

## 1981 Press Releases

### January

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1/21/81 NEH Awards Grant For Women's Studies to Univ. of Arizona

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2/20/81 Humanities Endowment Names Gerald Holton 1981 Jefferson  
Lecturer [Fact sheet on Holton and Jefferson Lecture]

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3/13/81 Humanities Endowment Information Now Available in Spanish  
3/13/81 NEH Education News Tips

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4/7/81 NEH Announces Program Deadlines  
-- NEH Grant For Archeological Dig At Ancient Indian Site

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5/1/81 St. Mary's City Dig to Reveal First Capital  
5/6/81 NEH To Sponsor Jefferson Lecture Science Symposium  
-- Study Shows NEH Summer Stipends Have Significant Impact  
-- NEH Awards Grant for Unique Northern Plains History Program  
-- Youth Taught Value of Law  
5/15/81 Statement of Richard W. Lyman, Vice Chairman, National  
Council on the Humanities, to House Committee

### June

-- NEH News/Feature Tip: Humanities Institutes  
-- News/Feature Tip: National History Day finals

### July

7/1/81 Jefferson Lecture Selection Procedures-Revised  
-- NEH News Tip: Research projects

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-- Louis J. Hector Named Vice Chairman of National Council  
-- NEH Announces Provisional New Public Programs Deadlines  
8/13/81 NEH Awards Grant for First El Greco Painting Exhibit

### September

-- NEH Announces Summer Seminar Program For College Teachers

### October

10/1/81 NEH Announces Code of Ethics for Native American Research  
10/14/81 Arts & Humanities Task Force Presents Report To Pres. Reagan  
-- NEH Awards Grant For Workers To Study Their Own History  
10/21/81 Ike's Columbia University Years Administratively Successful,  
Politically Active, Forthcoming Documents Reveal  
-- NEH Publishes 1982-83 Program/Deadline Guide

### December

-- NEH Support for Youth Programs  
12/23/81 President Signs Fiscal 1982 Humanities Budget  
-- Humanities Endowment Announces 1982 Summer Seminar Program  
for College Teachers

FOR RELEASE: upon receipt

Humanities Endowment Announces 1981 Humanities Institutes

WASHINGTON, D.C. -- The National Endowment for the Humanities (NEH) will fund 15 Humanities Institutes next summer for college and university faculty on subjects that include aging, philosophy, composition, and medieval studies.

The annual Institutes, lasting for two weeks to two months, will bring together faculty from two- and four-year colleges and universities across the country to participate in seminars and joint curriculum planning.

Some 20 to 25 faculty members will be selected for each Institute. The programs will be held at selected universities and research libraries.

Participants will receive stipends which vary according to the Institute.

Full-time faculty with three years of college or university teaching experience are eligible to apply if they have not participated in an NEH-sponsored Institute or Summer or Residential Seminar in the past two years.

Application forms, deadlines, details on stipends, and descriptions of the programs are available from the Institute Directors at the addresses listed below. A summary of the programs is available from the Division of Education Programs, NEH, M.S. 202, 806 15th St. NW, Washington, D.C. 20506.

Humanities Institutes 1981  
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POLITICAL SCIENCE

Extending Theoretical Foundations:  
Political theories and political science  
Vanderbilt University  
Directors: William C. Havard and George J. Graham, Jr.  
Information: Department of Political Science  
Box 1817, Station B  
Vanderbilt University  
Nashville, Tennessee 37235  
(615) 322-2461  
June 8 - July 17  
Deadline: March 15

SHAKESPEARE

Shakespeare in Performance  
Folger Shakespeare Library  
Directors: Homer Swander and Audrey Stanley  
Information: The Folger Institute of Renaissance  
and Eighteenth-Century Studies  
Folger Shakespeare Library  
201 East Capitol Street, S.E.  
Washington, D.C. 20003  
(202) 546-8877  
July 1 - July 28  
Deadline: April 1

MEDIEVAL STUDIES

Teaching Medieval Civilization  
Mt. Holyoke College  
Director: Archibald R. Lewis  
Sponsor: Five Colleges, Inc.  
Information: Box 1080  
Mount Holyoke College  
South Hadley, Massachusetts 01075  
(413) 538-2074  
June 22 - August 2  
Deadline: March 10

PALEOGRAPHY

Renaissance English Archival Institute  
The Newberry Library  
Director: John A. Tedeschi  
Information: Center for Renaissance Studies  
The Newberry Library  
60 W. Walton Street  
Chicago, Illinois 60610  
(312) 943-9090  
June 22 - August 14  
Deadline: March 1

PHILOSOPHY

Psychology and the Philosophy of Mind  
The University of Washington, Seattle  
Director: Jerry Fodor  
Sponsor: Council for Philosophical Studies  
Information: Department of Psychology, E-10  
Massachusetts Institute of Technology  
Cambridge, Massachusetts 02139  
(617) 253-5765  
June 21 - July 31  
Deadline: March 1

POLICE

Law Enforcement Trainers' Institutes  
Boston University  
Director: Michael Feldberg  
Information: Criminal Justice Program  
Metropolitan College  
755 Commonwealth Avenue  
Boston University  
Boston, Massachusetts 02215  
(617) 353-3025  
Session I: June 8 - June 24;  
Session II: June 25 - July 10  
Deadline: April 15

CRIMINAL JUSTICE

The Humanities and Criminal Justice  
Boston University  
Director: Michael Feldberg  
Information: Criminal Justice Program  
Metropolitan College  
755 Commonwealth Avenue  
Boston University  
Boston, Massachusetts 02215  
(617) 353-3025  
June 3 - July 10  
Deadline: April 15

FRENCH

Contemporary French Culture and Society  
State University of New York at Albany  
Director: Georges V. Santoni  
Information: Patricia Dunham  
Department of French  
State University of New York at Albany  
1400 Washington Avenue  
Albany, New York 12222  
(518) 355-6000 or (518) 456-5850  
June 29 - August 7  
Deadline: March 16

JAPANESE

Curricular Models for Japanese Literature  
University of California at Berkeley  
Directors: Masao Miyoshi and Earl Miner  
Information: Department of English  
University of California  
Berkeley, California 94720  
(415) 642-2753  
June 21 - August 15  
Deadline: April 15

LANGUAGES

Individualized Instruction in Foreign Languages  
The Ohio State University  
Director: Leon I. Twarog  
Information: Department of Slavic and East  
European Languages and Literatures  
232 Cunz Hall  
The Ohio State University  
Columbus, Ohio 43210  
(614) 422-6733  
July 6 - July 30  
Deadline: March 1

## HUMANITIES INSTITUTES 1981

### AGING

Old Age in History and Literature  
Case Western Reserve University  
Director: David D. Van Tassel  
Information: Department of History  
Case Western Reserve University  
Cleveland, Ohio 44106  
(216) 368-2515  
June 22 - July 17  
Deadline: April 1

### BLACK STUDIES

Southern Black Culture  
Spelman College  
Director: Pauline Drake  
Information: Institute for Teaching and Learning  
Spelman College, Box 22  
Atlanta, Georgia 30314  
(404) 681-3643 ext. 348  
June 22 - July 31  
Deadline: March 16

### COMMUNITY COLLEGES

Integrating Humanities and Business Programs  
in Community Colleges  
Mohawk Valley Community College, Utica, New York  
Directors: Harold Cantor and Milton Richards  
Sponsor: Community College Humanities Association  
Information: Donald Schmeltekopf  
Union College  
1033 Springfield Avenue  
Cranford, New Jersey 07016  
(201) 276-8136  
June 7 - July 3  
Deadline: March 30

### COMPOSITION

The Teaching of Writing  
Beaver College  
Director: Elaine P. Maimon  
Information: National Dissemination Program  
for Writing in the Humanities  
Beaver College  
Glenside, Pennsylvania 19038  
(215) 884-3500 ext. 320  
June 29 - July 31  
Deadline: April 3

FOR RELEASE: upon receipt

NEH Awards Grant For Women's Studies To University of Arizona

WASHINGTON, D.C. -- The National Endowment for the Humanities (NEH) has awarded \$275,000 to the University of Arizona for integrating the study of women into existing courses, developing new graduate courses in Women's Studies, and revising its undergraduate Women's Studies program.

The award was announced today by Joseph Duffey, Endowment chairman.

"The University of Arizona is a leader in this field," Duffey said. "Its Women's Studies program is nationally recognized for its excellence. The expansion of existing courses throughout the university to include scholarship on women is a logical and important next step."

For the next three years, U.A. faculty members in many departments will spend their summers developing new materials on women and planning use of those materials in their undergraduate courses. The program is intended to be a model of its kind.

Women's Studies will be expanded at the graduate level. Four new courses will be prepared in sociology, anthropology, political science, and history.

The undergraduate Women's Studies curriculum will be reshaped and a new introductory course will be added. Work in this area was begun with an NEH Pilot Grant involving faculty and students.

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The project director is Myra Dinnerstein, chairperson of the Women's Studies program at the university.

The National Endowment for the Humanities is an independent federal agency created by Congress in 1965 to support research, education, and public activities in the humanities.

1/21/81

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NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



FOR RELEASE: Feb. 20, 1981

Humanities Endowment Names Gerald Holton 1981 Jefferson Lecturer

WASHINGTON, D.C., Feb. 20 -- The National Endowment for the Humanities (NEH) today announced that Harvard physics professor Gerald Holton, an internationally recognized historian of science and one of the world's leading Einstein scholars, will deliver the 1981 Jefferson Lecture.

The Lecture is the highest honor the federal government confers for distinguished intellectual achievement in the humanities.

Joseph D. Duffey, Chairman of the Endowment, announced the lecture at a meeting of the National Council on the Humanities.

Holton, the tenth recipient of the annual award, will deliver the Jefferson Lecture in Washington on May 11 and in Boston on May 13.

This year's lecture will be delivered in two parts for presentation separately in each of the host cities.

"Dr. Holton has contributed to our understanding of the fundamental human motivations behind scientific achievement," Duffey said. "He has presented important ethical and value issues related to science and technology, and uncovered the role that persistent themes play in scientific advancement."

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The Jefferson Lecture was established by the NEH in 1972 to recognize major intellectual achievements which have practical application to today's world. Its goal is to provide a unique forum from which distinguished thinkers, scholars, and citizens can bring the wisdom of their experience to bear on matters of broad public concern.

Holton has been publishing widely in both the scientific and nonscientific literature. He is a Fellow of the American Academy of Arts and Sciences, and founder of its quarterly, Daedalus. He also established the important review journal, Science, Technology and Human Values.

Among Holton's books are Scientific Imagination: Case Studies and Thematic Origins of Scientific Thought: Kepler to Einstein.

Holton is best known for the thematic analysis of scientific work which has identified the central themes connecting major scientific advances. His studies reveal that despite spectacular changes in science from one decade to the next, the important root ideas of outstanding scientists remain fairly constant.

The Jefferson Lecturer is selected annually by the National Council on the Humanities. Previous recipients have been Barbara Tuchman (1980), Edward Shils (1979), C. Vann Woodward (1978), Saul Bellow (1977), John Hope Franklin (1976), Paul Freund (1975), Robert Penn Warren (1974), Erik Erickson (1973), and Lionel Trilling (1972).

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# NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

GERALD HOLTON

Mallinckrodt Professor of Physics  
and Professor of the History of Science  
Harvard University



Gerald Holton's research interests are primarily the physics of matter at high pressure and the history of physical science. He is a Fellow of the American Academy of Arts and Sciences, was the Academy's Editor from 1957 to 1963, and the founding editor of its quarterly journal, Daedalus.

In his experimental research work, Dr. Holton has studied the properties of macromolecules under high pressure. He initiated this work as a Ph.D. student at Harvard in the laboratory of P.W. Bridgman, the Nobel Prize physicist. His research in the history and philosophy of science has centered on Einstein and his time, and he is best known for the thematic analysis of scientific work.

Dr. Holton is the originator and co-director of the Project Physics Course, a new national physical science course for colleges and schools. The course materials are being used by about 200,000 students in the U.S., and adaptations have been published in a number of foreign countries.

Among Dr. Holton's books are Scientific Imagination: Case Studies (Cambridge University Press, 1978); Thematic Origins of Scientific Thought: Kepler to Einstein (Harvard University Press, 1973); and Introduction to Concepts and Theories in Physical Science. He has served on the editorial boards of several professional journals, as well as on the Editorial Advisory Committee of the Albert Einstein papers (Princeton University Press). In addition to the quarterly Daedalus, he founded the review journal Science, Technology and Human Values.

Dr. Holton was born of Austrian parents in 1922, and received his education in Vienna; Oxford, England; Wesleyan University; and Harvard University. He has served as a National Science Foundation Faculty Fellow at the University of Paris, Exchange Professor at Leningrad University, and Visiting Professor at MIT. He has been a member of the Board of Directors of the AAAS, the Board of Governors of the American Institute of Physics, the Board of Trustees of Wesleyan University, and a member of the U.S. National Commission on UNESCO.

Dr. Holton is a Fellow of the American Physical Society and of the Academie Internationale d'Histoire des Sciences. He has been a member of the National Commission on College Physics, the National Academy of Science Committee on Communication with Scholars in the People's Republic of China, the NSF Advisory Committee on Ethical and Human Values Implications of Science and Technology, and the Advisory Board of the Radcliffe Institute for Independent Study. He was honored by Wesleyan University for outstanding achievement as scholar and teacher, and he received the distinguished service citation of the American Association of Physics Teachers. He was awarded the Robert A. Millikan medal (1967) and the Oersted Medal (1980). Among other honors are honorary Doctor of Science degrees from Grinnell College, Kenyon College, and Bates College, and several awards for documentary films on the work of physicists, which Dr. Holton produced.

Dr. Holton lives in Lexington, Massachusetts. His wife is the sculptor Nina Holton. They have two sons.

# NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



## THE JEFFERSON LECTURE IN THE HUMANITIES

WHAT IS IT? The Jefferson Lecture in the Humanities is the highest official award our Government gives for distinguished intellectual achievement in the humanities. The award celebrates leadership in combining the virtues of thinker, scholar, and citizen -- the Jeffersonian ideal. It is expected that lecturers will bring the wisdom drawn from their own lives and work to bear on matters of broad public concern.

WHO SPONSERS IT? The National Endowment for the Humanities, an independent Federal grant-making agency created by Congress in 1965, instituted the Jefferson Lecture in the Humanities in 1972.

WHAT IS ITS PURPOSE? In the Jeffersonian tradition, the Jefferson Lecture demonstrates the usefulness of the central concerns of the humanities to understanding our lives and our society. It focuses national attention on the humanities and honors individual excellence of thought and work.

WHO HAVE BEEN PREVIOUS JEFFERSON LECTURERS? Linonel Trilling, Erik Erikson, Robert Penn Warren, Paul Freund, John Hope Franklin, Saul Bellow, C. Vann Woodward, Edward Shils, and Barbara Tuchman.

HOW ARE LECTURERS CHOSEN? Nominations are received by the Chairman of the National Endowment for the Humanities each year from present and former members of the National Council on The Humanities. The final selection is made by the National Council.

IS THERE AN HONORARIUM? The lectureship carries a stipend of \$10,000. The Endowment provides for the award to the lecturer. All associated expenses which may not be supported by appropriated funds are covered by private contributions.

WHERE IS IT HELD? Traditionally, The Jefferson Lecture has been given each spring in Washington, D.C., and often in additional cities across the country. The 1981 Lecture will be held in Washington, May 11th and in Boston on May 13th. The Lecture is expected to be broadcast on National Public Radio and later published.

WHO MAY ATTEND? The Jefferson Lecture is open to the public. Over the years, it has become an important assembly for government leaders, scholars, and members of the nation's intellectual and cultural community.

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NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506



THIS MATERIAL EMBARGOED UNTIL 6 P.M. (EDT), TUESDAY, MARCH 10

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NEH Budget Fact Sheet

The National Endowment for the Humanities' revised budget request for FY '82 which was submitted to Congress today is for a total of \$85 million, a reduction of 50 per cent from the \$169.48 million budget submitted in January.

The attached listing provides details on the funding levels of all Endowment programs for FY '82 and compares them with figures for FY '80 and FY '81.

Facts and Figures

- \* The new budget will mean substantial reductions in all of the Endowment's programs, ranging from about 24 per cent to 64 per cent in the agency's six grant-making divisions.
- \* No new Challenge Grant awards will be made in FY '82.
- \* Special projects, fellowship programs for professionals, and residential fellowships for college teachers will be discontinued.

Contact for further information:

Barry Wanger  
Director of Public Affairs  
(202) 724-0256

ATTACHMENT I

NATIONAL ENDOWMENT FOR THE HUMANITIES  
Definite and Indefinite Program Appropriation  
(\$000)

	<u>FY 1980</u> Actual	<u>FY 1981</u> Planned	<u>FY 1982</u> Final Revised Request
<u>DEFINITE PROGRAM APPROPRIATIONS</u>	<u>\$100,300</u>	<u>\$106,522</u>	<u>\$59,000</u>
<u>Public Programs</u>	<u>21,300</u>	<u>21,450</u>	<u>8,400</u>
Humanities projects in media	9,832	9,500	3,800
Humanities projects in museums and historical organizations	8,025	8,500	4,600 <sup>1/</sup>
Humanities projects in libraries	3,443	3,450	<u>2/</u>
<u>Education Programs</u>	<u>16,483</u>	<u>16,770</u>	<u>10,700</u>
Elementary and secondary education	4,499	4,500	3,050
Higher education/individual institutions	6,759	7,170	4,650
Consultant grants	(682)	(920)	(400)
Pilot grants	(3,507)	(2,250)	(2,125)
Implementation grants	(2,570)	(4,000)	(2,125)
Higher education/regional and national grants	5,225	5,100	3,000
<u>Fellowship Programs</u>	<u>14,800</u>	<u>15,805</u>	<u>9,200</u>
NEH Fellowships	6,997	7,200	5,350
Fellowships for independent study and research	(2,649)	(2,900)	(2,675)
Fellowships for college teachers	(2,901)	(2,900)	(2,675)
Residential fellowships for college teachers	(1,447)	(1,400)	(-0-)
Summer stipends	732	575	550
Summer seminars	4,907	5,950	3,000
Centers for advanced study	156	300	300
Professions	2,008	1,780	-0-

Definite and Indefinite Program Appropriation (cont'd)  
( \$000 )

	<u>FY 1980</u> Actual	<u>FY 1981</u> Planned	<u>FY 1982</u> Final Revised Request
<u>Research Programs</u>	<u>\$ 14,717</u>	<u>\$ 18,000</u>	<u>\$13,000</u>
General research	4,631	7,100	4,950
Basic research	(2,500)	(2,200)	(1,800)
Intercultural research	( 3/ )	(3,000)	(2,200)
State, local, and regional studies	(1,622)	(1,500)	(650)
Conferences	(509)	(400)	(300)
Research materials	6,703	6,500	5,050
Tools	(3,185)	(2,800) <sup>4/</sup>	(4,000) <sup>5/</sup>
Editions	(1,823)	(2,000)	( 6/ )
Translations	(1,298)	(1,300)	(750)
Publications	(397)	(400)	(300)
Research resources	3,383	4,400	3,000
Organization and improvement projects	(3,383)	(3,900) <sup>4/</sup>	(3,000) <sup>7/</sup>
Conservation and preservation projects	( 8/ )	(500)	( 9/ )
<u>State Programs</u>	<u>22,500</u>	<u>23,947</u>	<u>13,200</u>
<u>Special Programs and Planning</u>	<u>10,500</u>	<u>10,550</u>	<u>4,500</u>
Youth programs	1,864	1,600	1,000
Science, technology and human values	865	1,200	600
Program development	5,474	5,150	2,400
Special projects	1,821	1,750	-0-
Planning and assessment studies	475	850	500

Definite and Indefinite Program Appropriation (cont'd)  
(\$000)

	<u>FY 1980</u> Actual	<u>FY 1981</u> Planned	<u>FY 1982</u> Final Revised Request
<u>INDEFINITE APPROPRIATIONS</u>	<u>\$ 38,400</u>	<u>\$ 33,500</u>	<u>\$15,000</u>
Challenge grants	27,000	24,000	9,600
Treasury funds	11,400	9,500	5,400
	<u>          </u>	<u>          </u>	<u>          </u>
GRAND TOTAL ALL PROGRAM APPROPRIATIONS	\$138,700	\$140,022	\$74,000

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- 1/ Includes funds for projects previously supported in Humanities Projects in Libraries.
  - 2/ Funds for these projects included in funding for Humanities Projects in Museums and Historical Organizations.
  - 3/ Intercultural was funded out of Basic and Treasury Funds in FY 1980.
  - 4/ Reflects transfer of \$700,000 to Organization and Improvement Projects for bibliographic tools.
  - 5/ Includes funds for projects previously supported in Editions.
  - 6/ Funds for these projects included in Research Tools.
  - 7/ Includes funds for projects previously supported in Conservation and Preservation Projects.
  - 8/ Included in Organization and Improvement Projects.
  - 9/ Funds for these projects included in Organization and Improvement Projects.



FOR RELEASE: March 13, 1981

Humanities Endowment Information Now Available In Spanish

WASHINGTON, D.C. -- A Spanish-language brochure describing the programs and listing grant application deadlines of the National Endowment for the Humanities (NEH) is now available for distribution, the agency announced today.

The brochure, "Resúmenes de los Programas y Plazos para la Presentación de Solicitudes," also lists NEH sources for application forms and further information and explains the principles and working methods of the Endowment.

The brochure is available from the NEH Public Affairs Office, Mail Stop 351, 806 15th Street, N.W., Washington, D.C. 20506.

The National Endowment for the Humanities is an independent federal agency created by Congress in 1965 to support research, education, and public activities in the humanities.

3/13/81

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# EDUCATION NEWS TIPS

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NEH Education News Tips are aimed at providing story ideas for education editors and reporters. They highlight NEH-supported education programs which reflect trends and/or are national in scope. If you would like to follow up any of these leads call Michael Byrnes, NEH Public Affairs Office, at 202-724-0256.

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NEH-supported writing projects geared for curriculum-wide impact

NEH-supported writing projects that teach teachers to write do more than just improve the writing skills of teachers and students alike. Many writing improvement programs, like the \$250,000 writing training seminar for faculty at Pennsylvania's Beaver College, make writing instruction a cross-curricular priority. Such projects destroy the myth that good writing is a responsibility of the English class alone and make writing skills a goal of and foundation for humanities' study. Currently the NEH is supporting some 17 innovative writing projects at colleges and universities with funding of over \$1 million.

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Profession-bound graduate students broaden outlook, improve decision-making through history instruction

Can history instruction correct educational blind spots caused by over-specialized graduate school curriculums? Some educators and the NEH think the answer is yes and have set out to prove it under a \$501,000 experimental project that makes historical analysis training a standard part of graduate study. Course series, workshop programs, and teacher exchanges at Harvard and six other participating universities use historical analogies to explain contemporary problems in public policy. Based on a case study approach, the curricular development programs seek to close intellectual gaps that narrow perspective and hinder decision-making.

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NEH Islamic projects seek greater public knowledge of vital region

U.S. schools teach little about obscure but vital world regions like Islam. Recent events in Iran, for example, revealed staggering ignorance of that land's history and development. This year, the NEH has made inter-cultural research projects a major agency priority to increase scholarly study of distant peoples and promote a better understanding among the American public of other cultures and regions. The NEH currently supports some 30 projects on Islam alone ranging from a compilation of a vast and authoritative Encyclopedia of Islam to scholarly translations at Columbia University of early Islamic law and history.

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Elementary/  
secondary  
level  
humanities  
projects

Has giving the humanities a back seat to basic skills instruction in elementary and secondary schools affected values in America? The Rockefeller Commission on the Humanities says it has and cites the loss of confidence in American social and political institutions as a consequence. The NEH, the only federal agency which supports elementary and secondary level humanities programs, currently funds nearly 90 such programs. Projects range from the development of new courses in individual schools to a program at Middle Tennessee State University where hundreds of public school teachers from an eight-state area will learn how to revitalize their schools' humanities programs.

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Summer  
school for  
teachers  
sharpens  
knowledge,  
improves  
teaching  
skills for  
hundreds

While their students are on vacation this summer, some 1,440 college and university teachers will be studying at NEH-sponsored seminars designed to help them do a better job in the fall. The seminars -- the largest "summer school" for teachers in the country -- offer advanced courses in subjects ranging from "Origins of the Concept of Freedom in the Ancient World" to "Principles and Metaphors in Biomedical Ethics." The eight-week long seminars are held at 120 institutions throughout the U.S. where extensive library resources permit thorough research opportunities. Twelve teachers are generally enrolled in each seminar. Participants receive \$2,500 stipends. A schedule of seminars is available from the NEH on request.

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Police  
instructors,  
other  
professionals,  
study  
humanities at  
NEH-sponsored  
institutes

Law enforcement teachers from police academies throughout the country this summer will learn that Plato and Will Durant are as important to police work as sharpshooting and fingerprinting. They will be participating in an NEH-funded Law Enforcement Trainers' Humanities Institute at Boston University. The Institute is one of 14 the Endowment will fund for professionals this summer in fields from criminal justice and public administration to foreign language teaching and art history which will focus on important ethical, historical, and philosophical issues. A list of the seminars is available from the NEH Public Affairs Office.



NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20506

Mar. 13, 1981

Dear Editor:

Enclosed are story ideas related to NEH-supported education projects, which can be developed into features or used as news items.

We can rapidly provide additional information on any of the summaries or set up interviews with NEH staff members connected with the projects.

Please call me at 202/724-0256 if I can be of any assistance.

Sincerely,

A handwritten signature in dark ink, reading "Michael Byrnes". The signature is fluid and cursive, with the first name "Michael" written in a larger, more prominent script than the last name "Byrnes".

Michael Byrnes  
Public Affairs Office

Enclosure

FOR RELEASE: upon receipt

NEH ANNOUNCES PROGRAM DEADLINES

WASHINGTON, D.C. -- The National Endowment for the Humanities' upcoming deadlines for its research, fellowship, and education programs are as follows:

Division of Research Programs

May 15 Research Materials -- Publications  
June 1 Research Resources  
July 1 Research Materials -- Translations

Division of Education Programs

June 1 Higher Education/Individual Institutions -- Consultants  
July 1 Higher Education/Regional-National

Division of Fellowships and Seminars

June 1 Fellowships for Independent Study and Research  
June 1 Fellowships for College Teachers  
July 1 Summer Seminars for College Teachers -- Directors of 1982  
summer seminars

4/7/81

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(Note to Editors: For additional information, telephone the NEH Public Affairs Office at (202) 724-0256 or write: Public Affairs Office, Mail Stop 351, National Endowment for the Humanities, 806 15th Street N.W., Washington, D.C. 20506.)

FOR RELEASE: upon receipt

NEH AWARDS GRANT FOR ARCHEOLOGICAL DIG AT ANCIENT INDIAN SITE

Washington, D.C. -- The National Endowment for the Humanities (NEH) has awarded a \$75,000 grant to Washington State University for excavation of a rare archeological site important to the cultural history of Northwest Coast Indians.

Under the NEH grant, archeologists from WSU and members of the Makah Tribal Nation will unearth ancient Indian artifacts from a rockshelter near the mouth of the Hoko River on Washington's Olympic Peninsula.

The rockshelter -- a cleft 60 feet wide, 27 feet deep, and 25 feet above sea level -- was used for at least 1,000 years by ancestors of the Makah Tribe as a fishing camp.

The shelter is the only one of its kind ever found on the West Coast. It is also one of the few in the world that has remained undisturbed since it was last used by Indians, probably 100 years ago.

"The value of this project is twofold," said NEH Chairman Joseph Duffey. "The rockshelter offers a wealth of artifacts related to Makah history, while the project itself offers a model for cooperation between scholars and a native people."

The Makah Tribe has been working closely with the WSU archeologists. Tribal elders help interpret the artifacts and explain Indian fishing techniques.

Younger Makah are learning the painstaking process of excavation and are participating in the dig.

The Hoko River rockshelter is just a few hundred yards downriver from the site of a 2,800 year old waterlogged fishing village which the project team has been excavating since 1977.

Accidental discovery of the rockshelter last summer answered a question that had perplexed project director Dale Croes.

"We knew that there was salmon fishing here, but the village showed little evidence of it," said Croes.

"It now appears that the village site was used in the spring and summer for catching and processing halibut. The rockshelter was probably used in the fall for the salmon runs."

Initial investigation of rockshelter deposits, nearly 14 feet deep, has produced artifacts dating back at least 1,000 years.

It is hoped that further excavation will reveal materials that coincide with artifacts nearly 3,000 years old found at the upriver site.

The Hoko River sites provide an unusual opportunity to reconstruct the ancient history of a living tribe.

With the help of computer simulations, the project team will link discoveries at the two sites with others in the area to develop a picture of settlement and subsistence patterns of an Indian community over thousands of years.

The project promises to cast a new perspective on the interaction of a native coastal fishing people with their environment.

Artifacts and information gathered through the project will be on public display in the recently completed Makah Cultural and Research Center Museum in Neah Bay.

The National Endowment for the Humanities is an independent federal agency created by Congress in 1965 to support research, education, and public activities in the humanities.

FOR RELEASE: upon receipt

St. Mary's City Dig to Reveal First Capital

WASHINGTON, D.C. -- Archaeologists are preparing to dig to the heart of St. Mary's City to find the remains of Maryland's first capital. With support from the National Endowment for the Humanities (NEH), the team will seek to expose telltale signs of property lines and land use to map the Chesapeake colony buried for more than 200 years.

Among the sites to be defined is that of Maryland's first state-house. Built as the home of Gov. Leonard Calvert in the 17th century and for some time used as an inn, the house was the center of the state's first village.

"Early settlements in Maryland figured prominently in the colonial history of this country," said Joseph D. Duffey, endowment chairman, when he announced the award today. "The dig at St. Mary's City is expected to reveal aspects of our very early domestic landscape and help scholars to better understand the origins of the American culture."

There is a chance that the team will find the Indian village bought for temporary shelter by the English colonists who founded the town in 1634, according to archaeologist and project director Henry W. Miller. He said that they will also be on the lookout for a fort built by the settlers, law offices, houses, and taverns that thrived until Annapolis replaced the village as capital in 1695.



Years of disuse allowed the town to revert to woods and farmland. The general outline of the crossroads area that grew around the Calvert house was determined in preliminary testing and with approximate maps devised from old documents.

The excavation process will begin the first week of May and continue for at least three years, under the watch of the St. Mary's City Commission, a state agency that has sponsored extensive research of the area and has purchased more than 700 acres of parkland.

A series of exhibits are scheduled to open there in 1984 to coincide with the celebration of the 350th anniversary of Maryland. As part of its master plan, the commission is developing a history museum that will display interpretations of documents and archaeological finds, which to date include 17th- and 18th-century farmhouse sites recently exposed.

In uncovering and analyzing the layout of the town and its artifacts, archaeologists will determine reasons for changes in colonial life, and in the process produce information and collections valuable to anthropologists, geographers, historians and other humanities scholars studying the life and ideas of American forefathers.

The National Endowment for the Humanities, an independent Federal agency created by Congress in 1965 to support research, education, and public activities in the humanities, has helped to support various aspects of St. Mary's City scholarship since 1966. NEH will provide \$74,000 outright and match up to \$50,000 of donations by other sources for the dig.

5/1/81

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FOR RELEASE: upon receipt

NEH To Sponsor Jefferson Lecture Science Symposium

Washington, D.C., May 6 -- Five distinguished scholars from three universities, the federal government, and a national association will participate in a history of science seminar in Washington next week sponsored by the National Endowment for the Humanities (NEH) in conjunction with that agency's annual Jefferson Lecture.

The May 12 symposium on "The American Contribution to the Style, Problems and Goals of Science" will consider historical, philosophical, and cultural aspects of American scientific endeavor in a program that enlarges on the 1981 Jefferson Lecture topic, "Where is Science Taking Us?"

The Jefferson Lecture will be delivered in Washington on May 11 by Harvard physics professor Gerald Holton, this year's recipient of the highest honor the Federal government confers for distinguished achievement in the humanities. Holton will also serve as a symposium panelist. The panel will be moderated by Joseph Duffey, Chairman of the National Endowment for the Humanities.

Other symposium panelists will be F. James Rutherford, American Association for the Advancement of Science; Ruth S. Cowan, associate professor of history, State University of New York (Stony Brook); William H. Goetzmann, history professor and director, the American Studies Program, University of Texas (Austin); and Nathan Reingold, editor, Joseph Henry Papers, Smithsonian Institution.

Science Symposium 2-2-2

The three-hour symposium, which starts at 10 a.m. on Tuesday, May 12, will be held at the Carmichael Auditorium, National Museum of American History, 14th and Constitution Avenue, N.W.

The symposium follows by one day the NEH-sponsored Jefferson Lecture scheduled for 8 p.m. on Monday, May 11 at the Departmental Auditorium, Constitution Avenue between 12th and 14th Streets, N.W.

5/6/81

# # #

Both events are open to media coverage.

**Contact:**

John Lippincott  
(202) 724-0256

Release: Upon receipt

Study Shows NEH Summer Stipends Have Significant Impact

Washington, D.C. -- A recent study of the National Endowment for the Humanities (NEH) Summer Stipends program shows these modest grants to humanities scholars have a significant impact on college teaching and on scholarly publication.

NEH Summer Stipends provide \$2,500 to an average of 230 scholars a year, most of whom are nominated for the grant by academic institutions.

Recipients are expected to pursue new or continuing research in their disciplines during the summer, but are not required to produce publications or develop college courses.

Yet an NEH study of Summer Stipends, based on surveys and reports from participants in the program between 1972 and 1981, found that as many as 43 percent of the recipients in a given year produced scholarly books, articles, or papers resulting from work supported by the NEH grant.

A sampling of 1977 Summer Stipend recipients shows that 50 percent revised and improved college courses as a result of their participation in the program. More than 36 percent developed new courses.

These new and revised courses reached some 8,000 graduate and undergraduate students in 1977 alone.

The NEH study also indicates that the Summer Stipend program is broadening its constituency. Women accounted for 37 percent of the 1981 grantees, up from 23 percent in 1976.

Minority individuals represented 11.4 percent of the 1981 participants who identified their ethnic or racial background on a confidential questionnaire.

The number of institutions represented by the participants rose from 169 in 1976 to 205 in 1981. Stipends were awarded in 43 states in 1981, compared to 37 in 1976.

Other results of the study show an increasing median age for grantees -- 37 years in 1981 -- and an increase in the percentage of recipients without full-time teaching appointments -- 4 percent in 1976; 10.9 percent in 1981.

Competition for NEH Summer Stipends has also increased. There were 1,314 applicants to the program in 1976 and 1,646 in 1981.

Summer Stipend recipients are selected by NEH through a competitive peer review process.

Panels of humanities scholars from outside the Endowment recommend those applications most likely to make significant contributions to the humanities disciplines and to the applicant's development as a scholar, teacher, and interpreter of the humanities.

The application deadline for 1982 Summer Stipends is October 5, 1981.

Release: Upon receipt

NEH Awards Grant for Unique Northern Plains History Program

Washington, D. C. -- Teddy Roosevelt called it "the most American thing in America."

Winston Churchill, Jane Addams, Booker T. Washington, and seven U. S. presidents participated in it.

Now Chautauqua -- a turn-of-the-century lecture program that traveled nationwide -- will return to the Northern Plains supported by a major grant from the National Endowment for the Humanities (NEH).

The Mountain/Plains Chautauqua Society will present "Chautauqua '81" in 12 cities and towns -- three in each of the Dakotas, Montana, and Wyoming -- during the coming summer.

Under the program, six humanities scholars will visit each community for one week.

The scholars will give individual portrayals of real-life characters drawn from the region's frontier history for local audiences in the 500-seat Chautauqua tent.

Following each presentation the scholar will step out of the assumed role to answer audience questions and provide background on Northern Plains life in the late 1800s.

-more-

On the final day of the visit all six scholars will assemble to discuss important regional issues from the perspectives of their characters and their humanities disciplines.

In addition to the tent performances and discussions, the scholars will act as "humanists-in-residence," offering assistance and training to community organizations and individuals on subjects ranging from oral history techniques to editing local literature.

The 12 communities will also have the opportunity to use the tent for locally-planned activities and exhibits to accompany the Chautauqua program.

The original Chautauqua reached 12,000 cities and towns throughout the U.S. in its heyday in the 1920s. It provided a forum for making serious scholarship meaningful and available to the general public.

"The Mountain/Plains Chautauqua Society has revived the principle behind the original Chautauqua that learning should not be limited to the classroom and the school-aged," said NEH Chairman Joseph Duffey.

"Chautauqua '81 will bring the insight, the information, and the pleasure that result from humanities scholarship to audiences that may have little contact with the academic world."

Chautauqua '81 grew out of a similar program in North Dakota sponsored by the North Dakota Humanities Council, a grantee of the NEH which supports local humanities projects.

In 1980, on its sixth summer tour, the North Dakota Chautauqua was invited to perform for one week in Wyoming. During that visit the idea for a regional Chautauqua was spawned.

Plans for Chautauqua '81 are now well under way, according to project director Larry Sprunk of Mandan, N.D.

The six humanities scholars have been chosen and are currently researching the historical characters they will portray. They are:

--David Miller, South Dakota State College professor of history, as a buffalo hunter who worked for the railroad;

--Sheila Peel, graduate student in English, theater, and history, as a 19th-century madame from Helena, Mt.;

--William Fleming, Dickinson State College professor of philosophy, as a territorial judge and legislator;

--Virginia Sharff, graduate student in history, as a frontier homemaker and behind-the-scenes suffragette;

--Carleta Wilson, Eastern Montana College writing center coordinator, as a Crow Indian medicine woman;

--Clay Jenkinson, graduate student in literature, as a frontier journalist and as the program coordinator and panel moderator.

Chautauqua '81 is scheduled to visit LaMoure, N.D. on June 3; Aberdeen, S.D. on June 10; Madison, S.D. on June 17; Yankton, S.D. on June 24; and Hazen, N.D. on July 1.

The program will travel to two cities still to be announced in Montana on July 8 and 15; Saratoga, Wyo. on July 22; Douglas, Wyo. on July 29; Marmarth, N.D. on Aug. 5; a city to be named in Montana on Aug. 12; and Newcastle, Wyo. on Aug. 19.

Portions of the Chautauqua will be broadcast on radio and television, both locally and nationally.

Funding for Chautauqua '81 is provided by the four state humanities councils, the 12 host cities, and private donors, in addition to the \$118,000 NEH grant.

The National Endowment for the Humanities is an independent federal agency created by Congress in 1965 to support research, education, and public activities in the humanities.



FOR RELEASE: upon receipt

Meryl Harris  
(202) 724-1846

"I'll tell you

something. Making  
rules isn't easy...

because lots of

people have good

ideas and when you

have lots of ideas,

it's hard; because

when you're going

to make a rule, and

you think it's really

good, some other

people won't think

it's good. So it

won't get to be a rule

unless we vote on it."

--Seven-year-old student  
Cottage Lane Elementary  
Blauvelt, New York

YOUTH TAUGHT VALUE OF LAW

WASHINGTON, D.C.--Democracy, citizen-ship, and the making of fair laws, while not child's play, is an art best learned early. For years neglected, law-related education is supported by educators from coast to coast, and is now mandated by the legislatures of several states

This year, the American Bar Association (ABA), in concert with law-related education leaders, is preparing to help schools across the country adapt an array of model programs to their students' needs. With a grant from the National Endowment for the Humanities (NEH), the Bar Association will hold two regional conferences, a summer institute, in-service clinics for teachers, seminars and consultations.

Recipients of the ABA services will be chosen from among school districts dedicated to the teaching of law and the humanities and committed to implementing programs in their districts.

The Bar Association, with the support of NEH, has served as a catalyst, clearinghouse, and coordinator of law-related education activities since the mid 1960s when the State Bar of California, also with an NEH grant, sponsored a model project called Law in a Free Society.

-more-

The ABA Special Committee on Youth Education for Citizenship was founded in 1971, and in its first years focused mainly on secondary school social studies and other traditional areas into which law-related education could be injected.

In 1977, ABA/NEH took on the challenge of elementary schools, and looked for ways to make children think about such complicated matters as the rights of the individual versus restrictions for the common good, and the necessity of every citizen to respect and abide by the American system of justice. A three-year NEH grant enabled ABA to solicit program proposals from schools and other educational organizations in all parts of the country, and from them to select for development and dissemination seven outstanding models.

Among those selected was the creative student governing system developed at Cottage Lane Elementary School in Blauvelt, New York. Two rule-making councils were established--one for grades K-3, one for grades 3-6--who, with the help of teachers, drew up rules to prevent running in the halls and for riding the schoolbus. ("No saying curses...if everybody starts cursing, the bus driver will get annoyed. Then, he might crash into something.") And, in an unusual display of civic-mindedness and bravery, the smaller children officially reminded their principal that state law required a fire drill --soon!

The Portland, Oregon, model emphasizes the lessons of children's literature. There, "The Three Billy Goats Gruff" is read aloud and children are asked questions that lead them into a discussion about authority.

Under the current NEH grant, these model programs and others will be disseminated to school districts who will, with the help of ABA professionals, devise new ways to use the ideas in their own curricula. NEH will provide \$150,000 and match up to \$150,000 of donations by other sources.

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

Statement of Richard W. Lyman  
Vice Chairman, National Council on the Humanities

House Committee on Appropriations  
Subcommittee on the Department of the Interior and Related Agencies

May 15, 1981

I am Richard W. Lyman, I have been a member of the National Council on the Humanities since 1976, and currently serve as the Vice Chairman, elected by my Council colleagues. I also served as Chairman of the Commission on the Humanities, a private body which reported last October on The Humanities in American Life. I am a foundation executive, but my testimony is that of a private citizen, in that I do not claim to speak for any of the organizations in which I hold or have held office.

I have scarcely heard anyone attempt to argue that the National Endowment for the Humanities, or its counterpart for the Arts, should not incur reductions in budget along with other federal agencies in 1982. The issue is whether a fifty per cent cut, a considerably deeper cut than most agencies are being asked to undertake, makes sense and is justified. I believe that it is too severe, and will do lasting harm to a very promising effort to broaden

and deepen the American people's cultural opportunities.

Others have spoken about the support given to scholarship by the Endowment, particularly the work of the Research Division and of the Fellowships Division. It is crucial to the overall health of learning in these fields. As a former president of a major research university, I am keenly aware of this. But during my years on the National Council I have come to appreciate also the many and various efforts made to extend the reach of the humanities to the American people, wherever they may live and whatever their occupations or their educational experiences. It is these efforts that will bear the brunt of the cuts; they will be cut more than the more familiar scholarly core of the Endowment's activities in any event, even if some money is restored by the Congress to the NEH budget. But if the full 50% cut is sustained, they will be hit very hard indeed, and some of them will simply not survive.

Let me give four examples of the kind of thing I'm talking about.

Through the branch of the Endowment called "Program Development," and in cooperation with the private sector, NEH has supported over the past four years a wide range of public education activities focused on the history

and culture of China, U.S.-China relations, and Chinese Americans. The work is being directed by the Asia Society's China Council, which disseminates material prepared by scholars to the public through news briefings for the film and print media, monographs, collections of essays, and sources guides. It also sponsors non-political public forums and interpretive exhibits of Chinese art and culture. With strong encouragement and financial support from the Endowment, the Council, located in New York, has successfully established 12 regional China Councils throughout the entire country. Their educational programs include: newspaper stories, media briefings, public radio discussions, conferences and seminars, art and photography exhibits, and book publications for the general public. The regional councils respond to particular needs and interests of local areas. Thus in Colorado, Georgia, Missouri, and Minnesota projects are underway documenting the Chinese American experience in those states. And in Southern New England an oral history of "old China hands" is being developed.

Much has been said about the shortcomings in knowledge and understanding of the rest of the world from which we Americans, so long safe and sound on our own huge landmass, tend to suffer. We and the Chinese mainland

were largely cut off from each other for more than two decades, which made our understanding of that country, its ancient culture and its people, all the more deficient. Recent events elsewhere have reminded us forcibly that crises in foreign affairs can be related to cultural inheritance, and not just to contemporary political or ideological developments. Whatever our future relations with the one billion people who live in the People's Republic of China, an understanding that goes far beyond a handful of experts is going to be vitally important to us. Obviously the Endowment's effort here is not going to produce such understanding single-handed, but it will help.

Another, very different way in which the NEH tries to broaden people's understanding of the humanities is through its youth programs. Youthgrants are easy to make fun of; the federal government giving money to teen-agers or very young adults to pursue humanities research? But the money is in small amounts, the projects are often fascinating, and the opportunity to reach a person in his or her formative years with a grasp of what history or literature or folklore can offer us all is a priceless one.

And the product can reach many others as well, as in the case of a Minnesota undergraduate who was supported by a Youthgrant to prepare an exhibition of depression-era Farm Security Administration documentary photographs. This exhibition has toured rural areas in several states over a four-year period, while the grantee went on to obtain a graduate degree in American Studies and has become a curatorial director of a major Ohio historical society. It seems to me hard to dismiss this as a frivolous use of \$3,883.

In the Public Programs Division of the NEH, grants are made for such diverse activities as major television productions, interpretive exhibits in museums, and programs designed to increase the effectiveness and extend the reach of public libraries. A good example, though bigger than most such grants, is the grant of about a quarter of a million dollars to the Mountain Plains Library Association to put together a program entitled "Country School Legacy: Humanities on the Frontier." The project is designed to enable MPLA to document the country school experience, to present seminars and discussions concerning one-room schools and the part they played in the history of this country. The programs will be hosted by 188 public and academic libraries in

eight states. A thirty-minute film has been produced, exhibits for each state have been mounted, oral history collections have been acquired, and booklets, brochures, reading lists and bibliographies have been published. The project director is a professor of history. Other participants include small rural libraries, vast multi-county library systems, academic libraries and medium-sized public libraries. In all areas, humanists from local institutions, or those nearby, have been involved in planning and presenting the programs.

For all of this, the Endowment bore just over half the cost, the Association the other half.

Finally, let me mention a major television production, "Odyssey I" and "Odyssey II." This series is designed to explore different cultures over time as they have been revealed and analyzed through the work of anthropologists and archaeologists. The range has been wide, from inhabitants of this country one and a half thousand years ago to the process by which modern scholars learned how to read ancient Egyptian hieroglyphics.

"Odyssey I" ran from April 6, 1980 through June, attracting one of



the largest audiences ever to watch a Public Broadcasting spring program.

It reached an estimated three million homes each week. The entire series was aired again between January and March of this year, and will be repeated at least twice more in the next two years. This kind of thing, in short, is not a one-shot proposition by any means. The individual programs are currently in distribution to schools, libraries and community organizations.

It is impossible even to guess how many people will, as a result of this production, have a better understanding of where mankind has come from, and also of how we have learned what we know about our ancestors in every continent and under all cultures.

It is, of course, possible to argue that material things come first, and that therefore these contributions to the life of the mind and the spirit are of secondary importance. If we are a rather special kind of animal, however, it is because of our capacity to create a culture, to develop complex and powerful ways of conveying our meaning to one another, and to reflect on what it means to be human. Such things must not be the monopoly of a limited class of people; they are not to be labelled, "for

scholars only, no one else need apply." The humanities clearly will not die if the National Endowment is decimated; but neither will the United States Budget be balanced by the few tens of millions proposed to be cut from these programs. The Endowments should, for symbolic as well as other reasons, contribute a fair share to the budget-cutting program. I do not believe that a 50% cut, achieved by such severe limiting of the scope of activities in the humanities, is a fair share. It looks like a punitive share, and that's what it will feel like to many, many people beyond the boundaries of academic life in America.

Thank you very much for the privilege of presenting this statement to you.

NEH News/Feature Tip

This summer some 300 faculty from two- and four-year colleges across the country will participate in a unique program of collaborative curriculum planning to meet national higher education needs in fields ranging from medieval studies to southern Black culture.

Under grants from the National Endowment for the Humanities, distinguished scholars will direct 14 Humanities Institutes at institutions with strong research facilities.

Dates, locations, directors, and topics of the Institutes are given on the attached listing.

Twenty to twenty-five faculty will attend each Institute where they will design interdisciplinary and innovative curricula, such as:

- law enforcement training that includes humanities perspectives on important legal and social issues;
- French language and literature classes incorporating contemporary thought, writing, and culture of France;
- Courses investigating the nature of "mind" through the combined disciplines of psychology and philosophy;
- The teaching of composition extended beyond English classes to other humanities disciplines requiring writing skills.

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For further information contact the Institute director or John Lippincott, Public Affairs Office, NEH, 806 15th St. NW, Washington, D.C. 20506.

NEWS/FEATURE TIP

The talent and enthusiasm for history of 40,000 secondary school students from across the country will be demonstrated in a visually and intellectually exciting array of living history performances, models and exhibits of historical materials, and in-depth papers based on original research at the second annual National History Day finals.

WHAT: Supported by major grants from the National Endowment for the Humanities, History Day is intended to do for history in the schools what science fairs have done for science.

The 1981 National History Day will include entries -- performances, projects and papers -- from some 750 winners of local History Day contests in 29 states.

The national finalists in five categories and two age divisions will be judged by a panel of high school and college history faculty, professional historians, and government officials.

WHEN: The National History Day awards ceremony will be held on Saturday, June 13 at 1:30 p.m. Live performances will occur on Friday, June 12 from 10:00 a.m. to 4:00 p.m. with run-offs from 7:30 to 9:30 p.m. Projects will be on display both Friday and Saturday.

WHERE: The awards ceremony will be held in Tawes Auditorium on the University of Maryland College Park campus. Performances and exhibits will be in the Student Union.

The 1981 History Day projects treat the theme "Work and Leisure," focusing on topics throughout history -- from Co-Magnon cave painting to computers -- and throughout the world -- from Native American cultures to Japan. Examples are:

--an exhibit by five recent Vietnamese refugees now attending high school in Texas comparing social and cultural activities in Vietnam and the U.S.;

--an investigation of the Watergate incident by a Nebraska 6th grader whose research included personal interviews with Haldeman, Colson and several Senators serving on the Watergate committee;

--a working model of downtown Augusta, Georgia circa 1872 created by an 11th grade girl;

--the history of early radio presented in costume and in a replica of a broadcast studio with selections from newscasts, commercials and entertainment programs;

--a study of Greek vase paintings including reproductions by two Kentucky junior high school students;

--a presentation of life in the early West by a New Mexico student focusing on the character of homes, travel, medicine, and education on the frontier.

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For further information on best times for coverage, program details, or other assistance contact John Lippincott, Public Affairs, NEH, 806 15th St. NW, Washington, D.C. 20506, (202) 724-0256.

At the site contact Lois Scharf, Executive Director, National History Day or Fred DeMarr, Director of Student Union Activities, University of Maryland.

Enclosure

## Revising the Nominating Procedures to Select the 1980 Lecturer

### 1. Soliciting Nominations

The first step in the revised nomination process to select the 1980 Jefferson Lecturer was to bring current and past Council members, as representatives of the public responsible for advising the Endowment, more fully into the nominating process. To accomplish this objective, the Endowment, after the November Council meeting, polled all prior and current Council members for their nominations.

The Endowment sent an annotated list of names generated over the years by broad public solicitation to the former and present Council members with five nominating "ballots," each with room for personal comments. Nominees could be chosen from or added to the list. Nominators voted preferentially for one or more nominees up to a total of five.

### 2. The Nominees

Ballots were counted by staff, and the 20 individuals receiving the highest numerical count constituted the initial list of nominees. Endowment staff then met to offer comments on this list of nominees, including such factors as recent work, health, speaking ability, and availability.

### 3. The Select Jefferson Lecture Committee

At the November Council meeting, the Chairman, in consultation with the Vice-Chairman, appointed a Select Jefferson Lecture Committee composed of 5 Council members and 2 non-voting senior staff members. The Committee met in January, 1979 and recommended a "candidates' slate" of ten finalists. They were charged with drawing at least 5 names from the initial list of 20 nominees, and up to 5 names from the results of the initial nomination process. The Committee had the following information on each of the 20 nominees to assist its decision-making: bio-data, nominator comments, and staff comments.

### 4. The Finalists for Council Vote

After the Select Committee chose its slate of 10 finalists for presentation to the Council, nominations were closed. Staff prepared a "Jefferson Lecture Briefing Book" on the 10 finalists and mailed it to Council members by the end of January, 1979. Council members had to be present at the February Council meeting to vote for the Jefferson Lecture candidate.

### 5. The Election of the Lecturer

Council discussed and voted on the final list of 10 nominees at its February, 1979 meeting. No names were added or deleted. Preferential voting was used, with each Council member voting for one candidate and two alternates. The 1980 Lecturer candidate and two alternates were announced at the end of the February meeting.

## 6. Eligibility Requirements

At its August, 1979 meeting, the National Council recommended that (a) U.S. nationals only be eligible for the lectureship; and (b) former Council members be eligible for selection if their lecture is to be delivered no sooner than three years after the date of termination of their Council membership.

## 7. The Election Procedures for the 1981 Lecture

The procedures for the nomination and election of the 1981 Lecturer are the same as those used last year and include the two restrictions on eligibility endorsed by the National Council at its August, 1979 meeting.

## 8. Schedule for the 1981 Selection

### 1979

November 1	Preferential nominating ballots mailed to present and former Council members with list of prior year's nominees.
November 16	Chairman appoints Jefferson Lecture Select Committee.
December 1	Ballots returned.
December 10	Top 20 nominees submitted to staff for comments.
December 27	Backup material on the initial list of 20 nominees mailed to Select Committee.

### 1980

Mid-January	Select Committee meets to chose 10 finalists.
February 1	"Jefferson Lecture Briefing Books" mailed with February Council materials.
February 22-23	Council meets and votes on the 10 finalists. Candidate and 2 alternates chosen.

# NEH News Tips

Summer 1981

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Research underway or recently completed by NEH grant recipients ranges from a study of union-management relations in Poland before the strikes and meetings between folklorists and Eskimos aimed at preserving their threatened culture to the development of new programs on book preservation and medical ethics.

The following list highlights a sampling of some of the projects funded by NEH. If you want additional information on the projects below or other NEH-funded programs in your area please contact the Public Affairs Office (202)724-0256 or write, NEH, 806 15th St., NW, Washington, D.C. 20506.

-- Barry Wanger  
Director of Public Affairs

## 1. Eskimo folklife to be preserved through native training program

The 10,000 year old folkways and folklore of the Eskimo in the Bering Strait region of Alaska are threatened by an invasion of television, airplanes, and oil rigs. A \$600,000 NEH grant will help the native villagers protect their unique cultural heritage. Beginning this July a team of professional folklorists, linguists, and photographers will meet with Eskimo Village Advisory Boards to select and train native fieldworkers to document local traditions and develop educational programs on their vanishing lifestyle. Other recent NEH grants support preservation of cultural traditions threatened by "progress" in Detroit's Poletown and the French-speaking Old Mines area of Missouri.

## 2. Study of Polish labor pinpoints 'critical test' for Poland

"The critical test for Poland is not the formation of 'new' unions or provisions for 'legal' strikes," says University of Illinois professor Ronald Miller in a report on his study of union-management relations in Poland, completed just prior to the August 1980 strikes. Miller suggests the real dilemma for Polish leaders is to balance economic planning at the national level with demands for decentralization of decision making on labor issues. The study was sponsored by the International Research and Exchanges Board, which receives substantial NEH funding to administer ten programs of advanced research exchanges in the humanities and social sciences with Russia and Eastern Europe.



### 3. Study ties ethics to worker safety

What constitutes fair compensation for the one-out-of-four American workers reportedly exposed to serious health hazards? An interim report of a two-year Clark University study supported by a \$120,814 NEH Science, Technology and Human Values grant addresses this complex ethical question. The report also draws comparisons with worker protection in Sweden; reveals widespread ignorance of risks displaced from one labor sector onto another; and identifies significant differences in exposure to hazards between industrial workers and the public at large. Related NEH ST&HV projects include studies of ethical issues in medical screening of workers, ethical protests by industrial scientists, and international standards for worker health.

### 4. Summer stipends refresh scholars

This summer, 230 people chosen in stiff competition from among 1,600 selected college teachers will refresh and recharge their minds with the help of NEH summer stipends in colleges and universities throughout the country. The stipends provide \$2,500 so that the participants can pursue their own special scholarly research, whether it's 19th-century family law or a history of the Battle of Britain. A recent survey shows that stipend recipients produce valuable written work and that their teaching ability is enhanced.

### 5. Preserving books from disintegration

Are our library books ready to crumble? Yes, and soon, unless efforts are made to preserve them from disintegration. The New York Public Library estimates that more than half of its books are unusable and the Library of Congress says a third of its books are doomed. With an NEH grant of \$100,000, New York's Columbia Library School is now recruiting its first class for the country's first program to train book and paper conservators. The New York Botanical Garden, also with an NEH grant, this summer is holding workshops and preparing manuals to train librarians to take immediate emergency measures to save disintegrating stacks. Other NEH grants support planning for the rescue of library materials in the event of flood or other catastrophe.

6. Humanities and medicine -- a needed mix

Do the humanities and medicine mix? Education experts assert that they do and point to medical ethics as an area of particular concern. NEH grants currently support ethics-based cross-curricular programs at major medical schools across the country, including an on-going \$493,000 cooperative program between the University of Tennessee's philosophy department and health sciences center to provide clinical experience to humanities graduate students and comparable humanities training for medical students. At Columbia University, the NEH is funding a curriculum development program to teach medical students the nature, sources, and consequences of values and ethics in health care.

7. New thoughts on old thinkers

Translations long standard in the study of philosophy are frequently found to be inadequate, or wrong. The misinterpretation of even a single word misleads generations of scholars. An NEH-supported translation of Heidegger's lectures on time, for example, reveals that his grounding is not so firmly existentialistic as has been taught--thereby invalidating material that college students have been reading for years. New NEH-supported translations of Hegel and Kierkegaard are similarly changing modern philosophers' view of their famous predecessors, and revolutionizing contemporary philosophy, theology, psychiatry, and literary theory.

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Release: Upon Receipt

Louis J. Hector Named Vice Chairman  
of National Humanities Council

WASHINGTON, D.C., Aug. 19 -- Louis J. Hector, a senior partner in the Miami law firm of Steel, Hector and Davis, has been elected vice chairman of the National Council on the Humanities.

Hector succeeds Richard Lyman, president of the Rockefeller Foundation, to the two-year post, the top elected Council position. Joseph Duffey, Chairman of the National Endowment for the Humanities (NEH), serves as chairman of the Council.

Hector is a director of Pan American World Airways and the Southeast Banking Corporation. He is trustee emeritus of the University of Miami and a former trustee of the Miami Public Library and Smith College.

Hector has held various Federal positions including membership on the Civil Aeronautics Board and the President's Committee on Equal Opportunity in the Armed Forces. During World War II, he served with the Office of Strategic Services (OSS) in the South Asia Command.

A former Rhodes Scholar, Hector is a graduate of Williams College and Yale University Law School.

The National Council on the Humanities is the principal advisory group to the chairman of the National Endowment for the Humanities. Its 26 members are nominated by the President and confirmed by the Senate.

For Release: Upon Receipt

NEH Announces Provisional New Public Programs Deadlines

Washington, D.C. -- The National Endowment for the Humanities (NEH) today announced provisional new second deadlines for applications to its Division of Public Programs for Fiscal Year 1982 support.

The NEH emphasized that the new deadlines for prospective applicants seeking NEH grants in FY '82 are contingent upon the final Congressional appropriations.

The deadlines apply only to the agency's Division of Public Programs and include humanities projects in media, museums and historical organizations, and in libraries.

The new deadlines for receipt of applications to those programs for all projects beginning after July 1, 1982 are as follows:

<u>Program</u>	<u>Application Receipt Deadline</u>
Humanities projects in Media	Jan. 8, 1982
Humanities Projects in Museums and Historical Organizations	Jan. 15, 1982
Humanities Projects in Libraries	Jan. 15, 1982

The NEH urges interested individuals, groups and organizations to contact appropriate program offices in mid-September for further deadline information.

Release: Upon Receipt

Humanities Endowment Awards Grant for  
First El Greco Painting Exhibit

WASHINGTON, D.C., Aug. 12 -- The National Endowment for the Humanities (NEH) has awarded a \$325,000 grant to the Toledo Museum of Art to organize the first major interpretive exhibition of the paintings of El Greco, Spain's most famous 16th century artist, Joseph Duffey, chairman of the Endowment, announced today.

The exhibit, which will open next spring at Madrid's Prado Museum, will travel to three American cities in the succeeding six months, opening in the United States at the National Gallery of Art in Washington on July 3, 1982.

The exhibition will open at the Toledo Museum of Art Sept. 26 through Nov. 21 and at the Dallas Museum of Fine Arts Dec. 12 through Feb. 6, 1983.

Developed around historical and interpretive themes to convey a new understanding of El Greco's work, the exhibit will closely connect the artist with the temper of his time in Spain. It will project El Greco's paintings within the milieu of the social, religious, artistic and literary setting of his adopted city and in the broader context of 16th and early 17th century Spain.

The exhibition will include approximately 50 paintings lent from European and American museums, churches and private collections, the

majority of them Spanish. Among the paintings in the exhibit will be El Greco's famous "View of Toledo."

Roger Mandle, director of the Toledo Museum of Art, said "The exhibit is timely because it incorporates new discoveries about El Greco's place in Toledo with the extraordinary availability of his works through Spanish, American and European loans, making it possible to exhibit works never seen together after his lifetime."

Concept for the exhibit, the first devoted to this European master, originated with a \$28,343 NEH planning grant awarded in 1980 to the Toledo Museum of Art. Under the grant, a committee of scholars chaired by Southern Methodist University's Meadows Museum director, William Jordan, defined the exhibition's content, its interpretive programs and designed a catalogue.

Educational components of the interpretive programs include an orientation gallery, films, slide presentations, taped self-guided tours and a color brochure.

El Greco of Toledo is the latest in a series of major NEH-supported museum exhibitions that have recently included The Great Bronze Age of China, 5,000 Years of Korean Art, and Shakespeare, The Globe and The World.

Basic to the funding of such projects is interpretation of content through the humanities. A common goal of NEH museum projects is the broadening of social and historical perspectives through examination of values reflected in art and artifacts.

The El Greco exhibit, and NEH-supported projects like it, relate paintings or sculpture to their humanistic climate and time to communicate a better understanding of our own and foreign cultures.

**Contact:**  
Camille Crombie  
Summer Seminar Program  
(202) 724-0378

For Release: Upon Receipt

Michael Byrnes  
Public Affairs Office  
(202) 724-0256

Please Route this Release to Editor,  
Your Faculty Newsletter

**HUMANITIES ENDOWMENT ANNOUNCES 1982 SUMMER SEMINAR PROGRAM  
FOR COLLEGE TEACHERS**

WASHINGTON, D.C. -- The National Endowment for the Humanities (NEH) today announced the 1982 schedule and application deadline for the Agency-sponsored Summer Seminars for Teachers Program.

The annual summer seminar program will consist of 58 eight-week sessions and will be open to teachers from two-, four- and five-year colleges and universities.

The NEH program provides advanced study and research opportunities in the teachers' own fields or in fields related to their interests. Participants receive a stipend of \$2,500 for travel to and from the seminar site, and for research and living expenses. Each seminar accommodates 12 teachers.

The sessions, held at institutions with major libraries suitable for advanced research work, are directed by distinguished scholars whose interests coincide with the seminar topic.

Eligible applicants must be full- or part-time teachers at private or state undergraduate institutions or at junior or community colleges.

The application deadline for the 1982 program is April 1. Award announcements will be made by the seminar director on April 20.

The 1982 Summer Seminar brochure listing seminar topics, dates, locations and directors will be available in mid-January from department chairpersons at higher education institutions across the country.

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**Note to Editors:**

Additional copies of the summer seminars program and other NEH publications, including The Program Overview which lists all Endowment program deadlines, are available from the NEH's Public Affairs Office, M.S. 351-P, 806 15th St., NW, Washington, D.C. 20506.

Release: Upon receipt

NEH Announces Code of Ethics for Native American Research

Washington, D.C., Oct. 1 — The National Endowment for the Humanities (NEH) has developed what is believed to be the first Federal code of ethics for scholars conducting Native American studies under NEH funding, the agency announced today.

Joseph Duffey, Chairman of the Endowment, said "The code will serve as a guide to behavior for NEH grantees in their work with Native American cultures. The code was drafted with an awareness of and sensitivity for the complexities of life for Native Americans today."

Development of the code follows numerous consultations with Native American and Anglo scholars, tribal representatives, scholarly organizations and cultural institutions.

The code links grantees and the NEH to standards of behavior that must be followed in NEH-supported research, publications, film and other projects about Native Americans including American Indians, Aleuts, Eskimos, or Native Hawaiian peoples.

Prepared by an internal NEH task force with the advice of members of the Native American community, the code's provisions include the following:

- The rights and interests of Native Americans must be safeguarded when materials and information are gathered.
- The probable impact of the project on the Native American community must be assessed.
- Native American consultants must be given credit or anonymity as they



choose, and be fairly compensated.

• Resulting materials must be deposited with the Native American community.

While the code of ethics pertains primarily to Native American studies, NEH grantees are urged to follow it for all projects relating to living cultures and peoples.

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

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to a museum or library to deduct only the value of the materials, such as paint and canvas, used in creating the work, while a donor who is not the creator may deduct the fair market value of the work. This proposed change would treat donors and creators equally.

- \* A tax credit for charitable giving by individuals and corporations;

- \* The elimination of restrictions on the percentage of income which may be given to charity.

The Task Force report states that these recommendations "would provide additional economic incentives for giving and would remove existing barriers to philanthropic activity. We acknowledge a potential loss in Federal revenue from these tax proposals, but believe they foster the shared responsibility for support for the arts and the humanities between the public and private sectors ... the President and Congress must determine whether such proposals are desirable."

The report concludes that "America's arts and humanities are vigorous in spirit, though frail in financial health. We acknowledge the precariousness of their well-being in a society where support is determined by the vagaries of private philanthropy and public budgets. We recognize that the great achievements in the arts and the humanities are unpredictable, but

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we must attempt to provide an environment in which the unpredictable can happen."

The Task Force disbands after the submission of its report to President Reagan.

\* \* \*

FOR RELEASE: upon receipt

NEH AWARDS GRANT FOR WORKERS TO STUDY THEIR OWN HISTORY

Washington, D.C. -- The National Endowment for the Humanities (NEH) has awarded a \$400,000 grant for development of the first curriculum on working class history designed specifically for trade union members, NEH Chairman Joseph Duffey announced today.

The curriculum, "Working Men and Women in American History," will be researched, developed and tested by a team of social historians under the supervision of Herbert Gutman, professor of history at the Graduate School of the City University of New York and a leading authority on labor studies.

The program will be designed to help out-of-school workers understand their present status in society through an examination of workers' status throughout American history.

"Often the field of history serves only historians," Duffey said. "This project is an exemplary effort to bring the study of working people to working people."

The curriculum will go beyond the usual labor studies emphasis on the history of labor organization and collective bargaining to investigate the social, cultural, economic, and political aspects of working class life in America from the early 17th century to the present.

The program will be composed of some 40 class sessions and will draw on recent scholarship in such areas of social history as family, ethnic, and women's studies.

"The strongest evidence of the genuine need for such a curriculum is the active cooperation offered us by trade union and labor education programs across the country," Gutman said.

The project's board of advisors includes two national and eight local and regional trade union leaders, as well as humanities scholars and labor educators.

Testing of the program will take place at labor organizations and labor education centers in Alabama, California, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

At the end of the three-year grant period a tested curriculum, including print and audio-visual materials and teacher's guides, will be available in English and Spanish to trade union members and other out-of-school working adults through evening and release time classes at union halls and educational institutions throughout the country.

The curriculum will also be adaptable for supplementary use in college labor studies programs and is expected to be published in book form.

The total project cost is expected to reach \$750,000. The NEH grant will support the first two years of the project. Third year costs will be covered by contributions from private sources.

The program is an outgrowth of a series of four NEH-supported summer seminars on the social history of working people which Gutman conducted for labor leaders from 1977 to 1980.

In a report on those seminars, Gutman wrote, "Men and women otherwise unfamiliar with American history have grappled for the first time with broad processes that shaped their lives, become acquainted with fine scholarship, read poetry and fiction in new ways, and experienced visual materials aesthetically and intellectually.

"That educational experience should be made available to a much larger audience of working men and women."

The National Endowment for the Humanities is an independent federal agency created by Congress in 1965 to support research, education, and public activity in the humanities.

Other recent NEH-funded labor studies projects include:

\*Researching and writing a history of the International Longshoremen's and Warehousemen's Union in various West Coast communities;

\*Making documents related to labor history in New York University's Robert F. Wagner Labor Archives more accessible to researchers;

\*Developing a traveling exhibit on the history of two local steelworker unions in Baltimore;

\*Researching and preparing papers on the ethical and social questions raised by medical screening of workers exposed to industrial hazards;

\*Implementing a series of public programs, including radio broadcasts, on the history of crafts represented in the Carpenters' Union.

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IKE'S COLUMBIA UNIVERSITY YEARS ADMINISTRATIVELY SUCCESSFUL,  
POLITICALLY ACTIVE, FORTHCOMING DOCUMENTS REVEAL

WASHINGTON, D.C., Oct. 21 --- President Eisenhower's term as head of Columbia University was an energizing, hard-hitting interlude that broadened the former general's political beliefs and contributed significantly to his ascent to the White House, according to an on-going study based on his personal papers.

Eisenhower's Columbia University years are reviewed from a new perspective in the current issue of the National Endowment for the Humanities' (NEH) bi-monthly publication, HUMANITIES. The article, by Washington writer Francis O'Donnell, is based on material from volumes 10 and 11 of "The Papers of Dwight David Eisenhower." The works will be published next year by the Johns Hopkins University Press under a \$160,715 NEH editing grant awarded to Johns Hopkins University.

The two volumes entitled "Columbia University," will complete the fourth phase of the Eisenhower editing project begun in 1963. The massive undertaking, which will ultimately produce 21 volumes of Eisenhower's papers spanning his career to 1960, has been assisted with NEH support since 1978.

The forthcoming volumes of Eisenhower's "other" presidency at Columbia are described in HUMANITIES as providing a possible explanation for his later success as a political candidate. The papers shed new light on Eisenhower's Columbia tenure, depicting a university leader who took his administrative role in higher education seriously but who also remained constantly informed and heavily involved in military and domestic affairs.

The HUMANITIES story notes that the editor of the papers, Louis Galambos of Johns Hopkins University, perceives Ike as using his Columbia years to

establish ties with political and financial leaders who later helped bring him to power.

"He was ambitious and highly organized," Galambos says, "a man to whom few things happened by accident."

The article also portrays Eisenhower as a capable and involved university president whose attention focused on the larger issues of university administration. He viewed Columbia as a "microcosm of the intellectual world," and concentrated on its financial situation and its role in society.

Eisenhower's so-called contemporary revival is also treated in the article. "There are several explanations ... including perceptive recent biographies and the general wave of nostalgia for the 1950s," the article says. "But Milton Eisenhower, "it continues, "believes the revival is also due at least in part to the Hopkins project, begun during Milton's long tenure as president of that university."

The first five volumes of "The Papers of Dwight David Eisenhower," which cover the period of his military ascendancy from 1941 to 1945, were published in 1970. The second set, covering the years from 1945 to 1948 when he was American Commander in Europe and Chief of Staff, was published in 1979.

Anticipated publication date of Eisenhower's Columbia University years, from 1948 to 1950, is December 1982.

Rigorous editing principles, described in detail in the HUMANITIES article, applied throughout the project. Incoming correspondence and trivia were excluded.

HUMANITIES is a bi-monthly paid subscription publication prepared by the National Endowment for the Humanities.



Michael Byrnes

For Release: Upon Receipt

NEH Publishes 1982-83 Program/Deadline Guide

Washington, D.C. ... The National Endowment for the Humanities (NEH) has published grant application deadlines for 1982 - 83 in a comprehensive annual program overview now available for distribution.

The brochure, "An Overview of Endowment Programs for 1982 - 83," concisely explains how NEH grants are awarded, describes the agency's principal grant-making programs, lists the areas it funds, and details eligibility requirements for grant applicants.

Grant application deadlines through 1983 are presented by program for the agency's six divisions and its Office of Planning and Policy Assessment. NEH grant-making divisions are: Education Programs, Fellowships and Seminars, Public Programs (libraries, media, museums and historical organizations), Research Programs, Special Programs and State Programs.

Some NEH programs may expand or contract depending upon final Congressional action on the fiscal '82 budget. Programs for '83 will be similarly affected by action on that year's budget request to be submitted to Congress next spring.

Copies of the NEH "Overview" may be obtained on request without charge from: Public Affairs Office, NEH, 806 15th St., N.W., Washington, D.C. 20506, Tel. (202) 724-0386.

# NATIONAL ENDOWMENT FOR THE HUMANITIES



WASHINGTON, D.C. 20506

Byrnes 12/81 (Program lead as  
approved by BWanger)

WASHINGTON, D.C.--This looks like a good year to turn to the National Endowment for the Humanities for support for youth programs. Partly in response to recent reports showing the need for increased attention to humanities programs for elementary and secondary aged youth, the Endowment today announced that it will have funds available through its NEH Youth Projects Planning and Pilot Awards. The deadline for submitting project proposals is April 15, 1982.

NEH Youth Projects provides support for colleges and universities, schools, community groups, and cultural organizations interested in developing out-of-school humanities programs for children and youth under the age of 21. The Endowment particularly encourages the involvement of colleges and universities in the design of humanities programs for pre-college age young people.

The grants will provide organizations with financial support needed to develop projects or educational materials promoting youth activities in the humanities during after-school hours, and vacations. Grants of \$2,500 for project planning and \$2,500 or \$5,000 for project implementation may cover costs such as salaries, consultant fees, travel expenses, and materials in the developmental phases of a project.

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All projects funded under the program must focus on the disciplines of the humanities, which include history, language, philosophy, literature, comparative religion, archaeology, ethics, jurisprudence, theory and criticism of the arts, and those aspects of the social sciences which involve historical or philosophical approaches.

Recent grants to colleges and universities include:

- \* University of Oregon; Eugene, Oregon--the Museum of Natural History will conduct three workshops for junior high and high school students on the seasonal round of activities of the Kalapuja Indians within their cultural context. Anthropologists and other resource persons, including members of the Kalapuyan community, will guide workshop participants in anthropological analysis, a study of archaeological and ethnographic objects, and in learning a number of skills and concepts essential to Kalapuyan life before Euro-American settlement.

- \* Eastern Connecticut State College; Willimantic, Connecticut--to involve humanities scholars and area youth in planning a project in which youth will gather and present historical data about the waves of ethnic immigration to this typical New England factory city. Youth will examine twelve ethnic groups and prepare a media presentation for youth audiences and for the general public throughout the state.

- \* Lander College; Greenwood, South Carolina--to develop a summer program to enable young people to learn about the historical influence of the French in South Carolina. Youth in ten locations state-wide will examine archival and museum materials, record French architectural influences, interview descendents of French settlers and local historians, and produce a slide-audiotape program. In addition to its own resources, the College will collaborate with a wide range of South Carolina cultural institutions in the planning and implementation of the project.

To apply for a Planning and Pilot Grant, organizations must complete a brief application form contained in the NEH Youth Projects guidelines. The application form and guidelines can be obtained by writing:

National Endowment for the Humanities  
MS 351-C  
NEH Youth Projects Guidelines  
806 15th Street, N.W.  
Washington, D.C. 20506

Organizations requiring more extensive implementation support should write for guidelines for Major Project Grants. The application deadline and guidelines for Major Project Grants will be available by summer of 1982.

PRESIDENT SIGNS FISCAL 1982 HUMANITIES BUDGET

Washington, D.C., Dec. 23 -- President Reagan today approved the fiscal 1982 budget appropriation of \$130.56 million for the National Endowment for the Humanities (NEH).

The bill, signed by the President Wednesday, authorizes the NEH budget for FY 1982 at the level recommended Nov. 4 by House-Senate conferees.

In announcing the White House budget approval, the agency said it had been informed by the Office of Management and Budget (OMB) that the Administration did not plan to ask Congress for a rescission. Earlier, such action had been anticipated to establish the NEH budget at \$85 million, the level originally requested by the Administration.

Outgoing NEH chairman Joseph Duffey said, "The signing of the 1982 appropriation for the NEH represents the culmination of efforts of many people to impress upon the Administration the national importance of support for research and learning in the fields of the humanities."

The NEH budget for FY 1981 was \$151.2 million.

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HUMANITIES ENDOWMENT ANNOUNCES 1982 SUMMER SEMINAR PROGRAM  
FOR COLLEGE TEACHERS

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**Note to Editors:**

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