accessible" to modern readers.

This was no mean task: Socrates himself had once remarked it would take a deep-sea diver to "get to the bottom" of Heraclitus' work. But philosophy professor Kahn used an NEH fellowship to "soak himself" in Greek literature and culture by visiting Athens and Ephesus.

The end product of Kahn's fellowship year is a book (*The Art and Thought of Heraclitus*, Cambridge University Press, Cambridge, MA, 1979) which argues convincingly that the Ephesian was a master literary stylist as well as the first great abstract thinker.

Likening Heraclitus to the Italian poet Dante, Kahn shows that the ancient Greek used repetition, allusion and poetic ambiguity to drive home his points.

By constantly referring to "dry" human souls, for example, Heraclitus indicated he thought human souls at death would rise to the upper atmosphere and become like celestial light, while lifeless bodies would take a downward path of dissolution into earth and water. In the same manner, Heraclitus used the image of a lyre string drawn taut to demonstrate that opposing tensions can produce harmony.

But why did Heraclitus make his writings so hard to interpret?

"The only hope of 'getting through' to the audience is to puzzle and provoke them into reflection," Kahn says of his subject. "Hence the only appropriate mode of explanation is allusive and indirect: Heraclitus is consciously and unavoidably 'obscure.'"

One ancient Greek critic warned his audience not to read Heraclitus too quickly. "It is a hard road, filled with darkness and gloom." But the critic could have been describing Kahn's interpretation when he added "if an initiate leads you on the way, [Heraclitus] becomes brighter than the radiance of the sun."

—Francis J. O'Donnell

"The Art and Thought of Heraclitus" (Charles Kahn/U. of Pennsylvania/\$14,125/1974-75/Independent Fellowship for Study and Research



photograph: The Metropolitan Museum of Art

Marble statue of an Amazon, c. 430 BC.



Urban and rural life among the ancients

(top to bottom) The Temple of Hephaestus on the hill overlooking the Agora; staff members at work shoveling earth, surveying a site, using a wheelbarrow; Doric column drum from interior of Royal Stoa, after cleaning; a student cleans an architectural block; the chief conservator restoring pottery finds; student excavators clear debris from the floor of a Byzantine house. Numbered flags mark the coordinates for every square meter of the site grid.



It was the heart of classical Athens, and the soul of its democracy.

Within a densely packed thirty-acre square, the Agora embraced virtually all that we conjure up when Greek civilization comes to mind.

The ancient marketplace pulsed with life as Athenians gathered daily to argue politics, purchase wine, produce dramas, compete in athletic contests, sue each other and pay homage to gods and heroes.

Here in the city center, democratic laws first were forged by Solon in the sixth century B.C., and here they stood displayed in stone monuments two centuries later in the time of Aristotle. On this spot resided the statues of two heroes—Harmodius and Aristogeiton—who struck down the tyrant Hipparchus and made that democracy possible. Balloting with the ostrakon later was used here to make sure that tyranny never recurred.

Surrounding the square stood the city's administrative buildings, where citizens held political meetings, bragged of victories over the Persians and sat on the near-ubiquitous Athenian juries. Nearby were temples, altars, concert halls and libraries, the underpinnings of Athenian cultural and religious life. Long lines of adjoining colonnades or "stoas" became the site of communal meals, and a lounging area for philosophers, poets and beggars.

Socrates conversed with Plato and other disciples in the Stoa of Zeus. Several hundred yards away Socrates passed his final days in prison. A century later, Zeno founded his Stoic School of philosophy in the nearby Painted Stoa, where the Apostle Paul later debated with Stoics and Epicureans.

The early plays of Aeschylus were staged in the Agora's open square before audiences seated on wooden bleachers. The same area was used for religious celebrations, as choruses danced to commemorate the festival of Dionysus.

Though a sacred ground, the Agora also was peppered with ramshackle booths and stalls, as fishmongers and cobblers vied for attention with barbershops and booksellers.

"A place, an institution and a way of life, the Agora was a direct outgrowth of the national personality of the Greek people: loudly gregarious, intensely competitive, fiercely independent and ostentatiously public," says T. Leslie Shear, Jr., field director for the American School of Classical Studies' Agora excavations project.

With help from an NEH grant, a team of archaeologists led by Shear spends its summers uncovering and examining the Agora's remains, seeking to reforge a link with the past.

Archaeological investigation and resuscitation of the ancient city began in the early 1830s after Athens had been liberated from Turkish conquerors. But excavations at the Agora itself did not begin until a century later, when an American School of Classical Studies expedition headed by T. Leslie Shear, Sr., began clearing the area.

Following in his father's footsteps, the younger Shear has directed the digs since 1968, braving the hot Athenian summers and striving to complete the mission before modern development dooms it for all time.

The task has been near-Olympian in scope, for the Agora has fared badly over the centuries: the classical buildings repeatedly were pillaged and built over and the remains lay deeply buried, often beneath crowded tenements.

"It tries the ingenuity of the archaeologist," says Shear, "to coax from these shattered stones the stories of their past."

Yet the excavated findings have helped chronicle the Agora's history, from its creation by Solon in the sixth century B.C. and destruction by barbarians in A.D. 267 to its eventual reoccupa-



Excavating an ancient farmhouse at Fattoria Fabbizio in the countryside surrounding Metaponto, a Greek colonial city founded about 650 BC.



Terracotta plaque of a goddess with a female worshipper bearing an animal found near Metaponto, c. fourth century BC.

tion in the tenth century as a Byzantine residential quarter.

Remains of no less than eight temples, ten administrative buildings, ten colonnades and many lesser buildings have been uncovered. So have more than seventy-five hundred inscriptions, several thousand pieces of sculpture, twelve hundred ballots or ostraka cast in elections to banish leading politicians, plus thousands of coins, vases and other artifacts.

The shards and debris help illuminate ancient literature and add to our knowledge of virtually every aspect of Athenian life.

Shear notes this expanded knowledge has direct implications for our own era, since "what we owe most to that extraordinary community is the idea that knowledge and the ideals of culture can be taught to others, the fundamental power of education, which has guided the development of the humanities and the liberal arts from that day to this."

Literature and archaeology have told us a great deal about those who lived in ancient cities, but what about the estimated 90 percent of the population that lived in the countryside?

Ancient writers, generally working with an elite audience in mind, disclosed little about farmers, peasants and slaves and the life they led. And classical archaeology, until recent times, "has virtually ignored rural sites," according to Joseph Coleman Carter, an archaeology professor at the University of Texas, Austin.

But Carter and his associates are beginning to reverse that trend. Since 1974 he has directed annual expeditions to excavate the countryside surrounding Metaponto, a Greek colonial city founded about 650 B.C. (several decades before the Athenian Agora) in the arch of Italy's boot.

Carter faced a more difficult task than most archaeologists. Instead of setting out to corroborate literary references, he had to start virtually from scratch to establish rural living patterns.

Fortunately the Metaponto territory is better preserved than most rural sites, partly because the threat of malaria caused the land to be abandoned for centuries. Ancient farmland was not disturbed by modern plows and heavy equipment until the 1930s.

The NEH-supported probe—the first system-

atic study of an ancient countryside—began by using aerial photography to identify hundreds of farm sites, many arrayed with geometric precision into evenly divided plots.

Subsequent investigations have "uncovered the complexity of rural civilizations," says Carter. "It's been an eye-opening experience."

In a few short years, the excavators have found a range of rural economic activity, including both opulent and "modest-looking" farms. They have also discovered several religious shrines sited near springs, apparently dedicated to fertility-related female divinities.

The investigators also uncovered art works and evidence of industrial pottery and iron-working plants.

In the process, they also appear to have punctured several myths about the nature of ancient rural life.

Earlier social and economic historians, Carter notes, "maintained that Greek farmers did not actually live on the land—that the countryside was inhabited mainly by slaves and poorer classes." But the Metaponto digs, which disclosed expensive pottery and jewelry in some farm houses and burial sites, tend to refute that theory.

Perhaps more importantly, the findings—which were brought almost immediately to public attention through an NEH-supported touring museum exhibit—indicate that the economy and government of urban Metaponto may have depended heavily on the surrounding countryside.

The city/country link is graphically displayed by urban coinage depicting on its face an ear of wheat—an obvious farm symbol. Some Italian authorities now also believe that rural expansion in the mid-sixth century B.C. was instrumental in permitting operation of democracy in urban Metaponto.

—Francis J. O'Donnell

Mr. O'Donnell, a Washington writer, majored in classics at Princeton.

"Extension of Excavations at the Athenian Agora" (T. Leslie Shear, Jr./American School of Classical Studies, Athens/\$162,789 FM/1979-82) "Rural Life at Metaponto: An Archaeological Investigation" (Joseph C. Carter/U. of Texas, Austin/\$60,000 FM/1979-82/Archaeological Projects, General Research Program.



The twin pillars of American classical scholarship abroad

For the American classics scholar, Greece and Rome beckon not only with the promise of knowledge but also with the pledge of sustenance. For located there are the two American institutions that for nearly a century have devoted themselves to nurturing American classics scholarship.

The American School of Classical Studies in Athens and The American Academy in Rome have been important to the work of some of our country's greatest classics scholars. William Arrowsmith, Frank Brown, Albert Van Buren, Otto Brendel, Robert Goheen, Richmond Lattimore, John Huston Finley, Evelyn Harrison, Ronald Stroud, Emily Vermeule—all have been associated with the School or the Academy. It is no wonder that fledgling classicists regard the institutions as meccas and that fledgling and senior scholar alike prize the year or six months or few weeks of study and scholarly communion that they afford.

"It's an old-fashioned place. It has still, even after cutbacks, a little bit of nineteenth-century elegance," says Professor James R. McCredie, speaking of the School in Athens, which he directed for eight years. Its community includes established scholars who make use of the School and its facilities to pursue individual research as well as sixteen to twenty classicists who do not yet have Ph.D.'s, who come to the school each year for a program of study and travel. The program includes bus trips to archaeological sites and museums throughout Greece, where students gather material for reports on the history and archaeology of the sites; a detailed study of Athenian topography; lectures on ceramic, epigraphical and sculptural material in Athens; and excavation training.

Not only classicists and archaeologists come to the School. Paleobotanists, says McCredie, come here in search of clues to prehistoric plant life. Natural scientists study the acoustics of ancient Greece. Geologists research the kinds of stone used in ancient tombs, or trace the changes that have occurred in the coastline of Greece over the centuries.

If the School in Athens has some of the glory that was Greece, its counterpart in Rome, the American Academy—an Italianate mansion perched on the crest of the historic Janiculum, with its spectacular view of the city—has some of the grandeur that was Rome. Its population

is even more diverse, attracting not only scholars, but artists, composers, architects, and environmental designers. Unlike the School in Athens, the American Academy in Rome is not essentially a school, in the sense of a place where formal classes are held and assignments given. Modeled by its founder, the eminent architect Charles Follen McKim, on l'Ecole de beaux arts in Paris and the French Academy in Rome, the American Academy is a working community with room for a score or so of accomplished artists and scholars to live and pursue independent work, unpressured by time or the need to make a living.

The American Academy awards between twenty and thirty Rome Prize Fellowships to scholars and artists each year. These fellowships include a one-year residence at the Academy, a modest monthly stipend, and an allowance for travels and supplies. Scholars and artists in mid-career are also invited to be residents at the Academy, or are allowed to visit for brief periods. The school in Athens, on the other hand, awards only four or five highly competitive fellowships each year.

The Academy and the School have no official connection. Yet both were chartered by the United States Congress; the School in Athens in 1881, the Academy in Rome less than a generation later, in 1905.

Both are privately funded. Unlike their French, German, and British counterparts, they receive no government funds for operating ex-

penses, apart from two NEH Challenge Grants, one to the American Academy in 1978, and another to the School for Classical Studies in 1979.

Both the Academy and the School conduct archaeological excavations of ancient sites. The School's excavation of the Agora in Athens and the Academy's excavation at Cosa, have both received some funding from the National Endowment for the Humanities. Both excavations have made important contributions to the study of Greek and Roman history and to our knowledge of architecture and city planning.

For almost a hundred years the School in Athens has held its excavation training session at ancient Corinth, the oldest but by no means the only excavation site under the School's auspices or sponsorship. Shortly after sunrise, a few young scholars begin digging in the Byzantine levels behind the South Stoa. They unearth bits of pottery and occasionally whole vessels thousands of years old. For many students this is their first brush with archaeological field work. All findings must be recorded and cataloged, so at the end of the two weeks, they enter their finds into Corinth's new computer cataloging system. Excellent or unusual specimens are exhibited in the School's small museum nearby.

American excavation in Greece and Italy goes on indoors as well as out. The Gennadius Library at the School in Athens is the site, on any given day, of scholarly digs into Homer, Thucydides, or Apollonius Rhodius' *Argo-*



(left to right) The lintel of the main gate of the American Academy in Rome; the pottery mending room at Corinth used by students at the American School in Athens; a view of the collection in the museum at Corinth.





(left to right) The Temple of Apollo at Corinth built in the sixth century BC; the Gennadius Library of the American School of Classical Studies in Athens; the Villa Aurelia and gardens of the American Academy in Rome; the inner courtyard of the American Academy's main building.

nautika. The finds may be rich, for among the 58,000 volumes of this major collection of classical, patristic, and Byzantine authors, there are forty editions of Homer published before 1601, and, for the same period, more than thirty-five editions of the Greek New Testament.

The library of the American Academy is very strong "in Roman topography and things dealing with the history of Rome from prehistoric times," says William Loerke, who is professor of Byzantine art at Dumbarton Oaks in Washington, D.C. Professor Loerke, who has done research on early Christian illuminated manuscripts at the Academy, notes that "if you don't find what you need there, you can always take a short walk down to the Vatican library."

The Academy also has a valuable musicology collection, as well as many original scores created by composers who have stayed there. These materials are imposing enough to make the library a "major music center in Europe." Finally, the Academy has the Fototeca Unione, a splendid archive of over 15,000 photographs of ancient sites in Italy, North Africa, and the Middle East which has been published in microfiche and distributed to universities, libraries, and museums throughout the world.

Although most institutions of higher learning slow the pace of scholarship during the summer months, summer is the busy season in Athens and Rome. So great is the summer demand for the School in Athens that it holds two sessions simultaneously: while students in one

session are on the road, traveling through Peloponnese, to Delphi, Boeotia, Crete, or Rhodes, the other group stays in Athens. During the summer, the School membership is even more diverse than usual, and includes high school teachers, college professors, as well as some undergraduates.

The Academy is also an active place in the summer. "It's where scholars and writers who can't get away during the academic year come," says Loerke, who has spent several summers there himself. American archaeologists, he adds, stop here on their way to and from a dig. Every year since 1922, the Academy has held a special six-week summer school for high school teachers. For the past four years, the Academy has also held special seminars, sponsored by the NEH, for college teachers.

Both the School and the Academy are enclaves of scholarship not only for their own residents, but for all American scholars working throughout the Mediterranean region. Without the School of Classical Studies in Athens, many excavations sponsored by various U.S. and Canadian universities, including the universities of California, Chicago, Cincinnati, and Toronto, and conducted on the island of Ceos, at Nemea, at Samothrace, and in southern Crete, would not have been possible. "The School," says McCredie, "is responsible to the government of Greece for all American archaeological excavation there." American archaeologists even receive practical advice on how to weave their

way through the Greek bureaucracy.

In the same way, the libraries of the School and the Academy serve the wide scholarly community, and may be among the few sources of scholarly American publications in Greece and Italy. "The Academy is the place," says Loerke, "where American scholars go for an update on a great deal of the scholarly work that's going on in the Mediterranean—in Rome and throughout Italy. It is the center of cultural and intellectual activity for Americans in Rome."

The School of Classical Studies will celebrate its one-hundredth anniversary this June with a special symposium. The land on which the School now stands was offered to it by the Greek government in 1886. McCredie notes that "we almost didn't accept their offer. The land seemed too far out of town." With the growth of modern Athens, of course, the land is now worth a fortune. But the lesson to be drawn from the initial hesitancy and the lack of foresight it suggests can be extended to apply to the Academy in Rome as well: Although the land on which the School stands may be worth a fortune, the School itself—its contribution to scholarship and culture—is priceless.

—Carolyn McKee

Ms. McKee is a Washington writer.

American Academy in Rome/Bill N. Lacy/\$150,000/1977-79/Challenge Grant/American School of Classical Studies in Athens/Mabel L. Lang/\$300,000 offer/1978-83/Challenge Grant





Four vases from Southern collections: athlete with jumping weights and trainer; Attic white-ground lekythos, c. 460 BC, from a child's tomb; courtship scene, man and youth, on an Attic black-figure vase; Nike carrying torches on a red-figure amphora.



TRUTH AND BEAUTY IN GREEK VASES

In May of 1976, NASA launched LAGEOS (Laser GEOdynamic Satellite), an efficient little globe bedecked with mirrors for intercepting laser beams sent from earth. Besides performing its satellite's function of orbiting the earth and intercepting and measuring laser beams, LAGEOS is carrying a visual message.

Designed, at NASA's request, by Carl Sagan and engraved on a stainless steel sheet wrapped around the bolt that holds together LAGEOS's hemispheres, the message is dominated by three maps of the world showing the position of the continents—first, as they probably looked 225 million years ago; second, as they are now; and third, as they probably will look approximately 8.4 million years in the future. For it is to that configuration of continents that LAGEOS is expected to come home and it is for the earthlings living then that its message is intended.

Very likely, the NASA scientist who recog-

nized the opportunity to use LAGEOS as messenger had at least once contemplated a Grecian urn and felt the chill that accompanies understanding accomplished without words. For the tens of thousands of ancient Greek vases, jars, bowls, urns and chalices that have been unearthed and treasured since the eighteenth century are themselves unique carriers of some of the most communicative messages we have about the civilization which painted them—a mere twenty-five hundred years ago. Their messages are also sublimely beautiful.

The ability to inform and to enchant, that timeless dualism of the Greek vase that so inspired Keats, is about to be exercised anew by a collection of Greek vases now being assembled for exhibition this November at the New Orleans Museum of Art.

"Art, Myth and Culture: Greek Vases from Southern Collections," sponsored by Tulane University with NEH support, represents the

expansive range of subjects in the repertoire of Greek vase painters. Most Attic vases, and most of the sixty-odd examples in the exhibition, are populated with gods and goddesses, heroes and monsters, enacting their fascinating mythologies.

By the time these vases were produced, between the seventh and fourth centuries B.C., vase painting had developed beyond the merely decorative and had begun to narrate, to evoke.

In the black-figure and red-figure styles, the immobility of the Geometric Period has vanished. Now the human figure, once a composition of geometric shapes—a triangle for a torso, lines with serifs for arms and legs—has found a proportioned anatomy, muscular structure, a face, vitality and even emotion. Thus, when Dionysus revels with satyrs, he is able to do so in graceful abandon; as Perseus, armed with Athena's shield, stalks a frightful, hissing Medusa, he can be grimly heroic.

Project director H. Alan Shapiro, professor of classics and art at Tulane, suggests that the number of times a theme appears tells us as much about Greek civilization as does the theme's artistic aspect. Though nearly every mythical persona finds visual expression on Greek pottery, none recurs as frequently as Herakles. In fact, of the extant black-figure vases dealing with themes from mythology, fully half show the lion-skinned hero.

"He dominates art in all parts of Greece," says Shapiro, who is taking care to reflect this popularity in the exhibition by including ten to twelve vases bearing scenes from the Heraklean legend.

Shapiro is also undertaking to uncover in the exhibition the reason for this fascination with Herakles, which scholars believe is due to the fact that he was not localized. "Most Greek heroes," Shapiro explains, "are firmly tied to the city-states they come from—as Theseus is to Athens. But Herakles is panhellenic."

Shapiro suggests another telling reason for Herakles' popularity: he is the only hero who has an apotheosis—the only Greek, therefore, who conquers the most universal and powerful of foes, death. Reverence for Herakles is evidence of the Greek perception that life after death is neither reward nor continuation, but a kind of sentence to tedium, as Achilles expresses in *The Odyssey*:

"Noble Odysseus, don't try to comfort me with this flattering description of death. I would rather be alive again as the hired hand of a poor farmer who barely manages to survive than be



Archaic vase painters depicted women in domestic scenes of household chores or toilette.

the king of all the feeble dead."

There is a comfortable familiarity that engages the viewer of these scenes from Greek mythology. Most of the Western world knows Greece as the homeland of Helen, the playground of the Olympians, the backdrop for the unraveling of the Oedipal mystery. But there is another Greece to be found on Attic shapes—that of the quotidian delights, of the business and custom of the people who actually lived there.

Like the vases celebrating Greek mythology, the vases portraying scenes from Greek daily life are being arranged in the exhibition by the subjects they depict: athletic contests, domestic life, religious festivals, courtship scenes, and the work place.

"There is a curious sort of escapism reflected in some of these vases," says Shapiro, noting that in the period of the Peloponnesian War (431–404 B.C.) there are fewer depictions of soldiers in battle than one would expect. There is instead a preoccupation with domestic scenes of gentle women reclining or bathing, holding mirrors or vials of perfume, fetching water at a fountain house, or caring for children.

The circumscribed activities of women portrayed only in or near their homes underscores what Shapiro calls "one of the chief ironies" in our reverence for classical Greece: that the "so-called Golden Age saw women in probably the lowest status of any period."

The ancient ideal of a sound body and a sound mind is reflected in the large number of vases depicting scenes of athletes, training in the gymnasium or palestra, competing in the Olympic games. Among these vases are the Panathenaic amphorae, small urns awarded to the winners of athletic contests held in honor of Athena. Such religious significance was attached to these amphorae that, their production having become a matter of religious convention, they were worked in the black-figure style for nearly two centuries after the style was dropped in favor of red-figure painting.

Other scenes that will be viewed in the New Orleans exhibition include the labors of the butcher, the oil merchant, the cobbler, and even the potter himself. A number of white-ground lekythoi, funerary urns covered with a fine white glaze on which is painted some scene from the obsequies, will complete the exhibit.

The collection represents the "last frontier of Greek vases in America," according to Shapiro, since the South is the last region of the country with considerable resources that are al-



Herakles threatens Triton, the son of Poseidon, on one side of a black-figure amphora.

most unknown, even to many scholars. Vases for the exhibition are being loaned from private collectors as well as from the Chrysler Museum at Norfolk, the Duke University Museum of Art, The Ackland Art Center of the University of North Carolina at Chapel Hill, Atlanta's High Museum of Art, and the John and Mabel Ringling Museum of Art in Sarasota. It is the first exhibition to pull together Greek vases from southern collections.

Greek vase painters are not among those artists who enjoy only posthumous admiration. As H.W. Janson points out in the *History of Art*, "How greatly the Greeks themselves valued the beauty of these vessels is evident from the fact that after the middle of the sixth century, the finest vases frequently bear the signatures of the men who made them. . . . Archaic vase painting gives us the first clearly defined personalities in the entire history of art."

When the vases were rediscovered twenty-

two centuries later, they were again admired for their beauty. Today they continue to inspire.

Perhaps even when LAGEOS falls from the sky, its message, incised like the lines on a black-figure vase, will be housed, in something resembling one of our museums, near the eloquent earthen diaries from Greece. For Keats's apostrophe carries a contemporary theme:

When old age shall this generation waste,
Thou shalt remain in midst of other woe
Than ours, a friend to man, to whom thou say'st,
'Beauty is truth, truth beauty,'—that is all
Ye know on earth, and all ye need to know.

—Linda Blanken

Ms. Blanken is managing editor of *Humanities*.

"Art, Myth and Culture: Greek Vases from Southern Collections"/H. Alan Shapiro/Tulane U., New Orleans, LA/\$59,173 OR; \$10,000 offer FM/1981–82/Museums and Historical Organizations Programs

LATIN IS DEAD! LONG LIVE LATIN!

Mirabile dictu—Contrary to the popular image of Latin class as the dreary last rites for a language that should have been interred centuries ago, Philadelphia classrooms are filled with vitality as elementary and secondary school students study Latin vocabulary, classical culture, and English derivations.

Arrectis auribus—Sixth graders listen intently to the teacher's pronunciation, then repeat "aqua" in unison as the teacher points to various illustrations of water. They shout "aquarium" and "aquatic" in clamorous response to the teacher's request for English derivatives.

Utile dulci—There is real excitement among both students and teachers participating in the Philadelphia public schools' Language Arts through Latin program. This resurrection of Latin is not just an exercise in the arcane (an

attitude greatly responsible for its demise); the Philadelphia schools have recognized the academic and practical value of Latin.

Ecce signum—Since some 65 percent of English words are based on Latin roots and affixes, the study of Latin unlocks a rich vocabulary to students at all levels and from all backgrounds. Similarly, Latin is a useful starting point for learning Romance languages and, more generally, for understanding basic notions of linguistics and syntax. In addition, the Philadelphia curriculum includes lessons in classical culture designed to stimulate interest in the roots of Western civilization and the disciplines of the humanities.

Respice finem—Preliminary results of the project are impressive. Philadelphia School District pupils who studied Latin for twenty minutes daily in their fifth-grade classes advanced

one full year in standardized English vocabulary test scores over a control group that did not study Latin. Studies in seven other school districts have also shown statistically significant increases in vocabulary, reading, and Scholastic Aptitude Test scores among students taking Latin. These results are impressive at a time of national concern over declining literacy.

Docendo discimus—An important by-product of the Language Arts through Latin program is the revitalization of the participating teachers. By their own report on an evaluative survey, many of them were "burned out." The program has reignited their interest in their disciplines and their teaching and exposed them to new areas of study. Some have even expressed interest in pursuing graduate work in classics.

How does a dead language become one of the liveliest subjects in school? The Philadelphia

project has an interesting history. In 1968, Dr. Eleanor Sandstrom, director of Foreign Language Education in the School District of Philadelphia, and assistant director Dr. Rudolph Masciantonio initiated a program of Latin instruction in fourth-, fifth-, and sixth-grade classrooms and high school English courses designed to acquaint students with basic Latin vocabulary, English derivations, and classical culture. Under NEH grants awarded in 1969 and 1971, the project codirectors developed a detailed curriculum that included teacher guides, instructional kits, and exercise books.

The curriculum was taught by "itinerant Latin specialists" who spent twenty minutes a day in elementary and secondary classes in nearly one hundred schools throughout the district. But the teachers did not give dry lectures on Latin declensions followed by quizzes stressing rote memorization. Rather they encouraged active student participation in oral exercises—Latin songs, plays, wordgames; small group competitions on discovering English cognates; multimedia illustrations of Roman mythology and lifestyles, all designed to make the study of Latin adventurous, contemporary, and joyful.

The Philadelphia project received nationwide, indeed international, attention. News stories and journal articles described the theatrics in the classroom, like the scene of a teacher moaning and holding his head in a melodramatization of Minerva's birth from Zeus's forehead. The teacher then effectively exploited the myth to explore Latin vocabulary (e.g. "caput"), English derivatives (e.g. "decapitate"), vestiges of the myth in contemporary culture (e.g. Minerva's owl as a symbol of wisdom), and Roman lifestyles (e.g. no Excedrin).

The Los Angeles Unified School District took special interest in the program and borrowed the Philadelphia course materials. However, Los Angeles added a twist to implementation of the curriculum. Because the lessons and the teacher guides prepared by Drs. Sandstrom and Masciantonio were highly detailed and presented in step-by-step fashion, Los Angeles found that it could train non-specialist teachers to use the materials in their own classes. By not having to rely on wandering Latinists, Los Angeles was able to achieve broader dissemination of the program and to integrate the material more fully into the classroom.

As if in a rivalry between the Lakers and the Sixers, Philadelphia now took the ball back across the country and scored a further en-

hancement of the program. In 1979, the NEH awarded Drs. Sandstrom and Masciantonio a grant to set up formal training programs in etymology, Latin, and classical culture to prepare sixty non-specialist teachers in the Philadelphia schools to use the Language Arts through Latin curriculum. A four-semester-hour, college-level course was developed in conjunction with the classics department at Temple University.

Training for the new recruits, all volunteers, also included staff development sessions and workshops with the Latin specialists who were veterans of the program.

In 1980, the Philadelphia School District received an NEH grant to continue the project and to train an additional sixty teachers through course work at Temple and Millersville State College.

Why does the Philadelphia Language Arts through Latin program work? First of all, it's important to consider the four basic objectives of the curriculum: 1) to expand English vocabulary and improve reading skills; 2) to increase awareness of the impact of the classical past on the present; 3) to provide an introduction to the basic structure and vocabulary of Latin; and 4) to stimulate interest in the study of foreign languages and the humanities in general.

These goals are met through two locally produced curricula at the elementary level: *Romani Viventes et Dicentes* (on Roman lifestyles) and *Voces de Olympo* (on classical mythology). High school English classes use *Word Power through Latin*, a course also prepared by Sandstrom and Masciantonio that has received wide national distribution.

Teachers' guides for the courses break each thematic unit into twenty-minute segments to be given once a day throughout the school year. Each unit includes:

1. Latin vocabulary and dialogue tied to multimedia visual cues and to teacher gestures and pantomime (no English is used);
2. playlets and word games from accompanying gamebooks that reinforce unit vocabulary;
3. Latin songs, proverbs, mottoes, and quotations that use unit vocabulary;
4. English derivatives elicited orally and applied in written exercises;
5. cultural material on the unit theme and related to unit vocabulary.

Perhaps the most important factor in the program's success, however, does not appear in this list. Masciantonio insists, "The teacher must be *sine dubio* a 'ham.'" Lively presentation

of the material is successfully encouraged throughout the teacher training program. The enthusiasm of the Latin specialists, zealots by nature, appears to be contagious. The curriculum materials, filled with cartoon-like illustrations, contemporary references, and ingenious exercises are also a source of excitement and inspiration for both students and teachers.

The current phase of the Philadelphia project will continue until August, 1982, when it will be formally evaluated. There are already many informal indicators which suggest the program's success. There is a waiting list of schools and teachers wanting to participate in the program, which is now serving some six thousand students in Philadelphia alone. The model has been picked up by numerous school districts across the country in addition to Los Angeles—Baltimore, Indianapolis, Chicago, Washington, D.C.

The 1980 Report of the Commission on the Humanities, *The Humanities in American Life*, cites the Philadelphia project as an exemplary curriculum at the elementary and secondary level for training in "cultural traditions."

Most importantly, the students are clamoring for more. A participating teacher complained to Masciantonio that she was having difficulty finding time for other subjects in her class. One fifth grader, concerned the Latin courses might not survive district budget cuts, wrote to the superintendent: "Please keep Latin in my school. Latin is my favorite subject. I like it better than recess!"

lingua Latina vincit omnia!

—John Lippincott

Mr. Lippincott is an Endowment staff member.

Ed. note: For those who have not benefited from the Philadelphia experience, here is a glossary of phrases used in the article—

mirabile dictu: wonderful to say

arrectis auribus: with ears alert

utile dulci: the useful with the enjoyable

ecce signum: look at the evidence

respice finem: consider the results

docendo discimus: we learn through teaching

sine dubio: without a doubt

lingua Latina vincit omnia: Latin conquers all

"Our Classical Heritage"/Eleanor L. Sandstrom/School District of Philadelphia, PA/\$10,000/1969-70/\$54,000/1970-72/"Language Arts Through Latin"/Rudolph Masciantonio, Eleanor L. Sandstrom/School district of Philadelphia, PA/\$50,249/1979-81/\$58,206/1980-82/Elementary and Secondary Education Programs



Fifth- and sixth-grade Latin pupils from the C.W. Henry school hold a Roman-style banquet on the steps of the Philadelphia Museum of Art.

Aural History: The Odyssey on Radio



photograph: Museum of Fine Arts, Boston

In an unusual amalgam of scholarship and show business, a radio drama series of Homer's *Odyssey* will play to an estimated five million people around the English-speaking world this fall. Beginning in October, "The Odyssey of Homer"—a lush production of veteran actors, vivid sound effects and original music—will woo listeners to the sometimes hypnotic, often astounding tales of Odysseus, and, at the same time, tell them about the preclassical world.

Each drama is followed by "footnotes"—documentary-style narrative with interviews of classical scholars and others who put the tale in its cultural context.

The twelve-part series, funded by NEH, is produced by The National Radio Theater of Chicago, powered by director-writer-producer Yuri Rasovsky. A man of fecund enthusiasm, Rasovsky thinks there is no better way to present an oral epic than with an aural technology, although he often sees such possibilities in less likely places—he once adapted a silent film for radio.

"I think radio is probably one of the most important avenues of culture in America and always has been," he says. "It's been abused and underused. In the next few years it will probably be the most important medium—if people who have the power to finance broadcasting are smart—simply because in a tight economy it should become immediately apparent that radio is the most cost-efficient cultural medium there is. I could not do *The Odyssey* as a television serial or a film on anything less than \$50 million, and I've been able to produce it as a radio show for a relatively small amount."

It was in fact a film that spurred Rasovsky to initiate the project. "I was walking out of *Star Wars* one night, feeling smug. 'We can do this better on the radio,'" he remembers saying to his partner. "'Why not do *The Odyssey*? It's the archetypal *Star Wars*! Why not do something with content!'"

Yet *Star Wars* was one of the most popular action adventures of all time, and some critics saw it as an allegory fraught with meaning. "I think whatever it was, it was terribly banal,"

scoffs Rasovsky. "I think the foundation of the civilization of classical antiquity is based on or inspired by Homer. To me, much of what is best about Western civilization comes from that, and tells us a great deal about ourselves."

"*The Odyssey* does have content and it does because it's so brilliant. It's an alien culture and it's 2,800 years old. Nonetheless there it is, and you can still get into it."

Rasovsky and D. Nicholas Rudall, director of the Court Theater at the University of Chicago, gathered scholars for an advisory panel. Rudall served as chairman of the interdisciplinary group, which included Jarl Dyrud, M.D., professor of psychiatry, University of Chicago; James H. Redfield, professor of classics, University of Chicago; Peter Arnott, professor of theater, Tufts; Peter Green, professor of classics, University of Texas; and Albert B. Lord, professor of comparative literature and folklore, Harvard. They began by rejecting all standard translations which left it to Rasovsky to learn some Greek and write a script, from scratch, at their direction. By his account, the panelists were tough critic-masters of tone and atmosphere, language and syntax.

The footnotes were the province of documentary producer Kerry Frumkin who sought the advice of the panel on which topics might best be explored and who might be approached for interviews.

"I think that most people just simply think of *The Odyssey* as a nice adventure story," says Frumkin. "We were trying to let people know that the story grew out of a culture and cultural values, and to help people understand what those values are."

Among the topics of the footnotes are law and government in Homeric times, gods, women of *The Odyssey*, and Homer's place in oral epic. "If there was some theme in an episode that could be best covered by a documentary, that's what we focused on," says Rasovsky.

"For instance, at the point in the story where Telemachus is going out for the first time in his life, leaving home to visit the great heroes Nestor and Menelaus, this is the time to introduce the topic of guest-friendship and what it meant in those days—how this is a bond for international relations between great households—because this is crucial to *The Odyssey* and our understanding of it, and this is where it first appeared."

Experts interviewed on the air include classics and law scholars, among them Arthur Adkins, Richard Posner, Gregory Nagy, Eric Hamp, and others taped by Frumkin in Greece. Composer Eric Salzman wrote a score to

highlight the dramatic action, rendered by Barry Morse and Irene Worth as Odysseus and Athena, Shepperd Strudwick as Homer and John Glover as Telemachus. Circe, Cyclops, Scylla, Sirens, and the rest of the remaining eighty-four parts are played by a Chicago repertory company of thirteen actors. Edward Asner of "Lou Grant" fame narrates.

A listener's guide, *Audiobill*, has been funded in part by the Mellon Foundation. Like a souvenir program with pertinent articles by scholars, the booklet will be sent to people who write and ask for it, to monitor the audience and to enhance listeners' enjoyment.

The booklet will also be used in a library kit with posters, a sample cassette tape and bibliography designed to call attention to the programs and each library's collection of Greek literature and mythology. Eventually, "The Odyssey of Homer" will find its way into the classrooms of a generation of students more tuned to aural and visual presentations than to literature printed in book form.

More than two hundred noncommercial radio and cable stations have agreed to broadcast the series.

Four years after *Star Wars*, Rasovsky's odyssey in search of Homer's masterpiece is finished. He has tried to display his treasure so that others can see "the beauty of the thing, the psychological and cultural richness. Its beautiful poetry," he says. "It leaps across the ages at you."

—Meryl Harris

Ms. Harris is a free-lance writer.

"Project Odyssey"/Yuri Rasovsky/National Radio Theatre of Chicago, IL/\$299,960/1979-81/Media Programs

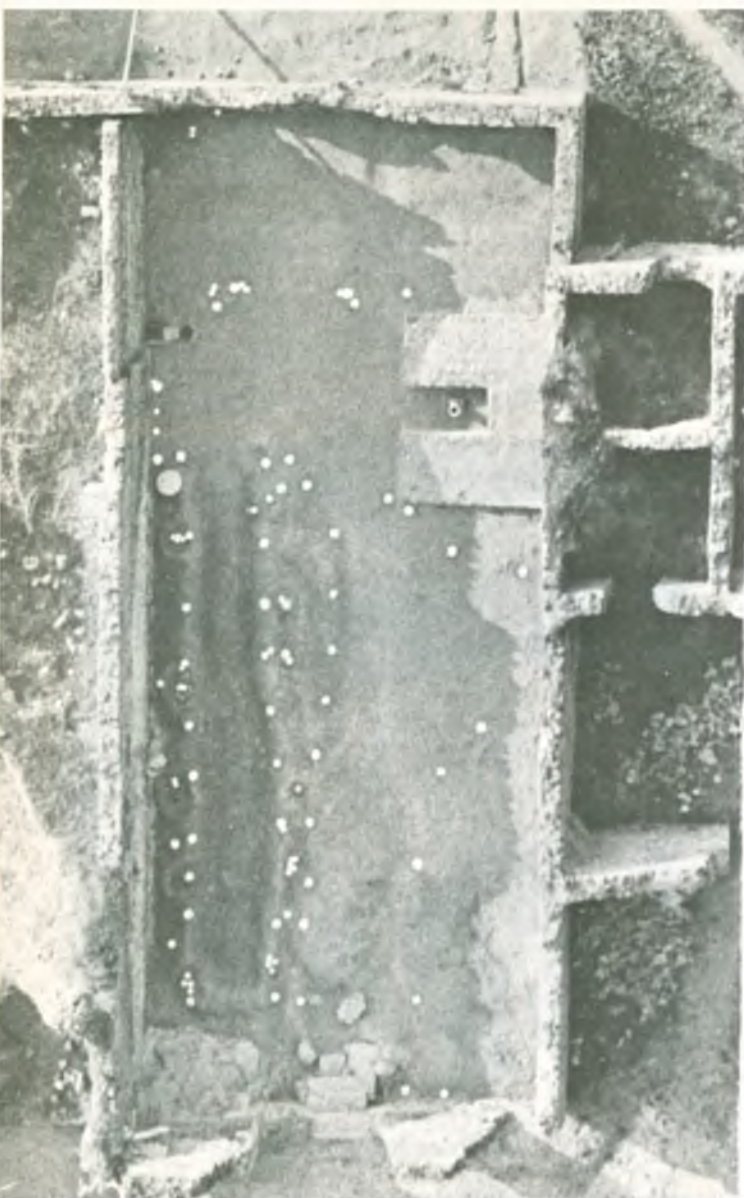


photograph: Museum of Fine Arts, Boston

The Temple of Poseidon at Cape Sounion which Odysseus passed during his wanderings; Polyphemus, the Cyclops Odysseus blinded; Odysseus hides beneath a ram to escape detection.



When the roots of plants growing at the time of the Vesuvius eruption decayed, volcanic debris filled the cavities. Jashemski's crew emptied the holes (top) and made casts of the roots (above). Excavations were photographed with a camera suspended from an aerial balloon to show the arrangements of plants in the gardens (left). Balloon photo showing the layout of a garden (below).



When Wilhelmina Jashemski first visited Pompeii in the summer of 1957, it was almost as an after-thought, a last stop in a fact-collecting tour for a book she was planning on Roman Imperial gardens. She visited at the site with Dr. Tatiana Warsher, a grande-dame of archaeologists who had worked in Pompeii, to gather information on the gardens there, a subject Jashemski thought was, as she now puts it, "done." After all, the site, destroyed in the eruption of Vesuvius in A.D. 79, had been the subject of intense interest since the mid-nineteenth century.

Warsher, with a sweeping gesture as she stood in the midst of the Pompeian ruins, said to her visitor, "My dear, *this* is your first book, and I think it will take you quite some time."

Twenty-two years later, Jashemski published, with the aid of the NEH, Volume One of *The Gardens of Pompeii* (Caratzas Brothers Publishers, NY, 1979). The study of the gardens of the ruined city has become for her a lifelong passion, and in the last twenty-five years she has almost singlehandedly created a new type of archaeology, one which views the soil not so much as an impediment to be removed in the search for the real treasure, but in many ways, as the treasure itself.

Jashemski's book does not focus on one isolated aspect of Pompeian society, but rather, because the garden was central to the life of the city, the book is a study of Pompeian life. It is organized around the types of gardens which existed in Pompeii: the ornamental, the food-producing, the religious, and the commercial.

Almost as fascinating as the content of the book are the descriptions of the methods Jashemski used to make her discoveries. Every bit of possible evidence is treasured and exploited to its fullest: carbonized plants, seeds, pollen, animal bones, root remains, land contours and irrigation works.

One of the most exciting discoveries of her years in Pompeii was the revelation that the huge area across from the amphitheater was not a cattle market as it had been called for more than two hundred years, but was in fact a vineyard. In excavating the area, Jashemski's workmen were able to make casts of the holes where the roots had flourished the day of the eruption. The casts revealed straight rows of pairs of holes. In the vineyards today in the countryside around Pompeii, grape vines cling to supporting stakes, and were they both pulled from the ground, they would leave behind just the sort of rows of paired holes that Jashemski's casts revealed.

Time and time again, her studies of the ancients were reinforced by methods that are still in use around Pompeii. One garden which was planted in rather straight rows of beds had an obviously elaborate irrigation system which started at one side of the lot and flowed down the slightly angled beds to the other side of the garden. A commercial flower dealer in the area (Pompeii is one of the headquarters of seed production in the world) came to look at the site and said that without a doubt it was a commercial flower garden. And when Jashemski visited his garden the next day, she saw the same irrigation system, the same slight terracing of the flower beds.

Of course, not all horticultural practices have remained the same since A.D. 79. Frequently, Jashemski had to look past the evidence of modern technique to other sources of proof. She was surprised, for example, by the frequency of finding casts of olive roots. Today, she says, olive trees are not grown in the area. "It's [the olive tree] so very greedy and they don't put it in their gardens," but instead grow



The Gardens other unear

it on the rocky Mediterranean shore. She conjectures that because transportation was so much more difficult then, olives had to be grown locally if they were to be enjoyed at all.

Reinforcing the evidence of the olive root casts was the presence of pollen in the soil. With the help of Professor G.W. Dimbleby of the Institute of Archaeology at the University of London, she was able to find as many as twenty different types of pollen in a single soil sample, and usually much pollen from the olive trees.

One of the most difficult problems Jashemski faced was in the logistics of her dig rather than in interpreting the content of what she found. Once the root casts had been made, she was at a loss as to how to mark the root sites in the garden and then how to photograph them. She tried roof tiles, and then paper plates to mark the site of trees in the gardens, neither of which worked. Finally, one of her devoted workmen found an old telephone pole, and then a tree trunk graduated in thickness. Both were sliced and painted white, and the resulting discs were used to mark where trees and plants had grown. Jashemski's husband, a physicist, provided her with a solution to the photography problem by suggesting she use a camera suspended from an aerial balloon. After trial and error, they perfected the technique and the results are handsome photographs which show beautifully the layout of the plantings in the gardens, as well as any land contours—paths, flower beds, irrigation channels, and so forth.

In her supposition that Pompeii was "done," Jashemski was reflecting, although on



Photograph: Museum of Fine Arts, Boston

f Pompeii and ned delights

a more scholarly plane, a general feeling in the United States that Pompeii was an archaeological curiosity, a bit sordid and a bit of a backwater. Newspaper columnist Henry Mitchell said it this way in a review of Jashemski's book: "We have all been assuming Pompeii was a congested narrow-streeted provincial town with dirty pictures on the walls and that's about it."

A year before the book was published, a portrait of Pompeian life was presented in the successful touring exhibition of Pompeii artifacts, "Pompeii AD 79." Both the book and the exhibition were among the first detailed explanations of daily life in Pompeii, so many previous studies having been occupied with that city's quick and awful death.

With support from NEH and others, "Pompeii AD 79" was planned by the Boston Museum of Fine Arts and after its stay in Boston continued on to Dallas and Chicago. John Herrmann, an assistant curator of the Museum and project director for the NEH grant, reinforced the idea that the American public did not have a very clear impression of the real value of Pompeii: "Before the exhibition," he wrote, "real familiarity with and interest in the Vesuvian sites may have been approaching an historic low."

The Boston exhibit was patterned after one held the year before in London. The exhibition comprised some three hundred objects primarily drawn from the National Archaeological Museum in Naples, and Herrmann noted in one of his reports that the NEH backing helped enormously in convincing the Italians that ship-

ping their treasures across the Atlantic was a reasonable thing to do.

The Pompeii exhibit was conceived less as an art exhibit than as a re-creation of life in Pompeii on August 24, AD 79, the day of Vesuvius' eruption. Although their aesthetic value was not ignored, the artifacts were exhibited primarily in terms of their documentary and functional aspects. And the exhibit was organized according to important aspects of Pompeian life: The Volcano, People, The House, The Garden, Religion, Trade and Occupations, and Leisure.

A special effort was made to provide the visitor with the tools to make the experience a fruitful one: a children's guide was produced, labels were clear and easy to read, teachers from the adjacent Museum of Fine Arts School demonstrated throughout the show how to make a fresco or a mosaic. A lecture series was held in conjunction with the exhibit; one of the most successful was a talk by Wilhelmina Jashemski on the gardens of Pompeii.

One of the 432,000 people who saw the exhibit in Boston was a freshman at Harvard named Daniel Jacobs. The next year, in an art history course, the bits and pieces of the exhibit that he absorbed led him to do a paper on city planning in Pompeii, and that experience led ultimately to his applying for an NEH Youthgrant for the summer of 1980.

In order to give a better picture of the town's ordinary life, Jacob's goal had been to try to group, according to architectural styles, non-Patrician homes in Pompeii, a type largely ignored in the literature. He soon discovered, however, that the regularity of Pompeian homes of all types seems to have been largely exaggerated in the literature; a typology of homes would necessitate a longer-term project. Therefore, he narrowed his focus to a small group of adjoining houses, and developed a new thesis based on his findings: that there was not, as is commonly believed, a spectacular rebuilding effort between the earthquakes of 62 and 79 A.D., but rather the struggling attempts by an economically devastated community to make livable their ravaged townscape.

But Jacob's most overwhelming impression of Pompeii was his sense of the remains as dwellings rather than as archaeological artifacts. "It's almost as if I was less concerned with the history of the place than I was from the point of view of human occupation. It could have been thirty years ago or two thousand and it wouldn't have made that much difference to me." Not surprisingly, Jacobs is considering pursuing a career as an architect.

More than a quarter of Pompeii still lies under the layer of ash and lava which destroyed it and at the same time preserved it nineteen hundred years ago. The current superintendent has decreed that digging should cease until previously excavated structures are restored and any decay arrested. Jashemski comments: "I think that is as it should be. I'm glad. New techniques will be developed and I think it should wait and give other generations a chance."

One of the current generation, Daniel Jacobs, agrees: "You discover more and more to do with the less and less that is remaining," he says. "It seems almost the more you dig, the more you have to do."

If recent years' efforts are an indication, the buried 25 percent of Pompeii holds more clues to the lives of the ancients and, ultimately, to ourselves.

—**Louisa Hart**
Ms. Hart, a Washington writer, also teaches writing at American University.



This mosaic (left) was one of the artifacts from the National Archaeological Museum in Naples that toured the United States in 1978-79. Above, the garden terrace of the House of Loreius Tiburtinus.



Casts of bodies made during the original Pompeian excavations in 1961-62 revealed the forms of thirteen people who died trying to reach safety.



Photographs from the project "Moccasins on Pavement" illustrate the urban Indian experience.

STATE OF THE STATES: The Indian Heritage of America

When Columbus, in ignorance, labeled the Caribbean Arawaks *los Indios*, he began a pattern of misunderstanding Native American identity that has persisted throughout our history. The early European travelers and settlers, judging the New World from their own point of view, considered the indigenous people as lesser beings. To this day, the hundreds of unique cultural groups seen through the veil of stereotypes are often perceived as a single entity with a shared culture.

Other preconceived notions have prevented generations of Euro-Americans from noting the adaptations that influenced the development of native groups during the past five centuries. Throughout the country, every indigenous population has blended aspects of European culture with its own traditions. The Indian in the three-piece suit deliberating in corporate boardrooms is as much a member of the contemporary Native American scene as is the feather-costumed, bell-bedecked dancer beating out traditional rhythms on an ancient dance ground.

We still struggle to move beyond stereotype toward full comprehension of the richness and diversity of Native American cultures. Today Indians, Aleuts, Eskimos and Native Hawaiians join scholars and interested citizens of other backgrounds in that effort, and increasingly they have been seeking funds from state councils for programming which will improve cross-cultural understanding.

From these projects emerge discussions of linguistics and semiotics. Participants are encouraged to see the connection between technology and cosmology. Law, history, aesthetics and literature gain new dimensions when viewed within a Native American content. However, these programs do more than extend our understanding of Indian peoples. The questions raised about values provide insights into the nature of human culture, and the conceptual framework provided by the anthropologist, folklorist, historian, or Native American elder is a lens through which the larger American society is seen with greater clarity.

Some projects examine the life ways of a

specific tribal group and work to combat the image of the composite Indian. The Washoe Tribe of Nevada and California received funds from the Nevada Humanities Committee for support of a museum exhibit and interpretive program on Washoe basketry. For the Washoe, baskets are heavily laden with symbolic importance. The newborn baby was placed on a winnowing basket at birth and moved to a basket cradle board a month later. In the ceremonies which marked the change of girl to woman, a specially woven basket played a central role. The exchange of baskets was an important part of the marriage procedure. The bonds between mother and daughter were strengthened as basket-weaving skills were taught and family designs passed from generation to generation.

Baskets served many ceremonial and secular purposes for the nomadic Washoe who hunted, fished and gathered seeds in the Sierra Nevada Mountain range, and the technology had reached a high level of sophistication by the time non-Indian settlement occurred in the region. Instead of stifling the art form, contact actually caused it to develop further. By the end of the nineteenth century when baskets had become a major trade item, the demand for "fancy" baskets by non-Indian collectors caused Washoe weaving to enter a period of florescence.

Today, altered environmental conditions which have reduced the availability of raw materials have caused the number of weavers to decrease considerably but outstanding baskets are still being made. The work of the contemporary artists, combined with that of their predecessors, was displayed at the Nevada State Museum where the accompanying lectures, catalog and weaving demonstrations made visitors aware of the importance of this art within the total Washoe cultural system. Tribal experts and scholars, by documenting the evolution of Washoe society through the development of this particular art, drew attention to the holistic nature of cultural systems.

As various programs within the states define specific characteristics of individual Native American nations, so too do they provide in-

sights into the history of the relations between Native American groups and the colonial and federal governments.

Initially, hostilities were engendered by misunderstood and conflicting mores and value systems. This is perhaps best illustrated by the confusions related to concepts of land use and ownership. To most Native Americans, kinship with living creatures and harmony with natural elements were dominating principles. Their spiritual relationship to the land defined the manner in which it could be used.

To the Europeans, land was a commodity which could be bought and sold, but to the Indian, land could no more be owned than could the air we breathe. One could use land, live on it, set up boundaries which marked off areas of use, but in no way did an individual or tribe own land. Early land "sales" were misunderstood by the Indians, who probably thought that the deeds which they signed were agreements for shared use.

Contradictory conceptions of appropriate land practices persist to modern times, with Indian ideals of stewardship often in sharp conflict with Western notions of exploitation. A number of state humanities councils have supported programs which examine land use issues. A project funded by the South Dakota Committee on the Humanities, directed by Faith Spotted Eagle of the lower Brule Sioux Tribe, brought the whole issue of resource use on Indian lands to more than four hundred Indian and non-Indian people in three reservation towns. Local tribal representatives and spiritual leaders, scholars of history, jurisprudence, and literature, and representatives of the Corps of Engineers and the Fish and Wildlife Service discussed the question of self determination particularly as it related to Indian control of natural resources.

The program placed Sioux world views in juxtaposition with Western world views. Tribal spokespersons, in detailing the concept of reciprocity which determines their relationship with Mother Earth, raised important questions about the balance which must be achieved between right and responsibility in every culture.

Throughout most of American history, government policy makers have had a nagging problem with Indian self-determination. When the reservation policy of the mid-nineteenth century forced Indians to give up their traditional subsistence patterns, government officials and reformers struggled to determine what else of Indian culture should go. The reservations worked fairly well to contain the Indian populations, but they were pockets of alien cultures within an America devoted to the melting-pot concept.

Official policy ruled that reservations should become institutions devoted to cultural transformation. However, administrators soon found out how difficult it was to change the value system and practices of adults, so they intensified their assimilation efforts with children. Reservation boarding schools were instituted to hasten the "civilizing" process. Children, physically removed from their families and the old ways, were immersed in the language, culture and values of the greater American society. They came to school as Kiowa or Cheyenne. It was hoped that they would leave as Americans.

An intimate portrait of the boarding school experience was recently presented to Oklahomans in a photographic exhibit about the Fort Sill Indian School, funded by the Oklahoma Humanities Committee. Project Director Delores Titchywy Sumner of the Comanche Tribe and her consultants moved from the archives and anthropological texts to the students themselves in preparing the exhibit didactics. The catalog and labels incorporated the reminiscences of Comanche people who were boarders at the school in the early twentieth century. Their words provide a moving complement to the historic facts.

"What I thought was if we learn how to talk English they were gonna paint us white and send us

somewhere. . . that's what I thought, and it makes me feel bad."

—Eula Homovich Kaniatobe

We dressed like little white girls, we were almost like white girls, almost."

—Winnie Niyah Robedeau

Almost, but not quite. . . neither the boarding schools nor any of the other assimilation efforts was entirely successful. By the 1930s when John Collier was appointed Commissioner of Indian Affairs, policy was moderated and the special value of Native Americans was officially recognized.

However, although a commitment to more workable policies related to Native Americans was made, the attentions of the nation were soon directed to other matters as the country found itself immersed in World War II. At its conclusion, the postwar economic pressures had a disastrous effect on reservation life. Among the federal policies developed to alleviate reservation poverty was the relocation program begun in 1951, an effort to move Indians from the reservations which offered few jobs to cities where employment opportunities were greater.

The Indian urban experience is not limited to the twentieth century. It has roots which date back thousands of years. In prequest times, the city-states along the Mississippi and tributary rivers and in Mexico and the Rio Grande Valley were metropolitan areas of enormous sophistication. However, many of those preColumbian cities were centers of trade and ceremonial activities where a small resident population was regularly expanded by rural commuters who were incorporated within the political unit.

Anthropologists define city by function, not by demographic statistics alone. Although the services performed by cities are universal, each culture molds its own delivery system. Cultural differences create for the modern urban Indian a special challenge in integrating tribal expectations with American urban realities.

A series of lectures called "Moccasins on Pavement: Off Reservation Indians" sponsored

by the Denver Museum of Natural History and funded by the Colorado Humanities Program dealt with these issues. The Museum's Native American Advisory Council worked with staff and outside consultants in the development of this program and the complementary NEH-funded photographic exhibit, "The Urban Indian Experience: A Denver Portrait." Michael Taylor, a member of the Oglala Band of the Sioux Tribe who was the Tribe's Advisory Council coordinator of both projects noted, "For the first time ever, general Denver audiences were invited to hear contemporary American Indian affairs discussed by Indians themselves."

The Council was determined that the effect of this project should extend beyond the museum walls. It was with great pleasure that they saw the program grow and be replicated in five Colorado towns. The traveling photographic exhibit is still being circulated to museums around the state, and television broadcast by a Denver station varied the theme by exploring the social ties and system of networks which develop among urban Indians and by showing how traditional ways adapt and synthesize with urban requirements. "We wanted the project to grow and expand, and it grew even larger than anticipated," said Taylor.

Programs grow around the country, using the humanities to heighten cultural awareness. From Holy Cross, Alaska, a village of three hundred fifty persons on the Yukon River, come the words of an Athabascan project participant which succinctly describe the challenge to which Native peoples and states humanities committees are responding. "We needed to find ways to instill pride. . . we also needed to make ourselves known to non-Natives. . . to create mutual respect and understanding."

—Nancy Worssam

Ms. Worssam is an Endowment staff member.

photograph: The Newberry Library



(left to right) Queh Mee, a Potawatomi woman sketched at Kewawnag Village in 1837; a Washoe basket; photographic portrait of two members of the Yakima Indian Nation, made in the 1890s.



photograph: Yakima Indian Nation

photograph: Nevada State Museum



DUSTJACKETS

Research Tools and Reference Works—Part II

Although Denis Diderot was not the first to use the word, his famous *Encyclopédie* is generally credited with establishing "encyclopedia" as the common, generic term for a comprehensive compendium of scholarly essays organized for general reference.

To the Greeks, however, *enkyklopaideia* meant a circle or an inclusive system of learning. The final victory of this word over the more widely used and traditionally appropriate "dictionary" testifies, perhaps, to the strength of the encyclopedia's inherent aspiration: to provide its readers by the very scope and breadth of its contents an "all-around" education.

Whether called dictionaries or encyclopedias such works have been a part of the world's civilizations for some two thousand years. The earliest known "encyclopedic" work is thought to have been compiled by Speusippos circa 370 B.C. The first Roman encyclopedia, Cato's *Praecepta ad filium*, apparently appeared in 183 B.C. The first Chinese encyclopedia, the *Huang Ian*, was being read circa A.D. 220. The first recorded Arabic encyclopedia, Ibn Qutaiba's *Kitāb 'Uyūn al-Akhbār*, was completed circa A.D. 880.

Although these encyclopedias—and most of those created up to the eighteenth century—might bear little resemblance to contemporary models, in the aggregate they demonstrate a continuous pattern of development and a curious power to command the imagination and attention both of the scholars who usually wrote them and the readers for whom they were designed.

Part of the fascination exerted by encyclopedias may reside in the immense challenges they pose to those daring to do one and what their completion signifies. Until two hundred years ago one person *made* a dictionary or encyclopedia. Since then they have been necessarily collaborative efforts, and this has made them

both more difficult and more significant.

Nevertheless, whether written by one or by many, an encyclopedia has always reflected a common series of often complicated decisions.

The encyclopedist initially faces the problem of defining the scope of his work from what usually seems a vast and disparate body of possible material. Criteria for what will be then included must be created, and within this corpus relative emphases determined. Crucial in these considerations is the nature of the audience, in itself no simple matter.

The basic arrangement of the encyclopedia's contents must be decided. Controversy among scholars about the relative advantages and disadvantages of ordering encyclopedic materials by some system of intellectual classification or by an alphabetical sequence of either broad or specific subjects has never died. To what degree must each of the entries be animated by a consistent set of substantive and stylistic standards?

Moreover, who will be both appropriate and willing to do the research and write these entries? One cannot always be as fortunate as Diderot who was able to recruit as contributors the likes of Rousseau, Voltaire, Condorcet, Turgot, Montesquieu, and Marmontel. And after writers are assembled, they must be edited and, what is sometimes more difficult, *managed*. One reason why large-scale reference works in themselves become the subject of books is that their history so often involves an absorbing tangle of idealism, practical expediency, intellect, and human psychology.

Not surprisingly, the complex "logistics" of finishing any encyclopedia have constantly prompted metaphors of the epic journey or voyage. "Terre, terre," Diderot wrote to a confidant on completing the *Encyclopédie* in 1765. After fifteen years at sea, the sailor had reached the shore.

Difficulties notwithstanding, the completion of a number of encyclopedias within the past few years reveals that the encyclopedic tradition is not moribund or confined to the Britannica model. Past issues of *Humanities*, for instance, have acknowledged the appearance of no less than four major NEH-funded encyclopedic reference works: *Notable American Women*, *The Modern Period* and the *Harvard Encyclopedia of Ethnic Groups* (December 1980); the *Encyclopedia of Bioethics* (February 1980); and individual volumes of the *Encyclopedia of Islam* (June 1980).

Notable American Women is that species of encyclopedia known as a biographical dictionary. Compiled at Radcliffe and published by Harvard's Belknap Press in 1980, this volume contains essays on the lives of 442 American women who in various ways have contributed importantly to American life and culture. Each entry not only presents basic biographical data (dates, materials relating to parents, ancestry,

education, marital status, children) but also traces the development of the subject's career, its significance to the time, and the interplay between the public figure and the demands of a personal life.

To establish this information required, in most instances, original research, and bibliographic citations concerning available primary sources accompany each entry. An encyclopedic reference work like *Notable American Women* can thus present for the first time new materials for scholarship as well as synthesize and order what is already "known." The concentration of a given corpus of material can in its totality also suggest issues, themes, and connections otherwise difficult if not impossible, to perceive. The volume serves to help define an emerging, largely interdisciplinary field. Finally, the stylistic panache of the entries—which at their best attain in twentieth-century terms something of the quality of Aubrey's *Brief Lives*—makes the findings accessible to a wide reading public.

Indeed, *Notable American Women* typifies what Stephen Jay Gould once remarked could be a supreme virtue of a major reference work, "its extraordinary capacity for providing . . . instruction by the most pleasant of intellectual routes—browsing." Yet, as he concludes, the experience of such "browsing" can be deceptive. "Each article virtually demands the reading of another dozen or more . . . [until] extrication becomes impossible except by an anti-intellectual act of will."

Over one hundred twenty American and European scholars contributed to the one-volume *Harvard Encyclopedia of American Ethnic Groups* (Harvard University Press, 1980) which contains definitions and descriptions of the more than one hundred ethnic groups in the United States as well as twenty-nine thematic articles on such topics as assimilation, settlement patterns, immigration, and religion. As with *Notable American Women*, this work achieves an intellectual resonance greater than the sum of its specific entries. Readers can begin to distinguish between what is common to the history of ethnic groups in the United States and what may be idiosyncratic. Moreover, the information and interpretive conclusions found in the *Harvard Encyclopedia* may ultimately render a service in helping American society understand the extent and nature of its ethnic pluralism.

With the publication of a reference work like the *Encyclopedia of Bioethics* in 1979, (The Free Press), one can see how an encyclopedia may provide a relevant and necessary historical context for a field generally considered a uniquely contemporary phenomenon. The controversy surrounding many of the issues in the field of bioethics dictated that great care be exercised to ensure a comprehensive approach



Helen Keller is one of the 442 women included in the biographical dictionary, *Notable American Women*.

free of the bias of any single point of view. In so doing, encyclopedias like this can attain a value beyond the potential confines of their own epoch. Future scholars and civilizations will study them as historical documents, illuminating what a society "thought" at a given time about a particular subject.

A sampling of some encyclopedias currently in preparation reveals a wide variety of subject and possible uses. As fascicles and then entire volumes of the *Encyclopedia of Islam* (E.J. Brill) appear, the contribution that a major international reference work may make toward a better understanding of the assumptions and achievements of a world culture is ever more clearly perceived. Conversely, the completion of the *Coptic Encyclopedia* by a team of scholars directed from the Middle East Center at the University of Utah should illuminate for the first time on a broad scale the influence that a single Christian sect has had on world history.

The opportunity offered by the encyclopedia to convey comprehensively the potential richness of a (comparatively) limited subject is illustrated by the volumes that have already appeared of a *Biographical Dictionary of Actors, Actresses, Musicians, Dancers, Managers, and Other Stage Personnel in London, 1660-1800* (Southern Illinois University Press). Much of the material comprising the entries on 8,500 individuals will be new to scholars and the general reader and is the result of exhaustive research in manuscripts and collections of over sixty librarians in the United States and abroad. Together with its 1,500 portraits, these biographical entries cumulatively convey the world of the London stage from the Restoration to the Regency in dazzling particularity.

The compilation of an *Encyclopedia of the American Constitution* (Macmillan and Company) also envisions the benefit of a sharply focused subject, in this case ostensibly one historical document. But the contents of this single volume, projected for a million words, will encompass 2,000 articles in alphabetical sequence ranging from short definitions of important concepts and terms to biographical sketches and essays on 500 key cases and 250 public acts of constitutional importance. A seminarrative chronology will also be included to redress any distortion imposed on the intellectual relationships among the entries by their alphabetical arrangement. This encyclopedia will thus establish for its reader in a vivid and highly concentrated fashion the context and consequences of the Constitution in the history of American life.

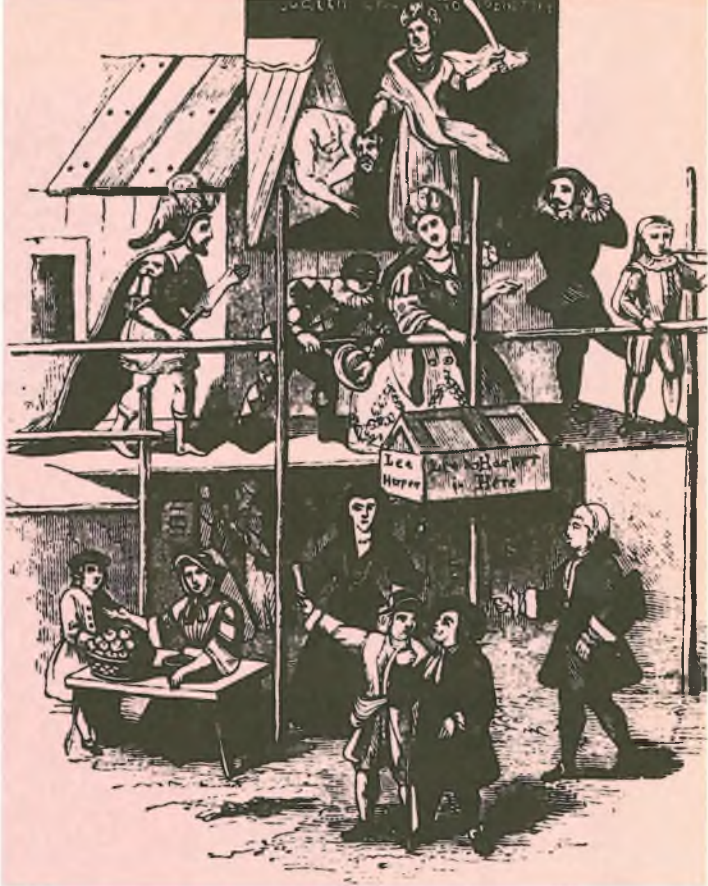
However much they differ in content or intended audience, all these encyclopedias represent the effort of scholars to express the results of their research in a more comprehensive, implicitly interpretive form, to transmute facts and ideas into general knowledge. The English poet and critic, Samuel Taylor Coleridge, in discussing his plan for an encyclopedia, took as its *raison d'être* that

all things, in us, and about us, are a chaos . . . and so long as the mind is entirely passive, so long as there is an habitual submission of the understanding to mere events and images, as such, without any attempt to classify and arrange them, so long the chaos must continue. . . .

To Coleridge, an encyclopedia if done properly would supply "method," a logic that would rescue men and women from the chaos. Seen in this dimension, the making of an encyclopedia becomes a profoundly social act, important for cultural survival.

—George Farr

Mr. Farr, a member of the Endowment's staff, directs the Research Materials program.



(clockwise) *The Encyclopedia of Bioethics*; detail from a 1721 woodcut and an engraving showing David Garrick as Jaffier and Susanna Maria Cibber as Belvidera, both from *A Biographical Dictionary of Actors, Actresses, Musicians, Dancers, Managers, and Other Stage Personnel in London, 1660-1800*; Arabic script from *The Encyclopedia of Islam*; Native Hawaiians, one of the groups included in *The Harvard Encyclopedia of American Ethnic Groups*.



photograph: Harvard Theatre Collection



photograph: Bonnie Pu'ulani Case



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Museums and Historical Organizations—Cheryl McClenney 724-0327	July 15, 1981	January 1, 1982
DIVISION OF STATE PROGRAMS —Donald Gibson, Acting Director 724-0286		
Each state group establishes its own grant guidelines and application deadlines; therefore, interested applicants should contact the office in their state. A list of these state programs may be obtained from the Division of State Programs.		
DIVISION OF FELLOWSHIPS AND SEMINARS —James Blessing, Director 724-0238		
FELLOWSHIP PROGRAMS—Maben Herring, 724-0333		
SEMINAR PROGRAMS		
Summer Seminars for College Teachers—Dorothy Wartenberg 724-0376		
Directors	July 1, 1981	Summer 1982
DIVISION OF RESEARCH PROGRAMS —Harold Cannon, Director 724-0226		
General Research Program—John Williams 724-0276		
State, Local, and Regional Studies	September 1, 1981	April 1, 1982
Research Conferences—David Wise 724-0276	September 15, 1981	April 1, 1982
Research Materials Programs—George Farr 724-1672		
Translations—Susan Mango 724-1672	July 1, 1981	April 1, 1982
Research Resources—Margaret Child 724-0341		
DIVISION OF SPECIAL PROGRAMS —Carole Huxley, Director 724-0261		
Challenge Grants—Steve Goodell 724-0267		
Program Development—Lynn Smith 724-0398	July 15, 1981	December 1, 1981
Science, Technology and Human Values—Eric Jeungst 724-0354		
Final Application	August 1, 1981	December 1, 1981
Youth Programs—Marion C. Blakey 724-0396		
OFFICE OF PLANNING AND POLICY ASSESSMENT —Armen Tashdianian, Director 724-0344		
Planning and Assessment Studies—Stanley Turesky 724-0369	August 1, 1981	December 1, 1981

RECENT NEH GRANT AWARDS

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

Archaeology & Anthropology

Adelphi U., Garden City, NY; Lenora Greenbaum: \$48,742. To increase emphasis on humanities education in the School of Social Work by adding folklore and language components, that emphasize ethnic and racial minorities, and by conducting a workshop to prepare faculty to teach the courses. *EP*

American Schools of Oriental Research, Cambridge, MA; Walter E. Rast: \$48,000 FM. To complete excavation and survey of the Early Bronze Age civilization in the Dead Sea area of Jordan. *RO*

Andrews U., Berrien Springs, MI; Lawrence T. Geraty: \$9,036 OR; \$2,000 FM. To hold an international conference of editors and scholars to create a series of final reports on their NEH-supported excavations in Jordan. *RD*

CUNY Brooklyn College; Arthur H. Bank-off: \$38,000 FM. To analyze pottery found in the late Bronze Age levels of the Lower Morava excavations undertaken with support from NEH. *RO*

Calvert Marine Museum, Solomons, MD; Mary Jane Soule: \$50,000 OR; \$25,000 FM. To research and prepare tape recordings, photos, and written documents for an exhibition about people and culture along the Patuxent River, tributary of the Chesapeake, which has provided black and white Americans in southern Maryland with a way of life for more than 300 years. *AD*

Caroline County Public Library, Denton, MD; Mary A. Fleetwood: \$15,000. To plan for the elderly booklets, slideshows, and programs on the folklife and social history of Caroline County's small towns. *PL*

Paul A. Clement, Greece: \$45,000 FM. To complete publication of studies made of the Isthmus of Corinth, its Byzantine Wall, Roman Bath, and other features explored with NEH support. *RO*

Columbia U. Press, NYC; John D. Moore: \$2,500. To publish an ethnography of Samoa, which focuses on the mysterious murder of a village chief and solves many of the mysteries which have plagued other researchers regarding Samoan culture, beliefs, and attitudes. *RP*

Thomas E. Ford, Watervliet, NY: \$1,088. To tape a record of folk narratives, proverbs, sayings, rhymes, poetry, and folk speech and to photograph the people and places of the Adirondacks. *AY*

George A. Franklin, Epworth, IA: \$1,877. To collect taped samples of Jumbie stories told in the Virgin Islands and to research the meaning and function of these stories. *AY*

Marsha L. Genensky, Beverly Hills, CA: \$2,475. To investigate women's reactions to social changes as related to the Anglo-American folksong tradition. *AY*

Harvard U. Press, Cambridge, MA; Arthur J. Rosenthal: \$10,000. To publish a narrative report on the 18-year archaeological exploration of the ancient Lydian capital Sardis which covers the Prehistoric, Lydian, Persian, Hellenistic, Roman, and Late Antique periods and includes material on the Sardis synagogue and Jewish community. *RP*

Indiana U., Bloomington; Richard M. Dorson: \$19,793. To implement a computer indexing and retrieval system for the Folklore Institute Archives. *RC*

Inst. for the Study of Human Issues, Philadelphia, PA; Deirdre A. La Pin: \$20,000. To prepare a bilingual anthology of 60 narratives of the Yoruba people of southwestern Nigeria, important to the study of folklore. *RL*

Inst. for the Study of Human Issues, Philadelphia, PA; John J. Colarusso: \$36,000

OR; \$4,000 FM. To prepare an annotated translation of the Nart Sagas of peoples of the Northwest Caucasus Mountains, important to folklore, mythology, comparative religion, and history.

Institute of Andean Research, NYC; John Hyslop: \$10,000. To do the analysis and prepublication research for an NEH-funded archaeological project concerning the Inca road system. *RO*

Museum of Afro-American History, Roxbury, MA; Beth A. Bower: \$42,000. To analyze before publication the materials found in the excavation of the African Meeting House, which had been constructed by the black community in Boston in 1806. *RS*

North Shore Society of the AIA, NYC; Leonard Gorelick: \$3,000. To hold a conference—proceedings to be published—with scholarly and popular appeal, on lapidary techniques and their cultural significance from the paleolithic period to the present. *RD*

Ohio State U. Research Foundation, Columbus; Gijbertus K. Beynen: \$23,000. To translate Vladimir Propp's *The Historical Roots of the Magic Tale*, important to the study of folklore and literary criticism. *RL*

John A. Pertalion, Greenville, NC; \$1,048. To produce tapes and film records of the dialects and customs of the people of the Outer Banks, and to research their origins. *AY*

Rebecca O. Reiss, Brooklyn, NY; \$2,500. To produce a slide show and taped narrative on the integration of traditional healers in Zimbabwe's new health care system. *AY*

Rutgers State U., New Brunswick, NJ; M. Michael Moffatt: \$6,000 FM. To prepare an annotated translation of *A Subcaste of India* by Louis Dumont, important to intercultural studies and anthropology. *RL*

Spence School, NYC; Jacqueline Perchick: \$9,525. To compile a sourcebook for secondary school teachers and the expansion of an existing course in the "new archaeology," focusing on everyday life of the ordinary person. *ES*

St. Mary's City Commission, MD; Henry M. Miller: \$74,000 OR; \$50,000 FM. To support research and excavation at St. Mary's City, Maryland's first capital, in order to discover and interpret the land use system. *RO*

SUNY, Albany; Michael R. Werner: \$21,000 FM. To do an archaeological survey and excavate the military and civilian settlement at Mt. Kosmaj, Yugoslavia, near the frontier of the Roman empire in collaboration with institutions in Belgrade. *RO*

Clara Stocker, Portola Valley, CA: \$2,426. To prepare a paper about sibling caretaking and family structures in a pre-industrial society. *AY*

Cassandra Torrico, Brooklyn, NY: \$2,500. To study the socio-economics of the vanishing weaving tradition in an Andean community of Bolivia. *AY*

U. of California, Berkeley; Stephen G. Miller: \$107,600 FM. To continue excavation of Nemea, where one of the Panhellenic festivals was held. *RO*

U. of Cincinnati, OH; John L. Caskey: \$125,000. To analyze information gathered during excavation on the island of Keos/Kea. *RO*

U. of Colorado, Boulder; Robert L. Hohlfelder: \$14,000 FM. To survey and map the remains of Roman ports at Caesarea Maritima in Israel. *RO*

U. of Minnesota, St. Paul; William D. Coulson: \$22,000 FM. To do the second year of excavation and surveying of ancient Naukratis in Egypt. *RO*

U. of New Mexico Press, Albuquerque; Elizabeth C. Hadas: \$1,084. To publish a study which employs the disciplines of anthropology, epistemology, and the psychology and philosophy of religion to de-

scribe and analyze ritual practices of the Quiche Maya Indians of Momostenago, Guatemala, as observed through extensive field work. *RP*

U. of North Carolina, Chapel Hill; James L. Peacock: \$93,000. To produce sound recordings, photographs, and interpretive writing about the rituals and observances of two sectarian groups in the United States and their perceptions of their world and identity. *RO*

U. of Pennsylvania, Philadelphia; Ellen L. Kohler: \$80,000. To study, analyze, and write the final reports on excavations carried out from 1950 to 1973 at Gordion in Turkey. *RO*

Virginia Historic Landmarks Commission, Richmond; John D. Broadwater: \$85,000. To excavate a ship sunk during the Battle of Yorktown in 1781. *RO*

Susan L. Vorchheimer, Philadelphia, PA; \$2,486. To document Mormon folk narratives of the Idaho Falls area. *AY*

Washington State U., Pullman; Dale R. Croes: \$75,000. To do field investigations of a Makah Indian rock shelter and of a fishing camp in northwestern Washington. *RO*

Arts—History & Criticism

The Arts Connection, Inc., NYC; Elizabeth B. Zimmer: \$50,000 OR; \$100,000 FM. To conduct an elementary-school program of humanities education in dance. *ES*

Barbara A. Biszick, Poughkeepsie, NY; \$2,146. To explore the significance of music in the early Poughkeepsie settlement. *AY*

Bonita P. Brereton, Ann Arbor, MI; \$3,480. To translate the *Royal Version of the Hero Phra Malai*, a Thai religious text of the early 18th century, frequently represented in temple murals and sculpture, important to the study of Asian religions, anthropology, art history and oral traditions. *RL*

Jacqueline Y. Cantey, Brooklyn, NY; \$9,777. To produce an annotated bibliography on the contributions black Americans have made to the American theater. *AY*

Columbia U., NYC; Philip D. Schuyler: \$9,744. To hold a symposium on Muslim music—its performers, history, and other aspects—bringing together 50 scholars from many disciplines. *RD*

Dance Notation Bureau, NYC; Richard A. Ploch: \$1,000. To enable a consultant to advise on organizing, cataloging and preserving a unique collection of choreographic scores. *RC*

Dance Notation Bureau, NYC; Muriel Topaz: \$4,500. To publish the second volume in an edition of the works of Doris Humphrey, a founder of modern dance in America, for choreographers, dance scholars, and students. *RP*

Denver Public Library, CO; Bonnie S. Hardwick: \$70,885. To process the Fisher Architectural Records Collection, to produce a published, illustrated inventory of the collection and to improve storage conditions of collected drawings. *RC*

Virginia A. Dickas, Superior, WI; \$1,926. To produce a slide show and narrative on George Catlin, important portrayer of Native Americans. *AY*

Rob M. Dishon, Shawnee, OH; \$1,325. To produce a history of Shawnee, a once thriving mining town, through a study of its buildings. *AY*

Peter C. Frank, Middletown, CT; \$2,484. To catalog and restore WWI posters in the collection of Davison Art Center and to create an exhibit focusing on their portrayal of women. *AY*

Harvard U., Cambridge, MA; Glenn A. Ruby: \$9,000 OR; \$1,500 FM. To publish a study of the 11th- and 12th-century mosa-

ics in the Church of San Marco in Venice, with detailed pictorial art of East and West, and of their current condition and restoration. *RP*

John Edwards Memorial Foundation, Los Angeles, CA; Richard K. Spottswood: \$69,560. To continue the preparation of a discography of sound recordings made in the United States and its possessions from 1894 to 1942. *RC*

Lisa M. Koenigsberg, New Haven, CT; \$2,500. To conduct research into Victorian women as seen in decorative arts, painting and prints for an exhibit, lectures, tours and a brochure. *AY*

Mira N. Liehm, Philadelphia, PA; \$10,000. To write a comprehensive critical history of the Italian cinema after 1943. *RO*

Louisiana State U., Baton Rouge; Billy J. Harbin: \$10,000. To hold a conference on the English Stage Company at the Royal Court Theatre in England which has special importance for the study of regional theaters in the United States. *RD*

Rene T. Lysloff, Honolulu, HI; \$6,500. To work on a new system of musical instrument classification based on construction and sound production. *AY*

Massachusetts C.O.P.A.R., Cambridge; Nancy C. Schrock: \$17,185. To create a guide to the location and content of architectural records collections in the Boston area. *RC*

MIT Press, Cambridge, MA; Roger L. Conover: \$7,500. To publish an interdisciplinary study of medieval architecture which applies the methodology of modern engineering to long-standing, often fundamental questions about Gothic construction. *RP*

Reginald E. Metcalf, Washington, DC; \$1,970. To produce an annotated list of resources on the African presence in Shakespearean theatre tradition. *AY*

Joseph A. Moon, Greensburg, KY; \$2,185. To produce a slide-and-tape show about architecturally and historically significant sites in Green County. *AY*

Museum of Modern Art, NYC; Clive J. Phillpot: \$13,358. To continue processing a variety of published materials about art in Latin America from 1880 to the present. *RC*

Music Performance Trust Funds, NYC; Lewis R. Skeen: \$52,882. To develop music education materials that will stimulate a greater appreciation of music in students, K-12. *ES*

Mark J. Nearman, Seattle, WA; \$28,000. To translate and provide a critical text for Komparu Zenchiku's 15th-century Japanese treatises on theater as creative art, important for the study of Eastern philosophy, art, and culture. *RL*

New York U., NYC; Kathleen Weil-Garris: \$80,000 OR; \$19,920 FM. To research for a book the history of 16th-century Italian sculpture. *RO*

New York U., NYC; Stanley H. Boorman: \$9,970. To hold a conference to investigate musical performances before 1600 and to identify the relationship of various kinds of evidence of performances between 1377 and 1430. *RD*

Dru C. Nichols, Beloit, KS; \$1,940. To research the use of post-rock limestone by settlers of the region. *AY*

Michelle G. Paymar, Berkeley, CA; \$14,985. To produce a documentary film about singer-songwriter Sippie Wallace as representative of the classic blues era of music. *AY*

Pennsylvania State U. Press, University Park; John M. Pickering: \$5,000. To publish annotated transcriptions of Anglo-Celtic-American instrumental folk music collected in southwestern Pennsylvania and northern West Virginia with discussions of their cultural context and playing techniques. *RP*

Philadelphia Museum of Art, PA; Merle J. Chamberlain: \$16,210. To inventory the ar-

chives of the Museum which document this prominent cultural institution's 100-year history. *RC*

Princeton U., NJ; Mary M. Schmidt: \$1,000. To enable a consultant to help with a computerized index to 48 art journals of the 19th century. *RC*

Research Foundation of SUNY, Albany; Patricia K. Ross: \$26,881. To bring together historians, critics, and performers for panel discussions and other activities exploring the history of the dance. *AD*

Randi L. Silnutzer, Cherry Hill, NJ; \$3,670. To produce radio programs and articles about the meaning of music in the lives of county citizens. *AY*

Southern Illinois U., Carbondale; Kenney Withers: \$2,409. To publish an annotated edition of the theatrical papers of Vice Chamberlain Thomas Coke, which document the history of London theater and opera, 1706–1715. *RP*

Southern Illinois U., Carbondale; Kenney Withers: \$13,132. To publish volumes 7 and 8 (from "Habgood" to "Keyse") in a biographical dictionary of actors, actresses, musicians, theater managers, and others who contributed to the theaters, opera houses, and concert halls of London from 1660–1800. *RP*

John E. Steere, Brookline, MA; \$2,496. To analyze the serpent motif in art and mythology and trace its evolution as a symbol. *AY*

Stockbridge Library Association, MA; Pauline D. Pierce: \$36,494. To process and prepare an inventory to the arts-related collections of the Library and to survey and prepare a guide to archival resources on the arts throughout Berkshire County. *RC*

U. of Arizona, Tucson; Sara W. Gresham: \$1,500. To enable a consultant to help organize the University's historical architectural records collection into the Arizona Architectural Archive. *RC*

U. of Chicago, IL; Wendy J. Strothman: \$16,571. To publish a two-volume scholarly edition of a Florentine chansonnier, or songbook, from the time of Lorenzo the Magnificent. The work will be part of the *Monuments of Renaissance Music* series. *RP*

U. of Missouri, Columbia; Gordon O. Hendrickson: \$1,000. To enable a consultant to advise on the cataloging and preservation of the Architectural Records Collection. *RC*

U. of Nebraska Press, Lincoln; Willis G. Regier: \$3,000. To publish an English translation of Daniel Gottlob Turk's *Klavierschule*, a comprehensive, 18th-century manual about keyboard playing that exerted a large influence on keyboard performance and composition in the time of Haydn and Mozart and the formative years of Beethoven. *RP*

U. of North Carolina, Chapel Hill; Daniel W. Patterson: \$64,955. To develop an innovative automated data-retrieval system for the UNC Folk Music Archive collection of 2400 long-playing discs. *RC*

U. of Southern California, Los Angeles; Crombie Taylor: \$4,286 FM. To purchase special audio-visual equipment for use with the NEH-supported multi-media project "Foundations: Steel and Glass." *EH*

U. of Tennessee Press, Knoxville; Carol Orr: \$5,000 OR; \$2,500 FM. To publish an illustrated, critical history of Tennessee architecture, 1768–1897, interpreting the cultural significance of individual buildings and architectural styles. *RP*

U. of Washington, Seattle; Naomi B. Pascal: \$10,000. To publish a systematic exploration of Chinese painting that introduces Western readers to both the technical means used by the Chinese artists and their traditional stylistic modes. *RP*

Washington U., St. Louis, MO; James H. Cohan: \$9,849. To produce an exhibition and catalog of Cornell's work and a study of its relation to symbolist poetry and the romantic genre. *AY*

Wayne State U. Press, Detroit, MI; Richard R. Kinney: \$3,000. To publish a study of the dramatic works of the Austrian Expressionist Oscar Kokoschka and the relationship of his plays to his visual art. *RP*

Lucinda A. Whitehill, Cambridge, MA; \$2,476. To research into the history of major landscape gardens of the U.S., and propose a plan for their preservation. *AY*

Yale U., New Haven, CT; Claude V. Palisca: \$45,000. To translate a series of 9th- to 16th-century texts important to the history of music and music theory. *RL*

Classics

Jon G. Corelis, Palo Alto, CA: \$12,200. To translate an anthology of first-century Roman elegiac poems and prepare a comprehensive introduction, notes and a glossary, important for the study of Western literature and social history. *RL*

Harvard College, Cambridge, MA; John M. Duffy: \$8,352 FM. To develop a catalog for scholars involved in the use of Greek manuscripts. *RT*

Louisiana State U., Baton Rouge, Kenneth F. Kitchell: \$56,509. To translate and annotate *De Animalibus* by the 13th-century scholastic Albertus Magnus, important to the study of classics and the history of science. *RL*

U. of Chicago, IL; Hans D. Betz: \$65,000 OR; \$2,500 FM. To translate Greek Magical Papyri, treating the relation between early Christian literature and Graeco-Egyptian magic, important for the study of ancient religions and the histories of medicine and classical literature. *RL*

U. of Wisconsin Press, Madison; Thompson Webb: \$2,000. To publish a study examining the laws that Athenians framed in the period between the Persian Wars and the death of Philip of Macedon to ensure the accountability of men in public life. It also discusses implementation of these laws and cases of impeachment. *RP*

Vanderbilt U., Nashville, TN; Daniel M. Patte: \$9,997. To hold a conference of specialists in classical philology and semiotics for a dialogue on modern semiotic theory. *RD*

History—Non-U.S.

William H. Gilcher, Ithaca, NY: \$4,000. To produce a documentary film, "Farrebique—35 Years Later," about the changes in farming methods, family and social structure and quality of life which have occurred over the past 35 years on a small farm in south central France. *PN*

American Historical Association, Washington, DC; Konrad H. Jarausch: \$10,000 OR; \$5,000 FM. To hold a conference and publish proceedings on approaches, issues, problems and benefits of quantitative history from international and comparative perspectives. *RD*

Biscayne College, Miami, FL; Francis J. Sicius: \$32,609. To create three courses around which a bilingual, bicultural humanities program will be developed. *EP*

Brown U., Providence, RI; Thomas R. Adams: \$39,803. To index, edit and proofread the 1601–1650 volume of *A Chronological Guide to Writing on the Americas Published in Europe*, and compile the 1701–1725 installment. *RC*

CUNY: Bela K. Kiraly: \$153,000. To research for a multi-volume publication the political, social, and economic changes in military doctrines and practices and the effect of neighboring great powers on East Central Europe, 1856–1920. *RO*

Cajon Valley Union School District, El Cajon, CA; Candice Marr: \$20,606. To create a training model for elementary school teachers in the methods of the historian, and construct resource materials for the classroom. *ES*

Lee V. Cassanelli, Philadelphia, PA; \$35,700. To compile a one-volume guide to the printed and unpublished sources on Somalia and the Somali-speaking people of Africa. *RC*

The College of Charleston, SC; Michael M. Finefrock: \$10,000 OR; \$5,500 FM. To hold an international conference to examine the goals and achievements of Turkey during the reigns of Ataturk, 1881–1931. *RD*

College of St. Thomas, St. Paul, MN; William M. Delehanty: \$6,100. *EC*

College of William and Mary, Williamsburg, VA; Richard D. Sigwalt: \$19,635. To translate two Mashi language histories—one written and the other transcribed from the oral tradition—of a region in east-central Zaire, Ngweshe. The period they cover, the 18th century to the 1930s, is important to the understanding of modern Africa. *RL*

Columbia U., NYC; Leopold H. Haimson:

\$15,000. To research the history of labor in Russia between 1912 and the First World War. *RO*

Ctr. de Estudios dela Realidad Puertorriquena, Rio Piedras, PR; Lydia M. Gonzalez: \$18,887. To plan a program which will involve the research and dissemination of information on the history of the working class of Puerto Rico. *AP*

Brigitte A. Dennis, Portland, OR: \$4,677. To produce six radio programs about the history and culture of Afghanistan. *AY*

Renee F. Friedman, Kensington, CA: \$2,633. To prepare slides and a sourcebook of the important un-exhibited Lowie Museum pre-dynastic Egyptian collection. *AY*

Patricia K. Grimsted, Cambridge, MA: \$150,000 OR; \$74,499 FM. To complete the Ukraine and Moldavia volume in the NEH-supported *Repositories in the USSR* series. *RC*

Harvard U., Cambridge, MA; John H. Parry: \$25,000 OR; \$2,500 FM. To collect, translate, edit, and annotate material for a documentary history of the European discovery and settlement of Latin America, important for Hispanic American studies. *RL*

Johns Hopkins U. Press, Baltimore, MD; Henry Y. Tom: \$5,638. To publish an intellectual history of the Caribbean, identifying sources of political and cultural trends from 16th-century Spanish settlement to Dutch, French, and English arrivals in the 17th and 18th centuries to 19th-century nationalism promoted by interaction of native and other influences. *RP*

Kent Library Association, CT; Marsden Epworth: \$17,533. To develop a reading, discussion and film program to examine the major issues of each of the past five decades. *PL*

Knox College, Galesburg, IL; Rodney O. Davis: \$6,100. *EC*

Louisiana State U., Eunice; Mary A. Duplechin: \$6,100. *EC*

Middle East Studies Association, NYC; George N. Atiyeh: \$100,000 OR; \$136,990 FM. To edit the Near East National Union Catalog and perfect a computer program for its production. *RC*

New York U., NYC; Robert D. McChesney: \$25,621. To translate a Persian history of Afghanistan from the mid-eighteenth century to 1900, important for intercultural studies. *RL*

Northwestern U., Evanston, IL; Patrick M. Quinn: \$51,786. To process the Africana archival holdings of the Melville J. Herskovits Library at Northwestern University. *RC*

Princeton U. Press, NJ; Sanford G. Thatcher: \$2,000. To publish the third of a planned four-volume study of the 19th-century Russian intelligentsia who advocated Slavic culture over that of Western Europe. Volume 3 presents an intellectual portrait of Konstantin Aksakov, one of the leading spokespersons of Slavophilism. *RP*

Princeton U. Press, NJ; Sanford G. Thatcher: \$3,000. To publish the third and final volume of a guide to the historical geography of colonial Mexico. The result of a 20-year search in American and European manuscript collections, the work provides basic historical and bibliographic data on all aspects and sections of Mexico under the viceroys. *RP*

Princeton U. Press, NJ; Sanford Thatcher: \$3,500. To publish a study tracing the growth of a reformist movement among Muslim religious scholars, a response to the collapse of Muslim political power in India under British domination. *RP*

Princeton U. Press, NJ; Sanford Thatcher: \$3,000. To publish a scholarly monograph on the development of the network of political clubs, called Jacobin societies, that sprang up at the beginning of the French revolution and helped the revolutionary movement spread to all parts of the country. *RP*

Research Foundation of CUNY, NYC; David Felix: \$146,090. To develop a curriculum in global history for New York City high schools. *ES*

Larry J. Simon, Los Angeles, CA: \$2,500. To produce a narrated slide show about Alfonso X of Castile and Jaume I of Arago-Catalonia, monarchs of medieval Spain. *AY*

State of West Virginia, Morgantown; Jack L. Hammersmith: \$49,999. To develop a master's degree program in public history. *EP*

Stockton Unified School District, CA;

Frances Rilloraza: \$13,403. To redesign the social studies curriculum in a school system to reflect the concepts of global education. *ES*

Keith W. Taylor, McBain, MI: \$14,000. To do an annotated translation of the 14th-century work *Spiritual Powers of the Viet Realm*, the oldest surviving Vietnamese historical source. *RL*

Texas Woman's U., Denton; Elizabeth M. Snapp: \$6,100. *EC*

United Brotherhood of Carpenters, Washington, DC; John S. Rogers: \$202,800. To produce a traveling exhibition, readers theater program, and radio series on the history of the crafts represented in the Carpenters Union. *AP*

U. of Alabama; Malcolm M. MacDonald: \$2,455. To publish a translation of the *Memoirs of Louise Michel*, a valuable work for social history and women's studies. Michel (1830–1905) participated in the social struggles in France during the Second Empire and early Third Republic and was imprisoned for her involvement in the Paris Commune. *RP*

U. of California, Los Angeles; Michael F. Lofchie: \$56,639. To promote African cultural history and social studies in elementary schools, and bring examples of these cultures into libraries and media centers. *ES*

U. of Chicago, IL; Douglas C. Mitchell: \$2,500. To publish a work which comprehensively and systematically examines the various elements of the Russian slave system from 1450 to 1723, comparing them with other slave systems and delineating the difference between slavery and serfdom in early modern Russia. *RP*

U. of Pittsburgh, PA; Frederick A. Hetzel: \$13,400 FM. To translate Antonello Gerbi's *Idea of Nature in the New Indies*, important to intercultural and Hispanic studies. *RL*

WGBH Educational Foundation, Boston, MA; Richard Ellison: \$361,500 OR; \$138,500 FM. To produce a series of 13 documentary films for public television on the history of Indochina with emphasis on the period 1940–1975. *PN*

Washington U., Saint Louis, MO; Peter P. Gaspar: \$7,000. To organize the die collection—an important numismatic and historical resource—of the Royal Mint, London, for a modern, illustrated, analytical catalog. *RC*

History—U.S.

Carolyn E. Balster, Cedar Rapids, IA; \$2,245. To research and develop resource materials on the Sand Creek Massacre of 1864, and the role of William Bent in the event. *AY*

Baltimore Theatre Project, Inc., MD; Philip F. Arnoult: \$75,000 OR; \$40,000 FM. To conduct community forums as part of the urban social history theater. *AP*

Boston Arts Group, Inc., West Newton, MA; John B. McCarthy: \$17,100. To conduct a "Lincoln Day" series of seminars and to display Civil War photos, engravings and other objects for the study of humanities issues. *ES*

Boston College, Chestnut Hill, MA; Andrew Buni: \$58,842. To conduct an institute in Boston history for public school teachers. *ES*

California School for the Deaf, Fremont; Ralph F. Neesam: \$8,438. To continue processing the California School for the Deaf's extensive manuscript and photo collection. *RC*

Century IV Celebration, Philadelphia, PA; Nancy B. Moses: \$17,500. To plan programs on how the industrial past is related to the neighborhoods, people, and workplaces of present-day Philadelphia to be held in conjunction with the city's Century IV Celebration. *AP*

Central Washington U., Ellensburg; Earl T. Glauert: \$982. To enable a consultant to evaluate the University's plans to create a regional archives for rural central Washington. *RC*

Cleveland Public Library, OH; Thomas F. Campbell: \$199,421. To present lectures, exhibitions, printed and visual materials to analyze Cleveland's cultural heritage from the Civil War to the Great Depression. *PL*

Dartmouth College, Hanover, NH; Thomas L. McFarland: \$6,500. To publish the fifth of seven proposed volumes of Daniel Webster's correspondence, 1840–1843. *RP*

Dartmouth College, Hanover, NH; Joseph D. Harris: \$253,680. To conduct a six-week institute on New England history for elementary and secondary teachers and school administrators, and to plan classroom follow-up. *ES*

Division of the State Historical Society, Iowa City, IA: Mary J. Bennett: \$29,201. To preserve the major collection of historic images of Iowa through photoduplication. *RC*

Emory U., Atlanta, GA; Linda M. Matthews: \$36,664. To process the papers of well-known Atlanta residents of the late 19th and 20th centuries, including Joel Chandler Harris, Eleonore Raoul Greene, William B. Hartsfield, Helen Bullard, Richard H. Rich and Josephine Wilkins. *RC*

Emily E. Gibson, Denver, CO; \$1,955. To produce a slide-and-tape show on internment of Japanese Americans at Camp Amache during WWII. *AY*

Great American People Show, Petersburg, IL; John C. Ahert: \$24,960. To research and develop theater pieces about American history and culture for presentation to rural and senior citizens, and others. *AP*

Craig Hershiser, Crete, NE; \$2,498. To create videotape and other materials related to early Nebraska settlement by people from Sweden, Czechoslovakia, Germany and Russia. *AY*

James D. Hill, Vansant, VA; \$2,480. To produce a booklet and exhibition of photos about the young adults of Buchanan County, and the historical effects of the coal industry on them. *AY*

Robert J. Hurry, Clements, MD; \$2,308. To transcribe, analyze and interpret 18th- and 19th-century legal and business documents of persons engaged in western expansion. *AY*

Johns Hopkins U. Press, Baltimore, MD; Henry Y. K. Tom: \$3,000. To publish a study of the emergent political system in New York State in the aftermath of the American revolution, 1760-1790. *RP*

Miriam L. King, Lansing, MI; \$2,389. To study life in a public asylum in 1880. *AY*

Stephen M. Kohn, Providence, RI; \$2,500. To document the lives of American political dissidents and prisoners of conscience. *AY*

Melissa A. Krawiczki, Lancaster, PA; \$1,498. To produce a film documentary on the culture and history of Lancaster County and its contributions to the country. Fifteen students will participate in the project. *AY*

LaGuardia Community College/CUNY; Richard K. Lieberman: \$220,000. To develop a monograph, an interdisciplinary curriculum for persons out of school, a pamphlet and a series of training seminars about the community history of Queens County, New York. *AP*

Steven T. LaPlante, Ogdensburg, NY; \$2,499. To produce a tape-and-slide show about the folklore, history and cultural roots of Morristown. *AY*

Ann M. Larson, Fort Dodge, IA; \$2,498. To prepare a history and analysis for local communities about Iowa volunteers who fought the first battles against the Germans in North Africa during WWII. *AY*

Robin M. Lenz, Berkeley, CA; \$2,500. To produce an oral history of American immigrants. *AY*

Jennifer F. Lobb, Washington, DC; \$2,249. To produce a tape-and-slide show for high school students about a Union soldier's life in the Civil War. *AY*

Michigan State U. Press, East Lansing; Jean Busfield: \$7,500. To publish the fourth and final volume of the edited and annotated diaries of James A. Garfield, covering the years 1878-1881, including Garfield's term in the Senate and four months as President. *RP*

Michigan Technological U., Houghton; George H. Daniels: \$10,000. To hold a conference of specialists in many fields to discuss power transport and public policy in modern America. *RD*

Milwaukee Public Library, WI; Paul J. Woehrman: \$27,995. To process the papers of Carl F. Zeidler, a city attorney and mayor lost at sea during WWII, and of Frank P. Zeidler, a well-known mayor of Milwaukee and a former Socialist Party candidate for President. *RC*

Montana Historical Society, Helena; Robert M. Clark: \$43,025. To catalog 19th- and early 20th-century historical maps at the Society's library. *RC*

Mountain/Plains Chautauqua Society, Dickinson, ND; Larry J. Sprunk: \$110,000

OR; \$8,000 FM. To conduct programs in North Dakota, South Dakota, Montana, and Wyoming in which humanities scholars will study important historical characters for presentation and discussions in 12 communities. *AP*

National Extension Homemakers Council, Inc., Rushville, IN; Eleanor Arnold: \$14,000. To plan an oral history project in 41 states and two territories, mostly rural, to document the changing role of homemakers. *AP*

Old Dartmouth Historical Society, New Bedford, MA; Virginia M. Adams: \$89,652. To prepare finding aids to maritime and local history records at New Bedford, 1690-1940, and to microfilm more than 1,000 heavily used logbooks. *RC*

Pacifica Tape Library and Program Service, Los Angeles, CA; Helen T. Kennedy: \$100,000 OR; \$22,990 FM. To preserve and catalog 20,000 tapes, many of them unique historical recordings, from the five Pacifica Foundation radio stations which began broadcasting in 1949. *RC*

James E. Piechocki, Los Angeles, CA; \$14,240. To produce a film examining a philosophical conflict in a small Oklahoma town over the violation of an ordinance prohibiting dancing. *AY*

Portland State U., OR; Ralph T. Nelsen: \$77,296. To conduct an interdisciplinary institute on the cultural heritage of Oregon and the Northwest. *ES*

David L. Reynolds, Galesburg, IL; \$619. To produce a tape-and-slide show about the history of railroading in Galesburg. *AY*

Marshall C. Sanford, Dale, SC; \$1,457. To produce a history of the Coosaw plantation since 1850. *AY*

Peter H. Schwartz, Berkeley, CA; \$1,625. To write a manuscript on the relationship between liberal social science and right-wing movements in the U.S. *AY*

Ingrid W. Scobie, Del Mar, CA; \$35,824. To research and draft chapters for a book on politics in California, 1930-1950, with special attention to the political career of Helen Gahagan Douglas. *RS*

Southern Maryland Regional Library Assoc., La Plata; Katharine C. Hurrey: \$15,000. To plan forums and other programs for research into the culture and heritage of southern Maryland. This is a cooperative effort of libraries, museums and local organizations. *PL*

State Historical Society of Wisconsin, Madison; James A. Cavanaugh: \$60,000 OR; \$12,082 FM. To study the collective bargaining efforts among meat cutters and clerks in southern Wisconsin from the late 1930s for an interpretive essay placing these workers and their unions in social context. *RO*

Town of Plymouth, MA; Marjorie E. Anderson: \$50,000 OR; \$10,000 FM. To collect, analyze and publish historical data on the Afro-American experience in transition from slavery to freedom in the Plymouth and the greater southeastern Massachusetts region, emphasizing the period 1750-1860. *RS*

U. of Idaho, Moscow; Lois Ackaret: \$1,500. To enable a consultant to plan preservation of historic photographic negatives taken by a local studio from 1894 to 1964. *RC*

U. of Missouri, Columbia; Susan L. Flader: \$74,575. To study the social and economic development of French colonial society in the middle Mississippi valley from 1720 to 1830, with an interdisciplinary focus on the earliest European community in Missouri, Ste. Genevieve. *RS*

U. of Nebraska, Lincoln; Paul Schach: \$50,000. To conduct a comprehensive study of the use of spoken and written German on the Great Plains from the middle of the 19th century to the present. *RS*

U. of the State of New York, Albany; Peter R. Christoph: \$64,076 FM. To translate and edit the archives of New Netherland, Colonial Dutch records important to the study of the early history and culture of the Middle Atlantic states. *RL*

Donald L. Ward, Corrizozo, NM: \$2,325. To investigate family life typical of a mining town, 1865-1930. *AY*

Washington State U; Pullman; Clifford E. Trafzer: \$10,000. To hold a conference of Native American and other historians to assess recent developments in the study of Indian history. *RD*

Suzanne R. Wasserman, NYC; \$2,490. To prepare an oral history about political persecution and its effect on the family in the 1950s. *AY*

John H. Wing, St. Augustine, FL; \$1,000.

To create a board game simulating the War of Jenkin's Ear, the 1740 siege by Oglethorpe of the Castillo de San Marcos fought by the Spanish and English, for use as an educational resource. *AY*

Yale U. and New Haven Public Schools, CT; James R. Vivian: \$35,000 FM. To continue institutionalization and greater dissemination of a series of summer institutes for New Haven English and social studies teachers. *ES*

Interdisciplinary

Agudath Israel of America, NYC; Menachem Lubinsky: \$34,172. To catalog collections at the Agudath Israel Archives concerning Orthodox Jewish America in the 20th century. *RC*

Tonnia L. Anderson, Guthrie, OK; \$899. To research the sources of demise of several rural communities. *AY*

Asia Society, NYC; Betty M. Bullard: \$132,262. To research, test and publish curriculum guides on contemporary India for elementary and secondary school teachers in the U.S. *ES*

Assoc. of Neighborhood Housing Developers, NYC; William Sarokin: \$14,947. To produce a film documentary on the history of an apartment house in the East Bronx in order to explore the forces that shape this area. *AY*

Atlanta U., GA; David F. Dorsey, Jr.: \$49,262. To create integrated humanities courses for two-year and four-year college teachers. *EP*

Aurora Public Schools, CO; Barbara Miller: \$10,000. To conduct projects in the humanities that will involve teachers, students and parents in the study of their community. *ES*

Ball State U., Muncie, IN; Joseph F. Trimmer: \$64,564. To develop fifteen model curriculum units in American studies. *ES*

Beaver College, Glenside, PA; Joan W. Allen: \$7,571. To plan learning packets in history, philosophy and other disciplines for minority adults in the northern Philadelphia area. *PL*

Louise Berliner, NYC; \$2,500. To research the life of Texas Guinan, a famous entrepreneur, to determine the cultural significance of her 1920s career. *AY*

Kim A. Berry, Bingen, WA; \$2,500. To create a film record of the Columbia Gorge Indian heritage. *AY*

Lucy J. Bledsoe, Oakland, CA; \$2,460. To write articles for magazines and junior high students about women who traveled the trail between 1850 and 1855. *AY*

Boston College, Chestnut Hill, MA; Joseph F. Flanagan: \$125,121. To implement the sophomore and junior stages in a new alternative core curriculum in humanities, focusing on the underlying human values that integrate law-economics-political theory and literature-music-art. *ED*

Bowling Green State U., OH; Ann M. Bowers: \$39,381. To survey and develop archival control of women's manuscript collections in a 19-county area of northwest Ohio. *RC*

Amber Brown, Dutch Harbor, AK; \$1,717. To explore the values held by residents of the Aleutians 40 to 60 years ago, and to prepare booklets about them. *AY*

Joe Brown, Cashmere, WA; \$1,491. To explore and video-tape the arts and crafts, culture and history of the Wenatchee Indians. *AY*

Bucknell U., Lewisburg, PA; Barbara A. Shailor: \$50,035. To catalog the medieval and Renaissance manuscripts of the Beinecke Rare Book and Manuscript Library, Yale, for a three-volume guide to the collections. *RC*

Raymond P. Camiscioli, Clifton, NJ; \$1,533. To create an audio visual record of the contributions made by Italian immigrants to northern New Jersey from 1880-1930 in sociology, art, religion, politics and economics. *AY*

Center for Great Plains Studies, Lincoln, NE; Susan J. Erickson: \$4,935. To collect a book of letters and other pieces written by Swedish immigrants in Saunders County from 1870-1910. *AY*

Center for Social Research and Education, Oakland, CA; William M. Resnick: \$32,070. To plan a project involving 20 service industry trade unions, using materials in literature, history, biography and art, in the study of work and its values. *AP*

Charlotte-Mecklenburg Historic Prop. Comm., NC; Dan L. Morrill: \$8,550. To plan activities to educate residents about the history of Charlotte, its heritage, religions, ethnic groups, architecture, neighborhoods, values and life. *PL*

Chicago Historical Society, IL; Archie Motley: \$119,609. To process the contemporary urban archive and manuscript collections at the Chicago Historical Society. *RC*

City of Alexandria, VA; Pamela J. Cressey: \$80,000. To undertake a study of urban change, using methods of historical and archaeological research in the city of Alexandria. *RS*

Colegio Universitario Metropolitano, Rio Piedras, PR; Olga T. deJavier: \$300,000. To revise the first- and second-year humanities courses to reflect an interdisciplinary approach for students enrolled in technical occupations programs. *ED*

College of the Atlantic, Bar Harbor, ME; William M. Carpenter: \$47,164. To create team-taught interdisciplinary courses in a new human studies division. *EP*

Colorado State U., Fort Collins; Mary F. Crow: \$50,000. To combine historical perspective with philosophy, literature, art, and science in an interdisciplinary humanities program. *EP*

Margaret R. Crabill, Strasburg, VA; \$1,797. To conduct interviews and research into the culture, growth and decline of a rural town. *AY*

Timothy M. Craig, Detroit, MI; \$2,475. To examine portrayals of Native Americans in films, with emphasis on films by Native Americans. *AY*

Dallas County Community College District, TX; Ronald S. Hert: \$6,100. *EC*

Vincent R. DiGirolamo, Berkeley, CA; \$14,989. To create a videotape about the work of Vietnamese refugees and their relations with bay fishermen during the 1981 salmon season. *AY*

Diversified Systems Groups, Inc., Baltimore, MD; Gwendolyn Cooke: \$32,000. To conduct a series of workshops which focus on issues regarding Africa today, and their meaning for America. *AP*

Deborah C. Duke, Ann Arbor, MI; \$6,584. To develop a five-week unit for high schools about women in the U.S. labor movement in this century. *AY*

E.M. de Hostos Community College of the City, Bronx, NY; Anita C. Cunningham: \$6,100. *EC*

Edison Community College, Fort Myers, FL; Anne M. Marcus: \$24,228. To institute a new modular approach to teaching in the humanities division. *EP*

Enoch Pratt Free Library, Baltimore, MD; Helen W. Cyr: \$642. To enable a consultant to help plan an archive of local and regional television news and documentary material at the Enoch Pratt Free Library. *RC*

The Exploratorium, San Francisco, CA; Frank Oppenheimer: \$6,460. To plan the use of videotapes, television broadcasting and the Museum's collections to interpret from the perspective of the humanities the relationships between science, nature, and the ways we perceive our world. *PM*

F.U.T.L. Productions, Studio City, CA; J. K. Rotcop: \$500,000 FM. To produce a television movie about Medgar Evers exploring the emergence of the NAACP in Jackson, Mississippi, and the struggle for racial equality for black people. *PN*

Marc C. Falcone, NYC; \$14,020. To produce a documentary film about Dave Hoover, last practitioner of a vanishing American circus tradition. *AY*

The Film Fund, NYC; Joanne Grant: \$59,500. To disseminate and study the NEH-supported film *Fundi*, the story of Ella Baker, a leader in the Civil Rights movement, and the black racial equality struggle for the last 50 years. *AP*

The Film Fund, NYC; Ronald W. Hess: \$15,000. To produce a film about three Asian Indian families representative of the fourth largest group of new immigrants in the U.S. *AY*

Fitchburg Public Library, MA; Arthur J. Kissner: \$46,900. To produce slide-tape shows, a published anthology and bibliographies about the ethnic heritage of Fitchburg. *PL*

Florida Institute of Technology, Melbourne, FL; Joseph L. Carter: \$34,711. To create a "Guidebook to the Humanities Program," and begin an interdisciplinary introduction. *EP*

Florida State U., Tallahassee; David H. Darst: \$47,261. To create a new master's

program in humanities that will emphasize the relationship of humanities and arts. *EP*

Fund for Theological Education, Princeton, NJ; Michael G. Rivas: \$4,000 G&M. To hold a conference of Hispanic American scholars to present major research papers on Hispanic culture followed by critiques, work sessions and evaluation, as well as planning for annual research conferences and intercultural consultations for the period 1982–84. *RD*

Georgian Court College, Lakewood, NJ; Mary C. Sullivan: \$6,100. *EC*

Gillian C. Gill, Lexington, MA; \$19,000. To translate and prepare a scholarly edition of *Mirror: the Other Woman* by the modern French feminist Luce Irigaray, important to the relationship between psychoanalysis and women's studies. *RL*

Georgia Gomez, Taos, NM; \$2,496. To interpretively compare photographs of relay races and other materials and to take oral histories of runners in order to discover changed attitudes of the Taos Pueblo Indians. *AY*

Marguerite Gong, Provo, UT; \$4,970. To prepare a source book and teaching units about Asian Americans for elementary and secondary schools. *AY*

R. Dale Grinder, Arlington, VA; \$9,980. To hold a conference on disability studies, resources, research needs, and information gaps. *RD*

William A. Haines, Ithaca, NY; \$4,672. To prepare oral histories of Korean immigrants in San Francisco. *AY*

Harvard U., Cambridge, MA; Alexander P. Kazhdan: \$14,429. To translate essays on Byzantine literature of the 11th and 12th centuries, important to the understanding of medieval culture. *RL*

Lee F. Hickey, Simsbury, CT; \$2,500. To study the life of Christine Ladd Franklin, an American scientist, logician and philosopher whose work is known and praised in Europe. *AY*

Iona College, New Rochelle, NY; Harry M. Donkak: \$6,100. *EC*

Japanese American Research Center, Honolulu, HI; Dennis M. Ogawa: \$69,000. To conduct a study of the internment of Japanese Americans in Hawaii during WWII, including a history of the sites, oral history interviews and an analysis of findings. *RS*

Jersey City College, NJ; James F. Brown: \$6,100. *EC*

Johnson C. Smith U., Charlotte, NC; Joseph W. Turner: \$6,100.

Kirkwood Community College, Cedar Rapids, IA; Hanna Weston: \$49,406. To design, test, and evaluate an introductory, interdisciplinary course that will bring a sense of cohesiveness and structure to the humanities curriculum. *EP*

Lisa B. Klausner, Ann Arbor, MI; \$2,493. To produce an exhibition of photos with text about the elderly Jewish community of a declining Miami Beach area. *AY*

Jeanette M. Leehr, Evanston, IL; \$2,240. To describe and analyze Norwegian immigrants' adaptations to two rural towns in the U.S. *AY*

Jo A. Lewis, Hephzibah, GA; \$2,493. To research area churches and explain their significance to the area and to black history. *AY*

Linfield College, McMinnville, OR; Vincil D. Jacobs: \$61,000. *EC*

Little Miami Theater Works, London, OH; Dennis E. Huffman: \$7,182. To produce a tape-and-slide show about West Liberty, Ohio, a farming community whose sense of cohesiveness has been lost to changing values over the past 100 years. *AY*

Louisiana State U., Shreveport; Ann M. McLaurin: \$6,100. *EC*

Maine Dept. of Educ. & Cultural Services, Augusta; Patricia J. O'Connell: \$156,000. To conduct summer institutes and workshops for teachers, students, and scholars to strengthen the teaching of the humanities in rural schools. *ES*

Constance A. Marks, NYC; \$14,800. To create a taped record of the life of rural Appalachian women. *AY*

Marshalltown Community College, IA; Deloy K. Davidsen: \$6,100. *EC*

Medical College of Ohio, Toledo; Delores J. Harkins: \$39,302. To pilot new required graduate and undergraduate courses and faculty workshops in nursing ethics. *EP*

Mexican American Cultural Center, San Antonio, TX; David M. Canestaro-Garcia: \$112,000. To prepare public forums, slide-and-lecture presentations, library materi-

als and photo displays, films, guides, trips, videotapes and an exhibition about the cultural diversity of San Antonio. *PL*

Michigan Ethnic Heritage Studies Center, Detroit; James M. Anderson: \$16,000. To collect and preserve historical documents, records, oral histories, visual materials, and institutional and group histories on the "Poletown" area of Detroit and Hamtramck, the original Polish settlement in Michigan, which is scheduled for destruction for urban renewal. *AD*

Michigan Technological U., Houghton; Theodore W. Lockhart: \$25,594. To pilot six new courses in the humanities curriculum in the areas of human values in science and technology and the philosophy of science. *EP*

Andrew L. Moore, Old Greenwich, CT; \$2,490. To historically document the cottage industries of urban Connecticut in order to demonstrate their potential value to contemporary society. *AY*

Kristine L. Morrow, Bromall, PA; \$1,744. To conduct research into images in history and literature of alcoholism in women. *AY*

Mount Senario College, Ladysmith, WI; Paul F. Meszaros: \$7,304. To conduct (with academic year follow-up) a summer workshop cofunded by the Department of Energy for northern Wisconsin secondary school teachers to study and develop curriculum materials on energy issues from both technical and humanities perspectives. *ES*

NSF/Carnegie-Mellon U., Preston K. Covey, Jr.: \$74,018. To prepare two reports—one for professional and one for lay audiences—on the value issues implicit in federal procedures in setting priorities for testing and regulating potentially hazardous chemicals. *AV*

NSF/Educational Fund for Individual Rights; Alan F. Westin: \$79,706. To research and prepare reports for lay, scientific, and legal audiences on an empirical analysis of current mechanisms to adjudicate ethical protests of scientists and engineers working in industry or projects falling under governmental regulations. *AV*

NSF/Inst. of Society, Ethics & Life Sciences; Willard Gaylin: \$88,371. To research and prepare papers and guidelines on the ethical and social questions raised by increasing use of medical surveillance as a means of coping with risks to workers posed by industrial technologies. *AV*

NSF/U. of Maryland; Peter G. Brown: \$59,875. To research and write two books—an interdisciplinary anthology and a single author volume—on the practical and ethical questions related to preserving endangered species. *AV*

NSF/Western Michigan U.; Gerald E. Markle: \$39,352. To research and prepare descriptive and analytical reports on the role of values in resolving medical controversies, particularly in cancer-related research disputes. *AV*

Navajo Community College, Tsaile, AZ; Lynn Huenemann: \$10,158. To conduct a summer workshop (with academic year follow-up) cofunded by the Department of Energy for secondary school teachers from the Navajo reservations on national and tribal energy topics, including scientific, technological, legal, ethical and social issues. *ES*

Nazareth College, MI; Richard M. Leliaert: \$48,489. To create an interdisciplinary core curriculum in the humanities. *EP*

The New Jewish High School, Los Angeles, CA; Sheldon Dorph: \$5,000. To create a pilot honors course in the humanities that integrates the study of Jewish history and culture with the study of Western civilization in high schools. *ES*

New York Public Library, NYC; James W. Henderson: \$150,000 OR; \$100,000 FM. To continue the rehabilitation of the main catalog of the New York Public Library. *RC*

New York U., NYC; Jill N. Claster: \$49,091. To create four humanities courses for a new liberal education program. *EP*

New York U., NYC; Dorothy W. Swanson: \$72,177. To create finding aids to the Robert F. Wagner Labor Archives of labor history, workers' education movements and other labor-related documents. *RC*

Howard A. Norman, Venice, CA; \$12,000. To translate Algonquin (Cree) autobiographical narratives important to oral literature and Native American studies. *RL*

North Texas State U., Denton; Martin D. Yaffe: \$28,937. To prepare a translation and introduction of Thomas Aquinas: *Expositio in Job*, a 13th-century commentary on the *Book of Job*, important to medi-

eval studies and the history of religion. *RL*

Northeastern Illinois U., Chicago; Edris Frederick: \$49,773. To complete the final development and trial of an undergraduate interdisciplinary degree course in international-intercultural studies. *EP*

Oberlin College, OH; Clayton R. Koppes: \$48,812. To create four new humanities courses, in many disciplines concerned with environmental issues. *EP*

Owens Valley Paiute-Shoshone Indian Cultural, Bishop, CA; Gerald Howard: \$55,000. To prepare an ethnography and genealogy about the Paiute Shoshone Indian people for a school curriculum. *ES*

Karen A. Page, Evanston, IL; \$2,423. To support a history of the women's movement in Evanston, 1963–1975. *AY*

Pasadena City College, CA; Robert C. Levis: \$6,100. *EC*

Pike Place Market PDA, Seattle, WA; Jim J. Simon: \$3,600. To create five half-hour radio programs about the people who live in Seattle's Market neighborhood, and a photo exhibit, book and articles. *AY*

Providence Public Library, RI; Christie V. Sarles: \$215,000. To develop cooperative programs in public libraries across the state based on themes of Rhode Island's paradoxical history and ethnic diversity. *PL*

Radcliffe College, Cambridge, MA; Patricia King: \$50,000 OR; \$24,920 FM. To collect and transcribe oral histories taken from the first three generations of women in the executive and judicial branches of the federal government. *RC*

Regents Press of Kansas, Lawrence; John H. Langley: \$4,170. To publish a manuscript on the economic forces, technologies, and local politics which affected the growth of the French tourist city of Nice. The work is significant in the fields of European urban history and ecology and for its unique use of computergraphic maps. *RP*

Res. Foundation for Jewish Immigration Inc., NYC; Herbert A. Strauss: \$24,045 FM. To produce a volume of biographies of Eastern European emigres of the Nazi period. *RT*

Research Foundation of SUNY, Albany; George Browder: \$44,189. To create a workshop in the humanities for all disciplines. *EP*

Research Foundation of SUNY, Albany; Mario A. DiCesare: \$125,097. To computerize the annual international bibliography of Renaissance studies and the development of a classification scheme and index. *RC*

Sonia Y. Rosario, New Haven, CT; \$15,000. To produce a documentary film about reverse migration—from New York to Puerto Rico. *AY*

Ellen M. Ross, Princeton, NJ; \$2,489. To conduct a project illustrating the medieval roots of modern hospitals, poorhouses and homes for the aged. *AY*

Ralph C. Rugoff, Providence, RI; \$15,000. To produce a videotape about the resettlement of Hmong refugees of Laos in South Providence, RI. *AY*

Nancy A. Sahli, Silver Spring, MD; \$35,951. To create an annotated bibliography of printed materials relating to women's sexuality. *RC*

St. Joseph's College, Rensselaer, IN; John P. Nichols: \$43,843. To revise the humanities curriculum with special attention to art history and criticism. *EP*

St. Louis U., MO; Charles J. Ermatinger: \$54,071 OR; \$59,977 FM. To catalog rare books on microfilm at the Vatican Film Library and to add its holdings on microfilm of Ethiopic and other manuscripts. *RC*

St. Olaf College, Northfield, MN; J. Wesley Brown: \$6,100. *EC*

St. Olaf College, Northfield, MN; Erling T. Jorstad: \$50,000. To develop a Western civilization curriculum, taught by the Socratic method, for a group of freshman and sophomores. *EP*

Paige R. Seidel, Denver, CO; \$1,060. To tape oral histories of the Dutch community in Denver and to explore the impact of tuberculosis on the community. *AY*

Self Reliance Foundation, Las Trampas, NM; Judy L. Goldberg: \$4,983. To produce a slide-and-tape show and a study guide about historical Hispanic tales told by elders of a small rural village in northern New Mexico. *AY*

Andrea L. Sharp, Berkeley, CA; \$1,694. To prepare a paper, articles and lectures for nonscientists about recombinant DNA and the philosophical issues involved. *AY*

Carl Smith, Ouzinkie, AK; \$1,066. To tape

interviews and write a history of elders of Ouzinkie, Alaska, a Russian-Aleut community. *AY*

South Dakota State U., Brookings; Henry J. Gehrke: \$9,988. To conduct with support from the Department of Energy a summer workshop (with academic year follow-up) for South Dakota high school teachers to study and develop curriculum materials on the technical aspects of energy and the socio-economic impact of current and proposed energy usage. *ES*

Stanford U., CA; Robert E. Ward: \$58,606. To teach teachers in San Francisco Bay area schools about cross-cultural and global education, so that they can incorporate new knowledge of the humanities into their curricula. *ES*

Sara M. Stanley, Bakersfield, CA; \$2,481. To prepare a manuscript on turn-of-the-century feminist leader Caroline M. Severance. *AY*

Stevens Institute of Technology, Hoboken, NJ; James E. McClellan, III: \$11,740. To conduct an interdisciplinary summer workshop to integrate the teaching of the history of science into pre-college curricula. *ES*

The Suquamish Tribe, Suquamish, WA; Carey T. Caldwell: \$57,071. To produce a tape-and-slide show of the authentic tribal history of the Suquamish people, for presentation to Indian organizations. *AD*

Tacoma Community College, WA; Mario A. Faye: \$6,100. *EC*

Temple U., Philadelphia, PA; David M. Bartlett: \$3,000. To publish a scholarly account of the founding, growth, and continued life of Promiseland, S.C., a rural black community that has remained intact and under the control of blacks since the Civil War. *RP*

Temple U., Philadelphia, PA; David M. Bartlett: \$4,000. To publish a historical study of the relationship between early city planners and public policy in urban transportation systems, focusing on the reasons for the demise of rapid mass transit. *RP*

Tennessee State U., Nashville, TN; Bobby L. Lovett: \$46,525. To conduct a summer institute for secondary school teachers to enhance their abilities to teach Afro-American history and culture. *ES*

Tennessee State U., Nashville; Regina C. Ensley: \$9,996. To involve eight students in preparing a history of the Afro-American community in Nashville from 1870 to 1930. *AY*

Tri-College Cooperative Effort, Dubuque, IA; Simone T. Poirier-Bures: \$38,311. To incorporate a humanities curriculum into adult courses. *EP*

Trinity U., San Antonio, TX; Francisco O. Garcia-Treto: \$50,000. To create an interdisciplinary integrative course in humanities and arts. *EP*

Union College, Barbourville, KY; Lester G. Woody: \$6,100. *EC*

U. Press of Kentucky, Lexington; Katharine H. Shaw: \$5,000. To publish research comparing the verbal and pictorial presentations in representative excerpts from five books of legends from medieval Spain. *RP*

U. Press of New England, Hanover, NH; Thomas L. McFarland: \$2,500. To publish a chronicle of 19th-century New England lower-middle class life as revealed through the diaries, letters, and published writings of Harriet Hanson Robinson (1825–1911) and her family. Hanson was a Lowell mill girl, housewife, suffragist, club woman, and author. *RP*

U. of Alaska, Anchorage; Michael E. Krauss: \$29,318. To catalog the Eskimo-Aleut language section of the Alaskan Native Language Center research library and archive. *RC*

U. of Arkansas, Little Rock; C. Fred Williams: \$49,368. To institute four new courses and workshops in regional humanities studies. *EP*

U. of California, Berkeley; David T. Wellman: \$175,000. To produce six monographs on the history of the ILWU, with special attention to its role in a diverse group of West Coast and Hawaiian communities. *RS*

U. of California, Los Angeles; Hilda M. Bohem: \$80,405. To create a finding aid to the 200,000-photograph morgue of the *Los Angeles Daily News* (1923–1954) and print 10 percent of the negatives selected for their historic documentary value. *RC*

U. of California, San Diego, La Jolla; George A. Colburn: \$367,011. To present in 1981–82 two humanities courses—"Food and People" and "Work in

America"—through the series COURSES BY NEWSPAPER. Each course features 15 weekly articles read by some 5 million persons and serves as the basis for credit courses at over 300 colleges. AD

U. of Georgia, Athens, Robert N. Save land: \$13,171. To conduct with support from the Department of Energy a summer workshop (with academic year follow-up) for middle school teachers to study and develop curriculum units on energy issues from both technological and humanities perspectives. ES

U. of Hartford, W. Hartford, CT; M. Gordon Jensen: \$49,981. To institute a program designed to attract and introduce adults to the study of humanities. EP

U. of Louisville Foundation, Inc., KY; Richard L. Barber: \$35,351. To support the addition of new and revised humanities courses to the School of Medicine. EP

U. of Massachusetts, Amherst; Leone Stein: \$5,000. To publish the first English translation of selected descriptions of tropical flora, shellfish, minerals, and precious stones found in the Dutch East Indies by the 17th-century Dutch botanist Rumphius. Part of the *Library of the Indies* series, the work also describes native use of plants. RP

U. of Massachusetts, Boston; Robert J. Swartz: \$52,240. To develop a new specialty area in the Critical and Creative Thinking M.A. program that would help science teachers to focus their curricula on discovery, theory, and experimentation. ES

U. of Minnesota, St. Paul; David J. Klaassen: \$87,674 OR; \$15,400 FM. To process nine collections of records from urban settlement houses and human service organizations held by the Social Welfare History Archives. RC

U. of Minnesota Technical College, Crookston, MN; Alice E Moorhead: \$6,100. EC

U. of Montana, Missoula; Joanne R. Swaney: \$13,876. To create a videotape and guide on the bicultural lives of Native American college students. AY

U. of Montevallo, AL; Elizabeth H. Rodgers: \$6,100. EC

U. of North Carolina, Greensboro; Ann P. Saab: \$43,163. To conduct a workshop and aids to prepare teacher teams for the newly devised, compulsory, interdisciplinary course to be offered in Western civilization. EP

U. of Northern Colorado, Greeley; David M. Haas: \$50,000. To develop two new course programs in the general education curriculum with emphasis on the humanities. EP

U. of Pennsylvania Press, Philadelphia; Malcolm Call: \$2,200. To publish a seminal monograph on the role of women in the Frankish kingdom, focusing on the forces at work in expanding and limiting women's sphere of activity and influence in the medieval aristocracy. RP

U. of Puerto Rico, San Juan; Luz A. Melendez: \$6,100. EC

U. of Washington, Seattle; Karyl Winn: \$36,953. To survey records and archives relating to Jews and Jewish organizations in Seattle and the Greater Puget Sound region, an area significant for its large proportion of Sephardim—Jews from Turkey, Greece and Rhodes. RC

U. of Wisconsin, Madison; B. Robert Tabachnick: \$75,845. To prepare video tapes and a teachers' guide about black rural communities in the 1800s. ES

Judith R. Vander, Ann Arbor, MI; \$6,178. To collect and analyze songs of Shoshone women in order to increase our knowledge of Indian music. RS

Vassar College, Poughkeepsie, NY; Frances L. Goudy: \$1,000. To enable a consultant to help plan the preservation of papers housed in the Vassar Archives, important as primary sources for the history of women or as representative of the lives of women leaders. RC

Villa Julie College, Stevenson, MD; Cynthia E. Kerman: \$6,100. EC

Visual Arts Research & Resource Center, NYC; Marta M. Vega: \$25,000. To conduct a conference and follow-up programs on the Orisha tradition to explore and analyze its dimensions in Brazil, Cuba, Haiti, Trinidad, Venezuela, the U.S., and Africa. AD

Wayne State U., Detroit, MI; Otto Feinstein: \$72,770. To create a national outreach network of humanities studies for working adults. ED

Jurisprudence

American Bar Association, Chicago, IL; Norman Gross: \$150,000 OR; \$150,000 FM. To institutionalize law and humanities/LRE programs in schools throughout the country, in order to promote good citizenship in students. ES

American Bar Association, Chicago, IL; Marna S. Tucker: \$28,477. To plan a program to increase the public's understanding of fundamental principles of our legal and judicial system. AP

Language & Linguistics

College of Arts and Sciences, Greensboro, NC; James H. Svara: \$6,100. EC

Thomas J. Garza, Bryn Mawr, PA; \$2,309. To study teaching methods of the Russian language verbal system and to compile a student handbook dictionary of verbal stems. AY

Georgetown U., Washington, DC; James F. Slevin: \$180,378. To enable humanities scholars, teachers, students and others from colleges and secondary schools to prepare writing courses and materials. ES

Linfield College, McMinnville, OR; Peter N. Richardson: \$46,539. To pilot modular courses on literature taught in four languages. EP

U. of California, Los Angeles; Roger W. Andersen: \$10,000 OR; \$17,122 FM. To conduct a workshop of European and North American researchers on second-language acquisition. RD

U. of California, Berkeley; James Gray: \$65,000 FM. To continue the Bay Area Writing Project at several sites across the country until full local funding can be raised. ES

U. of Iowa, Iowa City; Carl H. Klaus: \$130,482. To continue the Institute on Writing Project established with an NEH grant in 1977 to improve the teaching of writing in the U.S. EH

U. of Kentucky, Lexington; Stephen Manning: \$6,100. EC

U. of Maryland, College Park; Richard D. Brecht: \$10,000 OR; \$4,638 FM. To hold a Soviet-American conference of linguists specializing in the Russian language. RD

U. of Texas, El Paso; Jacob L. Ornstein-Galicia: \$10,000. To hold a conference to assess the status and future of Chicano English language studies. RD

U. of Washington, Seattle; Anne R. Gere: \$100,000. To conduct a project in cooperation with six school districts to design courses in literature and social studies/history in which writing would be used extensively. ES

Literature

Albion College, MI; James W. Cook: \$25,000. To produce a verse translation and annotation of Petrarch's 366 *Canzoniere*, considered the first "modern" literary work. RL

Arizona State U., Tempe; John T. Wixted: \$23,888. To annotate and translate "Poetry Gradings" by the 6th-century Chinese critic Chung Hung, important to intellectual and literary history. RL

California Institute of Technology, Pasadena, CA; Clayton Eshleman: \$20,000. To translate Vol. I of the complete poems of Aime Cesaire, a central figure in the birth of Black African literature. RL

Cinelit Productions, NYC; Jack Willis: \$250,000. To produce a biographical film for public television about Edith Wharton to complete a project that includes films of "The House of Mirth" and "Summer." PN

Columbia U. Press, NYC; William F. Bernhardt: \$3,000. To publish a biography and study of the times of the Chinese poet, playwright, essayist, and scholar-official K'ung Shang-jen (1648-1718), best known for his play *The Peach Blossom Fan*, which depicts the last years of the Ming Dynasty. RP

The Council of the Southern Mountains, Clintwood, VA; George R. Brosi: \$49,000. To conduct a series of public programs on the literature and music of the Appalachia-

an region. AP

District of Columbia Public Schools, Washington, DC; Rosanne F. Faust: \$10,000. To develop an interdisciplinary approach to Shakespeare for children in the fourth, fifth and sixth grades. ES

George Washington U., Washington, DC; Jonathan Chaves: \$50,000. To conduct an experimental sequence of graduate seminars on Chinese literature. EP

K. E. Gold, Austin, TX; \$2,365. To produce a representative collection of poems written by American women before 1900, with attention paid to out-of-print works. This anthology will include brief biographical sketches and a critical introduction. AY

Henry E. Huntington Library and Art Gallery, San Marino, CA; William A. Ringler, Jr.: \$76,956. To compile a comprehensive bibliography of manuscript sources of English verse for the Elizabethan period. RC

Independence Community College, KS; Thomas J. Snyder: \$2,000. To enable consultants to assist in planning the organization of the William Inge collection. RC

John Steinbeck Library, Salinas, CA; John Gross: \$97,624. To produce video-taped programs about the participation of the West in developing this country, as depicted through the works of John Steinbeck, Robinson Jeffers, the Western novel form and film. PL

Juan de la Cuesta Hispanic Monographs, Newark, DE; Thomas A. Lathrop: \$1,500. To publish a monograph examining the chivalric romances of the Spanish Golden Age—their development, characteristics, authors, the "model" romance, and suggestions for new areas of research. RP

Lincoln U. PA; Gladys J. Willis: \$44,221. To implement two courses in world literature, including Third World literature. EP

Louisiana State U., Baton Rouge; Joseph V. Ricapito: \$5,000. To prepare an annotated translation of the *Dialogue of Mercury and Charon* by the 16th-century Spanish scholar Alfonso de Valdes, important for the study of Spanish literature, and the Renaissance and Reformation. RL

Mattatuck Community College, Waterbury, CT; Frank H. Thomas: \$6,100. EC

Miami U., Oxford, OH; Donald A. Daiker: \$47,469. To change the required English curriculum in order to improve student writing. EP

Purdue U., W. Lafayette, IN; Alan T. McKenzie: \$80,715. To conduct a summer institute for secondary school teachers, librarians and others in the teaching of literature in relation to contemporary issues. ES

Kristine M. Rogers, Cincinnati, OH; \$12,000. To translate the 480 letters of Rabindranath Tagore (1861-1941) to his niece Indira Devi Chaudhurani, important to intercultural studies. RL

David H. Rosenthal, NYC; \$4,000. To complete a translation and critical introduction to the classical 15th-century Catalan novel *Tirant lo Blanc*, important to study of the Renaissance and literary history. RL

SUNY Press, Albany; Helen Ortali: \$3,000. To publish a scholarly edition of American novelist James Fenimore Cooper's account of his travels in England, the seventh volume in a projected 14-volume edition of the writings of Cooper. RP

Michael F. Suarez, Lewisburg, PA; \$2,492. To study the compatibility of rational scientific thought to emotional expression in Utopian literature of this century. AY

U. Press of Kentucky, Lexington; Evalin F. Douglas: \$4,972. To publish a modern scholarly edition of the 175 issues of the *Guardian*, published in 1713 by Addison and Steele as the successor to their literary periodical the *Spectator*. RP

U. Press of New England, Hanover, NH; Thomas L. McFarland: \$2,000. To publish a book of extended interpretive essays using structuralist theory to examine the metaphor of passage in 20th-century French surrealist poetry and in the work of four contemporary poets influenced by surrealist aesthetics. RP

U. of Chicago, IL; W.J.T. Mitchell: \$10,000 FM. To hold a conference to investigate interpretation of the humanities from political and disciplinary perspectives. RD

U. of Chicago, IL; Anthony C. Yu: \$23,217. To continue an annotated translation of *The Journey to the West*, a Chinese epic narrative of the 16th century, important to the study of Chinese literature and

to Buddhist and Taoist studies. RL

U. of Illinois, Chicago Circle; Sona S. Hoisington: \$23,000. To translate ten important critical essays on Alexander Pushkin's verse novel *Eugene Onegin*, important to intercultural studies and literary criticism. RL

U. of Kentucky Research Foundation, Lexington; John T. Shawcross: \$19,000. To compile a bibliography of the works of John Milton and material relating to Milton and his work published before 1700. RC

U. of Minnesota, St. Paul; Lindsay E. Waters: \$4,000. To publish the English version of the literary theory of Hans Robert Jauss, a leading figure in the German hermeneutic school of criticism, arguing that literature must be understood in terms of its reception by readers. RP

U. of Missouri, Columbia; John R. Roberts: \$25,000. To produce a comprehensive, annotated bibliography of all books, studies, monographs, essays, reviews, and dissertations by or about Richard Crashaw, important poet of the 17th century. RC

U. of Nebraska Press, Lincoln; Willis G. Regier: \$3,396. To publish a critical survey and in-depth investigation of 19th-century Spanish American novels, applying eight distinct critical approaches to both popular and academic fiction. RP

U. of South Carolina Press, Columbia; Earle W. Jackson: \$3,000. To publish volume 6 of the annotated letters of the 19th-century American novelist William Gilmore Simms, important to the study of 19th-century southern American literature and of antebellum culture. RP

U. of Southern Mississippi, Hattiesburg; Claude E. Fike: \$1,500. To enable a consultant to help plan the arrangement, processing and cataloging of the Lena Y. DeGrummond Collection of children's literature manuscripts, illustrations and books. RC

U. of Texas, San Antonio; Jacinto Quiarte: \$34,975. To conduct a symposium and lecture series on literature and music of 17th- and 18th-century Spain and Spanish America to serve as the scholarly portion of the Festival Calderon in San Antonio. AD

Western Connecticut State College, Danbury; Elise Knapp: \$6,100. EC

Western State College, Gunnison, CO; Blair S. Poelman: \$6,100. EC

Philosophy

Bryn Mawr College, PA; George L. Kline: \$26,869. To prepare an annotated translation of *Hermeneutics and Its Problems* by the Russian philosopher and historian Gustav G. Shpet (1879-1940), important to intercultural studies, Russian philosophy and cultural history. RL

Emory U., Atlanta, GA; Rudolf A. Makkeel: \$22,494 OR; \$33,000 FM. To translate and edit six volumes of the *Selected Works* of the German philosopher and historian Wilhelm Dilthey (1833-1911), important to the study of history, literary history and philosophy. RL

Richard P. Hayes, Canada: \$30,000. To do an annotated translation *Pramanasamuccaya*, by Dignaga, the 6th-century founder of the Buddhist school of logic, important to the study of Indian logic and Buddhist philosophy. RL

Michael R. Heim, St. Joseph, MO: \$12,941. To translate with notes and an introduction Martin Heidegger's *The Metaphysical Foundations of Modern Logic Originating with Leibniz*, important to the study of the history of ideas. RL

Nancy A. Hogan, Ithaca, NY: \$1,627. To prepare an illustrated booklet for young students about philosophy and issues, encouraging them to think about society in philosophical terms. AY

Susan Noakes, Chicago, IL: \$22,400. To translate and prepare an introduction to Emilio Betti's *General Theory of Interpretation*, important to the study of modern history, literature, philosophy and jurisprudence. RL

Northern Illinois U., DeKalb; Theodore J. Kisiel: \$17,000 OR; \$3,000 FM. To translate Martin Heidegger's *Toward a History of the Concept of Time*. RL

Research Foundation of SUNY, Albany; James B. Wilbur, III: \$33,350. To shift the study of business ethics from one existing

required course to the four advanced requirements of the undergraduate management degree program. *EP*

St. Bonaventure U., NY; Conrad L. Harkins: \$20,000. To publish four volumes of the works of the major medieval philosopher and theologian William of Ockham, covering his *Opera Theologica VII, VIII, X* and *Opera Philosophica IV*. *RP*

St. Olaf College, Northfield, MN; Howard V. Hong: \$50,377 OR; \$46,516 FM. To translate, edit and annotate the works of the Danish philosopher and theologian Soren Kierkegaard (1813-1855). *RL*

Stanford U., CA; Diana Y. Paul: \$22,000. To translate the 6th-century Chinese *Evolution of Consciousness*, a primary text representative of Yogacara Buddhism, important to intercultural and Asian studies, comparative philosophy and psychology. *RL*

U. of Colorado, Boulder; Leonard G. Boonin: \$50,000. To create a set of interdisciplinary courses on social policy as part of the humanities program in the department of philosophy. *EP*

U. of Hawaii, Honolulu; Roger T. Ames: \$22,460. To prepare a translation and commentary on the *Huai Nan Tzu*, a compendium of knowledge in 1st-century China, important to intercultural studies and to the study of Chinese philosophy, political thought, literature, and traditional culture. *RL*

U. of Kentucky, Lexington; J. Daniel Breazeale: \$15,000. To translate with a critical exposition of the writings of J. G. Fichte (1762-1814), a German philosopher and follower of Kant, important to the study of Transcendental philosophy. *RL*

Virginia Polytechnic Inst. & State U., Blacksburg; Roger Ariew: \$22,000. To translate Martial Gueroult's *Descartes (Descartes selon l'ordre des raisons)*, a seminal 20th-century work important to the study and history of philosophy. *RL*

Religion

Jeffrey L. Broughton, Long Beach, CA: \$18,000. To produce an annotated translation of representative 8th-century Ch'an (Zen) Buddhist texts, significant for the study of the history of Chinese Buddhism. *RL*

Bettye T. Chambers, Washington, DC: \$25,030. To compile a comprehensive bibliography of 15th- and 16th-century French-language editions of the Scriptures. *RC*

Georgetown U., Washington, DC; Thomas King: \$18,000. To hold a public symposium at which scholars, among them Richard Leakey and Kenneth Boulding, will discuss their work on the writings of Pierre Teilhard de Chardin. *AD*

Graduate Theological Union, Berkeley, CA; Mark K. Juergensmeyer: \$30,495 FM. To develop research guidebooks, conferences, and other projects to expand a program in comparative literature and reli-

gion currently underway at Berkeley and Harvard. *EH*

Harvard U., Cambridge, MA; Glenn A. Ruby: \$2,000. To publish a critical edition of the letters of Gregory Akindynos, a 14th-century scholar-monk who figured prominently in the last major dogmatic dispute of Byzantium, inspiring some of the finest works of Eastern Orthodox mystical theology. *RP*

Princeton U., NJ; Alan Sponberg: \$17,000 OR; \$5,000 FM. To translate (with an introduction) the philosophical treatise *Essay on Vijnaptimatratā*, written by the 7th-century Chinese Yogacara Master K'uei-chi, significant for the study of comparative religion, philosophy, and cultural anthropology. *RL*

Vanderbilt U., Nashville, TN; Peter C. Hodgson: \$50,000 OR; \$6,800 FM. To translate G.W.F. Hegel's *Lectures on the Philosophy of Religion*, central to the philosophy of religion and theology. *RL*

Wichita State U., KS; Michael C. Kalton: \$17,000. To prepare an annotated translation of a compendium of Neo-Confucian thought by the 16th-century Korean philosopher Yi Hwang, important to intercultural studies, the history of religion, and comparative religion. *RL*

Social Science

Bibliographic Center for Research, Inc., Denver, CO; Karen B. Day: \$5,000. To train 21 persons from Utah, Wyoming, Colorado, South Dakota, Nebraska, Kansas, and Iowa to remedy disasters to holdings in libraries, museums, archives, and historical associations. *RV*

Walter T. Brahm, Dublin, OH; \$23,119. To study for and plan a book and paper conservation program for Indiana, Kentucky, Michigan, Ohio, Pennsylvania, and West Virginia. *RV*

Brown U., Providence, RI; Thomas R. Adams: \$10,000. To hold a conference of library and rare book specialists to set priorities for the divestiture of research material from rare book and special collection libraries. *RD*

Columbia U., NYC; Richard L. Darling: \$150,000 OR; \$224,992 FM. To train professional conservation personnel for libraries and archives. *RV*

Ursula A. Day, Mobile, AL; \$2,334. To present a slide-tape and a monograph about the effects of hurricanes on a society. *AY*

East Tennessee State U., Johnson City; Richard M. Kesner: \$1,500. To develop computer programs to deal with indexing and retrieval problems and administrative control of small- and medium-sized archives. *RC*

Hazel D. Gilley, Lubbock, TX; \$2,498. To study two Mennonite educational systems with emphasis on the differences between them, and their effect on families. *AY*

Harvard U. Press, Cambridge, MA; Richard A. Nice: \$5,000 FM. To translate Pierre

Bourdieu's *Social Criticism of Judgment*, important to the study of modern sociology. *RL*

Jeffrey M. Masson, Berkeley, CA: \$18,000 FM. To edit and translate the complete letters of Freud to Wilhelm Fliess, important to the early history of psychoanalysis. *RL*

New York Botanical Garden, Bronx, NY; Charles R. Long: \$100,000 OR; \$36,000 FM. To conduct a program of teaching, consultation, and publication for library personnel about book preservation. *RV*

Marci M. Reaven, NYC: \$150,000. To produce a film about inter-ethnic relationships in Bronx high school as a microcosm of the evolving social dynamics in the surrounding community. *AY*

Research Libraries Group, Stanford, CA; Nancy E. Gwinn: \$108,775. To develop cooperative preservation priorities for a national plan to maximize use of resources in research libraries. *RV*

Rochester Institute of Technology, NY; James M. Reilly: \$31,478. To prepare a handbook on the practical application of new photograph preservation methods. *RV*

Society of American Archivists, Chicago, IL; Richard H. Lytle: To coordinate recent developments in designing the format for archival data exchange in order to improve access to the nation's historical records. *RC*

Theatre Library Association, NYC; Laraine Correll: \$19,607. To hold a conference in Washington, D.C. for employees of libraries, museums, archives, media centers, historical societies, performing companies and library schools, about the preservation problems of mixed media collections. *RV*

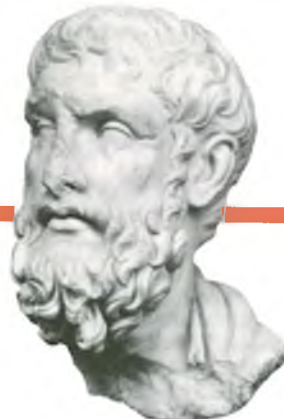
U. Press of New England, Hanover, NH; Thomas L. McFarland: \$3,000. To publish a work which applies new quantitative methods to the study of the impact of population growth and migration on two 18th-century Mass. communities, Beverly and Wenham, to draw conclusions about the social implications of rapid population growth. *RP*

U. of Arkansas, Little Rock; Rosalie M. Cheatham: \$38,295. To revise an international studies curriculum with three new interdisciplinary courses. *EP*

U. of California, Berkeley; Todd Gitlin: \$45,000 OR; \$19,500 FM. To write a book about television programming and its bearing on social conflicts. *RO*

U. of California, San Diego, La Jolla; Bennetta W. Jules-Rosette: \$1,500. To analyze the social and economic setting of popular African art. *RO*

U. of Notre Dame, IN; Anthony Kerrigan: \$10,000 OR; \$5,000 FM. To translate selected works of Jose Ortega y Gasset, important to intercultural and Hispanic studies. *RL*



Head of Epicurus from the Greek Hellenistic Period.

photograph: The Metropolitan Museum of Art

State Programs

Association for the Humanities in Idaho, Boise; David Hansen: \$340,000 OR; \$30,000 FM.

California Council for the Humanities, San Francisco; Aileen C. Hernandez: \$952,000 OR; \$225,000 FM.

Colorado Humanities Program, Boulder; Patsy Boyer: \$394,149 OR; \$500,000 FM.

Kentucky Humanities Council, Lexington; Ralph Janis: \$414,000 OR; \$25,000 FM.

Louisiana Committee for the Humanities, New Orleans; Seraphia D. Leyda: \$438,000 OR; \$100,000 FM.

Michigan Council for the Humanities, East Lansing; Jacob Nyenhuis: \$582,252 OR; \$62,500 FM.

Nevada Humanities Committee, Inc., Reno; Wilbur Shepperson: \$334,000 OR; \$30,000 FM.

New Hampshire Council for the Humanities, Concord; Edward Bradley: \$340,000.

North Carolina Humanities Committee, Greensboro; Rollyn O. Winters: \$472,000 OR; \$40,000 FM.

Tennessee Committee for the Humanities, Nashville; Henrietta Grant: \$437,000 OR; \$50,000 FM.

Virginia Foundation for the Humanities, Charlottesville; Robert C. Vaughan: \$460,000 OR; \$60,000 FM.

Wisconsin Humanities Committee, Madison; Morton Rothstein: \$447,000 OR; \$20,000 FM.

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

Special Programs

AD Special Projects

AP Program Development

AV Science, Technology and Human Values

AY Youthgrants

AZ Youth Projects

Education Programs

EC Consultants

ED Implementation

EH Higher Education

EP Pilot

ES Elementary and Secondary

Planning and Policy Assessment

OP Planning and Assessment Studies

Public Programs

PL Libraries

PM Museums and Historical Organizations

PN Media

Research Programs

RC Research Resources

RD Conferences

RE Editions

RL Translations

RO Basic Research

RP Publications

RS State, Local and Regional Studies

RT Tools

Greece and Rome on Slide and Tape

Mythology has led to the discovery of new ways to teach students about old civilizations.

A mythology course at Ohio State was so popular that it became inundated with undergraduates. To cope with the overwhelming number of students, the classics faculty mounted slides and taped lectures, and set up a learning center so that individual students could tune in to the material, at their convenience, from carrells. It worked.

It worked so well, in fact, that it wasn't long before the faculty, under the direction of department chairman Mark P. Morford, began shooting, collecting, and commissioning photos, paintings, charts and maps to be packaged in a slide-and-tape Audio-Tutorial Program in Greek and Roman Civilizations.

The Roman studies set, now in use across

the country, consists of nearly one thousand slides, study booklets, and five hours of accompanying taped lectures, most of them by Morford and his colleague Charles L. Babcock. At Ohio State, students are given assignments to play the programs in the learning center or to borrow them for use at home.

But they can also be used in more traditional classroom settings. At least one university is converting the material for use on television.

Anticipating release of the Latin studies series later this year, Morford explains that he assembled the project, with NEH support, because "there was simply nothing like it at the university level with reasonable sophistication and scholarship to show a person what a Roman city was like or to give a good compendium of Roman art or architecture."

It may be that colleges with less munificent resources felt that fact most keenly. Lloyd Hubenka, dean of general studies at Sinclair Community College, Dayton, Ohio, credits the program with an unusual turn of events at the college of 17,000 students.

"We started offering courses in classics three years ago, and for three years nothing happened. There was practically no enrollment. Last summer I went to a workshop and watched the Ohio State presentation and I was struck by how useful and captivating it might be to engineering students, with its materials on city planning and architecture and so forth. We bought a set, and now classics holds its own here. We have an enrollment of two sections! And they're mostly engineers!"



History and Policymaking

An article in the May, 1981 issue of *Humanities* described a course at George Washington University, "Applied Ethics for Government Technical Managers," in a way that lumped ethics and policymaking together. One might assume from the description that the course deals with "whistle blowing" and the application of scientific knowledge in such a way that both are similar ethical problems. But "whistle blowing" at Love Canal, for instance, is quite different from the issue "Are scientists responsible for the consequences of basic research?"

There are inherently no good or bad consequences of scientific research as there are good and bad consequences in the handling of toxic wastes. As someone once said, thinking about atomic energy strictly in terms of atomic bombs is like thinking of electricity in terms of the electric chair. Nothing in the basic theory of electricity or nuclear reactions predetermines the outcome, but government managers such as those attending the course at George Washington University do help to determine the consequences of those scientific ideas.

Is history an integral part of the course? Historical analysis deals with the dynamics of the social and economic consequences of technological change. Energy technology and

the change in the sources of energy is a good case study of the control or the failure to control the consequences of basic research.

Wood was once the major source of energy, then came coal and finally oil. Each energy transformation depended on the current economic and social conditions and, in turn, produced fundamental changes in transportation, manufacturing and domestic life. No policy maker foresaw the consequences of these energy transformations, and the changes were beyond the control of the scientists who did the basic research. So society muddled through.

If we are to be more rational in the transition from oil as an energy resource, the oil-based energy society must be placed in historical perspective. (The same would be true in considering the consequences of any technological change.) New government policies grow out of old historically established policies or else a disruptive revolution occurs. The transition to solar, nuclear or synfuels, or a combination of these, will be either planned as part of the long-term historical evolution or our society will be subjected to the same disruptions that occurred in the seventeenth, eighteenth and nineteenth centuries.

Scientists are not responsible for the consequences of basic research; policy makers are. If those consequences are not to be painful adjustments, government managers will have to be instructed in historical evolution in order to make transitions due to technological change take place in a rational and acceptable way.

—Harold Issadore Sharlin

Historian of science and technology; former fellow, Woodrow Wilson International Center for Scholars

Humanities welcomes letters from readers. Letters up to 700 words should be addressed to Humanities, NEH, MS 204, Washington, D.C. 20506.

Editor's Notes

Quid novi?

The interest in classics. The study of Greek and Roman antiquity is new yet again. Timeless and timely, "the ancient world constitutes a microcosm of human life, in which can be confronted all the problems of today, distanced by sufficient time to make objectivity possible," Helen North writes in our Symposium, Page 1.

The outpouring of activities in classics delighted and overwhelmed the *Humanities* staff. Never have we had such a plethora of projects, from a new book about an old subject, the Greek philosopher Heraclitus, to a truly oral history, *The Odyssey* on radio.

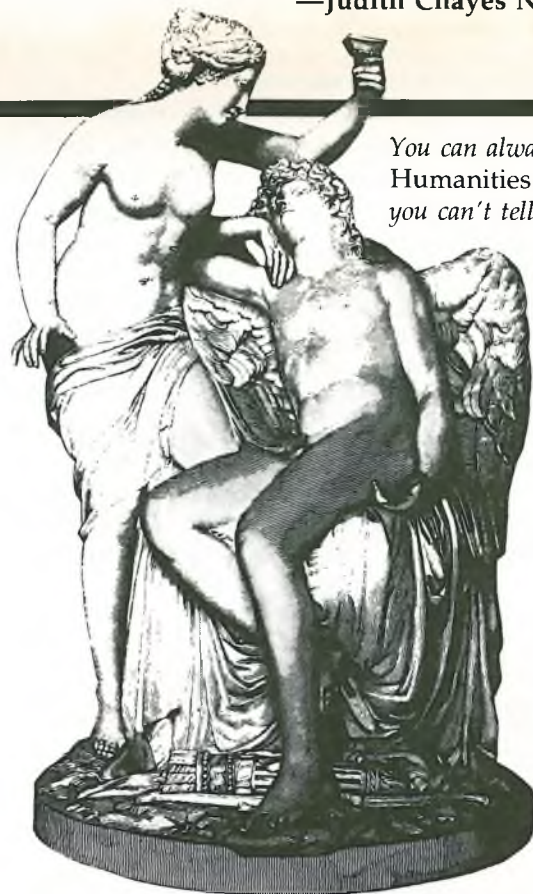
NEH-supported archaeological digs have uncovered the secrets of rural life in a Greek colony and continue to unearth the treasures of the most famous Agora of the ancient world—Athens, Page 6.

In *The Gardens of Pompeii*, as readers of the article on Page 14 will discover, the gardens are an unexpected clue to life in that death-haunted city. Four separate NEH activities concerning Pompeii are discussed: the Jashemski book, product of a fellowship; its publication subvention (research programs); the Pompeii exhibit (public programs); and a Youthgrant completed only last summer (special programs).

The Philadelphia story of the Latin "explosion," Page 11, is a classical lesson in making the study of any language "adventurous, contemporary, joyful;" and it is being replicated in Los Angeles, Baltimore, Indianapolis, Chicago and Washington, D.C.

Res ipsa loquitur.

—Judith Chayes Neiman



You can always tell a Humanities reader, but you can't tell him much.

Humanities

Humanities gives its readers a lot to think about: provocative articles and exchanges by writers, scholars and critics such as Robert Bellah, James Baldwin, Catharine Stimpson, Herbert Gutman, Joyce Carol Oates.

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About the authors . . .

Helen F. North is Centennial Professor of Classics at Swarthmore College where she has taught since 1948. Educated at Cornell University, she has served as president of the American Philological Association, as a



member of the nominating committee of the American Council of Learned Societies, and as a member of the board of directors of the American Academy in Rome and the managing committee of the School of Classical Studies in Athens. Her fellowships have included: Fulbright, Ford, Guggenheim, AAUW, NEH, and ACLS. Her most recent book is *From Myth to Icon: Reflections of Greek Ethical Doctrine in Literature and Art* (Cornell University Press, 1979).

G. Karl Galinsky, chairman of the classics department, University of Texas, Austin, is especially interested in Roman civilization of the Augustan age. A native of Strassburg, Alsace, Galinsky was educated at Bowdoin



College and Princeton University. He has been given three separate awards for teaching excellence: 1979, American Philological Association; 1976, Student Government, University of Texas at Austin; 1970, Bromberg Award, University of Texas at Austin. His fellowships have included: NEH, ACLS, Guggenheim, Fulbright, Princeton National Fellow, Wescott, and Classicist-in-residence, American Academy in Rome.

Sarah B. Pomeroy is associate professor of classics at Hunter College and the Graduate School, C.U.N.Y., as well as the coordinator of the women's studies program at Hunter, a post she has held since the inception of the pro-



gram. She teaches and writes about women in classical antiquity, emphasizing law and demography. Her book, *Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity* (Schocken, 1975), has been translated into Italian, Greek, Dutch and German. Pomeroy, who was originally trained as a papyrologist at Columbia University, is currently writing a social history of women in Ptolemaic Egypt.

NEH NOTES AND NEWS

"And it must follow, as the night the day . . ."

Continuous cycles characterize seasons, tides and Federal budgets. At the same time that Federal agencies are operating on their fiscal year (FY) 1981 budgets, they are awaiting Congressional approval of their FY '82 budgets and—in order to meet Presidential and Congressional deadlines—are drafting proposals for FY '83.

By the end of this month each of the program divisions at the NEH will have completed preliminary proposals for the FY '83 budget for submission to the chairman and the National Council on the Humanities.

This budget proposal, which covers the period October 1, 1982 to September 30, 1983, is due at the Office of Management and Budget (OMB) by September 1, 1981. After review by OMB and decisions by the President, the budget will be submitted to Congress this winter as the FY '83 appropriations request. Formal review by Congress will begin on this request in the spring of 1982.

The FY '82 budget, which goes into place this October 1, is still in this process of Congressional review.

And as the House begins its review of the 1983 budget next spring, Endowment staff will be working on recommendations for funding in 1984.

Award-winning books . . .

Three NEH-supported publications have recently won distinguished awards, including an American Book Award.

Christianity, Social Tolerance and Homosexuality by John Boswell, a publication subsidized by a grant from the NEH Division of Research publications program, won an American Book Award in history.

The Harvard Encyclopedia of American Ethnic Groups, published by Harvard University Press last October, has received the R.R. Hawkins award as the outstanding professional and scholarly book of 1980 from the Association of American Publishers. The *Encyclopedia* was also funded by the NEH Research division.

Alice James won the Bancroft Prize, awarded annually by Columbia University for distinguished works in American history. Author Jean Strouse wrote parts of *Alice James* on an NEH Fellowship for Independent Study and Research awarded in 1976.

Another American Book Award winner, Francis Steegmuller, won the prize for translation for the first volume of *The Letters of Gustave Flaubert*. Steegmuller's current work on volume two of *The Letters* is supported by a translations grant from the Research division.

. . . and films

Robert Geller, executive producer for "The American Short Story," together with the Public Broadcasting Service recently received the most prestigious award in broadcasting, the George Foster Peabody Award for Meritorious Service in Broadcasting, for the NEH-supported series, "The American Short Story."

Life on the Mississippi, produced by the Nebraska ETV Network and the Great Amwell Company with major funding from the NEH media program, has received the CINE Golden Eagle Award from the Council on International Non-Theatrical Events.

Exhibition Openings

Southern Roads/City Pavements: Photographs of Black Americans by Roland Freeman/Baltimore Museum of Art, MD/July 14–September 6

5000 Years of Korean Art/American Museum of Natural History, Smithsonian Institution, Washington, DC/July 15–September 15

The Great Bronze Age of China/Museum of Fine Arts, Boston, MA/July 22–September 30

The Realist Tradition/St. Louis Art Museum, MO/July 23–September 20

Manifestations of Shiva/Kimball Art Museum, Fort Worth, TX/August 1–September 27

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