

National Endowment for the Humanities

DIVISION OF STATE PROGRAMS

Examples of Education Projects

Sponsored by

State Humanities Councils

1985-1987



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Conference, Seminars and Symposiums

"Myths as Maps of Meaning: A Summer Seminar for Humanities Teachers" (Alabama)

Sponsor: University of North Alabama

Secondary school teachers in this seminar investigated the language and imagery of myth by examining constant patterns in literature, art, and history of western civilization through research, lectures, discussion, and writing. Tuition waived; stipends given; 3 hours graduate credit earned.

"Self and Society in Eight Narratives: A Summer Seminar for English Teachers" (Alabama)

Sponsor: Alabama A & M

High school English teachers examined THE ODYSSEY, THE CANTERBURY TALES, PARADISE LOST, THE SCARLET LETTER, GREAT EXPECTATIONS, THE BEAR, UNCLE TOM'S CHILDREN and INVISIBLE MAN, in light of myth, history, and philosophy. Tuition waived; stipends given; 3 hours graduate credit earned.

"Interpretations of United States History: A Summer Seminar for Teachers" (Alabama)

Sponsor: University of South Alabama

High school U.S. history teachers critically examined the methodology and viewpoint of two major historians, and conducted research on new interpretations. Scholars lectured on conflicting views of major epochs of U.S. history and challenged teachers to develop critical abilities. Tuition waived; 4 hours credit earned.

"High School - College Articulation in Writing" (Arizona)

Sponsor: Arizona State University

A conference designed for department chairs from high school and college English departments throughout Arizona in which scholars addressed the problems involved in linking thought to language through the medium of the written word.

"Continuity and Change in Russian and Soviet History: A Seminar for Secondary Teachers" (Arizona)

Sponsor: Arizona State University

The program presented an intensive three-week seminar using experts in Russian and Soviet history and master teachers to lead the teachers with lectures, disciplined readings and discussion. The program provided a comprehensive historical framework in which to understand Russian and Soviet society and culture.

"Women in the English Renaissance" (Arizona)

Sponsor: Northern Arizona University

Fifteen secondary teachers from Arizona were selected to participate in a seminar which looked at the literacy of women, women as a market audience, and women writers. The education of women, women in Shakespeare's plays, and some published women writers were also studied.

"Summer Seminar in Arizona History" (Arizona)

Sponsor: Arizona State University; Coordinating Commission for History; Arizona Historical Society

The program brought together 14 teachers (grades 7-12) for an intensive week-long residential seminar at an Arizona historical site relating the history of the state to the actual sites. The seminar undertook to place the history of Arizona in the broad context of the humanities.

"Immigration in American Life" (Connecticut)

Sponsor: Center for International and Area Studies

A one-day conference was sponsored by Yale's Center for International and Area Studies for Connecticut's elementary and secondary school teachers. Yale humanities scholars analyzed immigration in American life.

"Wilson International Studies Program Enrichment/Training Project" (District of Columbia)

Sponsor: Meridian House International

Scholars participated in seminars, lectures, and conferences at Wilson High School for teachers and students as part of a new international studies program.

"Spanish Language, Literature and Culture" (Georgia)

Sponsor: University Center of the University of Georgia

Participants studied Spanish and Latin-American literature, as well as current methods of teaching language. In addition, they attended a series of presentations and lectures on aspects of culture, history, and politics of the Spanish-speaking world.

"Sowega Seminar for High School Teachers of French" (Georgia)

Sponsor: Albany State College

Participants increased their knowledge of French culture and literature and their awareness of the latest teaching methods and materials. The seminar included formal study in French, as well as informal activities for practice and use of the language.

"FESTE UND FEIERTAGE: German History and Contemporary Culture" (Georgia)

Sponsor: American Association Teachers of German (FL Chapter)

At the Unicoi Center in the Georgia mountains -- a setting similar to the Black Forest -- teachers increased their ability in the German language, their knowledge of German culture, and their awareness of teaching methods and materials, especially of selected literary masterpieces.

"Academic Alliances in Georgia" (Georgia)

Sponsor: Georgia Southern College

At a two-day conference in Macon, foreign language teachers, parents, and school administrators met with humanities scholars to establish collaborative groups of college and high school language teachers in fourteen Georgia communities.

"The U.S. Constitution and the Bill of Rights" (Hawaii)

Sponsor: Hawaii Council Legal Education for Youth; Hawaii State Department of Education

Teachers and other interested persons at a conference examined the historical development and underpinnings of such Bill of Right issues as freedom of the press, freedom of religion and juvenile rights.

"East Asian Outreach" (Hawaii)

Sponsor: Centers for Pacific and Asian Studies, UHM

A speakers program for schools statewide, Oahu workshops for teachers and others, and Kauai workshop on East Asia, were conducted to examine the history, religion and culture of East Asia particularly of Japan and China.

"Whittenberger/SDE/AHI Summer Project: 'Connections'" (Idaho)

Sponsor: Idaho State Department of Education

Twenty Idaho teachers participated in a two-week seminar on teaching philosophy led by philosophers from the Institute for the Advancement of Philosophy for Children. Also, a two-week workshop was conducted for twenty teachers and fifty students on literature and writing. Teachers participated in statewide follow-up activities.

"Teachers Seminar on Dickens" (Iowa)

Sponsor: Morningside College

Secondary school teachers in a seminar studied and discussed five of Dickens' novels, explored critical interpretations, and prepared presentations about his works. In a follow-up session, participants saw the Guthrie production of GREAT EXPECTATIONS, discussed the performance, and wrote an analysis.

"Bicentennials of '87 and Citizenship Education" (Indiana)

Sponsor: Indiana University

A symposium, followed by seven roundtable forums, were held around the state to help teachers and community leaders focus on the key questions: What principles, values, and issues of our constitutional heritage should be emphasized in the education of American citizens.

"Literacy and Orality: The Nature and Function of Spoken and Written English" (Kansas)

Sponsor: Department of English, University of Kansas

A seminar for high school teachers explored the cultural implications of literacy. Scholars in literature utilized current interdisciplinary research and texts in analyzing differences and similarities between oral and written English.

"The Citizen, The Constitution, and the Law" (Kansas)

Sponsor: Joint Commission on Public Understanding of Law

A conference on the Constitution and the law involved humanities scholars and public school teachers as well as the general public in a critical inquiry of the history and current value of the Constitution and its instruction in schools. Sessions were conducted on varied issues - civil rights, women, criminal penalties.

"Prometheus Revisited: Human Values in a Technological World" (Kansas)

Sponsor: Department of English, Kansas University

Examination of values of scientists and non-scientists was the focus for a seminar for schoolteachers. Using an anthology of texts based on literature, history, and philosophy participants and scholars explored science fiction as a "bridge between two cultures," and examined the relationship between scientific advancement and values of human culture.

"Educating the Senses: The Humanities and Aesthetic Literacy" (Kansas)

Sponsor: Kansas University Center for Humanistic Studies

School teachers and scholars studied themes and periods in the history of western culture, and analyzed the perception of art through history and modern times. Participants read assigned texts and participated in lectures and discussion with scholars in related disciplines.

"Kansas Studies" (Kansas)

Sponsor: Center for Great Plains Studies - ESU

Seminar for school teachers assessed and analyzed the state through the perspectives of literature, cultural geography, history, and cultural anthropology. Scholars provided lectures, and participants read texts relating Kansas to the American experience and discussed its early settlement and contemporary society.

"The World of Dante: Summer Seminar for Teachers" (Kentucky)

Sponsor: Western Kentucky University

Three scholars used THE DIVINE COMEDY as the text for studying the history, literature, philosophy, and religion of the medieval period in a two-week intensive study seminar for fifteen teachers from throughout the state. Stress was on an interdisciplinary approach to teaching.

"Summer Seminar for Teachers on American Autobiography" (Kentucky)

Sponsor: Eastern Kentucky University

An historian and literary scholar conducted a two-week intensive program of readings in texts and contexts of American autobiographical writings from colonial times to present with special attention to autobiographies of blacks and women. Fifteen teachers were chosen from throughout the state to participate.

"7 U.S. Constitution Seminars for Teachers" (Kentucky)

Sponsor: Kentucky Department of Education

Scholars, teachers, professors of jurisprudence and state officials participated in seven workshops examining the origins and development of the U.S. Constitution. Teachers from throughout state participated and developed materials for use in their classes on the Constitution.

"Society and Novel" (Louisiana)

Sponsor: Louisiana State University

Using literary and historical texts, a selected group of high school teachers examined western culture in the late 19th century, a period when a strong relationship existed between the arts and society. This three-week program utilized lectures and discussions.

"French Language and Culture" (Louisiana)

Sponsor: University of SW Louisiana

High school teachers participated in a four-week program to develop a better knowledge of the French language and appreciation of Francophone civilization.

"Making of the Constitution of the U.S." (Louisiana)

Sponsor: Tulane University

High school teachers participated in a four-week program that examined James Madison's notes on the Federal Convention of 1787 as well as the polemic literature, pro and con, arising from the subsequent ratification debate.

"Bar Harbor Colloquium on Teacher Education and the Distinguished Visitors Series" (Maine)

Sponsor: College of the Atlantic; Frost Foundation

The series served to exchange ideas concerning policy changes required in education. The format included discussions, workshops, informal dialogues and formal presentations; and provided a variety of perspectives about the central importance of education in improving society.

"Summer Humanities Seminar" (Michigan)

Sponsor: Kalamazoo College

High school teachers explored the Renaissance and Early Modern Europe with the theme, "Authority and Individuality: Europe 1500-1650." The seminar focused on literary works and historical events which shed light on assumptions about authority and community.

"The Art of the Short Story" (Montana)

Sponsor: Rocky Mountain College

A summer seminar for high school teachers in which the relationship between structure and content in short stories was discussed. Participants also studied trends in the development of the short story as a genre.

"Homer in Dublin" (Montana)

Sponsor: University of Montana

In this summer seminar for high school teachers Homer's ODYSSEY was compared to Joyce's ULYSSES, with Vico's THE NEW SCIENCE as the theoretical basis for that comparison.

"Foreign Language Teaching Update" (Nebraska)

Three conferences for secondary school teachers of foreign languages were held in areas of the state where they rarely have the opportunity to avail themselves of such resources.

"Celebrating Shakespeare" (New Hampshire)

Sponsor: New Hampshire Association of Teachers of English

A one-day conference was designed to update the participants' knowledge of current Shakespearean study and to help the teachers return to the classroom better able to teach Shakespearean literature and drama.

"New Jersey and the Constitution - Summer Seminar for Teachers" (New Jersey)

Sponsor: Rutgers University

A four-week summer seminar was conducted for New Jersey secondary school teachers. The seminar presented an analysis of New Jersey's role in the development of the American Constitution as seen through the lives and careers of the four New Jerseyans who served on the U.S. Supreme Court.

"Humanities Education: A Challenge" (Pennsylvania)

Sponsor: Bureau of Curriculum and Institute of Pennsylvania Department of Education

A series of conferences encouraged innovative ways of teaching the humanities; promoted cooperative arrangements with institutions other than schools; acquainted administrators and teachers with new resources and training opportunities.

"Dramatic Dickens" (Pennsylvania)

Sponsor: Annenberg Center of University of Pennsylvania

Participants in a symposium and workshops examined Dickens' works, and assessed Dickens' works for contemporary society.

"Third Iberoamerican Seminar" (Puerto Rico)

Sponsor: Iberoamerican Cultural Association; La Torre; University of Puerto Rico-Cayey; Municipality of San Juan

This third seminar focused on the celebration of the 500th anniversary of the discovery of America. Local and foreign scholars met for seminars, forums, colloquia, and lectures with a public audience including teachers, that emphasized the cultural linkages between Puerto Rico and Spain, in philosophy, literature and history. Proceedings to be published.

"Humanities Seminar for Secondary Teachers" (Puerto Rico)

Inter-American University (San German)

Twenty high school humanities teachers participated in a one-month residential seminar that included courses, lectures, films, and other complementary activities. Participants gained new perceptions and knowledge of the humanities, in order to foster improved humanities education in the high schools. The project aimed at the South-Central region, was as part of a multi-sponsored series of similar activities at different geographical regions.

"Turabo University Seminar for Secondary School Teachers" (Puerto Rico)

Sponsor: Turabo University

A group of distinguished humanists led a group of secondary school teachers from the eastern region of the island, in the analysis of readings and texts on humanistic thought in the present century. Teachers submitted a series of recommendations to the Department of Education based on their experience on how to improve the humanities school curricula.

"Enrichment Seminar for Teachers: History and Culture" (Puerto Rico)

Sponsor: Metropolitan University College; Cupey

Elementary (3rd and 4th grade) teachers from the metropolitan San Juan area participated in a three-week humanities enrichment program. The seminars, lectures, films, and other programs emphasized knowledge and teaching skills in the humanities in order to improve humanities education at the elementary level. Some of the lectures and participants' papers were published in the college's journal.

"Humanities Across the Curriculum: A Teachers' Seminar" (South Carolina)

Sponsor: W.J. Keenan High School; Richland School District One

A two-week summer seminar for teachers at Keenan and other District #1 high schools provided lecture/discussions led by professors of art, history, folklore, physics, etc.; focused on interrelatedness of man's ideas and achievements in humanities and sciences. Recertification credits.

"Teaching About the U.S. Constitution in the Secondary Schools" (Utah)

Sponsor: Brigham Young University; Weber County School District

A conference brought together teachers and scholars to exchange ideas concerning the teaching of the Constitution in public schools, discussed materials and ideas for classroom use, and learned of efforts throughout the nation to improve the teaching of the Constitution.

"Utah History Issues Roundtable for Teachers" (Utah)

Sponsor: Association of Utah Historians

A series of six three-day seminars for teachers of Utah History, with a noon public lecture held in each location. Teachers of Utah history discussed with leading Utah history scholars new scholarship, particularly 20th century Utah history.

"Models for Teaching Secondary Humanities" (Virginia)

Sponsor: Virginia Department of Education

A one-week conference for teachers, scholars, state education officials, and arts professionals who met to develop a core set of objectives and program descriptions for two approaches to teaching humanities at the high school level.

"Heritage Theatre Summer Program" (Virginia)

Sponsor: Heritage Repertory Theatre

A summer seminar for teachers was held in conjunction with the summer season of the Heritage Repertory Theatre. The seminar placed each of the season's plays in literary, cultural, historical, and artistic perspective, and at the same time offered insight into the production and performance processes.

"Seminar in Literary Criticism" (Virginia)

Sponsor: Emory and Henry College

A summer seminar for teachers focused on the major critical statements of Plato, Aristotle, Dryden, Wordsworth, Eliot, and Frye and applied them to works typically found in the high school curriculum. The seminar was developed in cooperation with high school teachers and administrators, and served thirteen Virginia counties.

"Don Juan in Spanish Literature and Western Culture" (Wisconsin)

Sponsor: University of Wisconsin-Marathon County

Teachers studied the development of the Don Juan figure in literary history from its inception in seventeenth century Spain.

"West Virginia Cultural Heritage and Its Educational Uses" (West Virginia)

Sponsor: For New Salem - Salem College

A three-day symposium for teachers and the public demonstrate methods of incorporating material on cultural heritage into a variety of educational settings, including schools, libraries, senior and adult learning center.

Exhibits

"Shakespeare: A traveling Exhibit from Texas Humanities Resource Center" (Arkansas)

sponsor: Bella Vista Historical Society

The exhibit "Shakespeare: The World and the Globe" traveled to two neighboring communities where it was displayed at the area museum and local high school. A drama professor aided in the interpretation of exhibit material to the various audiences.

"U.S. Constitution Exhibit" (Delaware)

Sponsor: Delaware Heritage Commission

An exhibit on Delaware and the U.S. Constitution was prepared and circulated throughout the state in late 1985 to 1987. A separate educational kit was developed for teachers and students.

"Leonard Stamp Mill Exhibit" (Idaho)

Sponsor: Owyhee County Historical Society

The Owyhee County Museum planned and constructed an exhibit on the history of mining and milling, using a donated stamp mill as its centerpiece. The exhibit was supplemented by a brochure and teacher's guide designed to attract school groups from Southwest Idaho to the museum and new exhibit.

"Classical Myth in Western Art: Ancient Through Modern" (Texas)

Sponsor: Southern Methodist University

Exhibit and education programs were planned for teachers and the general public to emphasize the continuity of Greek myths as specific themes in art and American culture.

Humanist-in-Residence

"Strengthening Cultural Awareness Through A Scholar" (California)

Sponsor: Valhalla High School, El Cajon, CA

Offered for its third and final year, an interdisciplinary humanities program in classics, languages, literature and history, the scholar-in-residence worked with team-teachers to disseminate the program to nearby school districts. Field trips to the Old Globe Shakespeare Theatre enriched this program.

"H.I.S. . . .Sierra County, Our Heritage, Our Future" (California)

Sponsor: Sierra-Plumas Joint Unified School District

This grant placed a scholar-in-residence in two schools in rural Sierra Valley. The scholar taught students research and library skills, coordinated an oral history program with students and seniors, supervised an inventory of historic sites and helped students prepare local museum displays.

"The Ethical Foundations of Freedom and Justice in America - A Humanist in the Schools Projects" (California)

Sponsor: Hall Middle School, Larkspur

This grant placed a scholar-in-residence for the third and final year in a middle school in the Bay Area. The scholar worked with social studies and English teachers to advance the students' awareness of ethical and religious traditions in contemporary issues. Near Eastern studies were included in the course work.

In-School Projects

"Connecticut History Day" (Connecticut)

Sponsor: Connecticut Council for the Social Studies; Connecticut Coordinator Committee for the Promotion of History

Connecticut History Day -- a project that solicited participation from students in grades 6-12 in public/private schools to present history projects for competition to be judged by teachers and humanities scholars. It promoted cooperation between students, teachers, professional historians, and historical societies.

"Interdisciplinary Humanities Course on Classical Greece for Gifted High School Students" (Connecticut)

Sponsor: University of Hartford; Portland School System

Gifted high school students from four Connecticut high schools attended monthly lectures at the University of Hartford as part of an interdisciplinary course on Classical Greece.

"A Child's Introduction to South Bend's History and Architecture" (Indiana)

Sponsor: Southhold Restorations

This project combined in-service training and written guides with tours, maps and slide-presentations for teachers who deal with local history and historic preservation.

"Myths and Misconceptions in Mississippi History" (Mississippi)

Sponsor: Jackson State University; Mississippi Department of Education

A professor of history provided in-service session on Mississippi history to teachers.

"Shakespeare in the Schools" (Pennsylvania)

Sponsor: University of Pittsburgh

Instructional information, in-school training, and guided performances for teachers of "A Midsummer Night's Dream."

Lecture/Discussion

"Keynote Address at Conference Organized by CT Council of Teachers of English" (Connecticut)

Sponsor: CT Council of Teachers of English

This project supported a presentation and discussion by a scholar at the annual statewide conference of Connecticut's English teachers. The program emphasized text and context in literature rather than educational methodology.

"Selections from Shakespeare Interpreted" (Florida)

Sponsor: Stageworks, Inc.

Scholar creatively interpreted characters from 11 of Shakespeare's tragedies and comedies and involved secondary teachers and students in discussion based on a prepared study guide.

Performance

"Connecticut's History Through Its Musical Heritage" (Connecticut)

Sponsor: Young Audiences of Connecticut

Funds were awarded to this project to locate and research Connecticut song from 1630-48. The material was developed into a 45mm musical/historical program by folk singer Jim Douglas for CT students (grades 4-6) to enhance their CT history curriculum. A teacher's guide for the materials was prepared for 60 teachers in rural schools.

"Theatre Discussion Session and Workshop" (Florida)

Sponsor: Florida Studio Theatre

Humanities scholars interacted with audience through pre- and post-performance discussions of five plays. Further interpretative analyses were disseminated to the public through printed essays, satellite discussion groups, and a secondary school teacher's workshop.

"Pittsburgh Playhouses Traveling Troupe Arts Education Program" (Pennsylvania)

Sponsor: Pittsburgh Playhouse Traveling Troupe

A three-phase program on the use of drama as an educational tool. The program involved educators, performance in schools, and teacher training.

"Relationship of Native American Culture to the Larger American Culture" (New Hampshire)

Sponsor: Friends of the Mascoma Schools

A presentation by the Native American Theatre Ensemble of the play "Grandmothers," plus a lecture by Hanay Gerogamah provided the background for humanist-led audience discussion of the play and the issues it raises.

"A Lincoln Portrait: High School Tour" (Rhode Island)

Sponsor: West End Community Center

Grant funds enabled this one-man show about Abraham Lincoln to tour to 15 high schools throughout the state. The script was prepared with assistance from a Lincoln scholar, and was derived from Lincoln's own words. A study guide with essays was distributed to participating teachers in advance.

Planning Grants

"Constitutional Issues and the Law: Colorado Perspectives" (Colorado)

Sponsor: Social Science Education Consortium

A planning grant helped develop intensive training institutes on the ideas of the Constitution. Secondary social studies teachers and community leaders were assisted in developing exemplary, Colorado-oriented humanities programs and curricula for the Bicentennial celebration of the Constitution.

"Institute for New Mexico Studies" (New Mexico)

Sponsor: College of Arts and Sciences, NMSU

A planning grant was awarded to explore the possibility of establishing an institute for New Mexico Studies for the public school teachers; an interdisciplinary perspective was used to explore New Mexico from pre-Hispanic days to present, and included history, literature, religion, geography, folklore, etc.

"Three Daughters and Three Sons" (Virginia)

Sponsor: Theatre Wagon

A pilot project was mounted for the general public and secondary school teachers on the contemporary relevance of medieval drama. Humanities scholars led discussion following performances of miracle plays and a workshop for teachers was held.

"Folk Culture in the Randolph County Schools" (West Virginia)

Sponsor: Randolph County Schools

A planning grant developed projects in the schools to expose students to folk culture and to explore the multi-cultural heritage of the region.

"Planning for 1986 Marshall Institute for Writing" (West Virginia)

Sponsor: Marshall University Foundation

Marshall Institute for Writing planned a four-week summer institute and related support activities

"Continuing Education Program for Teachers of Contemporary America: Social Justice" (West Virginia)

Sponsor: West Virginia Board of Regents on behalf of West Virginia University

Public school teachers and humanities faculty at WVU planned a continuing education program on aspects of social justice for teachers of a Contemporary America course.

Development of Curriculum Materials/Printed Media

"Film/Literature Project for High Schools" (Delaware)

Sponsor: Wilmington Institute

Materials were developed to accompany films that educated high school English teachers in the use of film as a tool in teaching literature and to expand their awareness of humanities content in films.

"A Naturalist's Vision of William Bartram in Florida - The Teacher's Manual" (Florida)

Sponsor: Florida State Museum

This project developed and distributed a teacher's manual on William Bartram as a complement to a video tape and exhibit. The purpose was to bring an appreciation of his historical nature studies as part of the school curriculum.

"Mysteries in History" (Indiana)

Sponsor: Children's Museum

The museum developed resource kits to accompany the exhibit, "Mysteries in History," which taught children and adults about the methods used by historians to unlock the secrets of the past. The kits were available for loan and were designed for use by schools, historical agencies, and community groups.

"BroadSides: Indiana in the Early Years" (Indiana)

Sponsor: Indiana Historical Bureau

"BroadSides" was an educational materials project which introduced fourth-grade students to the primary sources of history--documents culled from Indiana repositories. Student resource packets containing reproductions of the documents, along with teacher's guides, were developed and distributed.

"Museum Pre- and Post-Visit Materials" (Kentucky)

Sponsor: Portland Museum

An historian, English scholar, and a teacher produced curriculum materials for teachers visiting this history museum in Louisville. Materials stressed historic developments in the nearby riverfront area for teachers in metropolitan area and surrounding counties.

"An Educator's Guide to Documentary Drama" (Oregon)

Sponsor: Northwest Perspectives

Development of curriculum guide enhanced presentation in schools of documentary dramas on immigrant and pioneer women created through OCH grants over past several years. Background information was provided on historical episodes and cultural settings, and it also offered a historical and conceptual overview of the development of theatre as an art form.

"Reproductions of Nevada Newspaper Fronts" (Nevada)

Sponsor: John C. Fremont, Jr. High School

The reproduction of primary source materials for use in junior high school Nevada history classes was intended to provide a supplement to the regular curriculum as well as stimulate students' interest. Selected topics in Nevada history were discussed using representative Nevada newspaper of the period.

"Bicentennial '88 French Creek Valley: The Early Years" (Pennsylvania)

Sponsor: Crawford County Historical Society; Allegheny College

Materials (print and video) were produced for elementary teachers on history of the county and of Meadville.

"Supplement to the Utah Shakespearean Festival Study Guide" (Utah)

Sponsor: Utah Shakespeare Festival; Southern Utah State College

The project consisted of planning, editing, and printing a study guide and giving orientation lectures on the three Shakespeare plays of the 1985 season to high school students and civic groups in 20 Utah cities towns.

"Life and Work of Albert Daniel, Painter and Sculptor" (Virgin Islands)

Sponsor: West Indies Arts Trust

The project produced multi-media kits concerning the work of VI artist Albert Daniel, as well as a catalogue of his works for use as instructional materials in VI elementary and secondary schools. An exhibit was provided as well as public lectures/slide shows.

"Using Pricketts Fort as a Resource for Elementary Education" (West Virginia)

Sponsor: Pricketts Fort Memorial Foundation

K-12 teachers and Pricketts Fort Staff developed materials that would better integrate the historic resources of the fort as an outdoor museum with the teaching of West Virginia history in the surrounding school systems.

Forums/Public Dialogue

"Delaware Becomes the First State" (Delaware)

Sponsor: Delaware Teachers Center-Dover

Presentation focused on how Delawareans of the Constitutional Period earned a living, spent their leisure time, voted in elections, organized themselves into familial, social, and church communities.

"Cultural Literacy and Objectives for the English Classroom" (Indiana)

Sponsor: Indiana Teachers of Writing

This project offered a forum for public discussion of cultural literacy and English studies.

Panelists and audience members commented on E.D. Hirsch's article, "Cultural Literacy." Discussion included the perspectives of business leaders, school administrators, and legislators.

"Workshop for Humanities and Social Studies Teachers" (Kentucky)

Sponsor: Villa Madonna Academy

Panels of humanities scholars and social studies teachers from seven-county area discussed the meaning of the humanities, how they can be incorporated in the secondary school curriculum and gave examples of successful projects.

"Planning and Evaluating Governor's Scholars Programs" (Kentucky)

Sponsor: Governor's Scholars Program

KHC supported honoraria and travel for teachers and college faculty involved in an educational program for outstanding high school students. Meetings planned and evaluated curriculum, especially regarding how best to integrate science and humanities.

Research

"Making History Available" (New Mexico)

Sponsor: Silver City Museum; New Mexico University Museum

The program prompted parents and teachers of Silver City Consolidated School District to examine the importance of history and its role in the educational process; approaches to historical research; oral history methodology; Hispanic contribution to SW history; and considerations in researching Hispanic history.

"Museums and Classrooms: A Teacher's Guide to Rhode Island Museums" (Rhode Island)

Sponsor: Rhode Island Historical Society

The Rhode Island Historical Society received the first Education Grant from RICH, to support the research and production of an 80-page guide for teachers, acquainting them with all the museums in the state, and suggesting ways in which field trips to the museums can be incorporated in regular curricula. A distribution plan was included.

Slide/Lecture

"Greek Mythology in Western Art" (Hawaii)

Sponsor: Parker School

A slide lecture and audience discussion with students, teachers and parents on major episodes and personalities of ancient Greek religion as illustrated in art works.

"Ancient Hawaiians" (Hawaii)

Sponsor: Parker School

Slide lecture presentation and audience discussion on the earliest Hawaiians and their origins from anthropological perspectives.

"Life in the USSR Today" (Hawaii)

Sponsor: International Relations Club Iolani School

A slide/lecture and audience discussion on every day life in the USSR including a discussion of cultural and social aspects of Russian history.

"State and Local History in the Public Schools" (North Carolina)

Sponsor: Appalachian SU, Boone, History Department

Completion of an earlier NCHC funded project to make available ten slide/tape programs on selected topics in NC history and to present them at regional conferences of teachers and representatives of historical societies to broaden understanding of state history. Scripts were drawn from papers written by humanities scholars.

Teacher Institutes

"Florida History Institute for Sarasota Teachers and Spanish Point Docents" (Florida)

Sponsor: Spanish Point At the Oaks; School Board of Sarasota County

Archaeologists, anthropologists and historians presented a 5 day institute for teachers K-12 at Spanish Point at the Oaks. This area served as a focal point for the history and development of Florida's West Coast and for the pioneers of this water-oriented culture.

"Insights" (Idaho)

Sponsor: Idaho State Department of Education

Fifty Idaho high school students and twenty Idaho English teachers attended a two-week institute designed to encourage explorations of literature, as well as provided advanced professional education for teachers. Three regional writing/reading groups were established after the institute.

"Summer Institute in the Humanities for Secondary School" (Illinois)

Sponsor: Malcolm X College

This four-week summer institute used Chicago's art, theatre and film resources as a laboratory in the arts for 20-30 teachers. Teachers spent their mornings placing the arts in a theoretical humanities context, and their afternoons and evenings "in the lab". Pre-institute 1/2 day meeting introduced teachers to required readings, and post-institute fall meeting met for evaluation.

"Northwestern University Humanities Institute for High School Teachers" (Illinois)

Sponsor: Northwestern University; Several Area High Schools

A non-residential summer humanities institute for high school teachers on the topic "Biography and Legend" served to reinvigorate high school teachers and create bonds with university faculty through strong humanities content.

"Global Studies Program" (Iowa)

Sponsor: University of Iowa

A summer institute for secondary school teachers enriched their knowledge of global studies subject matter, issues and materials in the field. IHB funding provided for the humanities lecturers and workshop leaders.

"Art History Component of Institute for Art Teachers" (Kentucky)

Sponsor: KY Center for the Arts; University of Louisville

Two art historians, with KHC funding, developed three 90-minute presentations for art teachers attending a state-wide institute sponsored by the KY Center for the Arts. KHC also supported small slide-tape packets illustrating the interpretive themes developed by art historians for use by participating teachers.

"Shakespeare and the Humanities" (Louisiana)

Sponsor: LSU-Shreveport

Designed to demonstrate the enduring values of Renaissance humanism, this three-week institute exposed high school teachers to selections from Shakespeare and brief parallels in classical, English and continental writers.

"Women's Studies Summer Institute" (Louisiana)

Sponsor: University of New Orleans

A three-week interdisciplinary program engaged selected high school teachers in an investigation of the part that women have played in history and literature.

"Summer Teachers Institute in French Language and Culture" (Louisiana)

Sponsor: University of SW Louisiana

High school teachers participated in a four-week program aimed at developing a better knowledge of the French language and literature and an appreciation of Francophone culture and civilization.

"Latin American Culture" (Louisiana)

Sponsor: University of SW Louisiana

A four-week institute for high school teachers explored an interdisciplinary approach to Latin American culture, from Pre-Columbia through Colonialism to modern day.

"The South: Realism and Romance" (Louisiana)

Sponsor: LSU-Alexandria

In this four-week institute high school teachers examined realism and romanticism in southern history, literature, and culture.

"Modern Civilization and Its Discontents" (Louisiana)

Sponsor: Xavier University of Louisiana

Works of modern Western literature, T.S. Eliot, Camus, Kafka and Dostoyevsky helped high school teachers examine the sources of and answers to modern man's malaise.

"Institutes in the Fine Arts: A Program for Secondary School Teachers in Maryland" (Maryland)

Sponsor: University of Maryland, College Park

A three-week summer institute for 35 secondary school teachers was held at the U. of MD, College Park, designed to respond to new graduation requirements in the Fine Arts by providing an intensive course of study in humanistic approaches to the Fine Arts through lectures and workshops.

"CANE Summer Institute in the Classical Humanities: The Legacy of Fifth-Century Athens" (Maine, New Hampshire, Vermont)

Sponsor: Classical Association of New England

This intensive program offered lectures, discussion and mini-courses on the art, literature, history, and thought of 5th century B.C. Athens and its impact on later cultures. Workshops in curricular development promoted the adaptation of this material to the high school classroom.

"Summer Institute for Teachers in Asian Studies" (Michigan)

Sponsor: Association for Asian Studies, Inc.

This summer institute for teachers focused on East Asian art, religion, history, and economic development. It helped teachers incorporate the recent material into new changes in secondary curricula.

"Literature Institute for High School Teachers: The Concept of Self" (North Carolina)

Sponsor: National Humanities Center

The National Humanities Center sponsored an institute for high school teachers on "The Concept of Self in Literature." Twenty North Carolina teachers were chosen through an open competition to participate in the institute, which was taught by three former Fellows of the Center.

"Introduction to Classroom Methods of Local Historical Research" (Pennsylvania)

Sponsor: Pittsburgh History and Landmarks Foundations

Summer Institute for teachers in applying effective research methods to the teaching of local history.

"The Settlement of the Prairie West: Teachers Institute" (South Dakota)

Sponsor: Augustana College, Mellon Institute Commissions

Five-week institute for rural secondary teachers. Historians focused on history and related values of the American westward movement. Literature scholars drew from their disciplines to give training in critical analysis of literary texts on settling the West and in ways of integrating history and literature to explore values.

"The Quest for Justice" (South Dakota)

Sponsor: Political Science Department, University of South Dakota

Two-week institute for secondary teachers. Political Science/History scholars focused on values of the individual vs values of society by critical examining literary and historical texts. Topics included: individual and society, the good citizen, goals of classical/modern politics, ethics and politics, freedom.

"Humanities Institute on the Civil War Period" (Virginia)

Sponsor: Fairfax County Public Schools

A three-week summer institute engaged elementary school teachers and principals in an interdisciplinary study of the Civil War period. Humanities scholars directed the academic study. Curriculum specialists assisted in developing classroom strategies and creating a model teaching unit.

"The Image of the Indian in American Literature" (Wisconsin)

Sponsor: Mount Senario College

This two-week teacher institute invited literature and social studies teachers to examine the stereotype of the American Indian as it appears in literature, history and the arts.

"Humanity and Community: 1985 Statewide Humanities Leadership Project" (Wyoming)

Sponsor: Department of English, University of Wyoming

A two-week institute for 600 Wyoming school teachers and administrators, all grade levels and disciplines, offered seven courses of intensive reading and writing (topics range from philosophy--a theoretical framework to pose moral questions in the classroom--to literature--the gender gap in choosing and interpreting).

Film/TV/Video Production

"Video of the Ideals of Martin Luther King, Jr." (Florida)

Sponsor: Grace Abrams Peace Education Foundation

An audio-visual targeted for grades 5-8 on King's philosophy of non-violence. Through the use of a storyteller's dialogue with children and curriculum guides, elementary students were exposed to King's methodology of conflict resolution. The video was distributed through Florida's schools libraries.

"Puerto Rican Migration to Hawaii" (Puerto Rico)

Sponsor: Grupo de Avanzada Cultural; P.R. Tourism Company; Metropolitan University

This video documentary tells the history of a group of Puerto Ricans who migrated to Hawaii in the early 20th century to work in agriculture and other tasks. The video traces the original immigrants and their descendants, and on the distinctive Puerto Rican cultural traits they have preserved from generation to generation. Follow-up to a previous planning grant. Photo exhibit included.

Workshops

"Rassias Methodology Workshop for Teachers of Spanish and French" (Arkansas)

Sponsor: Southern Arkansas University

AEH funded a two-day seminar on the Rassias method for teaching foreign languages through "intercultural studies and human understanding." The workshop (for instructors) featured discussions, film screenings, and teaching techniques.

"Islam, Buddhism and Hinduism" (District of Columbia)

Sponsor: DC Public Schools, Langdon School

Three workshops for teachers focused on the historical and cultural bases, and the major beliefs and sects of Islam, Buddhism and Hinduism.

"Educator's Institute Diversity and Dynamism: Teaching Florida History 1880-1980" (Florida)

Sponsor: Florida Historical Society; Heritage Park

This workshop for 25-35 elementary and secondary teachers was presented by leading historians. It concentrated on two principal themes: diversity and dynamics of Florida history from the Civil War period to the present.

"Before the Greeks: Origins of Civilization in Ancient Near East" (Illinois)

Sponsor: Oriental Institute Museum of the University of Chicago; Illinois Humanities Council

An intensive three-week workshop for high school teachers explored ancient Near Eastern history and culture emphasizing archives research and museum study.

"Teachers' Workshop on Historic Sites and Architecture" (Indiana)

Sponsor: Historic Landmarks Foundation

This six-hour workshop showed Indiana teachers and educators how local historic sites and architecture can be used to dramatize concepts children are studying in the classroom. The project also produced a teacher's resource guide for distribution through the Indiana Department of Public Instruction.

"Interpreting Children's Theatre" (Kentucky)

Sponsor: Stage One: Children's Theatre, Jefferson County Public Schools

Teacher workshops, panel discussions and study materials for four public and school performances by this professional theatre company in Louisville interpreted the historic contexts, literary quality, and "world view" of selected plays.

"History Workshop for Teachers" (Kentucky)

Sponsor: Sayre School

Experts in recent American history presented day-long workshop on "Varying Perspectives on the Cold War" for thirty public and private school teachers. Teachers received curriculum packet with articles, bibliographies, and films on the Cold War.

"Humanities Scholarship and High School Curriculum: Model Units for Teaching" (Kentucky)

Sponsor: St. Francis High School; The Brown School

Scholars and teachers participated in three workshops exploring interdisciplinary approaches to Greek, Medieval and Renaissance cultures. Follow-up workshop focused on curriculum development. Public, parochial, private school teachers in greater Louisville participated.

"Brittany: Understanding Regionalism Through Literature" (Minnesota)

Sponsor: College of St. Catherine

A morning workshop discussed regionalism by France through two presentations on Brittany. The workshop was directed to French teachers of Minnesota.

"Workshop for Teaching Latin in Elementary School" (Missouri)

Sponsor: Rossman School

Workshop for teachers of Latin in elementary schools led by Rudolph Mascinatonio focused on helping pupils identify Latin word roots, acquainting them with classical history, philosophy and ethics of Roman culture and comparing ancient and contemporary life styles.

"The Forgotten Writer in American Literature" (North Carolina)

Sponsor: NC Association of Educators

Public school teachers and others in the community were offered six workshops led by humanist scholars designed to look at Black literary history, poetry, drama, the Black Novel and short story. The project purpose was to support the integrating of this literature into the community's classrooms.

"We the People . . ." Teaching the U.S. Constitution" (North Carolina)

Sponsor: East Carolina University

A three-day workshop for social studies teachers in eastern North Carolina was designed to make the Constitution more accessible to teachers and students. Teachers worked together to devise strategies for teaching.

"Islamic and Middle East Studies Workshop for Secondary School Teachers" (South Carolina)

Sponsor: Converse College; National Council on U.S.-Arab Relations

This project sponsored a two-week workshop for secondary school teachers. Approach was interdisciplinary and formats included lectures, readings, films, guest presentations and group discussions on Islamic and Middle East programs.

"Out of the Textbook and into the Media Center" (South Dakota)

Sponsor: Baltic Public School

Two-day workshop. Literature scholars drew from their disciplines to examine how elementary/secondary teachers could design a program centering upon literary texts, and supplemented by appropriate media materials on South Dakota history and literature.

"Humanities and Material Culture, Teachers' Workshops with Museum, College, and H.S. Cooperation" (Vermont)

Sponsor: Trinity College

Two workshops on "New England Literature and Material Culture" and "VT History and Material Culture" showed teachers how to integrate textbook humanities with focused, purposeful visits to museums.

"The French in Prairie du Chien: A Second Meeting" (Wisconsin)

Sponsor: State Historical Society of Wisconsin

This two-day workshop for teachers and evening public lecture focused on how the French experience in settling western Wisconsin is taught and understood in the U.S. and in France. The workshop included visits to several historic sites. The lecture/discussion contrasted 17th and 18th century events in France and in the Mississippi Valley.

Other Format

"Utah History Fair" (Utah)

Sponsor: Utah State University

The Utah History Fair was an extracurricular education program for grades four through twelve. It was designed to teach historical methodology and research skills while revitalizing the teaching and learning of history. A forum for academic achievement was also provided via the regional and state fairs.

Conference, Seminars and Symposiums

"Modernism and the British Tradition in British Literature" (Alabama)

Sponsor: Livingston University, Sumner County Schools

Through a survey approach, teachers and scholars explored how modern British literature has emerged from a continuous history. Participants discussed styles and themes of major authors with historical and philosophical issues of the periods as contexts.

"Readings in Eastern World Literature: A Humanities Seminar for Secondary Teachers" (Alabama)

Sponsor: Alabama State University, Greene County Board of Education

Teachers read key classics of the Islamic world, India, China and Japan to gain an understanding of basic philosophical, religious, and literary traditions of these lands. Lectures and teachers' oral presentations and papers compared eastern and western literature and thought.

"Educating to Promote Civic Virtue" (Arizona)

Sponsor: Phoenix College

The program was a seminar which involved university presidents, scholars, high school principals and school board members, and the general public. Following the general presentations dealing with educating for civic virtue, small discussion groups reflected on the relationship between certain fundamental texts in American society and overall educational goals.

"High School/College Articulation in Writing" (Arizona)

Sponsor: Arizona State University, Northern Arizona University, Maricopa Community College District

The proposed conference brought together 80 English Department chairs and teachers of writing from Arizona high schools, colleges, and universities for one-week to attempt to develop common standards for teaching and testing writing at various levels and to discuss the bases for new techniques of teaching writing across the curriculum.

"Fostering Critical Thinking Skills Through Reading and Writing About Literature" (California)

Sponsor: University of California, Writing Project

Twenty-five teacher/consultants from the UC/Irvine Writing Project met in an advanced summer seminar to create a set of demonstration lessons for teachers, each lesson focusing on a key cognitive task such as analyzing, predicting, making inferences and conclusions from the philosophical, moral, and social implications of a literary text.

"Governors Institute for Educators II" (Colorado)

Sponsor: University of Colorado/Denver; Center for Improvement of Public Management

The 1987 winners of the Governor's Award for Excellence in Education attended a seven-day seminar on the role of education in the development of the community and the individual. The seminars, conducted by humanities scholars, examined ethical ambiguities in schools, classrooms, and communities; and liberal learning and the role of education in contemporary society.

"The Spanish Civil War: A 50th Anniversary Symposium" (Connecticut)

Sponsor: West Hartford Public Schools; University of Connecticut

A secondary school/university cooperative symposium of lectures and films in which scholars examined historical, political and literary aspects and implications of the Spanish Civil War.

"The Noblest of Thoughts: Literature and American History" (Connecticut)

Sponsor: Norwalk School System; Fairfield University

A series of six humanities scholar-led seminars for secondary school teachers in Norwalk schools examined American literary texts in their historical and literary contexts and developed scholars' presentations and teachers' ideas for the use of the seminar material in class, and into a handbook for statewide distribution by the Connecticut Department of Education.

"Freedom and Anxiety: Existentialism in the 20th Century" (Connecticut)

Sponsor: University of Hartford; Portland High School

Interdisciplinary scholar-led humanities course for talented and gifted students in eight schools with seminars for their teachers on existentialism in the culture of the 20th century.

"Museum Teacher Institute: Mystic Seafaring Adventure" (Connecticut)

Sponsor: Mystic Seaport Museum

A three-day seminar at Mystic Seaport Museum on 19th-century maritime history for primary and secondary school teachers. Scholars and professional staff of the Seaport's library and museum helped participants explore the topic and prepare lesson plans for follow-up sessions using primary and secondary source materials.

"Summer In-service Institute for High school Teachers: Shakespeare's Language" (Florida)

Sponsor: Eckerd College

Twenty participants analyzed and read sonnets and two plays of William Shakespeare, and studied his use of language as well as thematic questions.

"Seminole Educator's Humanities Seminar" (Florida)

Sponsor: Seminole County County Schools, Rollins College

A one-day seminar was conducted for eighty secondary teachers in the humanities based on the FEH-funded reader "The Quest for Human Dignity". Participants discussed selections from classical authors such as Homer and the Bible, and modern authors such as Nietzsche, Weber, Faulkner, and Mead.

"Young Authors' Conference: A Community-based Literature and Writing Project" (Georgia)

Sponsor: Valdosta State College

The methods and purposes of reading and writing literature were the focus of a series of workshops in schools and libraries. Literature scholars and writers of literature for young readers guided discussions among teachers, librarians, students, parents, and grandparents.

"Conference on Reading Strategies" (Hawaii)

Sponsor: Colloquium Committee, English Department, UHM; English Department, UHM

A one-day conference on reading strategies involved keynote presentations and panels to explore and discuss competing and complementary strategies of making sense of texts--historical, ethical, and mythic.

"The Development of the Constitution" (Hawaii)

Sponsor: University of Hawaii, Manoa, Department of History; Richardson School of Law, U.H. Manoa

A series of seven sessions on the origins and writing of the United States Constitution, the ongoing nature of constitutional development and the constitutional character of certain contemporary issues for the general public and secondary school teachers.

"Perceiving Nature: Views of Humanities and Sciences" (Hawaii)

Sponsor: Hawaii Council of Teachers of English Hawaii Literary Arts Council

A two and a half day conference on Oahu sought bridges between the humanities and the sciences by exploring the nature of perception and, by extension, the imagination. Activities were geared for humanities and science teachers and interested public members.

"Japan in the World" (Idaho)

Sponsor: Boise State University

The sponsor held a day and a half conference for the general public and school teachers on the history and culture of Japan as those traits impact Japanese-American trade. Speakers included historians from the Japan Project at the University of Tennessee (Chattanooga), Japanese diplomats, and local scholars and businessmen. Special sessions devoted to teachers focused on classroom applications of materials, on Japanese culture and history.

"Justice and Love in Classical Greek Texts" (Iowa)

Sponsor: Luther College

A two-week summer seminar for high school teachers examined the universal themes of justice and love as these are reflected in the literature of fifth century Athens, especially the literature of the brief but brilliant period known as the Age of Pericles. The seminar strengthened the sense that history teaches much about ourselves especially when the texts arising out of past cultures so completely informs our own culture's sense of itself.

"America and England--The Value of the Past" (Iowa)

Sponsor: Central College

A seminar for high school teachers which concentrated on the analysis of Anglo-American cultural relations reflected in the literature of the two nations. Texts included Franklin's AUTOBIOGRAPHY, James' THE EUROPEANS, Dickens, MARTIN CHUZZLEWIT AND Fowle's DANIEL MARTIN. Extensive readings, lectures and discussions, keeping a journal, and a formal paper were required.

"The U.S. Constitution: Past and Present" (Indiana)

Sponsor: Purdue University

This bicentennial colloquium on the U.S. Constitution provided social studies teachers in northwest Indiana with new interpretations of the Constitution which they can share with their students. Participating humanists included Robert Wiebe of Northwestern University and Lance Trusty and Saul Lerner of Purdue University, Calumet.

"Fourth Conference on Teaching the Middle Ages" (Kansas)

Sponsor: Emporia State University

Conference included general audience and school teachers in an effort to improve and revitalize the teaching of medieval topics as well as increase public awareness of medieval culture. Scholars explored the ways the literature, history, philosophy of that are influence our modern culture.

"Appalachian Literature Conference for Secondary School Teachers" (Kentucky)

Sponsor: Hindman Settlement School

This five-day residential program focused on Appalachian Literature and how it relates to history and culture. Teachers in underserved Appalachian area of the state attended as well as leading scholars from the region.

"Summer Seminar for Teachers on Prose of Great American Poets" (Kentucky)

Sponsor: Eastern Kentucky University

Two experts in literature worked with an historian, art historian, drama expert and two poets to examine the poetry of five American poets in light of their prose and the events of their times. Fifteen selected teachers from across the state were chosen to attend.

"Interdisciplinary Summer Seminar for Teachers of German" (Kentucky)

Sponsor: University of Kentucky

Fifteen secondary teachers participated in a two-week residential seminar studying German culture and language. Objective was to familiarize participants with recent developments in German language, literature, and culture. Teachers from across the state attended.

"Language and Culture Immersion Weekends" (Louisiana)

Sponsor: Louisiana State University

Five separate programs on language and culture were held at five sites throughout the state for Louisiana teachers of French.

"Shays' Rebellion and the Constitution: Summer Seminar for High School Teachers" (Massachusetts)
Sponsor: Five Colleges, Inc.

A summer institute and year-long program for high school teachers. Central aim of project was to foster development of local history units on Shays' Rebellion in high school courses. The two-week institute at Amherst College was taught by Robert Gross, Professor of History and American Studies. During the school year, participants continued to meet in order to share the curricula they had developed for their classroom.

"The Living Constitution" (Maine)

Sponsor: Maine Council for the Social Studies; State Bar Association

In a day-long conference, "The Living Constitution" provided a public forum to raise issues concerning the constitution's ability to adapt to conditions of modern American life. Among the participants were a Maine Supreme Court Justice, a professor from the University of Maine Law School, school teachers, and the general public.

"The Improvement of Public School Social Studies Teaching" (Michigan)

Sponsor: University of Michigan-Flint

The two-day conference focused on the American Constitution and provided area social studies teachers with new material for their classes, including a bibliography, video tape, and art slides.

"The Constitution in the Classroom: A Bicentennial Collaborative" (Montana)

Sponsor: University of Montana; History Teaching Alliance

Support for a two-credit seminar for high school teachers on the U.S. Constitution. Topics included: 1) the origins, writing, and ratification of the Constitution; 2) the evolving interpretation of the Constitution under changing conditions; and 3) effective teaching of the Constitution in high school classroom.

"History and Literature: Branches of the Same Tree?" (Montana)

Sponsor: University of Montana

A summer seminar for Montana school teachers explored the connections between history and literature instructing teachers to approach their classes in a more interdisciplinary manner.

"Rousseau's EMILE: The Struggle Between Nature and Culture" (Montana)

Sponsor: University of Montana

A summer seminar for Montana school teachers studied EMILE--a treatise on the formation of the enlightened man. The work was read for its literary, philosophical, and political values relating to man's search for experimental truth, religious belief, his relationship with biological and cosmic nature, and the struggle to succeed as a social being.

"Nathaniel Hawthorne's New England: A Seminar for Teachers" (New Hampshire)

Sponsor: University of New Hampshire; Media Services, UNH

A week-long seminar focused on the work of Nathaniel Hawthorne in the context of New England culture. The seminar examined Hawthorne's central place in 19th century America and showed how an interdisciplinary American studies approach can provide a model for teaching literature and history. Hawthorne's use of the material culture of New England was illustrated by a slide set for teachers for classroom use.

"Teaching International Relations" (New Hampshire)

Sponsor: N.H. Council on World Affairs; Peace Development Fund; N.H. State Department of Education

Teachers from 25 schools in NH participated in six day-long seminars focused on teaching international relations. Curriculum material was developed as a result of the lecture/discussion workshop.

"Humanities Seminar Series for High School Teachers" (North Carolina)

Sponsor: College of Arts and Sciences Appalachian State

Appalachian State University's Humanities Departments and the Center on Excellence in Teacher Education received funding for a Humanities seminar series for high school teachers and the general public. The series provided a multidisciplinary focus on the theme "The American Revolution and the Constitution."

"Collaborating in the Humanities Through the Study of Poetic Imagination and Its Images" (North Carolina)

Sponsor: North Carolina State University

One and one-half day conference assembled distinguished humanities scholars and foreign language teachers to study and discuss the poetic imagination and its images. The project included lectures, workshops, panel discussions, and a visit to the North Carolina Museum of Art. Gave teachers opportunity to use foreign languages. Added aim was to establish new faculty collaboratives throughout North Carolina.

"Schools and the Means of Education Shall Forever Be Encouraged': The Development of Education in the Old Northwest, 1787-1880" (Ohio)

Sponsor: Ohio University

A public symposium addressed the topic "The Past and Future of Public Higher Education." The first half dealt with the influence of the Northwest Ordinance of 1787 on education in the Old Northwest Territory and the collegiate enterprise in the nineteenth century. A second panel discussed the challenges facing the state universities in the future.

"1987 OAH Professional Day for Teachers of American History" (Pennsylvania)

Sponsor: Organization of American Historians, Bloomington, IN

Promotion of oral history teaching methods at a one-day symposium for secondary school teachers.

"Arecibo's Humanities Enrichment Seminar for Teachers" (Puerto Rico)

Sponsor: Interamerican University-Arecibo Regional College

This one month seminar for teachers is part of a three-year effort to provide teachers from different regions in the Island the opportunity to enhance their knowledge of the humanities disciplines they teach. Twenty teachers of Social Studies and Spanish in the greater Arecibo area participated.

"Wordsworth Summer Seminar" (Rhode Island)

Sponsor: Rhode Island College

In conjunction with the national humanities project, "Wordsworth and the Age of Romanticism," Rhode Island College sponsored a three-week intensive course in English and American Romantic literature for secondary school teachers. Course work covered the relationship between the two movements and the connection between Romantic literature and visual art. Participants developed course materials, such as bibliographies and study guides, for future classroom use.

"Germans and Americans: An Immersion Language Program for High School German Teachers" (South Carolina)

Sponsor: Georgia State University, Federated Republic of Germany/Goethe Institute, Atlanta

Three South Carolina teachers participated in a three-week immersion language program for high school German teachers. The program included lectures, discussion, interviews with German visitors, films, and group projects.

"Seminar on the U.S. Constitution for Public School Teachers" (South Carolina)

Sponsor: Clemson University

Program on U.S. Constitution and American Constitutional History for 15 selected teachers of history and social studies in Pickens, Oconee and Anderson counties. Emphasis was placed upon the meaning, application, and historical importance of the U.S. Constitution in Bicentennial year. Two-week intensive session was followed by five sessions in August-December 1987.

"Germans and Americans: Historic, Political, Cultural Crosscurrents and Influences" (Tennessee)

Sponsor: American Association for Teachers of German, GA

Three Tennessee teachers of German attended a three-week seminar on language and culture for 25 high-school teachers of German from throughout the southeast. Formats, such as lectures, group discussions, and workshops were used in the three-week period.

"Summer Seminar for High School Teachers: Joyce, Eliot, and Modern Consciousness" (Virginia)

Sponsor: Marymount University

A three-week summer seminar for twenty high school teachers from Northern Virginia and Washington, D.C. Participants wrote a research paper and attended a follow-up workshop. Focus was on the themes of the perplexed self and the inclement world.

"Summer Seminar for Elementary School Teachers: Philosophy for Children" (Virginia)

Sponsor: Emory and Henry College

A four-week summer seminar for twenty elementary school teachers from thirteen school districts in southwest Virginia. The seminar served as a model for how participants can develop philosophical and critical thinking in their students. Texts by Plato, Piaget, Dewey, Kohlbert, and Locke were read.

"Summer Seminar for High School Teachers: The Afro-American Short Story, 1960-1985" (Virginia)

Sponsor: Virginia Union University

A four-week summer seminar for twenty teachers from the Richmond area. Works by Langston Hughes, Amiri Baraka, James McPherson, and Alice Walker were read. The literature was examined in relation to earlier periods like the Harlem Renaissance and in terms of an emerging black aesthetic.

"Summer Seminar for High School Teachers: American Humor and Satire" (Virginia)

Sponsor: Randolph-Macon College

A four-week summer seminar for twenty teachers in Hanover County. An interdisciplinary study of the place of humor and satire in American culture, the seminar studied representative writers, actors, and cartoonists. Works by Twain, Thurber, Parker, Vonnegut, Chaplin, Keaton, and Allen were reviewed.

"Promoting the Reading of Literature in Elementary Schools" (Virgin Islands)

Sponsor: St. Thomas/St. J Council of Teachers of English

Elementary school teachers attended a seminar about effective ways in which to teach literature. There was a community read-in the following day, and the sponsoring organization sponsored the storytelling category of the Communication Arts Showcase. 100 copies of Fadiman's "World Treasury of Children's Literature" were purchased for use in the read-in, and were used in the schools.

"Classical Greek World" (West Virginia)

Sponsor: Marshall University

A two-week residential seminar in 1987 on the classical Greek world was held for teachers of English, Latin, Social Studies and for principals from middle and high schools. Through the sessions they compared and contrasted relevant ancient Greek modes of thought, language and symbol-making in primary sources with their modern counterparts.

"Wingspread Conference: Teaching the English Language Arts" (Wisconsin)

Sponsor: WI Council of Teachers of English

Three day statewide conferences brought together elementary and secondary school teachers and humanities scholars to review current research on integrating humanities methods and content into the language arts curriculum. Format lectures alternated with small group discussion.

"Cultural History Inservice Program for MMSD Teachers" (Wisconsin)

Sponsor: East High School

Weekly inservice programs explored "Significant Developments in Western Art and Music and Their Relation to Western Society." Program provided an opportunity for public school teachers to revitalize their interest in the humanities.

"Wyoming Oral History and Folklore Association Conference" (Wyoming)

Sponsor: Wyoming Oral History and Folklore Association

Dr. Barry Lanman, Chairman of the Oral History Association's Committee on Teaching and Director of the Education Center for Oral History in Baltimore presented the keynote address and a series of workshops for teachers to promote oral history as a teaching strategy at WOHA's June conference in Casper.

Curriculum Development

"Mexican American Cultural Unit" (Idaho)

Sponsor: Nampa High School

Shirley Vandrell taught Spanish at Nampa High School, a community with a sizeable Hispanic population. Working with Leonard Olguin, a bilingual educator from California, Vandrell developed a unit on Mexican-American culture that sought to provide information, and examined differences in Anglo- and Mexican-American cultures. Speakers from the Mexican-American community also participated in the project.

"Virgil for Elementary School Students: His Work, His City, and His Language" (Idaho)

Sponsor: Bonner County School District #82

Elizabeth A. Hubbard, an elementary teachers from Sandpoint, ID, attended the Aeneid Institute, an NEH Institute for Elementary School Teachers during the summer of 1986. Hubbard developed a curriculum for gifted-and talented students focusing on the Latin language and various aspects of ancient Rome including military history, architecture, public welfare, legal system, and so forth.

"Humanities Approach to Teaching English/Language Arts" (West Virginia)

Sponsor: West Virginia College of Graduate Studies

This project encouraged the integration of history, philosophy, arts, music, and drama into the teaching of English/Language Arts in the public schools in Kanawha County, West Virginia.

"Education Modules in Wyoming Archaeology for Elementary Grades" (Wyoming)

Sponsor: Fort Casper Museum

This project developed archaeological modules for use in elementary curriculum.

Exhibits

"History as Seen Through Exhibits, Slides, Music and Interpretive Role-Playing" (Maine)

Sponsor: M.S.A.D. #67

A series of exhibits, lectures, history workshops and slide programs were held for students, grades 5 to 8 to help them understand Maine history more fully. The project was a pilot project to see what effect council funding can have directly in the schools.

"Fascination with Space: The 13th and 20th Centuries" (Oklahoma)

Sponsor: Wayne Public Schools

An Exemplary Award traveling exhibit comparing literature, philosophy and culture in the 13th and 20th centuries included classroom activities, school and public programs by an architectural historian.

"Making Medicine: Ledger Drawings from Ft. Marion" (Oklahoma)

Sponsor: McAlester Public Schools

A traveling "Exemplary Award" exhibit on art of Plains Indians imprisoned in Florida in the late 19th century included lectures for students and the general public on Cheyenne tribal history.

"Northwest Passages: A Century of Challenge" (Oklahoma)

Sponsor: Plains Indians and Pioneers Museum

A permanent interpretive exhibit on the history of the community and region, developed and implemented in conjunction with the centennial celebration included an exhibit brochure, and teacher guides.

"The Blessings of Liberty" (Oklahoma)

Sponsor: Pauls Valley High School

Lecture programs for students and public on Constitution and citizenship supplemented a poster/panel exhibit on the Bicentennial of the Constitution.

"Arts Dialogue" (Texas)

Sponsor: Mexican American Cultural Center

An exhibition, lecture, and discussion on children's art and poetry, focusing upon the importance of the interpretation of children's art to the learning of a humanities scholar.

In-School Projects

"School Visit Program: Oregon Shakespeare Festival Association" (Nevada)

Sponsor: Northern Nevada Teachers of English

This program invigorated the study of Shakespeare's work in the secondary schools through teacher training, student performances, and several presentations by actors from the Shakespeare Festival Program from Ashland, Oregon.

"State Bar of Nevada Constitution Bicentennial Education Project" (Nevada)

Sponsor: State Bar of Nevada, Law-Related Education/Bicentennial Committee

This project was funded to commemorate the Bicentennial of the Constitution through a series of teacher inservices, live Supreme Court sessions in schools, and constitutional forums and mock trials offered to students, teachers, and community members throughout the state of Nevada.

"The Development of Civilization" (Oklahoma)

Sponsor: Westminster Day School

A year-long project for third graders focused on civilizations in world history including ancient Egyptian, classical, medieval Europe, and non-Western, including Aztec and Japan. The project included classroom activities, visiting scholars, and a public forum.

"The Fourth R is Art" (Oklahoma)

Sponsor: Oklahoma Museum of Art; Junior League of Oklahoma City

Ten six-week programs for elementary schools, with both classroom activities and museum visits, included introduction to Art Museum (documenting, preserving, presenting art), paintings (categories, styles, individuals), and unit on current temporary exhibit.

Lecture/Discussion

"Visiting Scholars Program" (Connecticut)

Sponsor: New Milford High School

Four scholars from the history department of Western CT State University presented lecture/discussions for New Milford high school students on American foreign policy in the 1980's with Europe, Latin America, Asia and the Middle East as foci.

"Woodrow Wilson International Studies Program Enrichment Project" (DC)

Sponsor: Meridian House International

Programs on international studies and world affairs at public high schools brought together teachers, students, parents, and administrators.

"Professional Ethics (and the Teacher)" (Hawaii)

Sponsor: Delta Kappa Gamma, Lambda Chapter

Lecture and audience discussion on professional ethics and teacher from philosophical perspectives. Illustrations of key principles by comparison with medical ethics. Audience consisted of active and retired teachers from pre-school to university levels.

"History Teaching Alliance-Bicentennial Curriculum" (Illinois)

Sponsor: Loyola University of Chicago

Distinguished speakers from the legal profession addressed various topics related to the Bicentennial of the Constitution as part of a speakers program open to the public which supplemented a teachers' institute. Topics included the Meaning of Civil Liberty, the Role of the Lawyer in the 20th Century and Crime and Criminal Justice in the 20th Century.

"The Ages Through Art" (Maryland)

Sponsor: The Barnesville School

Seventh and eighth graders took part in a program to combine art and understanding of social studies, from the art of the cave dwellers to intricate Byzantine mosaics. Artisans provided lecture/demonstrations, and field trips were taken to the Walters Art Gallery, the National Cathedral, and Dumbarton Oaks, among other sites.

"Coming to the Country, A Colonial Revival Lecture Series" (Maine)

Sponsor: Society for the Preservation of New England Antiquity

A three-part lecture series explored the Colonial Revival movement and its effect on southern Maine from the viewpoint of literature, sociology and the decorative arts. A study of the underlying values and reasons for the movement pointed to its tangible outcome in the Hamilton House museum and other comparable buildings.

"Technology and the Whole Person: a Forum" (New Hampshire)

Sponsor: Daniel Webster College; The New Hampshire College and University Council

A series of four lectures and discussions in a day-long forum included "Science and Values," "The Language of Science and the Language of Poetry," "The Role of Humanities in Professional Education," and "The Impact of Computer Technology on the Humanities."

"People and Stories" (New Jersey)

Sponsor: Princeton Senior Resource Center; Princeton High School

Six-session series of small literature group of high school students and retired people for weekly sessions was held at the Princeton Senior Resource Center.

"Celebrating the Constitution: 'The Blessings of Liberty'" (Ohio)

Sponsor: Ohio Dominican College

This four-part program explored the issues of economics and constitutional freedoms, democracy in an age of ideology, the role of free nations in the establishment of developing democracies, the role of government in individual and social life. In each case the program reconsidered the enduring virtues of the constitution of 1787.

"Puerto Rican Presence in Spain: 500th Anniversary of the Discovery of America" (Puerto Rico)

Sponsor: University of the Sacred Heart

Two lectures with audience participation on the relationship between Spain and Puerto Rico almost five centuries after the discovery of the island emphasized lasting linkages between Spain and Puerto Rico.

"Julia De Burgos - Her Impact on Human Values" (Puerto Rico)

Sponsor: Federation, Carolina Chapter; Education Department; Carolina Cultural Center

Three lectures (one illustrated) all dealt with the life and work of Julia De Burgos, a Puerto Rican 20th century poet, and her impact on human values in her time, and how those changing values were recorded in her poetry. Held at local schools and universities discussions included analysis of social and historical elements in her poetry and her view of the role of women in society.

"Puerto Rican Week" (Puerto Rico)

Sponsor: Berwind Public High School

A series of activities in the humanities during Puerto Rican Week held at a local public school included lectures, workshops, forums, art exhibits, plays geared to enhance students' knowledge and appreciation of the humanities and Puerto Rican culture.

"Ancient Language and Modern: What the Dead Can Say to the Living - Edward Bradley" (Vermont)

Sponsor: Bellows Falls Union High School

Lecture by a leading classics professor at Dartmouth College. The talk was about language itself and the importance of understanding ancient languages.

"The Constitution of the United States: A View From Then and Now" (Wyoming)

Sponsor: Wyoming Council for the Social Studies

The Wyoming Council for the Social Studies was awarded funds to bring the U.S. Constitutional authority to Professor Richard B. Morris to speak at a public lecture in connection with the annual joint conference of the Wyoming Council for the Social Studies and the Wyoming Association of Teachers of English in October, 1986.

Planning Grant

"Teaching the Constitution: 1987" (Connecticut)

Sponsor: Connecticut Consortium for Law-Related Education; University of Connecticut School of Law

Planning grant brought together scholars and administrators to plan an in-depth, four-week summer institute secondary school teachers on the framing and functioning of the U.S. Constitution.

"Enrichment Programs for High School Teachers" (Kentucky)

Sponsor: Richard Committee; Kentucky Department of Education

Humanities scholars and educational specialists worked together to plan a conference, chose pilot schools and innovative programs to improve the quality of humanities instruction in Kentucky high schools. Teachers from throughout the state attended.

"Humanities Education Project" (Minnesota)

Sponsor: Minnesota Alliance for Arts in Education

A planning grant to develop the design of a year-long project that resulted in research and publication of a status report on humanities education in Minnesota's elementary and secondary schools.

"Blacks in Rhode Island" (Rhode Island)

Sponsor: Rhode Island Black Heritage Society

Using the technique and format proven by RICH's "Rhode Island Legacy," the RIBHS used planning grant funds to research episodes and characters in Black Rhode Island history for historical dramatizations. The eventual presentations toured secondary schools and neighborhood centers. An exhibit of RIBHS artifacts, designed to travel, accompanied the performance.

Development of Curriculum Materials/Printed Media

"Delaware and the U.S. Constitution: A Teacher Resource Packet" (Delaware)

Sponsor: Delaware Council on Social Studies

A comprehensive resource packet was developed and distributed to Delaware social studies teachers. Packet contained pre- and post test copies of original texts, classroom activities, profiles of the Delawareans who signed the Constitution, and a number of visuals.

"Broadides: Indiana, The Best Years" (Indiana)

Sponsor: Indiana Historical Bureau

Reproductions of primary resource material on the Indiana of the late 19th century were prepared for use in elementary schools. Kits included student document packets and a teacher's guide. A seven-member advisory board comprised of both scholars and teachers oversaw the project.

"Curriculum Guide and Program for Theatrical Production on Civil Rights Movements" (Kentucky)

Sponsor: Theatre Workshop of Louisville

Specialist in black history worked with historian and art historian to produce a program guide and instructional materials for teachers in conjunction with two separately-funded productions of original dramas on the Civil Rights Movement in the U.S. Materials distributed free to teachers in Kentucky's largest metropolitan area described the history and background of the movement.

"Reprinting Resource Booklet for Teachers" (Kentucky)

Sponsor: Kentucky Historical Society

Funds assisted the reprinting of additional copies of Kentucky Studies Resource Booklet for teachers developed originally with funding from KHC, Kentucky Department of Education, and the Kentucky Historical Society. Teachers throughout the state may request copies of this teaching tool.

"Interpretation of Rural Missouri Life, 1850's" (Missouri)

Sponsor: Southeast Missouri State University

Elementary school teachers in rural areas developed a workbook designed to increase students' appreciation of local material cultural artifacts of the 1850's.

"A Key to the Language of America" (Rhode Island)

Sponsor: Haffenreffer Museum of Anthropology, Brown University

Preparation of an adapted, abridged and illustrated version of Roger Williams' book A KEY INTO THE LANGUAGE OF AMERICA for use in schools and for general readers; also a teachers' workshop based on the text and coordinated with the Haffenreffer's continuing school program. This project complemented the state's 350-anniversary observances and RICH's programs on Williams, providing an anthropological document on Narragansett Indian culture from the 17th century.

Forums/Public Dialogue

"The School/Community Jefferson Meetings on the Constitution" (Illinois)

Sponsor: Constitutional Rights Foundation; Chicago Board of Education

A series of meetings involving teachers, administrators, students and civic leaders explored the U.S. Constitution through a focus on such issues as the retention of the electoral college, terms of office for the federal judiciary, abolition of the electoral college, and a single six-year presidential term of office.

"Literature, Humanism and Technology" (Puerto Rico)

Sponsor: University of Puerto Rico-Ponce College; WPAB-Radio

Three forums including a radio program dealing with the relationship between literature the humanities, and technology featured, for example, the famous novelist Mario Vargas Llosa. Activities fostered audience discussion and participation.

"Towards a New Approach to Puerto Rican History" (Puerto Rico)

Sponsor: Humanists' Association; WLEY-Radio

This forum centered on the analysis of new perspectives on history and the way history has been documented in Puerto Rico. A dialogue among scholars, students, and the university community offered new alternatives for the analysis and understanding of Puerto Rican culture.

Fellowships

"Sixth Grade Egyptian History and Culture: Ramses II and Tutankhamen" (Idaho)

Sponsor: Dora Erickson Elementary School

This Teacher Incentive Grant awarded to teacher Robert W. Tolman, made possible the purchase of books and other materials to supplement and add to units he teaches for sixth graders on Egyptian history and culture. The materials were also available to other teachers in the Idaho Falls district.

"Eastern Philosophy in American Literature" (Idaho)

Sponsor: Wallace High School

This Teacher Incentive Grant project added to the American literature course, a unit showing the influence of Eastern philosophy on American transcendental literature. Harter developed several slide shows in Indian cultural development, women in Indian society and India today, and the purchase of Eastern literature and music.

"Machiavelli and Shakespeare" (Idaho)

Sponsor: Coeur D'Alene Senior High School

Larry Isitt taught a unit on Machiavelli and Shakespeare in his high school world literature course. This Teacher Incentive Grant allowed Isitt to buy video tapes of six classic interpretations of Shakespeare's plays and texts on Machiavelli and Italian history.

"Humanities in the Fifth Grade Classroom" (Idaho)

Sponsor: Thomas Kershaw Intermediate School

A fifth grade teacher, Barbara Schwartz who teaches an introduction to ancient philosophers and literary giants, purchased film strips on art history and appreciation with a Teacher Incentive Award. She also organized in-service sessions for other teachers using humanities scholars from nearby colleges.

"Existentialism" (Idaho)

Sponsor: Coeur d'Alene Senior High School

High school English teacher, Bill Proser demonstrated the relationship between the holocaust, existentialist philosophy, and contemporary literature. He developed a week-long unit on the holocaust from materials he purchased from the Simon Weisenthal Center and from a small collection of books.

"Teachers Incentive Grant for Enrichment and Research" (Idaho)

Sponsor: Moscow Junior High School

Carolyn Tragesser, a junior high school English teacher, related themes of literature to music and other arts. The grant led to the purchase of music, slides, and prints, as well as development of the unit by Tragesser.

"Fellowship for Outstanding Teaching of the Humanities" (Tennessee)

Sponsor: Individual

This fellowship to purchase books in the humanities is awarded through council-sponsored competition for "Awards for Outstanding Teaching of the Humanities."

"Humanities Instructional Materials Acquisition Grant" (Tennessee)

Sponsor: Webb School

This grant made in conjunction with a fellowship awarded to Bryan Crockett for recognition of outstanding teaching of the humanities, awarded funds to purchase humanities books for the Webb School Library.

"Fellowship Award for Outstanding Teaching of the Humanities" (Tennessee)

Sponsor: Individual

This fellowship awarded through a council-sponsored competition for Outstanding Teaching of the Humanities, provided funds for summer college courses in Greek and Roman civilization.

"Humanities Resources Grant" (Tennessee)

Sponsor: Lebanon High School

This grant, made in conjunction with a fellowship awarded to Lila Thurmond for recognition of outstanding teaching in the humanities, allowed for purchase of books, films, and filmstrips for teaching in the humanities; honoraria to pay guest speakers; and for student field trip expenses.

"Minigrants for Classroom Projects" (West Virginia)

Sponsor: West Virginia Education Fund

Minigrants for classroom projects, averaging \$300 each, offered on a competitive basis to West Virginia's public school teachers to carry out their ideas for humanities projects that directly involved the students and enhanced their learning experience.

Slide-Tape Show

"Connecticut" (Connecticut)

Sponsor: Connecticut Historical Society

Scripts for a six-part audio-visual packaged program on Connecticut history to coordinate with Connecticut history classes taught at the 5th and 6th grade levels in Connecticut schools.

"Transportation: Technological Revolution - for Good or Evil?" (Missouri)

Sponsor: National Museum of Transport

Four slide-tape programs were produced on the four major revolutions in transportation in the St. Louis area. These slide tapes were distributed to school group and adult groups.

"Exploring the Heritage: Images of a Prairie Landscape" (Nebraska)

Sponsor: Willa Cather Pioneer Memorial

This project funded three slide presentation and lectures about life on the Great Plains developed for teachers and the general public. "Exploring the Heritage: Images of the Prairie Landscape" explore the work of visual and literary artists of the region. "Photographing the American Dream: The Life and Times of Solomon D. Butcher" chronicled through photographs, the sod house epoch and the way of life of the plains settler.

Teacher Institute

"Arizona Institute for Elementary Art Education" (Arizona)

Sponsor: Northern Arizona University; Arizona Institute for Elementary Education

The program brought about a shift in focus of art education at the elementary level by taking art education away from the exclusive studio approach to a disciplined based approach of integrated aesthetics, of art criticism, art history, and the studio.

"Classics in British Literature: A Summer Institute for High School Teachers" (California)

Sponsor: Santa Clara University

A summer institute for teachers used current literary research on the themes of a personal identity and relationships to illuminate HAMLET, TWELFTH NIGHT, A PORTRAIT OF THE ARTIST AS A YOUNG MAN, and the poetry of Donne. Twenty high schools were represented with special consideration given to low income and inner city schools.

"Hispanic Southwest Culture and Art: A Project Building School and Museum Partnership II" (Colorado)

Sponsor: Denver Art Museum

A teacher institute and museum field trip brought awareness, knowledge, and enthusiasm for the historical culture of the Hispanic Southwest, specifically the Rio Grande Basin from 1700-1900. Also, the participants learned how to think critically about art works and historical records of the area within the San Luis Valley and the Rio Grande River Valley of New Mexico.

"Constitutional Issues and the Law II" (Colorado)

Sponsor: Social Science Education Consortium

A training institute for secondary social studies teachers improved the teaching of the U.S. Constitution in Colorado's secondary schools including historical changes in the Constitution; the use of ethics in the study of Constitutional issues; the legal rights of the children including the Bill of Rights and the schools.

"Summer Teacher Training Institute in Connecticut Native American Archaeology, History and Current Affairs" (Connecticut)

Sponsor: Connecticut College

A four-week summer teacher training institute in Connecticut on native-American studies led by scholars in archaeology, history and anthropology included classroom, field and museum study and the development of curriculum materials.

"University of Hartford Teachers Institute" (Connecticut)

Sponsor: University of Hartford

Two series of seminars for Hartford school teachers were led by scholars from the University of Hartford on the themes of "Society and Politics in Early America" and "Intellectual Foundations of American Government." Teachers were expected to develop and test curriculum units based on the materials studied.

"The Legacy of Fifth-Century Athens" (Connecticut, Massachusetts, Rhode Island)

Sponsor: Classical Association of New England

An eight-day institute for high school teachers of the humanities, and in limited numbers, interested members of the general public. Institute offered an intensive program of lectures, open discussion, and mini-course, on the art, literature, history, and thought of 5th-Century Athens and its impact on later classical and post-classical cultures. Supported by grants from all six N.E. Humanities Councils.

"Connecticut Landscapes and the American History Curriculum" (Connecticut)

Sponsor: University of Connecticut; Manchester Community College; Stamford School System

Intensive institute for secondary school teachers who worked with scholars to examine Connecticut and U.S. cultural geography and develop a variety of teaching materials and lesson plans to be integrated into American history curricula and circulated statewide.

"Delaware Institute for the Arts in Education" (Delaware)

Sponsor: DE Institute for Arts in Education

Sponsor conducted a two-week institute for public and private school teachers, K-12, on the aesthetics of dance, theatre, art and music, instructing them on how to integrate arts education into the school program. Teachers conducted a unit in their classes during the school year and invited a performing artist.

"Understanding the Constitution: A Program for Secondary Teachers" (Florida)

Sponsor: University of Florida; School Board of Levy County

This institute for secondary social studies teachers in two counties allowed teachers to come to a better understanding of American constitutionalism and government.

"Humanities Institute for Teachers: Cycle of Man" (Florida)

Sponsor: University of West Florida

Twenty participants engaged in lectures, discussions, common readings and viewing of films centered on classical theory and style, medieval lore, and mythic structure.

"Summer In-Service Institute-High School Teachers: Shakespeare's Language" (Florida)

Sponsor: Eckerd College

Twenty participants analyzed and read sonnets and two plays of William Shakespeare, and studied his technical use of language plus thematic questions.

"Historic and Philosophical Consideration: U.S. and Hawaii Constitutions" (Hawaii)

Sponsor: Council on Legal Education for Youth; Hawaii State Judiciary

A five-day morning institute on Oahu and half-day institute on Hawaii examined the historical background and philosophical basis of the U.S. and Hawaii Constitutions and amendment processes. Activities were aimed at secondary school teachers and the community.

"1987 Summer Institute in the Humanities for High School Teachers Teaching Roman Civilization"
(Illinois)

Sponsor: Monmouth College

A one-week seminar designed to increase teachers' knowledge of the civilization of ancient Rome through a focus on the Roman family, assisted teachers in developing appropriate curriculum units for classes in history, literature, and Latin. The teachers did extensive reading prior to the seminar and participated in follow-up activities during the school year.

"Summer Institute and Weekend Workshop in Local History" (Illinois)

Sponsor: Illinois Historic Preservation Agency

A four-week intensive institute for twenty teachers explored Illinois history and encouraged scholars and a master teacher the use of primary sources for the development of curriculum materials. Follow-up activity during the school year enhanced the implementation of the summer's work in the classroom

"The Bicentennial of the U.S. Constitution: Legal, Political, and Historical Origins and Their Relevance Today" (Iowa)

Sponsor: Coe College

Two, one-week sessions for high school teachers examined the Constitution's legal, political, and historical origins. Current constitutional issues were tied to origins of powers and rights in early America. One was held in Cedar Rapids and one in Fort Dodge.

"Women of the Middle Ages and Renaissance" (Louisiana)

Sponsor: Southeastern Louisiana University

This three-week summer institute for 17 high school teachers examined the lifestyles and literature of women during the Middle Ages and Renaissance. The institute employed poetry and prose readings, lectures, slides, and discussions to explore the subject matter.

"Joint France-LSU Intensive Summer Institute for LA Teachers of French" (Louisiana)

Sponsor: Louisiana State University

This summer institute improved the proficiency of Louisiana teachers of French, and increased the participants' knowledge of French culture through history and literature. The institute lasted six weeks: one week in Baton Rouge, four weeks in France.

"Philosophy and Teaching the Humanities in High Schools" (Louisiana)

Sponsor: Louisiana State University at Shreveport

This summer institute for North Louisiana high school teachers in English, History and Humanities enhanced teachers' knowledge of the philosophical ideas that have influenced their disciplines. The institute concentrated on philosophical ideas in the areas of ethics, political philosophy, theory of knowledge, and nature of reality.

"Postwar America: 1945 - Present: Summer Institute" (Louisiana)

Sponsor: Southeastern Louisiana University

This Summer Institute covered the main political, diplomatic, social, economic, and cultural trends in America since the end of World War II. It was specifically designed to bring a humanistic perspective on this vital period in American History.

"The Peoples of Louisiana: A Study in Ethnic and Cultural Diversity" (Louisiana)

Sponsor: School of Public Policy and Urban Affairs

This four-week project provided an indepth study of the diverse cultures of the state of Louisiana for junior and senior high school teachers. Teachers from the Baton Rouge vicinity linked with college and university instructors, folk artists, musicians, and practitioners of culture, and visited museums, and Indian reservation, libraries, and special cultural centers.

"The Real Story of English: A Summer Institute" (Louisiana)

Sponsor: Northwestern State University

A summer institute at Northwestern State University for secondary teachers focused on the history of the English language, with a special emphasis on the critical evaluation of popular available materials. The topics ranged from the prehistory of the Indo-European languages to twentieth century American English, with special emphasis on the influence of French upon English.

"North Carolina History Project" (North Carolina)

Sponsor: NC State University

Two-week institute in North Carolina history with emphasis on the recent past. NC State University and NC Department of Public Instruction collaborated with NCHC to complete a cycle of institutes and workshops begun in 1983.

"The Settlement of the Prairie West - School Teachers' Institute" (South Dakota)

Sponsor: Augustana College Mellon Institute Committee

At this institute for teachers in the humanities at the secondary school level, the settlement of the Prairie West was examined with particular emphasis on the values of men and women of various ethnic and national origin who played dominant roles in that settlement. Thirty-nine teachers studied the history of the westward movement and had both philosophical and practical work in the teaching of humanities.

"Critical Thinking and the Humanities - School Teachers Institute" (South Dakota)

Sponsor: University of South Dakota, Department of English

This summer institute for 20 secondary teachers focused on the relationship between critical thinking, and the formation of values. These issues were addressed through the disciplines of philosophy, history and literature. Also analyzed was the nature of evaluative thought, the values and assumptions intrinsic to linguistic analysis, literary criticism, the study of history, and how students proceed to states of intellectual and ethical thought.

"Framework for Teaching Thinking to Children and Youth" (Utah)

Sponsor: Department of Elementary Education - Utah State University;

Department of Languages and Philosophy - Utah State University

An institute was held in July 1987 for teachers, supervisors, administrators focusing on how to teach children and youth high level thinking skills (inquiry, reasoning, analysis, synthesis, evaluation, etc.). Principal input was provided by philosophers, a visiting consultant, and an educational practitioner.

"Statewide Humanities Leadership Project" (Wyoming)

Sponsor: University of Wyoming

A two-week institute presented by university humanities faculty members for teachers and administrators with follow-up workshops in local districts strengthened humanities education in the public schools.

Film/TV/Video Production

"We're Carroll County: A Sesquicentennial Celebration" (Maryland)

Sponsor: Western Maryland College

This videotape, a filmed reenactment of significant events leading to the formation of Carroll County, was used in the Carroll County School System and for Carroll County Public Access CATV channel.

"Native American Day" (South Dakota)

Sponsor: Rutland Public School

A philosopher/Scholar in Indian Studies talked about the rich traditions of Native Americans to an audience of school students, grades 1-12. The scholars used a filmstrip, an artifact display, and storytelling to focus on difference between Indian and non-Indian cultures.

Workshops

"Alabama and the U.S. Supreme Court" (Alabama)

Sponsor: Athens State College

This project explored Alabama's contributions to the development of Constitutional law in three phases of programming; 1) teachers analyzed major Alabama judicial cases in in-service workshops in five north Alabama school systems; 2) presented the results of the project's research to the state's public/academic historical organization, and 3) published a series of articles for several north Alabama weekly newspapers.

"Teaching the Constitution: A Series of Regional Workshops" (Alabama)

Sponsor: Alabama Department of Archives and History

Ten in-service workshops for Alabama teachers and curriculum coordinators explored the role of the U.S. Constitution in shaping state and local as well as national history. Historians examined the processes of amendment and interpretation, particularly through the analysis of major cases from Alabama.

"Regional Humanities Workshop Series: Improving the Teaching of Western Civilization" (Connecticut)

Sponsor: Trumbull Public Schools; Cooperative Educational Services

An interdisciplinary group of scholars held seminars on the literature, history, philosophy and music of Europe from medieval to modern times for high school teachers to improve their understanding and teaching of Western Civilization.

"Lessons on the Constitution for the Schools" (Delaware)

Sponsor: DE Heritage Commission

Educational materials about the U.S. Constitution were made available to Delaware teachers and students. Sponsor conducted workshops for teachers about using the materials in the classrooms.

"The Latin American Humanities Workshop for Teachers" (Florida)

Sponsor: Florida International University

A one week teachers' institute designed for social studies and foreign language teachers in South Florida. Participants explored cultural and historical roots of Latin American civilization through the perspectives of various disciplines.

"Exploring the Interrelationships of American History, American Art and American Ideals" (Georgia)

Sponsor: Georgia Southern College

Museums in Albany, Savannah, and Atlanta hosted workshops for teachers on how important American artworks in the collections of five Georgia museums interpret events in American history and express American cultural values.

"Global Studies Summer Workshop for Secondary Teachers: Contemporary Third World Literature" (Iowa)

Sponsor: University of Iowa

Focus of this workshop was a series of texts by African and Latin American writers. Exploration of the traumas of rapid cultural transformation as these are experienced was one aspect of the workshop.

"Workshop: China and Japan, 1800-1941" (Idaho)

Sponsor: Lewis-Clark State College

Three humanists hosted a two-part workshop for north Idaho sixth grade teachers on Chinese and Japanese culture and history. The first workshop employed presentations by the scholars. During the weeks between the sessions, the scholars worked with the individual teachers to develop curricula. The second sessions included presentations by both the teachers and humanists.

"Women's Studies: Potentialities and Implications Workshops for Middle and High School Teachers" (Indiana)

Sponsor: Indiana University

Faculty members from Indiana University led teacher workshops, describing women's studies as an emerging, multidisciplinary field and illustrating its contributions to, and effects on, established disciplines such as history and literature. Bibliographies and suggestions for incorporating women's studies into the school curriculum were provided.

"Teacher Workshops for Summer Scholars Program" (Kentucky)

Sponsor: Governor's Scholars Program

KHC provided honoraria and per diem for 50 high school and college teachers, participating in a special summer program, to attend two planning and two follow-up workshops to develop and evaluate curriculum. Teachers discussed how best to integrate the humanities into the total curriculum.

"Platte River Trails Workshop" (Nebraska)

Sponsor: Hastings College

This grant funded an experimental learning week for high school teachers, combining a writing workshop with occasional on-site visits to relevant Oregon Trail locations. Topics for discussion included the history and culture of Native American and pioneers, the worth and role of the Platte River, and the reading of many Nebraska authors including Neihardt, Johnsgard, Sandoz, and others. Detailed journals kept by participants lead to a published booklet.

"New Hampshire History Teacher Training Workshops" (New Hampshire)

Sponsor: University of New Hampshire

This workshop series for secondary school history teachers focused on curriculum materials for the state-required course unit on New Hampshire history. The six-day workshop series was conducted at Plymouth State College, the New Hampshire Historical Society, and UNH. Topics included an overview of New Hampshire history, economic, political, and social history; New Hampshire authors, and decorative arts in New England.

"Chaucer and Becket - Canterbury Tale" (New Jersey)

Sponsor: Music for a While, Inc.; West Morris Central High School

This project offered a series of workshops for teacher training in literature, and art, a lecture/demonstration on medieval music and instruments, and a staged musical-theatrical presentation combining the words and music of Chaucer, Becket, and contemporary composers.

"1986 OAH Professional Day for Teachers of American History" (New York)

Sponsor: Organization of American Historians

The Organization of American Historians in cooperation with the New York State Council for the Social Studies presented a workshops day for teachers of American History in conjunction with the OAH annual meeting in New York.

"North Carolina History Project" (North Carolina)

Sponsor: NC State University

Four workshops on North Carolina history and two planning conferences pointing toward a summer institute in 1987. North Carolina State University collaborated with the North Carolina Department of Public Instruction for improvement of instruction in 8th-grade North Carolina history.

"The Bicentennial of the Constitution in Berks County" (Pennsylvania)

Sponsor: Berks County Intermediate Unit, Reading, PA

Two workshops introduced 150 to 200 Berks County teachers to local, state and national programs on the U.S. Constitution.

"Interpreting Texas, United States and World History" (Texas)

Sponsor: University of Texas at Austin; Southwest Texas State University

Support for two days of workshops designed to enhance the knowledge and proficiency of high school and community college teachers in specific topics in Texas, American, World ethnic histories. TCH funded mainly for honoraria and travel of three scholars who conducted three of the workshops.

"Cultural Understanding of the Middle East: A K-6 Teachers' Workshops" (Utah)

Sponsor: Middle East Center, University of Utah; Utah State Office of Education

This three day workshop focused on the cultural aspects of the Middle East with a component of classroom applications for elementary school teachers.

"The Dance and the Dancer: Critical Thinking as Subject and as Method" (Utah)

Sponsor: Utah Council for Humanities Education

Secondary humanities teachers studied, with Dr. Charles Blatz, critical thinking as a subject and use critical thinking as a tool to form rigorously defensible beliefs. an administrators' workshop instructed principals about critical reasoning and how to support a critical thinking project. Interdisciplinary teaching teams were encouraged to apply.

"English Language Arts Curriculum Development" (Virgin Islands)

Sponsor: VI Department of Education

Educators and teachers participated in workshops and seminars conducted by national and local humanities scholars. There were 10 workshops planned to improve the current English/Language Arts curriculum for grades K-12 in the Virgin Islands school system.

"Critical Thinking in the Classroom" (Wyoming)

Sponsor: Big Piney Education Association

Two workshops focusing on philosophy and involving the use of classical texts for teachers, administrators, and the general public with the goal of improving the quality of humanities instruction.

Other Formats

"Teacher Institute Evaluation Team" (Florida)

Sponsor: Florida Department of Education

A three-member professional evaluation team was commissioned by the board and reviewed 21 FEH-funded teacher institutes, and prepared a final report to the board. The team consisted of a state administrators, a secondary teacher, and a college professor. The team read proposals and evaluations, made on-site visits, and prepared follow-up questionnaires in their review.

"Chautauqua Revisited" (Iowa)

Sponsor: Iowa Central Community College

A week-long summer program for high school students. The students research and produced a written and oral history of the Chautauqua in Iowa for distribution to elementary and secondary schools.

"Total Immersion French and Spanish Language Camp" (South Carolina)

Sponsor: Converse College

Project provided junior and senior high school students and their teachers with environment of total immersion in either French or Spanish for four-day period. Teachers shared and developed different teaching strategies as they provided students with an experience to demonstrate that foreign languages are a necessary and vital part of their lives.

Conferences, Seminars, and Symposiums

"The Bicentennial of the U.S. Constitution: Focus on the Bill of Rights" (Alabama)

Sponsor: University of South Alabama

This summer teachers seminar explored the importance and impact of the Bill of Rights in the U.S. Constitution. Teachers participated in lecture/discussions on each amendment and later developed lesson plans and writings on each subject.

"The GDR - A Portrait of the Other Germany" (Alabama)

Sponsor: American Association of Teachers of German

This teacher seminar discussed the historical cultural and sociological changes in the GDR. German scholars discussed the role of the Government and historical information.

"The Islamic World" (Connecticut)

Sponsor: Connecticut Council for the Social Studies; World Affairs Center

A conference led by an interdisciplinary group of humanities scholars to aid school administrators and secondary teachers of history, literature and language to understand the Islamic world and to improve their teaching about it.

"Hartford Beckett Festival Seminars" (Connecticut)

Sponsor: Humanities Center, University of Hartford

Four educational seminars at the University of Hartford in conjunction with theater productions of Samuel Beckett's plays. Scholars analyzed Beckett's work with diverse audiences including high school teachers, students, theater artists and the general public.

"Encounters and Exchanges: Integrating Anglo and Latin American Studies" (Connecticut)

Sponsor: Hopkins School; New Haven Public Schools

This program brought public and private schools together with Hispanic community agencies to improve the teaching of Anglo-Hispanic studies across humanities disciplines.

"Romanticism Past and Present" (Connecticut)

Sponsor: Sacred Heart University

A public symposium and a series of six interdisciplinary seminars for secondary school teachers on English and American Romanticism, coinciding with the national exhibition "Wordsworth and the Age of English Romanticism" and spin-off traveling exhibit.

"TA'ZIYA: The Cultural Legacy of Shiism Examined in Comparative Cultural Contexts" (Connecticut)

Sponsor: Trinity College; Hartford Seminary

Series of 15 seminars and a three-day symposium examining Islamic history and culture through scholarly lectures, performance of Ta'ziya (Persian drama), art exhibition, musical performance and secondary school teachers institute.

"Achieving Cultural Literacy in the Visual Arts -- Education and Community Partnerships" (Florida)

Sponsor: Florida State University; State Department of Education; Florida Art Education Association

A three-day seminar brought together educators and community leaders involved in all areas of the arts. Discussion was led by distinguished scholars, advocates, etc. with expertise in all art fields. Participants heard lectures, viewed demonstrations and discussed issues relating to community education in the arts.

"Seminar on Teaching Japanese Culture for Florida High Schools and Community Colleges" (Florida)

Sponsor: University of Florida

A three-day seminar fostered cross-cultural understanding, and demonstrated the importance of teaching about Japan in Florida's education system. Teachers and interested community members heard six lectures, viewed films, and attended a workshop, on such topics such as zen, Japanese theatre, and Japanese prints.

"Idaho Participants in a Teachers' Symposium on the Medieval Period" (Idaho)

Sponsor: Utah Council for Humanities Education; Utah State University

This two day symposium was held in Utah for Utah and Idaho social studies and humanities teachers. Medieval and Renaissance studies were the themes of the symposium. It also included a lecture and performance of Medieval music and theatre.

"Creating A More Perfect Union: Establishing, Interpreting, and Applying the Constitution" (Idaho)

Sponsor: League of Women Voters of Idaho

Scholars from each of Idaho's largest universities cooperated to hold three public programs in Coeur d'Alene, Boise, and Pocatello. The programs examined topics related to the U.S. Constitution. Separate, but related programs for high school teachers also were held in those communities. Talks given by the scholars at the programs were published in RENDEZVOUS, the journal of the liberal arts college at Idaho State University.

"Cahokia Mounds Storytelling Celebration" (Illinois)

Sponsor: Cahokia Mounds Museum Society

Series of programs depicting Indian culture and art through Indian Storytelling for the public. The programs included a children's storytelling class; an adult workshop; a Cahokia Mounds Storytelling Celebration; and an outreach Indian Storytelling program for schools.

"Chicago Metro History Fair" (Illinois)

Sponsor: Chicago Metro History Fair, Inc.; Chicago Historical Society, UI-C, CPL

The History fair, for high and junior high school students in the metropolitan Chicago area, consisted of classroom presentations, workshops for students and teachers, and a series of academic competitions and public exhibitions. Goals for this year's fair included continued steady growth for the year-old junior high school program, and the completion, distribution, and integration of new student and teacher publication and materials.

"Bicentennial Humanities Seminar for High School Teachers" (Kansas)

Sponsor: Kansas State University

Secondary school teacher seminar focused on 1750-1800, a critical period in U.S. development. Faculty in history, literature, and philosophy led seminars, gave lectures about the world of the founding fathers and the enlightenment.

"Seminar in Kansas Studies" (Kansas)

Sponsor: University of Kansas

Interdisciplinary seminar for secondary school teachers in Kansas history. Seminar covered methods of critical analysis and interpretation, and drew on music historians, painters, authors and literary critics to provide varying expressions of the human experiences in the state's history.

"Short Course for Secondary Teachers on the Vietnam War" (Kentucky)

Sponsor: KY Association of Teachers of History

KHC awarded funds for materials and honoraria for a leading scholar of Southeast Asian history and a secondary school teacher and other guest speakers to a 5-day intensive seminar for secondary teachers on the latest interpretations and resources (including films) for teaching about the Vietnam War. 15 teachers, selected to participate from across the state, received per diem expenses and travel.

"Colloquium on Education" (Maine)

Sponsor: H.O.M.E., Inc.; Unity College Rural Education Program

The project helped participants devise better ways to learn, and organize a network of Maine teacher/learners for mutual support, and to effect change in the educational institutions of Maine.

"Franco-American Cultural Perspectives" (Maine)

Sponsor: National Honor Society; Franco-American Center

To 600 National Honor students, parents, and teachers, the project presenter brought to the fore Jack Kerouac, little-known as a Franco-American, but celebrated as a "beat-generation" writer; present-day Franco writers who related the story of Franco-Americans by having lived it themselves; a report on language diversity in the Maine public school systems.

"The Constitution, Maryland and the Newspaper" (Maryland)

Sponsor: Anne Arundel County Public Schools

Thirty secondary school social studies teachers from the Anne Arundel County Public Schools participated in a one-day seminar devoted to a study of the role of newspapers in reporting constitutional issues of three periods: Revolutionary War, the Civil War, and the modern era.

"Teaching About the Middle East: A Summer Seminar for Teachers" (Michigan)

Sponsor: Center for Near Eastern and North African Studies, University of Michigan

A four day training seminar for social studies teachers on what and how to teach about the Middle East. After attending discussion sessions on such topics as the history, geography, literature and art of the Middle East, participants produced a curriculum unit to share with their colleagues at their home institutions.

"Statewide Conference: 'The Humanities and Educations'" (Michigan)

Sponsor: Oakland School

This one-day conference promoted public and educational understanding of humanities programming at all levels of education. The keynote address by Dr. Benjamin DeMott was complemented by a variety of workshops highlighting various humanities and education programs around the state.

"Historical Methodology and Research for Students" (Missouri)

Sponsor: University of Missouri-Rolla

A one-day seminar for rural teachers and students explored the various principles and approaches of the disciplines of history and encouraged out-of-the-classroom projects on local history.

"Two Hundred Years of Terror: Gothic Fiction, 1796-1986" (Montana)

Sponsor: Rocky Mountain College

This summer seminar for Montana school teachers focused on gothic literature from 1796 to 1986. As historical survey, it pursued the conventional binding of specific Gothic fictions in a coherent tradition, while revising the definition of "gothic" in light of changing cultural and social contexts.

"Young Authors Conference" (Nebraska)

Sponsor: Nebraska Council of Teachers of English

This grant funded one presenter at the Nebraska Young Authors' Conference. Through informal storytelling and small group presentations, the one scholar shared what storytelling was and discussed its role in maintaining and modifying social traditions.

"Cultural Literacy" (Nebraska)

Sponsor: UNL Department of English

This major grant funded a two-day conference (scheduled so as to facilitate the attendance of high school teachers) on cultural literacy.

"Sixth Annual Canada Conference - 'North American Educational Perspectives'" (New Hampshire)

Sponsor: Canadian Studies Center - Plymouth College; Quebec Government Office

This annual conference focused on areas of mutual concern to Canada and the United States. Viewing education from a continental North American perspective, this day-long conference considered bilingualism, Canadian children's literature, and other cross-cultural perspectives in the humanities.

"American Association of Teachers of French Regional Conference" (New Hampshire)

Sponsor: American Association of Teachers of French

This grant provided funds for the French poet Galway Kinnell to give a keynote address to the meeting of the New Hampshire branch of the American Association of Teachers of French.

"Foreign Language Immersion Weekend" (Pennsylvania)

Sponsor: LaRoche College

This project allowed area high school students to experience how a concentrated period of time spent "immersed" in a different culture and speaking a different language can significantly advance language skills.

"A Symposium on the Medieval Period" (Utah)

Sponsor: Utah Council for Humanities Education; Utah State Office of Education

This project introduced secondary social studies and humanities teachers to the major themes in Medieval and Renaissance studies. Over a two-day period participants attended seminars, a performance of medieval music and theatre, heard an address by a noted scholar, and discussed with university faculty ideas useful to teachers in presenting lessons on the medieval period.

"Women in the Age of Shakespeare and Elizabeth I" (Virginia)

Sponsor: Virginia Commonwealth University; Agecroft Hall Museum

Professor Elizabeth Hageman conducted a four-week summer seminar for high school teachers on women of the Elizabethan Age, concentrating on drama, poetry, and non-literary writing by and about women of the period. The project was a collaboration between VCU and the Agecroft Museum.

"Summer Seminar for Teachers of Virginia and U.S. History" (Virginia)

Sponsor: George Mason University; Fairfax County Public Schools

A summer seminar on recent interpretations of Virginia History and ways to integrate Virginia history into the teaching of U.S. History. Two weeks of intensive classroom work will be followed by a series of monthly seminars.

"Silent Voices Heard Again: Rediscovering Ancient History" (Virginia)

Sponsor: Mary Baldwin College

A five-week summer seminar on ancient history and the origins of western civilization. The seminars involved three weeks of classes, a week of research, and a fourth week of class meetings.

"Teaching About Religion in the Public Schools" (Virginia)

Sponsor: Northern Virginia Jewish Community Center

A symposium on ways of teaching about religion in the public schools, focusing on philosophical, pedagogical, and legal/constitutional issues. The planning committee presented a variety of religious perspectives, and participants included humanities scholars, church leaders, educators, and others.

"The Arab Middle East: Past and Present" (West Virginia)

Sponsor: West Virginia University

A summer seminar for school teachers provided the opportunity for intensive study of the Middle East with emphasis on the following topics: 1) background; 2) Islam: past and present; 3) role of women; 4) culture; 5) Arab-Israeli conflict; and 6) conflict of traditional and modernity in the Middle East.

"Bicentennial of the Constitution Program" (West Virginia)

Sponsor: 1987 West Virginia Governor's Honor Academy

The Governor's Honor Academy was a four-week residential program for outstanding high school juniors. A cooperative effort of education, business and government, it honored superior achievements by students and to stimulate excellence in education throughout West Virginia. As part of this program, the students journeyed to Washington, D.C. and attended among other events, a program on the U.S. Constitution and Bill of Rights.

"Perspective in Education: Problems, Promises, Prospects" (Wyoming)

Sponsor: Delta Kappa Gamma International, Alpha Chapter

This project encouraged professional growth and enrichment of classroom instruction through discussion which focused on ways to expand the available educational repertory.

Curriculum Development

"Afro-American Literature Curriculum Project" (Alabama)

Sponsor: University of Montevallo

A curriculum was developed for high schools to complement a series of cassette tapes on Afro-American literature.

"Wilson House Education Program" (District of Columbia)

Sponsor: Woodrow Wilson House Museum

This project developed and implemented education programs and workshops for D.C. public schools teachers and students that encouraged use of primary sources in research and historical analysis.

"The Holocaust" (Idaho)

Sponsor: Meadows Valley High School

This project prepared a history unit on the Holocaust to add to six existing units being taught in Meadows Valley High School. The Holocaust was presented as a unique historical event introducing the students to ethical, social and historical problems.

"High School Humanities" (Idaho)

Sponsor: Rimrock Junior-Senior High School

This project developed a two-semester interdisciplinary course to meet new state high school graduation requirement in the humanities. This was incorporated in a nine week humanities course already being taught. The content of the course emphasized great works of literature reflecting the political, social, aesthetic, and religious concerns of the period.

"Michigan History Program" (Michigan)

Sponsor: Au Sable Institute of Environmental Studies

This project has three phases: (1) A Michigan history unit to supplement the Institutes K-12 curriculum; (2) a lecture series for teacher in-service with five local historians; and (3) a resource directory listing, printed material of media, people and places significant to local history. All resources created will be available for distribution throughout the county and the state.

"American Focus on World Constitutions' Curriculum Project" (Utah)

Sponsor: Jordan School District; Utah State Office of Education

The project developed a high school curriculum that compared the U.S. Constitution with constitutions of other nations. Lesson units taught students how a nation's constitution reflects the history and values of the culture that produced it. The curriculum was distributed to all Utah school districts, for field-testing and evaluation. This curriculum was the first of its kind available to Utah schools.

Exhibits

"Blessings of Liberty" (Louisiana)

Sponsors: Baton Rouge, St. Helena, Evangeline, Madison, St. Charles, Lafourche, St. James, Winn, St. Mary, Orleans, Morehouse, Cameron, Claiborne, Ascension, Jefferson, Plaquemine, Tangipahoa Parish School Boards

Students viewed and discussed as part of their study of the U.S. Constitution the exhibit "Blessings of Liberty."

"Museum Interpretation Project" (Maryland)

Sponsor: Ellicott City B&O Railroad Station Museum

This project created historically accurate interpretive materials for the B&O Railroad Station Museum for the use of teachers and scholars, and to modify displays for the public and students. These innovations enhanced an already fascinating museum in an 1830 stone building, housing an important railroading library.

"MICHIGAN'S EARLY YEARS: An Educational Activity Workbook" (Michigan)

Sponsor: Berrien County Historical Association; Kalamazoo Public Library

20,000 copies of a revised edition of MICHIGAN'S EARLY YEARS, a 16 page educational activity workbook, was used in conjunction with a traveling museum exhibit entitled "Hands on History: Michigan's Early Years." The exhibit used texts and illustrations from the workbook at various participatory learning stations.

"Celebrating Romanticism" (Wisconsin)

Sponsor: Marquette University

A traveling exhibit on Wordsworth was a center-piece of a three-hour lecture program for public school teachers. Lecturers and a panel discussed British Romanticism, focusing particularly on themes expressed in the work of Romantic poets in the illustrations of William Blake.

In-School Project

"Humanities and Social Change" (Louisiana)

Sponsor: University of New Orleans

The graduate course "Humanities 4090: Social Change in the Post World War II Period 1945-1975," was offered to social studies and English faculty at Frontier and McMain high schools, and was team taught by two faculty members from the History and English departments at UNC.

"The Law and Society" (Maryland)

Sponsor: Walkersville High School (Board of Education of Frederick County)

Social studies students at Walkersville High School focused in the field of law-making through mock trials, hearings, court visitations and field trips, implemented by the creation of a speakers bureau composed of officials in law and government professions.

"Maryland Author Talks" (Maryland)

Sponsor: Stephen Decatur High School

Sophomores at Stephen Decatur High School interviewed Bruce Brooks, author of young adult novels, THE MOVES THAT MAKE THE MAN, and MIDNIGHT HOUR ENCORES. Through the interview and student readings, as well as individual projects, students shared their findings with the author, who identified selections in his works dealing with adolescent problems and how to work them through.

"Cultivating An Artists' Eye" (Maryland)

Sponsor: The Barnesville School

Grades K-12 at The Barnesville School will study art in an innovative fashion by visits to art galleries and in-school lectures by artists, with the aim of enhancing students' understanding of art and what the artist wishes to accomplish.

"British and American Literature" (Missouri)

Sponsor: Smithton R-VI High School

Scholars presented a seven-week series of school assemblies on British and American authors and poets from the 19th and 20th centuries. Programs focused on how literature and poetry interpret society's beliefs and values.

"The Constitution and the Bill of Rights" (Missouri)

Sponsor: Liberty High School

Using the "Blessing of Liberty" exhibit as a reference, a historian discussed the history of the Bill of Rights to an assembly of high-school students. A re-enactment of several landmark court cases by the students stimulated dialogue and debate on the issues of civil liberties.

Lecture/Discussion

"Esthetics and Art Criticism in Art Teaching" (Alabama)

Sponsor: Alabama Agriculture and Mechanical University

Art historians held lecture/discussions for teachers of art to incorporate art history, criticism, and aesthetics into their teaching.

"The Forms of Ideas: A Program in Literature and Writing for High School English Teachers" (Alabama)

Sponsor: University of Montevallo

Teachers studied significant dramas, narratives and lyric poems dealing with human maturation from innocence to death. English scholars led the lecture discussions, as well as, assisted teachers in developing their writing abilities.

"The Middle East: History, Culture and Contemporary Issues" (Maryland)

Sponsor: Morgan State University

This one-day series of lectures and roundtable discussions for Maryland secondary school social studies teachers focused on an overview of the land, peoples, religions and cultures of the Middle East; the Arab-Israeli Conflict; Lebanon; and U.S. Foreign Policy in the Middle East.

"Literary Lectures for High School Students" (Maryland)

Sponsor: Wicomico County Board of Education

Dr. Elliot Engle, English professor at North Carolina State University lectured on the works of Shakespeare, Dickens, and Twain at three Salisbury high schools.

"History Teaching Alliance" (Michigan)

Sponsor: History Teaching Alliance; Department of History Wayne State University

A collaborative project brought secondary school teachers into contact with university faculty for a series of lectures and discussions focusing on history and history teaching. The project opened communication between these groups with the goal of enriching the profession and the quality of education.

"Mallett Presentation for the Niobrara Reading Council" (Nebraska)

Sponsor: Niobrara Reading Council

This executive grant funded a day-long presentation/discussion with a children's author at Ainsworth High School; through reading and the promotion of reading, Robert Mallett discussed the humanities themes of the development of language and the imagination and understanding of self.

"The Ocean - Our Origin and Key to Survival" (New Hampshire)

Sponsor: Academy for Applied Science Center for Education and Development; Franklin Pierce Law Center
David Switzer, Plymouth State College, lectured and led small group discussions with students and teachers on the role of the ocean in mythology and archaeology.

"The U.S. Constitution: Yesterday, Today and Tomorrow" (New Hampshire)

Sponsor: School Administrative Unit #26

This project focused on the U.S. Constitution, discussing topics such as current Constitutional interpretation, the Bill of Rights, ratification in N.H., the founding fathers, and women of the new republic.

"Children's Literature: A Visit by Judy Delton" (South Dakota)

Sponsor: Brookings Public Library

Literature scholar and author Judy Delton spent two days at the Brookings Public Library and lectured and discussed with children, parents and the general public the connection between books, reading, writing, and people's lives. Author of 36 children's books, Delton focused on reading and writing as important dimensions in the development of a child's education, imagination, creative growth, and quality of life. Over 100 children and adults attended the sessions.

"The Mission" - John Moody" (Vermont)

Sponsor: Middlebury Union High School

Speakers program for a high school studying Native American contact with European settlers.

"Biographies From American History" - Leland & Gray UHS; 'American Social Revolution' - Green Mountain UHS" (Vermont)

Sponsor: Vermont Reading Project

Two book discussion series on the American Founding funded by a special grant from the Ellis Phillips Foundation with the intention to promote similar activities in high schools.

"Magic of the Monkey King: Peking Opera" (Wisconsin)

Sponsor: UW-Madison (East Asian Studies)

This unique program, presented once for teachers and once for the general public, promoted understanding and appreciation of history, literature, philosophy, ethics and music in Chinese culture. Hong-jun Guan, a master performer in Peking Opera performed scenes from THE MONKEY KING, an opera based on one of China's greatest literary works. His wife narrated. Following the lecture/performance, the audience asked questions on many aspects of the program.

"Adventures in Late Antiquity" (Wisconsin)

Sponsor: East High School

A humanist provided five weekly lecture/slide presentations entitled "Adventures in Late Antiquity: From Augustus to Charlemagne" for teachers, administrators, and parents. The program informed the audiences about a cultural period which is often neglected in the high school curriculum.

Performance

"Look Away" (Arizona)

Sponsor: Black Theatre Troupe, Inc.

This project, designed for secondary school audiences, took the short drama, "Look Away," about Mary Todd Lincoln and her maid, and examined the values which underlay the Civil War times and its racial struggle in contrast with what is practiced and preached today.

"The Diary of Anne Frank, An Individual's Struggle for Survival" (Connecticut)

Sponsor: Fantocini Theatre for Children; Bridgeport Board of Education

Production of THE DIARY OF ANNE FRANK was used as the focus for lectures and curriculum development sessions on the Holocaust and human rights for eighth and ninth grade teachers and students.

"Benjamin Franklin: The Founder of the United States" (Kansas)

Sponsor: Emporia NEA

Scholar (in costume and character) spoke to K-12 teachers about principles of security, expansion, and consolidation and their relations to the U.S. Constitution and today's society. The presentation encouraged audience to consider "what-if" speculations about America's founding.

"Classical Literature Via Plays" (Maryland)

Sponsor: Central High School

A group of tenth-grade students after reading such classics as Sophocles' ANTIGONE, Plato's APOLOGY, and Homer's ODYSSEUS, transformed them into plays performed by the students and videotaped for study by the entire tenth grade.

"Children's Tour Celebrating the Bicentennial of the U.S. Constitution" (Michigan)

Sponsor: Department of Theatre Michigan State University

In celebration of the bicentennial of the U.S. Constitution, IMSU Theatre Department took two Children's Theatre presentations WE THE PEOPLE (geared for grades 4-6) and RULES OF THE GAME (grades K-3) to various elementary schools in Michigan's Upper Peninsula. The performances were designed so that there was extensive interaction between the students and the performers in character.

"Benjamin Franklin: The Founder of the U.S. Constitution" (Missouri)

Sponsor: Friends of Historic Boonville; DAR, Hannah Cole Chapter

Four public programs for adults and children were held in conjunction with the display of the exhibit, "Blessings of Liberty." A historian portraying Ben Franklin presented his perspective on the events leading up to the adoption of the Constitution and his rationale for a strong federal government and Bill of Rights.

Planning Grant

"We Hold These Truths: The United States Constitution" (Georgia)

Sponsor: Paine College

Scholars and other resource persons planned an orientation seminar for twenty-five Georgia scholars centered around Mortimer J. Adler's recently published study of the U.S. Constitution, WE HOLD THESE TRUTHS. These scholars, in turn will conduct similar seminars for school teachers in their locales.

"Idaho Constitution: Teacher In-Service" (Idaho)

Sponsor: Idaho Constitution Ad Hoc Committee

This planning grant developed a teacher in-service program based on the Idaho Constitution. The curriculum was developed for the high school level.

Development of Curriculum Materials/Printed Media

"Connecticut History in High School: The Case Study Approach" (Connecticut)

Sponsor: Connecticut Council for the Social Studies

Development and dissemination of "case studies" which highlight central themes in Connecticut's history to be integrated into U.S. history survey courses.

"A Glimpse into the Shadows: Forgotten People of the 18th Century" (Delaware)

Sponsor: Winterthur Museum and Gardens

Educational materials were developed to introduce teachers and students as well as the general public to a visiting exhibit, "A Glimpse into the Shadows . . ."

"Teaching Literature Through Film, Part 2" (Delaware)

Sponsor: Wilmington Institute; Brandywine College

Study guides were developed for 26 films. These films were made available to middle and high school teachers for use as a tool in teaching literature.

"Hastings Long Ago: A Local History Developed and Used by Children of Hastings" (Michigan)

Sponsor: Hastings Area School System; Hastings Public Library

The Hastings School System approved the development of three local history booklets for use in the elementary schools as supplementary units for the social studies curriculum. The booklets focused on the development of Hastings as a community and how it correlates to Michigan history.

"Educational Supplement to a Michigan Childhood: The Journals of Madelon Louisa Stockwell, 1856-1860" (Michigan)

Sponsor: Albion Public Library; Albion College Library

An educational supplement to the journals of M.L. Stockwell will contain photographs, biographies and assorted documents from the life of Mrs. Stockwell, that can be used in conjunction with the publications of the journals, or independently in research projects.

"Program Guide for 'Living Tradition: A Celebration of Salt Lake's Folk and Ethnic Arts'" (Utah)

Sponsor: Folk Arts Program; Utah Arts Council; Salt Lake City Arts Council

Production of a 20-page program guide was distributed to schools and the general public in conjunction with the "Living Traditions" Festival. The guide featured essays written for a general readership by local scholars on the history of Salt Lake's minority settlement, folk groups and their artistic traditions, and the crafts that are characteristic of Salt Lake Valley residents.

Forums/Public Dialogue

"History Forum: Reinterpreting the Constitution" (Alabama)

Sponsor: University of Alabama in Huntsville

Scholars led five public discussions on reinterpreting the Constitution. Topics included: The Original Document - The Colonial Origins of the Constitution; the 14th Amendment; Berger and Warren as Chief Justices and the Constitution in our private lives.

"Panel Discussion - A Shepard Colloquy" (Maryland)

Sponsor: Baltimore School for the Arts

This panel discussion for eleventh and twelfth graders featured four theatre professionals from the Yale Repertory Theatre and Baltimore's Center Stage, who examined and explored significant facets of Sam Shepard's play, "The Curse of the Starving Class," which won an Obie award in 1979.

"Utah Education Association: Humanities Opportunities for Teachers Panel" (Utah)

Sponsor: Utah Council for Humanities Education

A panel of humanities scholars spoke to teachers at UEA about recent developments in humanities education and about research and fellowship opportunities for humanities teachers.

"Project 2000: KIDSPEAK FORUM" (Utah)

Sponsor: Project 2000; Hinkley Institute of Politics

Fred Friendly moderated a panel of 10-15 humanities scholars, educators, parents and students who explored issues in Utah's educational system, especially as they relate to children's perceptions and needs. The forum was video taped for future audiences.

"The Public, the Schools, and Shakespeare Performance" (Wisconsin)

Sponsor: UW-Parkside

This forum focused on Shakespeare's place as a cultural keystone in our educational system. A panel composed of actors, scholars and public school administrators discussed the public's understanding and reception of culture through contact with Shakespeare in school classes and in public performances.

Fellowships

"Northern Idaho Communities and History" (Idaho)

Sponsor: Harrison Elementary School

Delores Waide, an elementary school teacher from Harrison, Idaho, used this Teacher Incentive grant to develop a nine-week local history unit. The unit covered various topics in local history such as the logging industry and steamboats, the methods of history which included various exercises and activities suitable for elementary students.

"Ideas in American and European Art" (Idaho)

Sponsor: Coeur d'Alene Senior High School

This Teacher Incentive Grant supported efforts by Coeur d'Alene High School English teacher, Larry Isitt, to improve his junior English class. Isitt developed a theme: that as God-centered view of the western world has diminished, it has been replaced by a science and technological view of the world. To demonstrate this theme, Isitt prepared instructional materials for a unit dealing with western european art history from the middle age through the twentieth century.

Slide-tape Show

"Places in Britain with Literary Connections" (Maryland)

Sponsor: Annapolis Senior High School

Joan Atkins, a former English teacher in the Anne Arundel Public Schools, compiled a 50-minute slide presentation on such spots as the moors in WUTHERING HEIGHTS, the city of Bath as it appeared in Jane Austen's NORTHANGER ABBEY, acquainting students with the locale of well-known English classics. The slides were accompanied by oral readings by students and commentary by Ms. Atkins.

Site Interpretation/Tour

"And Then What Happened" (Arizona)

Sponsor: Yuma School District #1

The project will offer 11-14 year olds an exploration of society's growth, progress, and technological advances in relation to the individual and the community maintenance of values. This will be accomplished through readings, discussions, and field trips to nearby historical museums.

"An Archaeological Program for Idaho Social Studies Teachers" (Idaho)

Sponsor: University of Idaho

Idaho social studies teachers typically have a strong academic background in most disciplines, but few in archaeology. In this project, five Idaho social studies teachers were trained in archaeological methods and acted as field workers at an excavation in Silver City, Idaho. They also participated in a series of lectures on topics concerning oral history, pre-history, and other topics; and was expected to prepare lesson plans on archaeology.

"Humanities and the Stars" (Illinois)

Sponsor: Lakeview Museum of Arts and Sciences; Peoria Area Arts and Sciences Council

A series of planetarium programs interpreted the astronomy and mythology of twelve Northern Hemisphere ethnic groups. Following a premier of the history of science series for school superintendents, other educators and leaders of science organizations, the series were widely marketed and presented via a potable planetarium dome to Illinois High Schools.

"All-Illinois History Exposition" (Illinois)

Sponsor: Illinois State Historical Society; Chicago Metro History Fair, Inc.

The All-Illinois Exposition, May 21 1987, was a culmination of statewide regional history fairs sponsored by the Illinois State Historical Society and the Chicago Metro History Fair. The Exposition was held at the Prairie Capital Convention Center in Springfield. Winners competed at National History Day in Washington, D.C.

"Our History - Alive Through Our Eyes . . . and the Cameras's" (Maryland)

Sponsor: Board of Education of Frederick County

Fifth-grade students participated in a field trip to Gettysburg. The students prepared in advance a photography unit to take photos of the battlefield, etc., then prepared the project in a newspaper layout. Fourth-grade students studied and photographed historic homes in their area.

"United States Colonial Studies" (Maryland)

Sponsor: The Banner School

This two-month study for elementary school children was designed to ensure student involvement through classroom studies, field trips, and on-site Colonial Day activities in a first-hand experience of colonial life in the United States. Field trips were made to Mt. Vernon and Frederick's Rose Hill Manor.

"Bringing to Life the Historical Marker of Calvert County" (Maryland)

Sponsor: Calvert County Board of Education Northern Middle School

Seventh-grade history students stepped outside the classroom to identify, locate, and study each of the 24 historical markers in Calvert County, then preparing a slide/tape kit consisting of a county map locating markers, slides of the markers, and cassettes of students stating summary background information.

"Research and Construction of an 1850's Hot-Blast Smelting Furnace" (Maryland)

Sponsor: Kenwood High School

The Oregon Ridge Nature Center was used during the mid-19th century as an industrial site. Students researched, excavated, and restored artifact remains, in this case an 1850's hot-blast smelting furnace, constructing a scale model to be used for teaching and display purposes.

Teacher Institutes

"Arizona Institute for Elementary Art Education" (Arizona)

Sponsor: College of Creative and Communication Arts, N. Arizona University

Scholars were brought together to develop a discipline-based art curriculum for the public schools of the state of Arizona, to return the curriculum to training in art history, criticism, cultural context, etc. The teachers were selected for training in these areas and in methods to bring into the classroom.

"The Francis King Institute of Culture & Art II" (Colorado)

Sponsor: Sangre de Cristo Arts & Conference Center

A summer institute brought an awareness and knowledge of the history and cultural traditions of southern Colorado to teachers in and around Pueblo. The institute used the Francis King Art collection to focus on three specific areas: interpreting the region - Native Americans, settlers and the notion of Manifest Destiny; myths and realities - perceptions of the people of the southwest region; and Francis King - the choices of an art collector.

"Mark Twain/Harriet Beecher Stowe Teacher Institute" (Connecticut)

Sponsor: Mark Twain Memorial; Stowe-Day Foundation

A three-week summer institute for 30 secondary school history and literature teachers. Leading scholars of Twain and the Beecher family and museum staff helped teachers to use the resources of the museums and integrate the works of those major Connecticut authors into their curricular offerings.

"The Living Constitution: A Seminar for Teachers" (Connecticut)

Sponsor: Connecticut Consortium for Law-Related Education; University of Connecticut, School of Law

An in-depth four-week summer institute for secondary school teachers which addressed the framing and functioning of the U.S. Constitution.

"CANE Institute in the Classical Humanities: Res Publica, The Shaping of the Roman Conscience (510-31 B.C.)" (Connecticut, Massachusetts, New Hampshire, Rhode Island, Vermont)

Sponsor: Classical Association of New England

An eight-day interdisciplinary institute at Dartmouth College on Roman history and culture for high school teachers from six New England states. Teachers attended scholar-led lectures and discussions and participated in curriculum development workshops.

"Mystic Seaport Museum Teachers' Institute: Harvesting the Sea" (Connecticut)

Sponsor: Mystic Seaport Museum

An interdisciplinary seminar on Connecticut maritime history and literature was conducted for 40 teachers (grades 4-12), who worked closely with scholars and museum and library staff to research and develop curricular materials.

"Summer Institute in Francophone Culture and Language" (Louisiana)

Sponsor: University of Southwestern Louisiana

The proposed institute developed better knowledge of regional French language and its variety of users in the North American Francophone World. K-12 teachers undertook comparative studies of cajun French, creole French and standard French.

"200 Years of Women Writing: 18th Century to the Modern Age" (Louisiana)

Sponsor: University of New Orleans

This institute for K-12 teachers offered an interdisciplinary program which explored the traditions of Anglo-American women writers with an emphasis on modern and minority women writers of the 20th century.

"Louisiana's Black Heritage: Artists, Writers, Musicians" (Louisiana)

Sponsor: Louisiana State University at Alexandria

This institute provided high school teachers with information on the cultural contributions made by black artists, writers and musicians. Emphasis was made on the need for continued modification and expansion of the humanities curriculum.

"Humanities Perspectives in the Fine Arts: A Summer Institute for Secondary School Teachers in the State Maryland" (Maryland)

Sponsor: Center for Renaissance and Baroque Studies, University of Maryland

This three-week summer institute was designed as a response to the new graduation requirement in the fine arts for secondary school students in Maryland. Nationally-known scholars lectured and discussed specific historical periods and cultures, and the aesthetic and theoretical underpinnings of each of the fine arts. Follow-up seminars were held.

"Michigan: Made in Tocqueville's America" (Michigan)

Sponsor: Kalamazoo College

This two-week teacher institute utilized Tocqueville's DEMOCRACY IN AMERICA to study the history and culture of the time when Michigan was transforming itself from a territory to a state. Various university faculty met with twenty high school teachers in formal and informal interdisciplinary learning experiences.

"1987 School Principals' Academy" (New Hampshire)

Sponsor: N.H. School Principal's Foundation

This one-week summer institute for school principals, held at Keene State College, focused on leadership as a theme from a humanities and an administrative perspective. Texts included Shakespeare's HAMLET and Chinua Achebe's THINGS FALL APART.

"Summer Institute on Critical Thinking and the Literary Arts" (New Hampshire)

Sponsor: St. Anselm College

This residential lecture/seminar program was designed for N.H. high school teachers who seek to include philosophy in their consideration of literature and who hope to help their students develop critical and analytical skills needed to discuss literary works from a philosophical perspective. The week-long institute continued the council's initiative in funding humanities institutes for secondary teachers.

"Foreign Language Institute for Secondary School Teachers" (North Carolina)

Sponsor: NC State University

Two-week institute for French and Spanish teachers in grades 7-12 to study autobiography. Added aims are expansion of foreign language collaborative network and support of a N.C. based humanities faculty available for collaborative efforts with public school teachers.

"Comparing Cultures: The United States, Japan, and Latin America" (Utah)

Sponsor: Wasatch Front International Educational Consortium; Utah State Office of Education

In this project, teachers developed and compared global perspectives about the U.S., Japan and Latin America. It provided four one-day institutes for teachers. The three cultural regions were compared within the context of history, literature, philosophy, religion, ethics, jurisprudence, cultural anthropology (as it related to family life and roles), and critical analysis of the arts. Institute participants compared and contrasted cultures, and discovered the many ways in which people have similar likes and needs.

"Vermont Teachers' Institute on the Constitution" (Vermont)

Sponsor: VT Department of Education

The institute featured leading scholars in American history and constitutional studies. Expert teachers provided ideas for practical classroom applications of the institute's graduate-level discourse.

Film/TV/Video Production

"The Timeless Human Condition - Moliere's Works" (Wyoming)

Sponsor: UW - Department of Modern and Classical Languages

The Department of Modern and Classical Languages made its international film library holdings available free of charge to high schools throughout the state. This grant enabled the library to obtain six Moliere films and also made the holdings available to civic groups throughout the state.

"The Constitution Today: Four Characteristics of Democracy" (Maryland)

Sponsor: Easton High School

Easton High School senior Contemporary Issues students updated and replaced the classroom film, "Defining Democracy", made by the ENCYCLOPEDIA BRITANNICA in 1940. They traveled to Washington, D.C., Baltimore and Boston for interviews with Dr. David Bloom, Professor of Economics, Harvard University; and Dr. Lester Thurow, Professor of Economics, MIT. A modern video replaced the film, a copy of which will be available for use by Talbot County social studies teachers.

"The Timeless Human Condition - Moliere's Works" (Wyoming)

Sponsor: UW-Department of Modern & Classical Languages

In recent months the Department of Modern and Classical Languages has made its international film library holdings available free of charge to high schools throughout the state. This grant enabled the library to obtain six Moliere films and also make the holdings available to civic groups throughout the state.

Workshops

"Teaching the Classics" (Connecticut)

Sponsor: Mohegan Community College; CT Council of Teachers of English

A workshop on teaching the classics for high school teachers in southeastern Connecticut. Special emphasis was on understanding and developing materials to teach ANTIGONE, and afterwards teachers and students attended a marionette performance of ANTIGONE by Peter Arnott of Tufts University.

"Project Vision" (Connecticut)

Sponsor: Killingly Public Schools

This workshop program provided high school English and art teachers the opportunity to work with humanities scholars to prepare curricular material and classroom workshops on the history and interpretation of contemporary American poetry and photography.

"The Arab World: A Workshop for Teachers" (Georgia)

Sponsor: Georgia Southern College

This one-day workshop featured historians and scholars of geography and literature introducing secondary school teachers to the history and culture of the Arab world. Topics included language, religion, values, customs, beliefs, accommodation to the the natural environment, and intellectual achievements.

"Workshop for Teachers on Constitution and Civil Rights" (Kentucky)

Sponsor: Murray State University

KHC funded a mini-grant for honoraria and airfare for four scholars to participate in a workshop for social studies teachers in far western Kentucky on civil rights and the U.S. Constitution. Focus was on examining the relationship between women and blacks in the Constitution as written as through the amending process.

"Huron Shores Summer Writing Institute--1987 Writing Workshop" (Michigan)

Sponsor: Huron Shores Summer Writing Institute

Three-week writing institute for high school students in which students used oral history interviews and various research techniques of the humanities to produce fictional and nonfictional literature about their community. All pieces produced were published in the volume BREAKWALL II, which was distributed to schools and libraries around the area.

"Michigan Sesquicentennial Instruction Program for Life Histories in Mecosta and Osceola Counties" (Michigan)

Sponsor: Mecosta County Sesquicentennial Committee; Mecosta County Council for the Humanities

Two workshops instructed educators and community leaders in the proper teaching methodology for researching, collecting, and recording personal and community histories. The workshops was videotaped for increased distribution throughout the two counties.

"A Shakespeare Workshop: Interpreting Macbeth" (Missouri)

Sponsor: Trenton College

A program for rural secondary school students demonstrated the numerous ways in which Shakespeare's plays can be interpreted. Two different film versions of MACBETH served as the text for the scholar's lecture.

"The Constitution in the Lives of Students Today" (Missouri)

Sponsor: Citizenship by Education Clearing House

A series for curriculum supervisors, teachers and high school students explored how to teach the constitution to today's youth. Some constitutional issues examined were the separation of powers, and the right of privacy. A resource booklet on material covered in the workshops was made available to educators in the St. Louis area.

"Foreign Language Updated II" (Nebraska)

Sponsor: Nebraska Task Force on Foreign Language Education

This grant funded two Spring workshops for foreign language teachers which encouraged creative teaching and idea exchange and promoted the study and appreciation of foreign language and literature.

"Not for An Age, But for All Time" (Nebraska)

Sponsor: Northwest High School

This executive grant funded a guest artist who led two full day workshops for high school teachers and students to teach the historical, philosophical and practical applications and development of costuming from the Elizabethan time to the present.

"Reviving the Heritage: Eastern Carolina Indians Yesterday and Today" (North Carolina)

Sponsor: Indian Museum of the Carolinas

The workshop brought together scholars and teachers to discuss the Carolina Indian. The aim was to enhance the participants' understanding of how the Indian past illuminates the past.

Other

"Liberty, Rights and Responsibilities" (Arizona)

Sponsor: National History Day - Maricope County Committee; Arizona Historical Society

This grant enabled students in junior high and high school to participate in a national competition in history designed to heighten the awareness of history and the humanities.

"International Theatre Festival Outreach" (Illinois)

Sponsor: International Theatre Festival of Chicago

Support was awarded for educational outreach and publications for the 1988 International Theatre Festival of Chicago. Programs included lectures, roundtable discussions, a film series, post performance discussions, STAGEBILL notes, and student/teacher guides, all designed to promote cross-cultural understanding. The 1988 Festival will include performances by theatres from 7 foreign countries.

"National History Day in Missouri - 1988" (Missouri)

Sponsor: Missouri Southern State College

Students (7-12) conducted original research and developed humanities projects on the theme, "Frontiers in History: People, Places, and Ideas." Drawing on a variety of humanities disciplines, students produced interpretive exhibits, performances, media and papers that were judged in regional and state wide competitions. Humanities scholars served as advisors to the participating teachers and students, and as judges.

"Utah History Fair" (Utah)

Sponsor: Utah State University; Utah State Historical Society

The history fair encouraged 4th to 12th grade students to do historical research, and prepare individual or group projects for competition in regional and state fairs.

"Sevier County Oral History Project" (Utah)

Sponsor: Sevier County Historical Society; Richfield Historic Preservation Association

The project involved instruction in and the taking of oral histories from people in Sevier county, transcription, making copies of tapes and transcripts, and filing them for public use in the Ramsey House, Richfield. A program in which excerpts from histories would be presented is also planned for the public.

"A Chinese Scholar's Studio" (Washington)

Sponsor: Seattle Art Museum

The museum conducted educational programs for the exhibition, A Chinese Scholar's Studio. The exhibition and programs focused on a pivotal group of late Ming Dynasty scholar-artists through a display of their paintings, the art they collected, and their environment. Programs included lectures, demonstrations, film, drama, teacher workshops and packet, and family activities.