

UNITED STATES GOVERNMENT

Memorandum

TO : The National Council on the Humanities

DATE: February 8, 1978

FROM : Arlene Krimgold, Evaluation Officer **AK**

SUBJECT: Status Report on the NEH Evaluation Program

Since the last evaluation status report, given to you in May 1977, NEH program and project evaluation studies have continued with the participation of Endowment staff, grantees and outside consultants or contractors. In the May report, I stated that during the remainder of 1977, and in 1978, priority would be given to several activities that are fundamental to a comprehensive on-going evaluation system that will inform the Endowment's planning and budgeting processes as well as assessing the results of expenditures. In order to conduct evaluations effectively, we needed first to address the questions of program objectives, data collection and record-keeping. We have done this through three means: systematic analyses of NEH programs, in order to determine their purposes and intended effects; identification and cataloguing of Federal programs and resources that relate to the mission and concerns of NEH; and establishment of automated program data systems.

The following account describes accomplishments of the Office of Evaluation since May 1977, and work in progress.

1. NEH Program and Project Evaluations

- a) Evaluation of NEH Consultant, Pilot and Development Grants Programs by a Claremont University Center group headed by Dr. Mark H. Curtis. This evaluation study is being done on a contract awarded after competitive bids were received from five sources in response to a Request for Proposal from the Office of Evaluation. Work began in October 1977. By October 1978 we expect to have 40 individual grant project evaluations, three program evaluations, and an improved method for monitoring grants to colleges and universities and for data collection from these institutions.
- b) Evaluation of the National Humanities Faculty grant project, including an analysis of the effects of previous evaluations on this continuing project. Results are expected by August 1978.



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- c) Visitor Survey of the "Treasures of Tutankhamun" continues with results of the New Orleans portion due in February 1978.
- d) Evaluation of the State-based Program in the Humanities, undertaken in 1975-76. The report was given in draft form to the Office of State Programs in spring 1977. The final report will be issued in 1978.
- e) "Scholarly Editions User Survey," a study of the use of publications supported in their editing phase by NEH grants, has been submitted by the contractor, Herner & Company, for NEH review. This report will be issued during 1978.

2. Analysis of NEH Programs

The Program Analysis Reports have been completed, and printed and will soon be ready for distribution to Council members and to Endowment staff. This document is a compendium of information necessary for planning, budgeting and evaluating programs, as well as for analyzing some NEH administrative practices (e.g., record keeping and data collection) and patterns of growth and resource distribution during the existence of the Endowment.

3. Comparison of NEH Programs with Related Federal Programs and Resources

A Catalog of Federal Humanities-Related Programs and Resources has been compiled, printed and distributed to NEH divisions, offices and programs and to the Vice Chairman of the Council. This resource is intended to aid in planning, to foster cooperation between NEH and related Federal bureaus, and to enable NEH staff to refer applicants, grantees, and other interested parties to opportunities for Federal support outside of the Endowment.

4. NEH Program Data and Evaluation Systems

- a) Fellowship Programs Data System:
Office of Evaluation staff worked with members of the Division of Fellowships and a Washington-based computer firm during 1977 to create an automated data system for the six programs administered by the division. This is the Endowment's first automated system for program record keeping and administration.

It contains data on the entire applicant pool and on grantees - thus enabling analyses of demand and patterns of resource distribution.

Work is now underway on expanding this information base to include data on grantee accomplishments in the Summer Seminars for College Teachers program.

- b) State Program Data System:
In cooperation with staff of the Office of State Programs, and a group of state humanities committee executive directors, Office of Evaluation staff are designing forms and a system for collecting and analyzing information about proposed (applicant) and funded (grant) projects in the State Program. It is hoped that this system will be in use by early spring 1978.
- c) Automated Program Information System for NEH:
A Request for Proposal for the design of a comprehensive NEH automated program information system has been written, in recognition of the need for comparability of data categories across NEH program lines, and the need to consider the various requests for program information that NEH program administrators must handle. This system will be designed in such a way as to consider the structure of public data bases that could inform NEH planning, grant making and evaluation (e.g., from sources such as the National Center for Education Statistics and the Bureau of the Census). This comprehensive system will incorporate the Fellowships and State Programs automated data systems.
- d) Analysis of NEH Grant Project Evaluation Components:
Eleven Endowment programs specify in their guidelines that grant projects must have evaluation components in order to be competitive. A cursory analysis of these evaluation components has revealed that they are of uneven quality and applicability to NEH program evaluation and planning. Often the results of these grant evaluations are given short shrift by NEH program officers. The intent of this analysis, which is now beginning, and will take place during the next few months, is to help NEH program staff formulate clearer instructions to applicants and grantees for evaluation, and to design a system for increasing the quality of grantee evaluations and thus the utility of their findings.

UNITED STATES GOVERNMENT

Memorandum

TO : Those listed below

DATE: May 24, 1977

FROM : Arlene Krimgold, Evaluation Officer *AK*

SUBJECT: Status Report on the NEH Evaluation Program

At this month's meeting of the National Council on the Humanities, I presented the attached memorandum summarizing the Evaluation Program. I am sending a copy to you so that you will be informed of the increased scope of our work, the current evaluation studies, and our work plan for the coming months. We shall continue to work on all elements of the Evaluation Program in cooperation with NEH program staff. Those of you who will participate in the zero-base budgeting seminars and workshops should be particularly interested in elements 3 (program analysis), 4 (program data systems), and 5 (program evaluation systems). When these are established they should assist in budget preparation as well as in evaluation.

If you have any questions about the Evaluation Program, please call me on extension 22495.

Distribution to NEH staff who did not receive a copy of the attached memorandum at the May 12-13 Council meeting:

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Liz Armstrong
Glenn Marcus

UNITED STATES GOVERNMENT

Memorandum

TO : The National Council on the Humanities DATE: May 11, 1977

FROM : Arlene Krimgold, Evaluation Officer *sk-*

SUBJECT: Status Report on the NEH Evaluation Program

In lieu of a program or grant project evaluation, I present for your information the following status report on the NEH Evaluation Program. This report is organized around the six elements of the Evaluation Program: 1) program evaluations; 2) project evaluations; 3) program analysis; 4) program data systems; 5) program evaluation systems; and 6) grants in evaluation. The first two elements comprised the work plan when the Evaluation Unit was established at NEH in September, 1974. The last four elements have been added during the past few months for reasons explained in the description below.

1. Program evaluations: Three program evaluations are underway in accordance with the agenda established by the Office of the Chairman.

A draft report on the State-based Program in the Humanities is complete and will be submitted to the program staff during the week of May 16th. This analytical report is based on detailed case studies of a national sample of 50 regrant programs visited by members of the Evaluation Unit during 1975, and on a computerized catalog of 1,060 regrants awarded by 44 states and planned or implemented during the period from June, 1973 to June, 1975.

A major segment of the evaluation of the Editing Program is nearly complete, and will be summarized in a written report by early June. This is the "Scholarly Editions User Survey," a large questionnaire, interview and research study done under contract by Herner and Company of Washington, D.C. To supplement the user survey, other components of the Editing Program evaluation will be undertaken during the summer, with a final report anticipated by fall, 1977.



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An evaluation of the Development Grant Program (Division of Education Programs) is in the planning stages, and will be conducted during the next year.

2. Project evaluations: Eight grant project evaluations are in progress, following requests from members of the National Council on the Humanities, and from NEH staff. These assessments of project results are conducted by NEH program staff with the participation and guidance of Evaluation Unit staff, and assistance of outside consultants or contractors as needed. The following grant projects are being studied:

<u>Division</u>	<u>Project Title</u>
Public Programs	"The Adams Chronicles"
Public Programs	"Treasures of Tutankhamun"
Public Programs	American Association of State and Local Histories Seminars on Historical Interpretation
Office of Planning	Aspen Institute Cable Television Workshop and Workshop on Television
Office of Planning	Proposal to Identify Potential Employers in Non-Academic Areas of Philosophers with Advanced Degrees
Office of Planning	San Francisco Forum: An Experimental and Pilot Community Program (related to Courses By Newspaper)
Research Grants	Program to Defray the Expenses of Participation by American Scholars in International Scholarly Meetings Abroad
Fellowships	Humanities Seminars for School Administrators

The work of program and project evaluation during the past two and one half years has been unduly time consuming, and in some cases impossible because information necessary

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for an assessment is lacking in NEH or grantees' records. It has been possible, after the fact, to gather some of this missing information; other needed data are simply nonexistent. Requisite basic record keeping is best done on a timely and systematic basis, with the program and grant project objectives as a guide. Thus, while continuing the program and project evaluation studies, the Evaluation Unit has begun the process of creating a data collection and evaluation system for each Endowment program. This is a three-step process and because of its fundamental importance to a comprehensive evaluation program, it is the first priority of the Evaluation Unit. The three steps are described below as elements 3, 4 and 5 of the NEH Evaluation program.

3. Program Analysis: A systematic review of all NEH programs is underway: begun in February and scheduled for completion in August, 1977. This review is being accomplished by an outside contractor through interviews with program officers and analysis of written documents (including budget submissions, general program announcements, and specific program guidelines). The result will be a four-page written report on each NEH program giving the following information: the funding history; the operational history (as documented through the number of inquiries, applications and grant awards); the program activities; objectives; intended beneficiaries; intended effects; need; probable indicators of effects; and the data currently collected from grantees (including source documents). The written report on each program will serve as the basis for a program data collection and evaluation system.

4. Program Data Systems: With the program analysis report as a guide, an automated data system will be devised for each program. Each system will be designed to accommodate facts necessary for routine analysis of the program and its grant projects and will be implemented on a program-by-program basis as soon as currently available information is organized for entry into an automated system. As these systems are designed, attention will be given to agency-wide compatibility. This task is now complete for the Summer Seminars Program, and should be accomplished for all other programs in the Division of Fellowships by fall, 1977.

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5. Program Evaluation Systems: The gap between data now available to NEH and that necessary for adequate assessment of program results will be filled through a program evaluation system. This system, for each program, will consist of a schedule for data collection, and the necessary forms, questionnaires, and interview guides for gathering information from grantees on a timely basis, as well as survey devices for use by grantees in their own data gathering. In designing evaluation systems, attention will be given to minimizing the time, effort and cost of data collection as well as the amount of information to be collected, and to agency-wide compatibility of program evaluation systems.

When operational, the NEH program data collection and evaluation systems will serve agency informational needs for a variety of purposes in addition to evaluation: among these are budget preparation (according to the requirements of zero-base budgeting); Congressional testimony; response to ad hoc inquiries; and public information.

The final element in the NEH Evaluation Program is:

6. Grants in Evaluation: During the past few months there have been occasional inquiries about possible support for evaluation projects that are not directly related to NEH-funded grants or programs. Additionally, staff of humanities institutions have expressed a need for evaluation methods and tools to aid them in assessing the impact of their programs and projects. In instances where promising, respectable evaluation project applications are presented to NEH, they should be considered for funding, providing they have the potential for broad general use. To date, no such grants have been proposed to the National Council for consideration.

UNITED STATES GOVERNMENT

Memorandum

TO : Geoff Marshall, Office of State
Programs

DATE: May 20, 1977

FROM : Arlene Krimgold, ^{AK} Dan Schechter, Lee Connor
Evaluation Unit

SUBJECT: Transmittal of Draft Evaluation Report on the State-based
Program

This memorandum accompanies seven copies of our draft evaluation report on the State-based Program. The report is complete except for a chapter on participants in State-based regrant programs (including academic humanists and others), and a detailed appendix on the method used in our investigation of the State-based Program. Also Chapter VIII, "The Humanities," is incomplete. These additions to the draft report will reach you next week.

Included with the draft are seven case studies of regrants from our national sample of 50. As stated in the introduction to the report, we urge that you and your staff read several of these case studies prior to reading the draft report. All 50 case studies will be bound and submitted with the final report on the State-based Program, as a second component of the study. The third component, the regrant catalog, will be delivered to you next week along with a guide to its use.

After you and your staff have had a chance to read the draft report and its accompanying case studies, and to study the regrant catalog, we would like to discuss them with you. Not knowing your work schedule, I hesitate to suggest a time, but wonder if three weeks would be adequate for you and your staff to read and think about the report.

Copies of the draft report provided to:
John Barcroft, Director, Division of Public Programs
Alex Lacy, Deputy Director, Division of Public Programs



5010-110

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AN ASSESSMENT OF THE STATE-BASED PROGRAM
OF THE
NATIONAL ENDOWMENT FOR THE HUMANITIES

DRAFT REPORT

Submitted to the Office of State Programs
by
the Evaluation Unit

May 20, 1977

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INTRODUCTION

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INTRODUCTION

Rationale for the State-based Program Evaluation

When the Evaluation Unit was created in September of 1974 at the National Endowment for the Humanities (NEH), an initial evaluation agenda was established. The Endowment Chairman, the National Council on the Humanities, and senior staff selected several programs which they believed should be studied by the Evaluation Unit as soon as possible. The first program analysis concentrated on Youthgrants in the Humanities, the Endowment's smallest grant program. Second on the agenda was the State-based Program. The Evaluation Unit began its inquiry into this program in Spring, 1975.

A number of factors influenced the decision to evaluate the State-based Program. The program had expanded from its 1971 inception in six states (Oregon, Wyoming, Georgia, Maine, Oklahoma and Missouri) to implementation in 45 states by Spring 1975; the remaining 5 states (Arkansas, California, Massachusetts, New York and Utah) were completing their planning periods and were about to begin grant-making operations. With this maturation process the annual budget had increased from \$600,000 in FY '71 to \$18,092,000 in FY '76, making the State-based Program the Endowment's largest single grant

program. Thus by 1975 the State-based Program had evolved from a stage of development and expansion to one of maturity.

A second factor in the decision to evaluate was the program's innovative, experimental nature. Building upon the basic decentralized structure of the National Endowment for the Arts Federal-State Partnership program, NEH added several important innovations: volunteer state committees composed of scholars, institutional administrators and members of the general public; grants involving the general public and academic humanists in the discussion of public policy issues; and the requirement that each committee select a theme as a focus for its grant-making efforts. All of these innovations stem from a single fundamental assumption--that the fields of learning which we call the humanities and professionals in these fields--academic humanists--can and ought to make substantial contributions to public life. This assumption underlies the Endowment's overall effort at public programming in the humanities. This assumption and the State-based Program experiment are too important to the Endowment and to the future of Federally-supported public programming in the humanities to remain untested. Four years of operational experience were judged sufficient experience from which to document program activity and test program assumptions.

Finally, at the root of the State-based Program, and permeating any discussion of it, is the manifest interest of the Congress. The State-based Program was inaugurated in response to persistent encouragement from Endowment supporters in Congress, and their interest in it has not lagged.

Scope of this Study

Preparatory to designing a specific work plan, the Evaluation Unit began researching the background and operation of the State-based Program. Prior discussion relating to the program, as reported in the Congressional Record and in the official minutes of the National Council on the Humanities meetings, was studied. The correspondence and grant files maintained by the State-based Program staff for all 50 states were thoroughly reviewed and "data sheets" were designed so that selected items of information for each state could be noted, thus providing a concise profile of each state's program. The NEH State-based Program staff collected the most recent copy of each state's 12 or 18-month periodic grant proposal to the Endowment and loaned this set to the Evaluation Unit; these proposals were also read.

As this first phase of basic research progressed, it became apparent that there were numerous possible areas of

inquiry: administrative procedures followed by the NEH State-based staff; the NEH liaison function with state committees; state committee membership and formation; state committee administrative and fiscal practices; regrant projects funded by state committees; and state committee staffing patterns. Although all these areas are valid subjects for evaluation, the Evaluation Unit elected to concentrate primarily on an assessment of the program's impact on individuals and organizations, and secondarily on its administrative processes as they relate to regrant application review, documentation and evaluation. As such, this study is both an impact and a process evaluation.

The State-based Program was created to join academic humanists and members of the American adult public in discussions of public policy issues. Projects supported by NEH funds regranted through state humanities committees are the mechanisms whereby this is achieved on the local level. Regrant projects involve a variety of individuals and groups who, in theory, benefit from their association with the program. Project directors, sponsoring organizations, audience members (the adult, out-of-school public), and participants (individuals who fill formal roles in the projects, such as speakers, panelists, etc.) are all potential beneficiaries. The Evaluation Unit chose to structure this study so that the

effects of the State-based Program on these groups could be investigated.

Research Design

Although regrant programs are the arena in which effects can be observed and program objectives accomplished or ignored, very little information about them has been systematically collected by the Endowment. Consequently, the Evaluation Unit has spent a disproportionately large amount of time and effort establishing an informational record on regrants which could serve as a basis for analysis.

In order to assess the effects of the State-based Program on the intended beneficiaries, three evaluation components were designed: 1) the regrant catalog; 2) regrant case studies; and 3) a nationwide questionnaire survey.

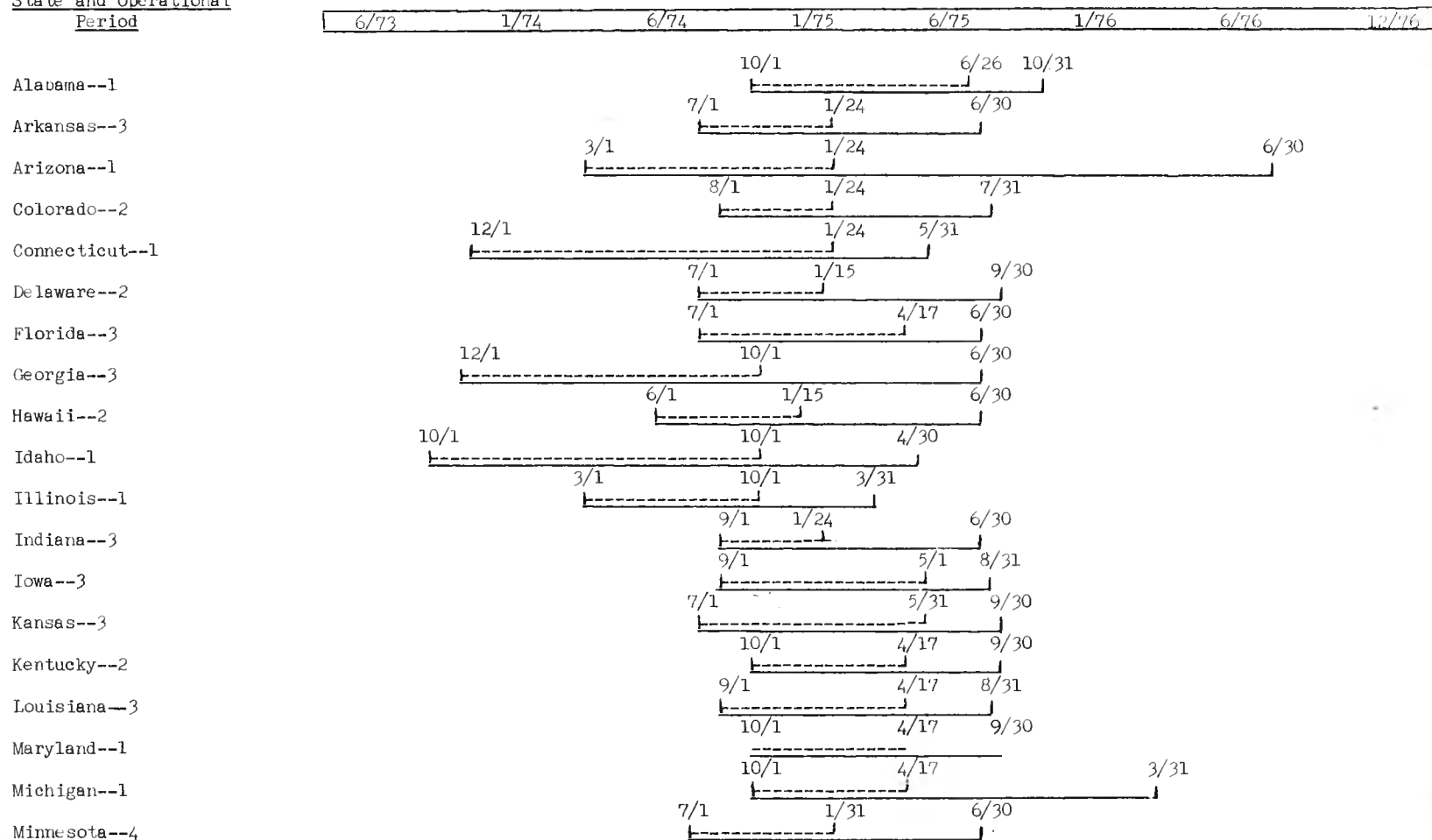
The regrant catalog is a document containing information on 1,060 regrants awarded by the 44 states with operational State-based humanities programs during an approximate two-year period, June 1973 to June 1975. Arkansas, California, Maine, Massachusetts, New York and Utah are the six states which were not awarding regrants at that time. Information on the regrants was extracted from each state committee's most recent grant proposal to the Endowment as of September 1975, as well as from state committee expenditures reports. Although the accuracy and completeness of the regrant catalog is limited

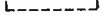

by those two primary sources, the catalog offers aggregate data and a nationwide perspective on the State-based Program. It is the first extensive compilation of regrant information organized in one document and, therefore, the first attempt to assemble basic comparable information indicative of the total regrant population. For identification purposes, the regrants listed in the catalog are referred to as "Group-A." Chart I, pp. vii-ix shows the time frame of the Group-A regrants.

To balance the generalized overview of the State-based Program supplied by the regrant catalog, case studies, based upon a stratified sample of 50 regrants representing 36 states, were researched and written. The four Evaluation Unit staff members made site visits to each of the 50 regrants from May through October, 1975. After a regrant program was observed, all available supporting documents (e.g., project applications, project director's final reports and final expenditures reports, committee member and/or staff evaluations, evaluations by outside consultants and transcripts of committee meetings during which the regrant application was discussed) were obtained from state committee staff. Drawing from all of these sources, case study reports were written by Evaluation Unit staff members. Each case study was assigned a four-digit identification code consisting of the two-letter state

TIME FRAME OF REGRANTS IN REGRANT CATALOG (See "Key" below.)

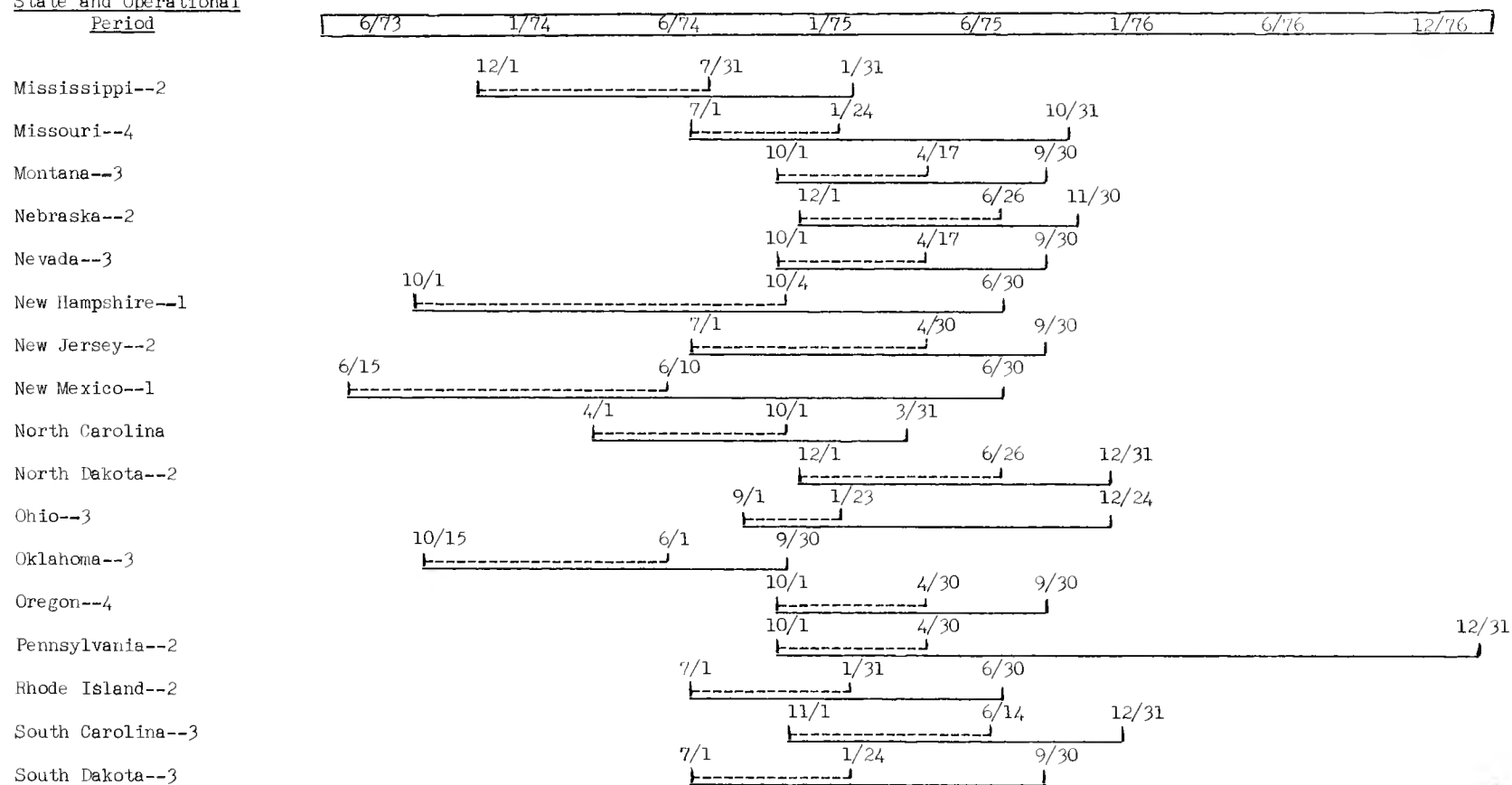
State and Operational
Period



Key:  shows the beginning date of the grant period through the date the state proposal was submitted to NEH.
 shows the beginning and ending dates of the grant period.

TIME FRAME OF REGRANTS IN REGRANT CATALOG

State and Operational
Period



TIME FRAME OF REGRANTS IN REGRANT CATALOG

State and Operational
Period

Tennessee--2

Texas--2

Vermont--2

Virginia--1

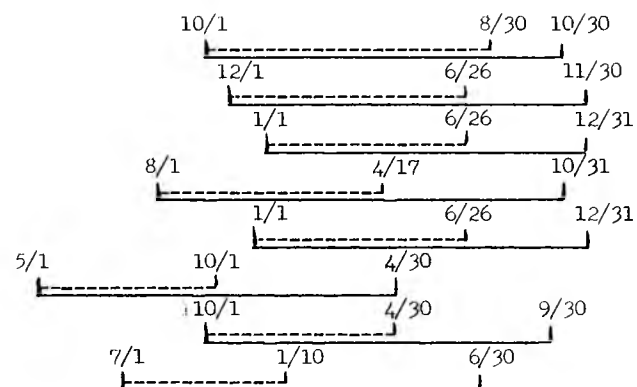
Washington--3

West Virginia--1

Wisconsin--3

Wyoming

6/73	1/74	6/74	1/75	6/75	1/76	6/76	12/76
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abbreviation and a number from 1 to 50 (e.g., AZ01). The 50 regrant cases analyzed as case studies are labeled "Group-B" to distinguish them from the regrant cases listed in the catalog. Table II, pp. xi-xiv, lists the 50 sample regrant cases in Group-B

REGRANT CASE STUDY SAMPLE

- AZ01 ARIZONA
Mr. George Larsen
"Changes in Marriage: Impact of Male/Female Role Change in Marriage"
- CA02 CALIFORNIA
Dr. Joseph Bagnall
"Restoring Faith in Government"
- CO03 COLORADO
Mr. George Greenbank, Miss Jill Croft
"Colorado Plateau Rendezvous"
- CT04 CONNECTICUT
Ms. Joan McMullan
"The Impact of Economic Stress in American Society"
- DE05 DELAWARE
Dr. George Nocito
"The Future of the Past"
- FL06 FLORIDA
Dr. Jack B. Moore
"The Paradox of Freedom: Private Rights and the Public Interest"
- GA07 GEORGIA
Dr. G. Hewitt Joiner
"Perspectives on the American Revolution"
- GA08 Dr. Don Chang Lee
"Human Rights: A Humanistic Examination of Issues and Problems of Oriental Women"
- ID09 IDAHO
Ms. Corlann Bush
"Women in Northern Idaho: Explorations in the Rural Feminist Experience"
- IL10 ILLINOIS
Dr. Richard Heiss
"Native Americans: Perspectives on Their Past and Future"

- IN11 INDIANA
Dr. Paul Rathburn
"Shakespeare Film Festival"
- IN12 Mr. Mark Umbreit
"Northwest Indiana Citizens Hearings on Township Trustee System and Poor Relief Funds"
- IA13 IOWA
Ms. Judy Landers
"The Family, its Heritage and Future"
- IA14 Mrs. Birgitte Christianson
"The Historic District: Should Decorah Build on its Past into the 21st Century?"
- KY15 KENTUCKY
Dr. Marilyn Massey
"Changing Sex Roles and Their Effect on Governmental Agencies"
- LA16 LOUISIANA
Dr. James H. Wilcox
"People and Issues: The Citizen and Society"
- MD17 MARYLAND
Dr. Emile Nakleh
"Little America: A Small Town Reflects on the Bicentennial"
- MD18 Mrs. Harriet Schley
"Human Values in the Decentralization of Services: A Community Builds a Multi-Purpose Center"
- MD19 Mr. Guilbert Daley, Dr. Chester Gregory
"Issues and Problems of the Black Community: Relevant Approaches"
- MA20 MASSACHUSETTS
Mr. John Morrison
"Alliance--Young and Old--Via the Movies"
- MA21 Mr. Thomas Leavitt
"What Should We Save? Greater Lawrence After the Bicentennial"
- MS22 MISSISSIPPI
Miss Shirley O. Moore
"The Emerging Dream of America"

- MO23 MISSOURI
Mr. Herman Gross
"Representative Education and Representative Government--The Future
for Farmington"
- MT24 MONTANA
Ms. Scottie Giebink
"Focus on Women Outreach Workshop"
- NB25 NEBRASKA
Dr. Richard Allen
"In Quest of a Destiny: Changing Patterns of Beatrice, Nebraska"
- NV26 NEVADA
Mr. Henry Nuwer
"All For Our Country"
- NJ27 NEW JERSEY
Mr. Kenneth Stein
"Work" ("So This Is What They Call Paid Employment")
- NM28 NEW MEXICO
Dr. Charles Biebel
"Albuquerque 1940-1975: The Human Dimensions of Rapid Growth"
- NM29 Mr. Jess Sandoval
"Issues in Bilingual Education"
- NC30 NORTH CAROLINA
Dr. William C. Bridgman, Ms. Anne K. Edvalson
"Independence for Older Adults: Individual Rights and Liberties"
- OH31 OHIO
Dr. Edward Quattrochi
"Philosophers and Kings: A Conference on Leadership"
- OH32 Dr. K. Laurence Chang
"Values and Institutions in Chinese Culture"
- OR33 OREGON
Elizabeth Buehler
"The Bill of Rights: An Historical and Contemporary Perspective"

- PA34 PENNSYLVANIA
Dr. Stanley Newman
"The Politics of Utopia in America's Third Century: A Retrospective Look at Urban Renewal in Philadelphia"
- PA35 Dr. Marvin E. Reed
"The Impact of Metropolitan Growth on the Lower Perkiomen Valley, 1975-2000"
- RI36 RHODE ISLAND
Ms. Deborah Neu
"Old Buildings--New Uses: Festival of Re-cycled Space"
- SC37 SOUTH CAROLINA
Dr. Thomas Douglass
"Why Can't They Write? A Symposium on the State of Written Communication"
- SD38 SOUTH DAKOTA
Dr. Lesta Turchen, Mr. Jim McLaird
"Humanistic Perspective on South Dakota's Heritage"
- TX39 TEXAS
Ms. Bobette Higgins
"Land and Man: Economics and the Environment"
- UT40 UTAH
Mrs. Jacquelyn Spencer
"Preserving Lindon's Heritage"
- UT41 Mr. Lowell Bennion
"Ethnic Minorities of Utah"
- VT42 VERMONT
Barbara Goldman
"Land Use Planning in Vermont: The Future of Our Environment"
- VT43 Ms. Dorothy Tod, Ms. Brenda Matteson Owre
"Duxbury Town Meeting: A Town Looks at Itself"
- VA44 VIRGINIA
Mr. Paul C. Slayton
"The Censor, the Community and the Nation"
- VA45 Dr. Jane and Dr. George Webb
"Journalistic Ethics: Fairness and Advocacy in Reporting the News"

- WA46 WASHINGTON
 Dr. Manfred Vernon
 "Man, Government and the Sea: Northern Puget Sound and the Strait of Georgia"
- WA47 Ms. Lawanna Lee
 "Survival of the Citizen and the National Family: Who Should Provide?"
- WV48 WEST VIRGINIA
 Dr. Barbara Tedford
 "A Summer Symposium on Attitudes Toward Work and the Material Culture of the Appalachian Region"
- WV49 Dr. Enid Portnoy
 "The Wealth of West Virginia"
- WI50 WISCONSIN
 Ms. Ruth Baumann
 "Senior Citizen Cracker Barrel Discussions on Taxation, Expenditures and Aging"

The third evaluation component designed was a nationwide questionnaire survey. Individuals associated with the Group-B regrants were polled in order to discover basic information about them and about their opinions. One questionnaire was designed for and sent to 3,088 audience members who attended 31 of the 50 regrants; 1,193 of these "audience" questionnaires were completed and returned, for a response rate of 39 percent. A second questionnaire was tailored for those individuals who filled formal roles in the implementation of regrant projects (e.g., speakers, panelists, moderators, discussion leaders, etc.); this group was termed the "participants." Questionnaires were sent to 799 participants active in all 50 projects; 430 questionnaires were completed and returned for a response rate of 54 percent. This questionnaire survey was the first large scale effort to collect information about the adult constituency of the State-based Program and was intended to serve as a field test for future surveys.

Organization of this Report

As conducted at NEH, evaluation studies typically focus on the stated objectives of the program under review. Goals and objectives are identified; actual accomplishments are outlined and then the two are compared. Sometimes program objectives are difficult to formulate because they are contradictory,

not articulated, or non-existent. In the case of the State-based program, however, operational objectives were clearly defined early in the program's history. A January 26, 1972 memorandum from John H. Barcroft, Director of the NEH Division of Public Programs, to Ronald S. Berman, then Endowment Chairman, spells out the program's guiding principles. Mr. Barcroft wrote:

"NEH asks six things of all State-based groups:

1. that they serve as a re-grant agency within the state, making funds available to institutions and organizations;
2. that they define their program as aimed at the adult, non-school population of the state;
3. that they concentrate the program on the humanities as distinct from other areas of knowledge;
4. that they involve academic humanists centrally in the planning and implementation of their program;
5. that they center the program on problems of real importance to the public in the state; and
6. that they concentrate their problem around a theme which is clear both to humanists and to the public."

These six statements were revised and drafted in late 1974 by the Program Advisory Committee of State-based Committee Chairmen into a "State-based Program Principles and Standards" document. Together with a seventh additional principle, they form the core of the current State-based Program:

- I. The humanities should be central to all aspects of the committee's program.
- II. Scholars in the humanities should be involved centrally in each project funded by the state committee.
- III. All grants of a state committee should support projects dealing with public policy issues.
- IV. The committee should have a carefully chosen state theme, and the theme should be central to each project.
- V. Projects should involve the adult, out-of-school public.
- VI. The committee objectives should be achieved by making grants.
- VII. The first six principles of the State-based program can best be achieved by a representative and volunteer state committee made up of scholars in the humanities, institutional administrators, and members of the public.

The State-based Program principles provided a natural framework for the evaluation study. The body of this report, which follows, is divided into chapters broadly corresponding to each of the principles. The first two chapters ("The Committee" and "The State Theme") relate to Principles VII and IV, and are concerned with the administrative mechanism through which the Endowment channels Federal funds to support local humanities programs. All subsequent chapters deal with various aspects of regrant projects. Chapters III, IV, and V ("Regrant Characteristics," "Sponsoring Organizations," and "Project Directors") correspond to Principle VI. Chapters VI and VIII ("Public Policy Issues" and "The Humanities")

relate to Principles III and I. Chapters VII and IX ("The Adult Public" and "Regrant Participants") conform to Principles V and II, and discuss the State-based Program's effects on its two major beneficiary groups.

The Uses of This Report

During the two years of research, data collection, analysis, and writing that have preceded the issuance of this report, the State-based Program has been continually changing. The decentralized nature of the program and the absence of excessive bureaucratic requirements guaranteed a flexibility and evolutionary development not common to many Federal programs. This uniqueness has evoked both enthusiastic praise for the State-based Program, and severe criticism.

As the result of recent criticism, Congressional legislation, enacted in September 1976, has mandated a broader program focus and the condition that at least two state humanities committee members be appointed by the state governor. Although this legislation may dramatically alter the direction of the State-based Program, the contents of this report are far from obsolete. While the report concentrates on the State-based Program as conducted prior to the recent legislated revisions, the information presented has a much

broader application. The authors believe the probing reader who looks beyond the conclusions offered at the end of each chapter will find material relevant to: 1) public humanities programming in general; 2) Federal public humanities programming; 3) an unresolved issue--"What are the humanities?"; and 4) assumptions the Endowment has made concerning its role in public humanities programming.

This report stands as a complete document but it is not independent of the other components prepared for this evaluation: the regrant catalog and the regrant case studies. At least five of the case studies should be read prior to continuing with the report, in order to insure an accurate comprehension of this report. A selection of seven regrant case studies accompanies this draft report.

Glossary

State Committee: An ad hoc volunteer group of citizens formed to conduct and administer the NEH State-based Program in a particular state.

Executive Director: The chief administrative officer of a state humanities committee.

State Proposal: An application for a grant to permit continued administrative and program activities which each state committee submits to the Endowment on a regular basis.

Regrant: An activity, usually a public meeting, supported by a grant from a state humanities committee.

Project Director: The person primarily responsible for administration of a regrant project.

Participant/Implementer: Persons with formal, scheduled roles in regrant programs (i.e., speaker, moderator, panelist, etc.).

Audience: Members of the public who attend, but do not fill formal roles in, a regrant program.

Planner: A person who participated in developing a regrant proposal, or planning regrant programs.

Humanist: A person who teaches one of the subjects listed in the Endowment's enabling legislation at a college or university. In this study the humanities usually include:

art history; history; archaeology; religion and theology; linguistics; literature; jurisprudence; and philosophy.

Academic: Refers to institutions of higher education, or persons affiliated with them.

Matching: Locally raised money or donated goods and services assigned a dollar value used to support a regrant project.

Group-A: An analytical population of 1,060 regrant projects funded by 44 state humanities committees over an approximate two-year period, from June, 1973 to June, 1975. For statistical purposes, 29 of the regrants which were observed directly by Evaluation Unit staff are removed from the group leaving a population of 1,031 regrants. Group-A regrants are described in the Regrant Catalog.

Group-B: An analytical population of 50 regrant projects funded by 36 state humanities committees and observed by Evaluation Unit staff from May through October, 1975. Group-B regrants received case study treatment. Group-B includes 29 regrants removed, for statistical purposes, from Group-A.

Regrant Catalog: A computer printout containing basic information about 1,060 Group-A regrant projects.

CHAPTER I: THE COMMITTEE

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CHAPTER ITHE COMMITTEE

The seventh principle of the "State-based Program Principles and Standards" document states that: "The first six principles of the State-based Program can best be achieved by a representative and volunteer state committee made up of scholars in the humanities, institutional administrators, and members of the public." (Refer to Appendix ____ for an explanation of the formation and operation of state humanities committees.)

Since this evaluation is concerned primarily with the products of the State-based Program (local projects supported by regranted federal funds) rather than its process (the creation and operation of state humanities committees), the state committees have not been viewed as objects of study and analysis. Information about the state committees results from the investigation of individual regrant projects, and not from any systematic inquiry into the committees as grant-making entities. Data gathered through documentation and analysis of regrants includes facts concerning the committees' modification and solicitation of grant proposals; the attendance at, participation in, and evaluation of grant projects by committee members and their staffs; the committees' requirements and practices regarding documentation of proposed and funded projects; and the public visibility of the committees within their respective

states.

Proposal Modification and Initiation

Based on the study sample of fifty regrants*, it appears that the state humanities committees take a generally active role in modifying proposed projects prior to their acceptance for funding. Of 37 regrants for which information is available, only twelve, or 32 percent, were unconditionally awarded as proposed. Twenty-five, or 68 percent, had indications of pre-award modification by the committees or of conditional awards. The nature and frequency of these changes are as follows:

Budget decreases: 11

Budget increases: 3

Requirement of increased humanist participation: 9

Requirement of including opposing viewpoints for a more
balanced presentation: 3

Requirement of additional evaluation: 3

Change in format: 4

Change in the nature or number of the target audience: 4

Some of the documents studied do not indicate who--
committee or staff--initiated the various modifications and
conditions. In a few cases, the Executive Director, who most

*Unless otherwise noted, all analyses discussed in this chapter are based on the study sample of fifty regrants, referred to as Group-B in the Introduction.

commonly authored correspondence between applicant and committee, recommended unilaterally some modifications. In other cases, the executive director was apparently expressing the will, perceived or actual, of the committee. The regrant sample group contains eleven examples of Executive Directors making specific recommendations to their committees as to whether applications should be funded.

Few of the regrants in Group-B were actually initiated by a state humanities committee. Only three examples can be found--SD38, MA21 and IN11. In the first case, the prospective project director was invited to submit a proposal for a project conceived by committee staff members. In the second case, committee staff urged the prospective project director to submit a proposal for a project of his choosing. In the third case, the project director reported that the success of his project was such that the state committee asked him to repeat the project with the support of a second grant in another city. Other regrant projects in Group-B resulted from program development efforts (such as MO23), but there is no evidence that these were conceived by the committees.

Attendance at Regrant Projects

The attendance of committee and staff members was recorded during Evaluation Unit visits to the fifty sample projects. Of

45 projects where attendance could be determined, 26, or 58 percent, were attended by representatives of the committees. Of the remaining 19 projects where no committee representative was present at the session attended by the Evaluation Unit, eleven were attended, at another session in the series, by someone from the state committee. In 17 cases committee staff or members attended half or more of the program sessions. Thus, based on this sample, the committees demonstrate nationwide a high degree of interest in observing the programs which they have funded. Twelve of the 26 programs were attended by committee staff only; four by committee members only; and ten by at least one member and one staff member. The possibility that some visits by committee members or staff were in response to Evaluation Unit visits cannot be discounted.

The purpose of visits by committee members or staff was usually to observe and evaluate the regrant projects. Visits by committee members or staff to 37 projects produced 24 written evaluation reports. In two more instances oral reports on the projects were delivered to the committee. Occasionally the purpose of a committee or staff member visit was other than observation or evaluation. In five of the 37 projects visited by a committee member, that person made an oral presentation to the audience describing the nature and purpose of the state committee, and explaining the committee's support of the

program. The incidence of committee staff or members as active participants in regrant programs is noteworthy: eight examples are found in the sample of fifty projects (16 percent). Their participation ranged from planner, to speaker, discussion leader, moderator and panelist. In seven of the eight cases the participant was a committee member. For example, in an Oregon regrant (OR33) the Chairman of the Oregon Committee made presentations at three sessions and moderated 13 others. The only staff participant was an Executive Director who was filling in for a scheduled speaker who was ill.

Regrant Evaluation by Committees

The fact that state committees often send representatives to regrant programs for purposes of evaluation has been mentioned above. Another method commonly used by committees to determine the results of a grant project is to require a final narrative report from the project director. Forty of 47 projects in Group-B (representing 32 of 36 states) were described by these written reports. Eight reports utilized standard reporting forms devised by the committees. The rest, so far as could be determined, had no particular format imposed by the committee. With the exception of these two types of evaluation--site visits and project director reports--little evidence could be found to suggest that the committees seek information or reactions from their regrant programs' participants or audience, or from outside consultants.

In only three of 47 projects were participants asked by the committee to record their observations and opinions. In four cases committees requested that the program audience complete evaluation forms, and in seven cases they enlisted outside consultant evaluators.

The reason these evaluative indicators (audience reaction, participant reaction and outside consultant opinion) are so seldom used may be the lack of experience in this area on the part of Executive Directors. Since they are unsure of what they want to know, should know, or of what the Endowment wants to know about regrant projects, they usually avoid such techniques altogether, leaving them to the discretion of the project director. An analysis of the content of the written final reports required of project directors by the committees reinforces this impression. Among the 40 project directors' final reports in Group-B, a discussion of how the project related to the state theme was requested by the committee only three times; a discussion of public policy issues raised was requested in four instances; names of participants were requested in fifteen instances; and the number and characteristics of the audience were requested in eighteen and thirteen instances, respectively.

A similar picture emerges when the 24 written committee

or staff evaluation reports are examined. Sixteen of the twenty-four were recorded on special forms prepared by the committee for the purpose. Only once was the evaluator asked, on these forms, to relate the observed program to the state theme; six times to record the public policy issues discussed; nine times to record the number of persons in the audience; and nine times to describe the composition of the audience. Eleven times the evaluator was asked to assess the participating humanists' use of their disciplines, or the humanities content of the program.

All seven evaluation reports prepared by outside consultants at the request of the committee were on committee forms. In one instance the form required the evaluator to relate the program to the state theme; in two instances to record the public policy issues discussed; three times to record the number of persons in the audience; twice to describe the composition of the audience; and twice to assess the participating humanists' use of their disciplines, or the humanities content of the program.

In addition to the evaluation techniques discussed above, many state committees hold periodic evaluation and program development meetings, to which past, current, and potential project directors are invited to share experiences and ideas

on public humanities programming.

Regrant Documentation by Committees

The committees' efforts at systematic documentation of their own regrant projects constituted an important source of information which was tapped extensively during the NEH Evaluation study. In addition to the various devices for evaluation described above, documentation consists mainly of grant proposals for individual regrant projects and regrant expenditures reports. Because, in virtually every case, proposals and expenditures reports follow standard formats on forms provided by the committees, they are suggestive of the kinds of documentary information deemed necessary and useful by the committees and their staffs.

Grant Proposals for Individual Regrant Projects

Forty-seven regrant proposals representing thirty-six states were analyzed to determine the frequency with which regrant facts, or data elements, were required by the state committees. The analysis was based on the occurrence of an element on an application "face sheet" or other form devised by the committee. If an element was discussed in the body of the application, but no indication could be found that its discussion was mandatory, the element was not tallied.

The following elements occur in at least 75 percent of the proposals (at least 35 of the 45 Group-B proposals available):

- Project director name
- Project director address
- Fiscal agent name
- Fiscal agent address
- Project title
- Format of the proposed project
- Funding requested
- Description of proposed project

Elements occurring in 50-75 percent of the proposals (24-34) include:

- Name of sponsoring organization

Elements occurring in 25-50 percent of the proposals (12-23) include:

- Dates of proposed programs
- Discussion of relation of proposed project to state theme
- Discussion of relation of proposed project to public policy issues
- Names of planners
- Names of implementers
- Disciplines of implementers
- Names of humanist implementers only (no interest expressed in non-humanists)
- Publicity
- Target audience--general characteristics
- Target audience--number
- Evaluation procedures
- Names of resource people or consultants
- Whether an attendance fee is to be charged

Elements occurring in less than 25 percent of the proposals (1-11) include:

- Dates of grant period
- Description of planning process
- Occupations of planners
- Names of humanist planners only
- Occupations of implementers

Regrantee Expenditures Reports

Insofar as could be determined, all state committees require that their grantees submit to them reports of grant expenditures during and/or following the grant period. Although these reports are not ordinarily passed on to the Endowment, they are a potentially valuable source of detailed information about regrant projects, and it is for this reason that a sample of the reports was examined.

Expenditures reports were available for 45 of the 50 Group-B study regrant projects. Most of these reports followed generally the reporting form used by NEH for its grantees. However, since there has been no standardization of reporting forms among the states, each state has devised a form to suit its own needs and interests. The result is that the formats and expenditures categories vary from state to state. In some cases these variances are minor, in others they are significant. Any variation in format or expenditures categories between two reports, no matter how slight, makes comparison and aggregation difficult. For example, a "supplies" category on one report cannot be compared with or added to a "supplies and equipment" category on another. This situation will be dealt with more fully in Chapter III: "Regrant Characteristics." At present, a few examples will suffice to illustrate the

lack of consistency among the 45 expenditures reporting forms:

--42 of the 45 report forms require listing of expenditures made from grant and matching funds separately. This is perhaps the main common characteristic in the expenditures reports.

--8 forms require itemizing expenditures for evaluation.

--18 require itemizing expenditures for publicity.

--32 require itemizing travel costs.

--26 reports include stipends or honoraria paid to program participants with project administrative salaries.

--10 reports request names of participants who receive funds. None asks for the affiliation or discipline of participants.

--18 reports distinguish between cash and in-kind matching.

State Committee Expenditures Reports

The Endowment receives documentation of regrants from the committees in two forms: committee expenditures reports and committee grant proposals. The only systematic means by which the Endowment collects comparable data on regrants is the "Cumulative Report on Regrants" which each state committee is asked to submit as part of its periodic expenditures reports and payment requests. Information categories contained in these attachments to standard NEH expenditures reports include:

(state) regrant number; regranttee; title; amount of award; payments; and matching. The interpretation of these categories is left to the discretion of each state committee.

Grant Proposals From State Committees

In May, 1975, sample pages of regrant summaries found in the most recent grant applications of the 42 operational state humanities committees were examined for the presence or absence of informational elements. These elements which occur in 75% or more of the state proposals (at least 32) include:

- Title of regrant project
- Grant Amount (from state committee)
- Name of sponsoring organization
- Topics or subjects addressed
- Format of the project

Elements occurring in 50-75% of the proposals (21-32) include:

- Location of sponsoring organization
- Disciplines of humanist implementers
- Target audience

Elements occurring in 25-50% of the proposals (11-20) include:

- Matching amount
- Number of humanist implementers
- Fields/occupations of non-humanist implementers
- Number in actual audience

Elements occurring in less than 25% of the proposals (1-10) include:

Sources of matching funds

Grant period

Name of project director

Number of humanist planners

Disciplines of humanist planners

Number of non-humanist planners

Fields/occupations of non-humanist planners

Number of non-humanist implementers

Institutional affiliation of humanist implementers

Size of anticipated audience

Project results

Evaluation component

Number and names of communities where programs were held

Several Executive Directors have said, in conversations with Evaluation Unit staff, that they would be willing, even eager, to compile and submit to the Endowment whatever information on regrants the agency staff deemed important. Some states, because their Executive Directors are uncertain as to what information the Endowment wants, write lengthy descriptions of each funded project.

Public Visibility of State Committees

At regrant programs, the visibility of the state committees is high. The committee was orally acknowledged at sessions attended by Evaluation Unit staff during 29 of 44 Group-B regrant programs (66%). Usually the acknowledgement was made by the project director or program moderator. At five of 37 regrants (14%) visiting committee members or staff made oral remarks about the funding role of their committees. At two regrant programs committee banners were prominently displayed.

News clippings relating to 21 of 50 Group-B regrants were read for references to the state committees. Clippings were divided into two categories: publicity and dissemination. Publicity articles were those describing or publicizing programs yet to occur. Dissemination articles, on the other hand, were those dealing in some way with the events of programs already taken place. Seventy-one percent of publicity articles (47 out of 66) mentioned the state committee, while only 29 percent (16 of 55) dissemination articles did so. Most publicity articles resulted from press releases prepared by project directors, a fact that may account for the high incidence of committee references.

The important question of the adult public's awareness of state humanities committees and their programs was not directly addressed in the evaluation. An imprecise indication comes

from a question asked in the audience questionnaire mailed to audience members of 31 of the 50 Group-B regrant: "When you attended the program, were you aware that it was partially supported by funds provided to your state humanities committee by the National Endowment for the Humanities?" Fifty-seven percent of the 1,185 persons responding answered "yes." The highest percentage of persons who were aware of the NEH/state committee relationship was in the South (64 percent); the lowest was in the Northeast (51 percent).

Summary and Conclusions

The operation and administration of state humanities committees have not been systematically investigated in the program evaluation. Information has been collected on the committees viz a viz their regrant projects.

Analysis of case study regrant indicates that the committees take a decidedly active role in regard to pre-award modification of grant projects. Both staff and committee members participate, sometimes one more so than the other. This willingness of committees to shape or influence proposed projects usually, but not always, falls short of actual conception of projects.

Committee members and staffs frequently attend funded regrant projects, usually for the purpose of observing and evaluating the results of grants. Occasionally committee

members or their staffs are active participants in the actual public programs, as speakers, discussion leaders, or in other roles.

Virtually all committees require some type of evaluation component in their regrant projects. Most often it takes the form of a final report from the project director. On-site visits to regrant programs by committee members or staffs are a second important means of evaluation commonly used. Only rarely do committees require evaluative comments or information from regrant audiences, participants, or from specially employed outside consultants. These types of evaluation are essential to a balanced assessment of the effectiveness of any regrant program. They are not employed more often by committees because, in all probability, their staffs lack the requisite skills in survey research and additionally, may be unsure as to what kinds of information should be collected.

Most committees require grant applicants to address specific topics in their applications, and/or to complete forms devised by the committee. Analysis of these forms indicates that there is little consistency from committee to committee with respect to information requested from applicants. Much potentially important data, particularly that relating to names and affiliations of participants, the

planning process, and descriptions of target audiences, is requested rarely. A similar lack of comparability from state to state exists among regrant expenditures report forms.

Visibility of state committees at funded regrant programs is high, and much of the newspaper publicity for the regrant programs mentions the committees. Recognition of the committees and their work among the general populace was not probed in the evaluation study although this is an important matter to NEH.

CHAPTER II: STATE THEME

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CHAPTER IISTATE THEME

As one of the guiding principles, state committees are required by the Endowment to select a theme to serve as a focus for regrant projects. Committees have complete latitude in constructing themes, but implicit in this assignment is the assumption that the theme be of general interest to a state's populace and therefore helpful in stimulating proposals. Since Principle IV of the "State-based Program Principles and Standards" stipulates that a theme be "carefully chosen" and "central to each project," analysis relating to the state theme investigated three areas: the theme selection process, theme content, and the relationship between the theme and regrant projects.

Theme Selection

How a theme is to be chosen and how long a theme is to be retained are matters determined by each committee; consequently, there is little uniformity in these practices. A sample of state committee proposals submitted to the Endowment for funding (i.e., 25 of the 44 proposals which formed the data base for the regrant catalog) was perused for information on theme selection.

In general, each committee devoted a large portion of its planning period to discovering the issues of widespread interest within the state. Assorted methods have been employed to gauge public sentiment. Typically, state committees have sponsored regional public meetings to promote discussion of current issues. Sometimes these meetings were invitational but more often they seemed to be open to the public. Another common device was the use of public opinion polls. Committees have either conducted their own surveys or have commissioned survey firms to incorporate specific questions in their routine surveys. Conversations and interviews with public officials, academic humanists and the general public also contributed to theme formation.

Once a committee adopted a particular theme for its first operational period, the next concern has been whether that theme should be continued through the following years. To assess the suitability of an elected theme, a committee may again rely on regional meetings held solely for this purpose, on opinion surveys, and on conversations with various individuals. When committees convene evaluation conferences or humanists' conferences, the state theme may be identified as a topic under consideration. Sometimes the committee itself may decide, based on its members' attitudes and the regrant proposals received during the theme tenure, whether the theme should be altered or continued. Since, in the past, state proposals anticipating

the committee's second year program have been submitted to NEH midway in the first grant period, the committee has frequently found that insufficient evidence exists to prompt a change in the first year theme.

Theme Content

State themes were reviewed to calculate how frequently themes are revised and to determine theme content. The group of state themes studied consists of themes selected by all 50 states prior to March, 1976. At that point, all the states had programs in existence for at least one operational grant period (usually equal to 12 months). In assessing the occurrence of theme change, only those states with programs in operation for at least two years were included, thereby omitting five states (California, Arkansas, Massachusetts, New York and Utah). Out of 45 states, nearly half the committees (22 or 49 percent) adopted one theme for their first and second operational periods. After the second period, 21 of the 22 committees then selected a different theme. The remaining committee continued to employ its first theme through four operational periods. Among the 23 committees which altered their theme focus after one period, only 6 carried the second grant theme through the third grant. Of the 16 programs functioning for 4 operational periods, 7 programs retained their third grant theme in their fourth period of operation. There were four state programs which had been

in existence for five periods. Of those four, three programs had continued the fourth operational theme in the fifth term.

In total 33 of the 45 committees (73 percent) used the same theme twice. Ten committees instituted only one theme. Seventeen employed two themes. Eleven adopted three themes. Six chose four different themes, while only one used five separate themes. This information is presented in Chart 1 (pp. 24-25). The 112 different themes which the 50 committees have selected to serve as program foci during 152 operational periods were also analyzed. To summarize the subject areas addressed, the state themes were grouped into seven categories. These categories were formulated to distill the essence of the variety in theme statements and were identified as: Community, Tradition and Change, Human Values, National Ideals/Bicentennial, Resources and Growth, Education, and Miscellaneous. (Table 2, pp. 34-43) lists, by region and state, the themes used.)

In establishing this categorization system, emphasis was placed on general characteristics of the whole body of individual themes. Since categories were designed to be descriptive and common features were sought, some themes fit into more than one designation. It also became apparent that, while this approach seemed most feasible, the scope of the state themes prevents there being a single, possible method. Other categorization

CHART I

Repetition of Themes by State and Operational Period

Key: X = Distinct Theme

L-----J = Repetition of the same theme

State	Operational Period				
	1	2	3	4	5
Massachusetts	X				
New York	X				
California	X				
Utah	X				
Arkansas	X				
Idaho	L-----J				
New Hampshire	L-----J				
Vermont	L-----J				
Conneticut	X	X			
Maryland	L-----J				
Virginia	L-----J				
West Virginia	L-----J				
Illinois	L-----J				
Michigan	L-----J				
Alabama	L-----J				
New Mexico	X	X			
Arizona	L-----J				
Rhode Island	X	X	X		
New Jersey	X	L-----J			
Pennsylvania	L-----J		X		
Delaware	L-----J		X		
Ohio	L-----J		X		
Kentucky	L-----J		X		
Tennessee	X	L-----J			
North Dakota	L-----J		X		
Nebraska	X	X	X		
Kansas	X	X	X		
Texas	X	L-----J			
Colorado	X	L-----J			
Nevada	L-----J		X		
Hawaii	L-----J		X		
Maine	L-----J		L-----J		
North Carolina	L-----J		X	X	
South Carolina	L-----J		X	X	
Georgia	X	X	L-----J		
Florida	X	X	L-----J		
Indiana	X	L-----J		X	
Wisconsin	X	X	X	X	

State	Operational Period				
	1	2	3	4	5
Mississippi	┌-----┐		┌-----┐		
Iowa	X	X	X	X	
South Dakota	X	X	X	X	
Louisiana	X	X	X	X	
Oklahoma	X	X	X	X	
Montana	┌-----┐		┌-----┐		
Washington	X	X	┌-----┐		
Alaska	┌-----┐		┌-----┐		
Minnesota	X	┌-----┐		┌-----┐	
Missouri	X	X	X	X	X
Wyoming	(None)	X	X	┌-----┐	
Oregon	X	X	X	┌-----┐	

schemes might be utilized for other purposes.

Community

The largest of the seven categories deals with the relationship of an individual to a community. Forty-three themes (38 percent) in 27 states treat some aspect of the problems individuals encounter when they live together in a community; the community may be a city, a state, or an entire nation. Such themes generally pertain to the responsibilities, rights, needs, interests, and desires of individuals, the resources, priorities, and values of the general community, and the power of political institutions governing that community. Examples of such themes include: "Freedom and Unity: Individual Rights and Collective Needs" (Vermont); "Traditions in Transition: Private Rights and Public Good" (North Carolina); "The Paradox of Freedom: Private Rights and Public Interest" (Florida); "Government and the Individual in Texas"; "Dimensions of Social Alienation"; and "Man and the Land: Community and the Individual" (Oregon).

Tradition and Change

The second most common category consisted of topics reflecting tradition versus change. Thirty-eight themes (34 percent) selected by 23 states fall within this area. These themes portray a concern for changing values and citizen responsibilities. Examples of this category include: "South Carolinians in Transition: Industrial, Urban, and Cultural

Challenges"; "The Changing Life Styles" (Minnesota); "Iowa's Heritage and Future: The Land, The People, The Laws"; "Century III: Continuity and Change" (Wyoming); "Traditions in Transition: The Impact of Urbanization on North Carolina Communities"; and "Man of the Seventies: Revolution or Revelation" (Florida).

Human Values

Though themes in the third category assign precedence to human values, they all fall within the purview of other categories as well. Twenty-four themes (21 percent) from 19 states comprise this grouping. These themes examine human values as an aspect of issues such as politics, education, community, growth, and change. They reflect an awareness of the impact that public decisions have on the course of private lives, and often assert that human values should govern those decisions. Examples of these themes are: "The Vision of America: Human Values and Public Policy" (Delaware); "Human Values and Public Power: The Land, The Government and The People" (Maryland); "Priorities and Human Values in a Changing Alabama"; "Human Values at Stake in Public Taxing and Spending" (Wisconsin); "Kansas in Transition: The Human Dimensions of Community Development"; "What Values Should Guide Public Policy in Hawaii?"; and "Life, Liberty, and the Pursuit of Happiness in New Mexico's Cultural Mosaic: Human Values in Public Policy Issues."

National Ideals/Bicentennial

Eleven themes (10 percent) which were instituted by 10 states portrayed national ideals or issues stressing a connection with the Bicentennial. Concepts such as democracy, justice, equality and liberty, which are frequently invoked when defining America, are prominent. Occasionally these general concepts provide a context for an accompanying statement of specific issues. The following themes are indicative of this category: "Unity through Diversity in American Society: Justice, Law, and Public Opinion" (Ohio); "Iowa's Heritage and Future: The American Revolution Continuing"; "The Democratic Process: Man's Hope" (Louisiana); "Century III: Equality" (Wyoming); "The Unfinished American Revolution: Our Continuing Search for Life, Liberty, and Happiness" (Oregon); "Are America's Traditions of Justice Adequate for Today's Problems?" (Oklahoma); and "What Happened to the American Dream, 1776 to 1976?" (Missouri).

Resources and Growth

Ten themes (9 percent) from eight states were devoted to the subject of resources and growth. These themes explore the nature and limits of an area's resources, and the possible courses of growth open to a community. Growth is viewed in relation to population, land use, community choice, individual values, and economic opportunity. Examples from this group are: "The Madding Crowd: Population Density and the Future of Florida"; "Learning to Live Within Limits: Our Human and

Natural Resources" (Kentucky); "The Dilemma of Space: North Dakota's Conflicts and Choices in Land Use, Economic Opportunities, and Population Patterns"; and "Human Values in Education and the Use of Natural Resources" (South Dakota).

Education

Six states constructed themes primarily focussing on education. The nine themes (8 percent) in this category investigate the present condition and future course of a region's formal education program, and often seek ways in which to improve the educational system. These themes frequently examine education in terms of economic advancement, cultural change, or relationships between those governing and those governed. Themes typifying this category are: "Education: New Horizons for Mississippians"; "Issues in Education in Iowa Today"; "New Mexico's Cultural Mosaic: Designs for Educational and Economic Opportunity"; and "Education and Public Policy: Changing Perspectives" (Washington).

Miscellaneous

The final category, used as little as possible, is reserved for themes which are inappropriate to any of the other groups. Nine themes (8 percent) representing eight states were placed in this category. A common, but not universal, feature of this miscellany is a general concern for the humanities and public policy. The following themes were among those assigned to this category: "The Human Condition: What it Means to be Human"

(Oklahoma); "The Michigan Economy: A Humanistic Understanding of Production, Consumption, and Leisure"; "People and Mountains: Potential in Peril" (West Virginia); and "Indian and Non-Indian: Cultural Contributions for a Better South Dakota."

Although this system of categorization facilitates a discussion of theme content, it does not reveal any regional trends or program-wide generalizations. The states of each geographical region chose a variety of themes which they changed at different intervals. No general rules about theme content were derived.

Relationship Between State Theme and Regrant Projects

Several sources of information were tapped in an effort to determine what effect a committee's theme might have on regrant projects. First, regrant applications pertinent to the 50 Group-B regrants were reviewed. For the purposes of this study, it was hypothesized that a committee's required regrant application form would be a logical means of communicating the state theme to prospective grantees; and that committees would want applicants to relate their proposed projects to the theme. However, of the 36 states in the Group-B sample, only 13 (39 percent) required that applicants discuss the state theme when submitting a written application. As the regrant applications progress to a level of committee review, less attention is paid to theme. In 27 instances, summaries of committee meeting

negotiations in regard to regrant applications were available; the state theme was mentioned only 3 times (11 percent) by committee members during discussions of regrant applications. During the 50 regrant programs attended, the state theme was identified verbally only once (2 percent): this reference was an announcement of the state theme by a project director. In two (4 percent) of the Group-B regrants, project directors modified the state theme slightly and adopted the resulting statement as their project titles.

Evaluation methods required by the committees reveal another perspective on the importance of the state theme. For the 50 Group-B regrants, 40 project directors' final reports were available. In four (10 percent) of these evaluative reports the committee requested that the project director discuss the state theme in some manner, while in another three (8 percent) it appeared that the project director voluntarily mentioned the state theme. When committee members or staff attended regrants and later submitted written evaluation reports, the theme was rarely cited in relation to the regrant session. Twenty-two committees in the Group-B sample received a total of 24 reports written by either a committee member or a staff member but only 1 (5 percent) of these reporting formats requested that the individual consider the state theme in relation to the project. Four committees asked that the project

directors of Group-B regrant poll program audiences for specific information: none of the questions posed related to state theme. Lastly, in seven cases, committees solicited an outside consultant's views on regrant programs: one committee (14 percent) had the evaluator comment on the regrant and the theme.

Summary and Conclusions

Principle IV of the "State-based Program Principles and Standards" instructs each committee to carefully select a theme which can be central to regrant projects. Committees have made a sincere attempt to judge public opinion on issues prior to deciding upon their first theme. For subsequent themes, the committee is able to supplement this assessment of public interest with experience gained through program operation. Most committees have used the same theme twice but only one committee relied on the same theme through all four of its grant periods. Themes chosen have been general as well as specific and reflect a variety of subject matter. Most themes pertain to the relationship of an individual to a community, to the concept of change or to human values.

Though all states adhere to the requirement that they institute state themes, use and importance of the theme in program operation appears to be minimal. Committees may require potential grantees to explain the relationship of their regrant

projects to the theme, but after the application process committees do not emphasize the role of the state theme. The theme is very rarely announced during regrant sessions and committees do not emphasize the relationship of state theme to regrant project as a significant variable in evaluation measures.

In short, committees do select state themes but do not seem particularly interested in ensuring that the theme "be central to each project."

TABLE 2

State Themes Prior to March 1976 by: Region, State and
Operational Period

New England

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
Maine	1&2	Man on the Maine Frontier
	3&4	Payrolls or Pickerel: Modern Development Needs and Maine's Traditional Values
New Hampshire	1&2	New Hampshire in Transition: The Individual and the Community Amid Growth and Change
Vermont	1&2	Freedom and Unity: Individual Rights and Collective Needs
Massachusetts	1	I Want, You Want, We Want--Rights, Power and the Community
Rhode Island	1	A Sense of Community: Adaptation and Change
	2	Public Policy and Human Values in a Changing Rhode Island
	3	The Consent of the Governed: Human Values and Public Policy
Connecticut	P*	How Can I Be Heard: Understanding Public Issues and How They are Dealt with in Connecticut
	1	Being Heard--Understanding Public Issues and How They are Dealt with in Connec- ticut
	2	Being Heard: People, Public Issues and the Humanities

*P = Planning Period

Middle Atlantic

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
New York	1	Humanities and Public Policy
New Jersey	1	The Work Ethic: Changing Attitudes and Public Policy
	2	The Idea of Equality: The Humanities Address Public Policy Issues
	3	The Idea of Equality in New Jersey: The Humanities Address Public Policy Issues
Pennsylvania	1&2	The People of Pennsylvania and Their Institutions: Who Does What?
	3	Pennsylvania's People and Their Institutions: Hard Times and Human Values

South Atlantic

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
Delaware	1	Government, Power, and the People of Delaware: A Humanistic Inquiry Into Government and How Well It Serves Us
	2	Government, Power, and the People of Delaware: Humanistic Perspectives on Government and How Well It Serves Us
	3	The Vision of America: Human Values and Public Policy
Maryland	1&2	Human Values and Public Power: The Land, the Government and the People
Virginia	1&2	Values Revalued: The Individual and Community in a Changing Commonwealth
West Virginia	1&2	People and Mountains: Potential in Peril
North Carolina	1&2	Traditions in Transition: The Impact of Urbanization on North Carolina Communities
	3	Traditions in Transition: Urbanization and the Future of North Carolina Communities
	4	Traditions in Transition: Private Rights and the Public Good
South Carolina	P, 1&2	South Carolinians in Transition: Industrial Urban and Cultural Challenges
	3	Changing Human Values: Influences on Public Policy in South Carolina
	4	The Effect of Human Values on Public Policy in South Carolina
Georgia	1	The Quality of Life
	2	Georgia in Transition: Changing Values of Race, Land Use and Liberty
	3&4	Georgia Values in Transition: Land, Liberty and Learning
Florida	1	Man of the Seventies: Revolution or Revelation
	2	The Madding Crowd: Population Density and the Future of Florida
	3&4	The Paradox of Freedom: Private Rights and public Interest

East North Central

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
Ohio	1&2	Unity Through Diversity in American Society: Justice, Law and Public Opinion
	3	Unity Through Diversity in American Society: Individuals and Institutions: Human Values in a Changing Society
	4	Human Values in a Changing Society
Indiana	1	The Role of Government in the Family
	2&3	Indiana Communities in Transition: The Human Side of Policy Choices
	4	Private Rights and the Public Interest: The Continuing American Revolution
Illinois:	1&2	Breaking Barriers: Individual and Govern- ment Responsibility
Michigan	1&2	The Michigan Economy: A Humanistic Understanding of Production, Consumption and Leisure
Wisconsin	1	Dimensions of Social Alienation in Wisconsin
	2	Taxation and the Humanities: Inquiry Through Public Dialogue
	3	Human Values at Stake in Public Taxing and Spending
	4	Conflict, Change, and the Democratic Process

East South Central

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
Kentucky	1&2	Our Public Agencies: Servants or Masters?
	3	Learning to Live Within Limits: Our Human and Natural Resources
Tennessee	1	Them and Us: What Divides Tennesseans? What Can Unite Them?
	2&3	We The People--Our Land, Our Government, Our Heritage
Alabama	1	Priorities and Human Values in a Changing Alabama: At City Hall, Courthouse and Statehouse
	2	Priorities and Human Values in a Changing Alabama
Mississippi	1&2	Education: New Horizons for Mississippians
	3&4	The Emerging Dream of America with Emphasis on the Individual's Responsibility to his Institutions--Home Church, Work, Education and Government

West North Central

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
Minnesota	1	The Changing Life Styles
	2&3	Regionalism and the Individual in Minnesota
	4&5	Humanities and Public Policy in Minnesota: Conflicts Between Private Rights and Public Needs
Iowa:	1	An Awareness of Human Needs on the Eve of American Century III
	2	Issues in Education in Iowa Today
	3	Iowa's Heritage and Future: The Land, the People, the Laws
	4	Iowa's Heritage and Future: The American Revolution Continuing
Missouri	1	Man and the American Dream--1776-1976
	2	What Happened to the American Dream 1776 to 1976?
	3	The Humanities and Contemporary Issues in Missouri: Public Need and Individual Right in Education, Justice, Environ- ment, and Cultural Heritage
	4	Education and Representative Government: 1776-1976--the Future
	5	We the People--Our Economy, Our Education, Our Land, Our Government: A Humanistic Perspective on Public Issues in Missouri
North Dakota	1&2	The Dilemma of Space: North Dakota's Conflicts and Choices in Land Use, Economic Opportunities, and Population Patterns
	3	Heritage and Challenge: Human Values in a Changing Dakota
South Dakota	1	Indian and Non-Indian: Cultural Contri- butions for a Better South Dakota
	2	Education in a Changing Rural Society
	3	Human Values in Education and in the Use of Natural Resources
	4	Voices, Values and Visions of South Dakota's Land and People

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
Nebraska	1	Nebraska Communities Face the Future: Public Issues and Community Decision Making
	2	Citizen Power and the Changing Patterns of Government, Industry, and Education: Understanding Public Issues through Dialogue
	3	Citizen Participation in the Changing Patterns of Government, Industry, and Education: Understanding Public Issues through Dialogue
Kansas	1	Human Values in a Changing Kansas
	2	Kansas in Transition: The Human Dimen- sions of Community Development
	3	Changing Kansas Communities: Exploring the Role of Human Values in Shaping Public Policy

Mountain

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
Montana	1&2	Political Power in Montana
	3&4	Private Rights and Public Choices
Idaho	1&2	Idaho's Growth: The Role of Human Values in Directing its Course
Wyoming	1	None
	2	Century III: Equality
	3	Century III: Continuity and Change
	4&5	Tradition and Change: The Development of Community
Colorado	1	The Human Dimensions of Colorado's Growth: An Examination of Human Issues Raised by Public Policy Questions Related to Population Growth
	2&3	The Pursuit of Happiness: Competing Ends and Limited Means
New Mexico	P&1	New Mexico's Cultural Mosaic: Designs for Educational and Economic Opportunities
	2	Life, Liberty, and the Pursuit of Happiness in New Mexico's Cultural Mosaic: Human Values in Public Policy Issues
Arizona	1&2	Frontier Values Under the Impact of Change
Utah	1	Utah: Tradition, Change and Human Values
Nevada	1&2	The Role of Law in Modern Society
	3	Continuity and Change: The Humanities and Public Policy in Nevada

West South Central

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
Arkansas	1	Individual Rights and Community Values
Louisiana	1	The Cultures of Louisiana: Issues-Values-Conflicts
	2	People, Political Power, and Public Policy: The Future of Louisiana
	3	The Democratic Process: Man's Hope
	4	Right in the Marketplace?
Oklahoma	1	The Human Condition: What It Means to be Human
	2	Are America's Traditions of Justice Adequate for Today's Problems?
	3	Government and the People of Oklahoma: Citizen Values in Community Decisions
	4	Citizen Values in Community Decisions: 200 Years After Independence
Texas	1	Government and the Individual in Texas
	2&3	Government and the Individual in Texas: Humanistic Perspectives and Public Policy

Pacific

<u>State</u>	<u>Operational Period</u>	<u>Theme</u>
Washington	1	Education: Changing Perspectives
	2	Education and Public Policy: Changing Perspectives
	3&4	The Public Interest: Government and the Individual 1776--1976 and Beyond
Oregon	1	Man and the Land
	2	Man and the Land: Humanistic Perspectives on the Use of Space
	3	Man and the Land: Community and Individuality
	4&5	The Unfinished American Revolution: Our Continuing Search for Life, Liberty and Happiness
California	1	The Pursuit of Community in California
Alaska	1&2&3&4	Land: Bridge to Community
Hawaii	1&2	Cosmopolitanism and Public Policy in Hawaii
	3	What Values Should Guide Public Policy in Hawaii?

CHAPTER III: REGRANT CHARACTERISTICS

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CHAPTER IIIREGRANT CHARACTERISTICS

This chapter deals with several aspects of regrant programs: their format, duration and number, location, amounts of grant awards, and an analysis of regrant expenditures. Information on these subjects is available for both Group-A and Group-B regrants. Since, however, Group-A data is constrained by the completeness and accuracy of the regrant descriptions contained in the state committees' grant proposals to NEH, most Group-A data appears in table rather than narrative form. Group-B data, derived from case study reports, is far more reliable. The major use of Group-A data on regrant characteristics lies in its illustration of the range in format types, activity sites, and so forth.

Format

Information about the format of 883 Group-A and all 50 Group-B regrants was recorded. In both cases, as many format types as were applicable were recorded for each regrant. Table 3 (p.55) lists format frequencies for Group-A and Group-B.

Discussion

Most Group-B regrants (88 percent) included provisions for audience discussion. This was done by different means: breaking down one large audience group into several small discussion groups; allowing a period for audience questions following presentation by

speakers or panelists; taking telephoned or written questions; or, in some cases, permitting most of the regrant program to be devoted to free-form discussion between audience and participants. Some examples from Group-B case studies are:

"New Directions in Marriage, Family and Divorce Policies" (AZ01). At the session visited by the Evaluation Unit staff member, several persons comprising the audience, the project director, and the guest speaker (a professor of Family Relations) held an extremely informal discussion about problems and trends in marriage. The format was similar to that of a college seminar, or a round-table discussion.

"Victimless Crime: Public Costs and Private Standards" (FL06) This symposium, designed to explore how society should deal with victimless crimes, included a series of panel discussions, each on a different "crime." Audience members were encouraged to ask questions of panelists between panelist presentations.

"Restoring Faith in Government" (CA02) One session in this five-part series was observed by an Evaluation Unit staff member. At that session, the main event was the reading of a paper prepared by an eminent educator. This was followed by reactions of two discussants, and an audience discussion period. Discussion, however, took the form of questions written on slips of paper which were collected (and presumably edited) and read to the speakers for their response.

"The Impact of Economic Stress in American Society (CT04)

A series of panel discussions on how adverse economic situations affect American society was held in a television studio, and broadcast over closed circuit TV to discussion groups meeting in several locations around the state. Members of the discussion groups were able to address questions to the panelists in the TV studio via an electronic "talk back" system. These questions, and the panelists' replies, were broadcast simultaneously to discussion groups at other locations.

"Land and Man: Economics versus the Environment" (TX39)

A series of conferences was held in four Texas cities to allow representatives of the disadvantaged and environmentalists to discuss economic and environmental issues. At the observed conference, several speakers made brief presentations on environmental problems and urban needs, followed by a panel discussion. There were two periods when questions were taken from the audience. After lunch, the audience met in small discussion groups, each led by a local resident. Representatives of each group then reported back to the re-assembled audience on what was discussed. A general discussion followed.

Lecture

About two-thirds of all Group-B regrants (64 percent) involved lectures by humanists or other participants. Any scheduled extended monologue was considered a lecture. Some examples are:

"The Future of the Past" (DE05) Residents of a small historic town met in a local elementary school auditorium to discuss the future of historic preservation in their town, and the ramifications of recent historic preservation legislation. The audience listened to prepared papers by a university history professor on the history of historic preservation; by a local attorney on state and local laws; by an art professor on the aesthetics of preservation, and others.

"Issues and Problems of the Black Community: Relevant Approaches" (MD19) One session of a 12-part series designed to educate Black inner city residents about the political process, public agencies, and citizen responsibilities, was observed. The program opened with the singing of gospel hymns by a church choir and an invocation. Then a city councilwoman gave a talk about the elective process in the city, and how voters could and should participate.

"Representative Education and Representative Government--The Future for Farmington" (MO23) At a public meeting on civic responsibilities for the education of handicapped children, five speakers made presentations. They included the Superintendent of public schools, a judge, a local newspaper editor, a philosophy professor, and a member of an association for children with learning disabilities.

Conferences

About one-third of all Group-B regrant (38 percent) were described by their organizers as conferences. The previously described programs on "Victimless Crimes" (FL06) and "Land and Man: Economics versus the Environment" (TX39) are two examples of conferences. Another example is:

"The Family, its Heritage and Future: Perspectives of Changing Public Policy Affecting the Family Unit" (IA13)
A series of conferences on historical, legal, and philosophical perspectives on the American family was held at four Iowa college campuses. The conferences consisted of presentations by three or four featured speakers, interspersed with small group discussion sessions.

Panels

Over half of all Group-B regrant (56 percent) employed panels to present information and opinions to their audiences. Three previously discussed examples of programs which used panel discussions are "Victimless Crime" (FL06), "Land and Man" (TX39), and "The Impact of Economic Stress in American Society" (CT04).

Performing Arts

A small number of Group-B regrant employed live performing arts components (6 percent). All were dramatic performances:

"New Directions in Marriage, Family and Divorce Practices (AZ01). At a session dealing with the issue of child custody

in divorce proceedings, a fictitious child custody proceeding was enacted with real lawyers and a judge playing their own roles, and actors playing the mother and father. Audience discussion followed the performance.

"Rural Women's History Project" (ID09) Six brief skits were performed based on the lives of rural Idaho Women. The characterizations were derived from a series of interviews conducted by project staff. Audience discussion followed the performance.

"Little America: A Small Town Reflects on the Bicentennial" (MD17) One session of an extended series was entitled: "Dramatic Presentations of Selected Events in the History of Emmitsburg." It consisted of an evening of skits at the local high school performed by the students.

In addition to these "live performances," several other regnants made use of the performing arts through electronic media:

"Perspectives on the American Revolution" (GA07) At a session on "Music and Patriotism in the American Revolution," tapes of music written during the Revolutionary era were played to illustrate a lecture on the subject.

"Shakespeare Film Festival" (IN11) This project involved a series of screenings of filmed versions of Shakespeare's plays, followed by small group discussions.

"Alliance--Young and Old--Via the Movies" (MA20) Also

a film festival format, this project opted for showings of films illustrating different subjects, or themes followed by audience discussion.

Field Trip

Ten percent of Group-B regrants utilized field trips. In all of the five Group-B regrants, field trips were only one aspect of a series of programs involving other formats, usually conferences. The five regrants are:

"Perspectives on the American Revolution" (GA07) In addition to two two-day conferences and several community meetings, a field trip led by Georgia Southern College history professors was made to historic sites in southern Georgia. Participants--the tour was open to any interested persons--traveled in private cars.

"City Awareness" (RI36) This regrant involved a series of workshops on urban preservation and development for government officials, planners, developers, and other interested citizens of Providence, Rhode Island. One of the workshops was a "traveling workshop," a field trip to Boston by chartered bus to tour recycled buildings. Participants heard talks by Boston developers and architects, and joined with them in a panel discussion.

"Land and Man: Economics versus the Environment" Conferences were held in four major Texas cities to discuss areas of

commonality between environmentalists and the disadvantaged. At the Dallas conference, participants went on a bus tour of the Dallas slums.

"Man, Government and the Sea: Northern Puget Sound and the Strait of Georgia" (WA46) During each day of a five day conference, chartered buses made tours to the port facilities of Bellingham, Washington and to the Lummi Indian Reservation experimental salmon hatchery project.

Media--Production

Ten percent of all Group-B regrants produced films, two percent produced slide shows, and eight percent produced videotapes. Some examples are:

"The Wealth of West Virginia: Behold the Land" (WV49)
A 60-minute film was produced and broadcast throughout the state consisting of a dramatized treatment of the history of West Virginia from the perspective of land use, interspersed with narration and comments from a panel of five humanists.

"Albuquerque 1940-1975: The Human Dimensions of Rapid Growth" (NM28) Project staff developed a narrated slide/tape show about the effects of Albuquerque's rapid growth on the people who live there. The show was used as a focal point for discussion at each of several public meetings held throughout the city.

"Philosophers and Kings: A Conference on Leadership from the Perspective of the Humanities" (OH31) A week-long conference was held on the campus of a major university to involve teachers, scholars, and leaders from various sectors of society in discussions of the role of leadership in contemporary society, particularly from the literary perspective. Some of the conference sessions were videotaped for later use by interested groups.

Media--Broadcast

Television broadcasts, to local or closed-circuit audiences, were made in six percent of Group-B regrant. Radio broadcasts were made in four percent of the regrant.

Examples of the television broadcasts are: "The Wealth of West Virginia" (WV49) and "The Impact of Economic Stress on American Society" (CT04). An example of a regrant using radio broadcasts is:

"All for our Country" (NV26) A series of public meetings were held, each centered loosely on a weekly American Issues Forum topic. Each meeting had one or more featured speakers. Meetings were broadcast live over a local radio station, and listeners could call in questions to the speakers, and could hear their replies on the air.

Media--Use

Films, not necessarily produced under the regrant, were shown at 22 percent of all Group-B regrant programs. Sixteen percent showed slides, and two percent showed videotapes.

An example of a regrant where films not produced under the grant were shown is the "Shakespeare Film Festival" (IN11), a series of screenings of filmed versions of Shakespeare plays attended by residents of a small Indiana city. An example of a regrant in which slides were shown is "Lindon: Its Past and Present" (UT40). At one session in a series of public meetings held in a small Utah town, a speaker from the state historical society showed illuminated slides of registered historic landmarks elsewhere in the state. The only regrant to use videotape was "The Impact of Economic Stress in American Society" (CT04).

In addition to these format types observed in Group-B regrants, several other formats are recorded from the 883 Group-A regrants for which formats are known. These include humanist-in-residence (only one example), exhibits, dance performances, role playing, and poetry reading.

The Regrant Program Series

Many regrants in Group-B were series of programs rather than a single program. To examine this phenomenon statistically, all regrants were broken down into "sessions." A session was defined as any regrant program or portion of a program that took place on a single calendar day. Thus, a two day conference would consist of two sessions, just as would two symposia separated by a period of months. Information on the number of

TABLE 3

Format of Regrant Projects

	N=883		N=50	
	<u>Group-A</u>		<u>Group-B</u>	
	<u>Number</u>	<u>Percentage</u>	<u>Number</u>	<u>Percentage</u>
Conference	347	39%	19	38%
Demonstration	3	--	1	2
Discussion	531	60	44	88
Print Material	16	2	4	8
Exhibit	11	1	1	2
Field Trip	11	1	5	10
Lecture	207	23	32	64
Panel	126	14	28	56
Drama	32	4	3	6
Dance	2	--	0	0
Music	4	--	1	2
Film Production	31	4	5	10
Script Production	3	--	1	2
Slide Production	11	1	1	2
Videotape Production	42	5	4	8
Audiotape Production	17	2	3	6
Radio Broadcast	32	4	1	2
TV Broadcast	80	9	3	6
Role Playing	2	--	0	0
Use of films	67	8	11	22
Use of slides	23	3	8	16
Use of videotape	9	1	1	2
Use of audiotape	9	1	0	0
Humanist in Residence	2	--	0	0
Investigation by Humanist	1	--	0	0
Written Report	1	--	0	0
Poetry Reading	1	--	0	0
Production of Magazine Article	2	--	0	0
Game	1	--	0	0
Question Call-in	1	--	1	2
Reading Assignment	1	--	0	0

Unknown = 148

sessions was obtained for 45 Group-B regrantants. Only 18 percent (N=8) of the regrantants consisted of a single session. Forty-eight percent of Group-B regrantants had from two to six sessions. Thirty-three percent of Group-B regrantants had more than six sessions (a maximum of 37). Table 4 (p. 57) shows the number of sessions in Group-A and Group-B programs.

Sites of Regrant Activity

The most frequent site of regrant programs was a college or university campus, where 45 percent of Group-B regrantants were held. The second most frequent site was a community center. Other common sites were: government agencies (9 percent); historical sites (9 percent); and libraries (9 percent). Group-B regrantants were also held at military bases, movie theaters, museums, performing arts centers, and hospitals. Table 5 (p. 58) shows the sites of Group-A and Group-B regrantants.

Table 6 (p.59) shows the distribution of regrant projects by the population of the communities in which at least one session was held. The table makes clear the fact that the State-based Program is not a mainly rural or mainly urban program, but one which affects towns and cities of all sizes. Approximately the same percentage of regrant programs were held in communities of under 1,000 persons (17 percent) as were held in cities of over one million (13 percent). The two population increments with the largest percentage of Group-B regrantants are

TABLE 4

Number of Sessions in Regrant Programs

<u>Number of Sessions</u>	<u>N=599</u> <u>Group-A</u>		<u>N=45</u> <u>Group-B</u>	
	<u>Frequency</u>	<u>Percentage</u>	<u>Frequency</u>	<u>Percentage</u>
1	310	52%	8	18%
2	25	4	3	7
3	51	9	2	4
4	41	7	7	16
5	36	6	5	11
6	39	7	5	11
7	10	2	0	0
8	17	3	1	2
9	8	1	0	0
10	15	3	2	4
11	3	1	1	2
12	6	1	4	9
13	4	1	0	0
14	4	1	0	0
15	3	1	0	0
16	1	--	1	2
17	1	--	0	0
18	2	--	2	4
19	1	--	0	0
20	2	--	0	0
21	5	1	0	0
22	1	--	1	2
24	1	--	1	2
25	2	--	0	0
26	2	--	0	0
28	1	--	0	0
30	2	--	0	0
33	1	--	1	2
37	0	0	1	2
40	1	--	0	0
52	1	--	0	0
54	1	--	0	0
66	1	--	0	0
69	1	--	0	0
Unknown = 432			Unknown = 5	

TABLE 5

Sites of Regrant Activity

<u>Site</u>	N=69 Group-A		N=47 Group-B	
	<u>Number</u>	<u>Percentage</u>	<u>Number</u>	<u>Percentage</u>
College/University	21	30%	21	45%
Community Center	8	12	10	21
Government Agency	6	9	4	9
Historical Site	6	9	4	9
Historical Society	0	0	3	6
Hospital	0	0	1	2
Library	5	7	4	9
Military Base	0	0	1	2
Movie Theater	0	0	1	2
Museum	2	3	2	4
Outdoor	3	4	1	2
Performing Arts Center	1	1	3	6
Indian Reservation	2	3	0	0
Ranch	1	1	0	0
Apartment	1	1	0	0
School for Disabled	0	0	1	2
Other	13	19		
Unknown = 962		Not applicable--3 TV		

TABLE 6

Population of Towns and Cities in Which Regrant Programs Were Held

The frequencies and percentages in this table refer to the number and percentage of regrants which had at least one session take place in each size of community.

	<u>Group-A</u>		<u>Group-B</u>	
	<u>Number</u>	<u>Percentage</u>	<u>Number</u>	<u>Percentage</u>
Under 1,000	32	10%	8	17%
1,001-2,500	35	11	7	15
2,501-5,000	19	6	8	17
5,001-10,000	35	11	12	26
10,001-25,000	54	18	13	28
25,001-50,000	44	14	5	11
50,001-100,000	29	9	4	9
100,001-250,000	42	14	6	13
250,001-500,000	56	18	9	20
500,001-1 million	29	9	4	9
Over 1 million	51	17	6	13
Number of regrants =	308			46

5,000-10,000 (26 percent), and 10,001-25,000 (28 percent).

Table 7 (p. 61) shows the number of towns and cities in which Group-A and Group-B regrant took place.

Regrant Period

The average grant period of 48 Group-B regrant is slightly over six months. The shortest grant period in this group is one month; the longest 14 months.

TABLE 7

Number of Towns or Cities in Which Regrant Programs Were Held

<u>Number</u>	N=525 Group-A		N=40 Group-B	
	<u>Frequency</u>	<u>Percentage</u>	<u>Frequency</u>	<u>Percentage</u>
1	429	82%	33	79%
2	7	1	2	5
3	13	3		
4	16	3	3	7
5	11	2	1	2
6	11	2		
7	9	2	1	2
8	3	1		
9	5	1	1	2
10	4	1		
11	1	--		
12	1	--		
13	1	--		
15	3	1		
18			1	2
20	3	1		
22	1	--		
25	1	--		
30	2	--		
50	1	--		
55	1	--		
91	2	--		
Unknown = 506			Unknown = 10	

Regrant Expenditures Analysis

A budgetary and expenditures analysis of Group-B regrant projects illustrates how grant funds and matching funds are expended. The principle source of information is the final expenditures report which is submitted to the state committee on completion of a regrant project. Since these reports were not available for all of the 50 projects in Group-B, the analysis is based on a sample of 45 projects (excluding regrants AZ01, ID09, MD19, NM28, and NM29). Although the final expenditures reports are somewhat standard in format, there is considerable variability in the type and the extent of information reported, making reliable aggregation of data difficult.

For some analyses, information was also obtained from proposed budgets and from interim expenditures reports. Figures from proposed budgets were used only when the amount of the requested grant equalled, or did not exceed by an arbitrary margin of 15 percent, the actual grant award (assuming that the relative proportions of expenditures categories remained approximately the same). These sources were particularly useful in determining how personnel costs were calculated by grantees--the rate of compensation for project directors and program participants.

When two different budget categories are compared (such as the ratio of project director salary to total personnel costs), only those regrant projects which have entries for both categories are included in the calculations. This method invariably excludes a certain amount of information (from projects having only one of the two entries), and creates a series of regrant sub-samples specific to each comparison.

As previously mentioned, the overall expenditures analysis is based on a group of 45 Group-B regrants for which final expenditures data is available. Because of the variability in the type and extent of information reported, however, any analysis of a single budget category or pair of categories is based on a sub-sample of fewer than 45 regrants. The average subsample is 15 regrants. In the analysis presented in this chapter, the number of regrants forming that sub-sample is indicated by N=____. For example, if the "Supplies" category is being examined, and only 23 of the 45 final expenditures reports list a "Supplies" category, the analysis of that category is done in terms of those 23 regrants (N=23). Thus, a statement that "5 percent of total grant expenditures are for supplies" means only that 5 percent of the expenditures of those 23 regrants was for supplies.

Two financial profiles were developed, one for grant funds and another for matching funds. There were several major

budget categories considered in developing these profiles: personnel, travel, supplies and equipment, space rental, publicity, evaluation, indirect costs, postage, and telephone. These categories were narrowly defined in order to insure reliability of data and calculations. For example, a "supplies and postage" entry is never included in an analysis of either "supplies" or "postage."

The profile of regrant expenditures by category is shown in Table 8. (p. 65). Each category is calculated as a percentage of either the total grant or the total matching expenses. Because each calculation is done on a sample of regrants unique to that calculation. (as explained above), the totaled percentages exceed 100 percent. Throughout this analysis, all amounts are rounded to the nearest dollar.

Grant Funds

Personnel

More than one half of the total grant expenditures (60 percent; N=41 or, 60 percent of a sub-sample of 41 regrants) is devoted to personnel costs. This category includes the salaries for the project director, secretarial support staff and program participants.

Project Director

One of the most substantial personnel costs is that of the project director, whose salary represents 22 percent (N=17)

Table 8

REGRANT EXPENDITURES ANALYSIS: SUMMARY

	<u>Grant Funds</u> <u>Expended</u> (%)	<u>Average Grant</u> <u>Expenditure</u> (\$)	<u>Range Grant</u> <u>Expenditure</u> (\$)	<u>Matching</u> <u>Funds Expended</u> (%)	<u>Average Matching</u> <u>Expenditure</u> (\$)	<u>Range Matching</u> <u>Expenditure</u> (\$)
Personnel	60% (N=41)	\$3,873 (N=43)	400--13,586	62% (N=40)	\$5,095 (N=41)	180--27,800
Project Director	22 (N=17)	1,629 (N=18)	300-- 5,825	25 (N=20)	2,260 (N=20)	500-- 6,049
Program Participants	28 (N=38)	1,700 (N=38)	275-- 5,273	8 (N=38)	744	48-- 4,800
Support Staff	7 (N=10)	468	10-- 1,450	--	--	--
Travel	14 (N=32)	899 (N=34)	29-- 5,435	3 (N=19)	294 (N=19)	10-- 1,530
Supplies and Equipment	5 (N=23)	309 (N=23)	8-- 8,024	3 (N=16)	191 (N=17)	17-- 1,142
Space Rental	3 (N=5)	166 (N=5)	10-- 488	17 (N=18)	1,211 (N=18)	90-- 8,090
Telephone	13 (N=17)	93 (N=17)	6-- 501	1 (N=15)	90 (N=15)	18-- 375
Postage	2 (N=16)	114 (N=17)	5-- 455	1 (N=8)	81 (N=8)	10-- 150
Publicity	6 (N=18)	361 (N=19)	12-- 806	14 (N=12)	1,207 (N=12)	19-- 7,735
Evaluation	6 (N=8)	434 (N=9)	20-- 2,127	9 (N=9)	694 (N=9)	10-- 3,500
Indirect Costs	20 (N=2)	3,201 (N=2)	928-- 5,474	33 (N=8)	4,440 (N=8)	1,212-- 6,521

of the total grant expenditures and 39 percent (N=17) of the grant expenditures for personnel. On the average, a project director's salary paid from grant funds is \$1,629 (N=18), and can range from \$300 to \$5,825. There are several ways in which a director's salary is determined, as seen in Table 9 (p. 67). The most common methods are to pay the director a percentage of teaching salary if that person is a college teacher, or at an hourly rate (usually \$8 or \$10/hour). Salaries were also recorded on a monthly or daily basis, per program session, or as a lump sum. For 22 percent of the regrant projects (N=45), there were entries under both grant funds and matching funds for the project director's salary; however, it is unclear whether the matching funds which supplement this salary represent donations of cash or contributed time assigned a dollar value.

Program Participants

A second substantial expenditure of grant funds is for program participants, constituting 28 percent (N=38) of total grant expenditures and 59 percent (N=36) of total grant personnel expenditures. For almost one half (47 percent, N=38) of the regrant projects, program participant stipends were paid entirely from grant funds. Participant expenditures range from \$275 to \$5,273, and average \$1,700.

The actual cost of program participants is difficult to calculate because for almost one-half (44 percent, N=26) of

Table 9
Project Director's Salary; Rate of Compensation

(P) denotes proposed budget as source of information. All other information is from final expenditures reports.
(INK) denotes In-Kind matching donation.

Regrant	Rate of Compensation	Grant Funds Expended	Matching Expended Cash/In-Kind (INK)	Total
<u>Monthly</u>				
COO3	(P) \$830/mo. X 2 mos.	\$ 800	\$ 800	\$1,600
WV48	(P) \$300/mo. X 5 mos.	(P) 1,500	(INK) 400	1,900
<u>Hourly</u>				
IN12	\$12.50 X 44 hrs.	550	575	1,125
MA 21	(P) \$10.00 X 22 hrs.	Unknown	(P) 2,000	Unknown
	(P) \$10.0	1,750	2,050	3,800
NM29	(P) \$ 8.65	Unknown	Unknown	Unknown
UT40	\$ 2.00 X 9 hrs.	Unknown	(INK) 1,048	Unknown
	5.00 X 286 hrs.	Unknown	Unknown	Unknown
NB25	(P) \$10.00 X 75 hrs.	-	(P) 750	750
<u>Average Hourly Rate: \$8.30/hr. Average No. of Hours: 102</u>				
<u>% Teaching Salary</u>				
IA 13	(P) 20% of 4 mos. plus 15% fringe benefits	(P) 2,000	Unknown	Unknown
KY15	(P) 20% of 6 mos. at \$1000/mo. plus 13.1% fringe benefits	1,359	Unknown	Unknown
OH 31	25% full time teaching	(P) 2,000	(P)(INK) 3,000	5,000
PA 34	(P) 10% time over 4 mos.	Unknown	Unknown	Unknown
RI 36	(P) 20% salary of 10,000	Unknown	(P) 1,500	Unknown
TX39	50% time X 6 mos.	(P) 1,200	1,932	3,132
WI 50	(P) 40% salary X 6 mos.	Unknown	(P)(INK) 4,606	Unknown
<u>Miscellaneous Rates</u>				
CTO4	\$250+	Unknown	Unknown	Unknown
VT42	\$50/day	300	Unknown	Unknown

the regrant projects, the participant stipends are not reported separately from the administrative salaries. There is also considerable variability in the way "participant" is defined in regrant budgets and expenditures reports. For this analysis, program participants are defined as those individuals who filled active, formal roles in the public aspect of the regrant project. This designation refers to those categorized in expenditures reports as speakers, holders of honoraria, panelists, discussants, workshop and discussion leaders, moderators, facilitators, tour guides, and consultants and resource persons who were not primarily planners. Program participants are usually compensated on an hourly basis or per session or seminar.

A similar difficulty is encountered in trying to identify academic humanists among the program participants. In the ten expenditures reports where program participants are referred to by name, none refers to the individuals' academic affiliations or disciplines. The only way to determine which of the individuals listed are humanists is to cross-reference their names with the case study reports.

Support Staff

Secretarial support staff is a comparatively minor personnel expense, and represents only 7 percent (N=10) of total grant expenditures and 8 percent (N=8) of grant funds spent on personnel. The range is from \$10 to \$1,450, and the average is \$468.

Travel--Telephone

Of the total grant funds expended, 14 percent (N=32) was spent on travel, with an average expenditure of \$899 (N=34) and a range of \$29 to \$5,435. The means of calculating travel allowance varies but it is usually done on either a per diem basis, or a mileage basis. It is not always clear who takes advantage of the travel allowance, whether it is administrative staff or program participants, but in several cases the larger travel expenditures are for out-of-state program participants.

Supplies and Equipment

The remaining categories of expenses taken under grant funds represent relatively minor percentages of total grant expenditures. Supplies and equipment costs constitute 5 percent (N=23) of total grant expenditures and range from \$8 to \$8,024, with an average expenditure of \$309. This category is difficult to calculate with any reliability because of the lack of uniformity in how it is reported. Often the supply category is not reported with equipment but instead with postage or telephone costs, or equipment costs are combined with a "rental" category (which might refer to equipment rental or equipment and space rental). Only those entries listed specifically as "supplies and equipment" were included in these calculations.

Publicity

Similar difficulties in interpretation are encountered with the publicity category, which represents 6 percent (N=18) of total grant expenses, or an average cost per regrant of \$361 (N=19). The range is from \$12 to \$806. Publicity is frequently indicated as "promotion" or "advertising," or as an itemized entry sub-divided into printing and duplicating costs. It is difficult to determine when a printing or duplicating cost is essentially a publicity cost. For purposes of this analysis, the only entries accepted as indicating publicity costs are: publicity, promotion, advertising and printing or duplicating (when a sub-division of one of the other three categories). In three cases, a combined "publicity and printing" category is also included in the analysis.

Evaluation

Evaluation represents 6 percent (N=8) of total grant expenditures. Reported costs range from \$20 to \$2,127, with an average of \$434 (N=9). The largest amount spent on evaluation, \$2,127, represents personnel and other incidental costs of producing a final report. Other costs reported as "evaluation" are for stipends paid to outside evaluators. Without explanations in budgets and expenditures reports, it is impossible to interpret "evaluation" expenditures.

Space Rental and Postage

The remaining frequently occurring categories, generally entries on expenditure reports, are space rental and postage. Neither accounts for a significant percentage of grant expenditures: space rental is 3 percent (N=5) of total grant expenditures, while postage is 2 percent (N=16). Only those entries referring specifically to space rental and not equipment rental are included in the calculation.

Administration

Seventy-two percent (N=38) of all grant expenditures are for administrative overhead, defined here as total grant expenditures minus participant expenditures.

Matching Funds

A financial profile similar to that for grant funds was developed for matching funds. There are two types of matching funds: cash contributions and in-kind contributions of goods and services assigned a dollar value. A distinction between cash and in-kind donations is indicated on only 17 of the 45 regrant final expenditures reports (38 percent), and an actual cash contribution is reported for only 9 of the regrants (20 percent). For all regrants with expenditures reports denoting the cash/in-kind distinction, cash contributions make up 8 percent of total matching expenditures. In

only three instances (CA02, PA35 and WV48) the cash contribution approximately equalled or exceeded the in-kind contribution. Cash contributions made to regrant projects average \$703 (N=17) while in-kind contributions average \$7,990 (N=17). None of the ten expenditures reports with references to cash matching indicated that the cash had been matched by the Endowment.

Personnel

As is the case for grant funds, personnel is the largest single entry under matching funds. Total personnel costs (including project director, secretarial support staff, and program participants) represent 62 percent (N=40) of the total matching expenditures and ranges from \$180 to \$27,800. The average matching amount attributed to personnel costs is \$5,094 (N=41).

The project director's salary is again a significant expenditure in relation to the total matching expenditures (24 percent, N=21) and to the total matching funds spent on personnel (35 percent, N=20). The average matching cost of a project director was \$2,117 (N=21). The median salary paid from matching is \$1,500 and the range from \$500 to \$6,049.

Indirect Costs

The next largest expenditure of matching funds covers

indirect costs. With one exception, whenever indirect costs appear as an entry, they are listed under matching funds and constitute 34 percent (N=8) of total matching expenditures. Indirect costs represent 42 percent (N=8) of total grant expenditures. Indirect costs average \$4,400 with a range from \$1,212 to \$6,521, and are usually listed as in-kind. Several budget entries identified as overhead or administrative costs may refer to what are actually indirect costs but are not included in these calculations.

Space Rental

The third major expense under matching funds is space rental, which constitutes 17 percent (N=18) of total matching expenditures, with an average expense of \$1,211 and a range from \$90 to \$8,090. Only entries which specifically referred to space rental (rather than "space and equipment") are included.

Publicity

Publicity is another substantial category under matching funds and represents 14 percent (N=12) of the total matching expenditures. The average expense is \$1,207 and the range from \$19 to \$7,735.

Evaluation

The percentage of matching funds devoted to evaluation (9 percent, N=9) is slightly higher than the amount for this purpose from grant funds (6 percent). There is a wide range in evaluation costs, from \$10 to \$3,500 and little elaboration on the category.

Travel, Supplies and Equipment, Telephone, and Postage

Each of the four remaining categories represents less than 5 percent of the total matching expenditures. Travel constitutes 3 percent (N=19) of all the matching expenditures and ranges from \$10 to \$1,530 with an average expense of \$294. Supplies and equipment also represent 3 percent (N=16) of total matching funds expenditures with an average of \$191, a median of \$77 and a range from \$17 to \$1,142.

Telephone costs constitute 1 percent (N=15) of matching expenditures. They average \$90 and range from \$18 to \$375. Postage costs represent 1 percent (N=8) of matching funds expenditures, with an average of \$81 and a range from \$10 to \$150.

Summary and Conclusions

At least one half of all regrants consist of two or more program sessions. Programs of 15 to 25 sessions are not uncommon. About one-third of all regrants are held in two or more towns. Few are held in more than ten towns. Regrant programs are evenly distributed in towns and cities of all population sizes.

Regrant programs involve a variety of formats, often combining several in a single program. Conferences, lectures, and group discussions are the most common format types. Some regrants incorporate the performing arts, either live or through electronic media, and some involve field trips to locations of interest. From four to ten percent of all regrants result in the production of films. Others use films and other media in their programs. The Humanist in Residence format is extremely infrequent. Practically speaking, there is no "typical" regrant format.

About one-third of all regrant programs are held on college or university campuses. The second most frequent site is the community center, followed by government agencies, historical sites, and libraries.

The average regrant period is about six months.

Regrants range from a low of a few hundred dollars to a high of \$50-60,000. The average regrant is about \$5,500. About two-thirds of all regrantees spent less money than they were awarded by the end of their grant period. Nearly all regrantees

reported raising more matching funds than they had originally anticipated.

Although less than half of all regrant funds nationwide are granted to colleges and universities, the average grant to academic institutions is considerably lower than that to non-academic organizations. Grants made to libraries, museums, and historical societies tend to be lower than average; grants to business and labor organizations, media, state government, and research centers tend to exceed it.

The greatest single expenditure of regrantees is for personnel, accounting for 60 percent of all grant expenditures. Within this category, approximately equal amounts are expended for the project director and for program participants, and a lesser amount for support staff. About three-fourths of all grant expenditures are for project administration (defined as total expenditures minus program participant costs). Comparing and aggregating regrant expenditures of projects in different states is made difficult by the lack of standardized budget categories and reporting forms.

CHAPTER IV: SPONSORING ORGANIZATIONS

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CHAPTER IVSPONSORING ORGANIZATIONS

Standard-F of Principle VI ("Grants") in the "State-based Program Principles and Standards" document states:

The committee should seek to make grants to an expanding number of institutions and organizations in the state over a period of time, and should seek to stimulate applications from organizations and institutions not traditionally involved in humanities programming.

This chapter will assess the degree to which the State-based program has involved various types of institutions and organizations as sponsors of regrant projects.

Sponsoring organizations are known for 987 of the 1,060 Group-A regrants. Many regrants (141, or 14 percent) had more than one sponsor. Whenever feasible, the organization that appeared to be the primary sponsor was designated, during the regrant catalog coding process, the "line one sponsor." If it were not possible to determine the primary sponsor, the first organization listed in the source document was "line one." Using this method 986 line one sponsoring organizations--one per regrant--were analyzed. The same procedure was followed for the 50 Group-B regrants. Table 10 (p. 79) shows the distribution of institutional types for Group-A and Group-B.

Table 10

Sponsoring Organizations By Type

<u>Sponsor</u>	(N=987)		(N=50)	
	<u>Group-A</u>		<u>Group-B</u>	
	No.	%	No.	%
<u>Academic</u>	<u>424</u>	<u>43</u>	<u>21</u>	<u>42</u>
2-Year College	76	8	1	2
4-Year College	205	21	11	22
University	142	14	9	18
<u>Non-Academic</u>	<u>563</u>	<u>57</u>	<u>29</u>	<u>58</u>
Elem/Sec School	8	1	0	0
Professional Soc.	13	1	1	2
AAUW	2	-	0	0
Ballet	1	-	0	0
Business	16	2	0	0
Civic Organization	243	25	11	22
Labor	4	-	0	0
Media	3	-	0	0
Print Media	2	-	0	0
Electronic Media	22	2	1	2
Religious	41	4	0	0
Library	30	3	2	4
Museum	6	1	1	2
Historical Society	13	1	3	6
Government	2	-	0	0
Federal Government	1	-	0	0
State Government	16	2	2	4
County Government	24	2	0	0
Municipal Government	19	2	2	4
<u>Ad Hoc Humanities</u>	<u>47</u>	<u>5</u>	<u>2</u>	<u>4</u>
Other*	50	5	4	8

*Includes: Ad Hoc Bicentennial; Indian Institute; Indian Tribe; Art Center Community Theater; Fraternity; Health Center; Hospital; School for the Disabled; Research Center; Prison; Orchestra.

Slightly less than half of all regrants in Groups A and B (43 percent and 42 percent; N=424 for Group-A and 21 for Group-B) were sponsored by institutions of higher education. This is considerably lower than the percentage of all grants made by NEH in Fiscal Year 1976 to colleges and universities (71 percent). Non-academic sponsors accounted for 57 percent and 58 percent of Groups A and B regrants. Academic and non-academic sponsors will be considered in turn.

Academic Sponsors

Academic sponsoring organizations were divided into three groups according to the highest degree offered: two-year colleges, four-year colleges, and universities.¹ More regrants were sponsored by four-year colleges than by either two-year colleges or universities. The relative percentages of academic sponsors are 48 percent for Group-A and 52 percent for Group-B, close to the 57 percent of all higher education institutions nation-wide which are four-year colleges. Only 20 percent of all FY 1976 NEH grants are awarded to four-year colleges.

After four-year colleges, universities are the most frequent academic sponsors--33 percent for Group-A and 43 percent for Group-B. Although the national percentage of universities among

¹The four year category includes those institutions which offer the Masters degree or a degree beyond Masters but less than Doctorate. The University category includes only doctorate-granting institutions.

all higher educational institutions is only 5 percent, two-thirds (67 percent) of all grants awarded by NEH are to universities. The least frequent academic sponsors of State-based regrants are two-year colleges, comprising 18 percent of Group-A academic sponsors and 5 percent of Group-B. Two-year colleges receive only 4 percent of all grants made by NEH. They comprise over one-third (37 percent) of all post-secondary academic institutions. Table 11 shows the distribution of regrants to higher education institutions, Groups A and B, compared with all NEH grants and the distribution of all U.S. post-secondary institutions.

More regrants are sponsored by publicly-controlled institutions than would be expected if sponsorship followed the national distribution of post-secondary institutions. The percentage of State-based regrant projects sponsored by public institutions is 66 percent for Group-A and 77 percent for Group-B; only 48 percent of all U.S. higher education institutions are publicly-controlled. Also, academic institutions sponsoring regrants tended to be larger, in terms of student body size, than the national norm (see Table 11, p. 82). The percentage of regrants sponsored by predominantly black institutions is identical to the national norm: 4 percent. Table 12 (p.83) shows the distribution of institutional characteristics for Group-A, Group-B, and all U.S. post-secondary institutions.

Table 11

Distribution of Re grants to Higher Education Institutions
(Compared to NEH grants and national institutional distribution)

Institutional Type	GROUP-A		NEH GRANTS (FY76)		GROUP-B		1975-76 ¹ NATIONAL DISTRIBUTION
	Percentage of all re grants	Percentage of re grants to ed. inst.	Percentage of all grants	Percentage of all grants to ed. inst.	Percentage of all re grants	Percentage of re grants to ed. inst.	
2-Year College	8% (76)	18%	4% (60)	5%	2% (1)	5%	37% (1,128)
4-Year College	21% (205)	48%	20% (316)	28%	22% (11)	52%	57% (1,738)
University	14% (142)	33%	47% (764)	67%	18% (9)	43%	5% (160)
TOTAL	43% (423)	100%	71% (1,140)	100%	42% (21)	100%	100% (3,026)

¹Source: HEW/NCES Education Directory: Higher Education, 1975-76

Table 12

Institutional Characteristics of Regrant Sponsors

	(N=420) Group A	(N=22) Group B	(N=3,026) National Distribution
<u>Private (includes Black)</u>	34%	23%	52% ¹
Small (less than 2,500)	24%	18%	
Medium (2,500-9,999)	8%	5%	
Large (10,000 and over)	1%	-	
<u>Public</u>	66%	77%	48% ¹
Small	19%	14%	
Medium	22%	32%	
Large	26%	32%	
<u>Predominantly Black</u>	4%	5%	4% ²
Public--Small	1%	-	
Public--Medium	1%	5%	
Private--Small	2%	-	
Small (Total)	43%	32%	65% ³
Medium (Total)	30%	36%	25% ³
Large (Total)	26%	32%	10% ³

¹ HEW/NCES Education Directory: Higher Education, 1975-76 .² "FICE 1974 Universe of 121 Predominantly Black Colleges"³ HEW/NCES Opening Fall Enrollment Survey, 1975

Non-academic Sponsors

Non-academic regrant sponsors account for over half of all sponsoring organizations (57 percent for Group-A, 58 percent for Group-B), and include a wide variety of institutional and organizational types. By far the most frequent single non-academic sponsor is the civic organization--25 percent of Group-A and 22 percent for Group-B sponsors. Civic organizations in this categorization are defined broadly and, as the following Group-B examples show, they include both local and national organizations that perform many different functions:

- American Civil Liberties Union (Tampa, Florida)
- Greater Homewood Community Corporation (Baltimore, Maryland)
- San Miguel Education Fund (Telluride, Colorado)
- Tacoma Urban League (Tacoma, Washington)
- Lions Club (Morgantown, West Virginia)
- Morgantown Women's Club (Morgantown, West Virginia)
- Interfaith Counseling Service (Scottsdale, Arizona)
- American Friends Service Committee (Valparaiso, Indiana)
- Central Mississippi, Inc. (Winona, Mississippi)

The second most frequent type of non-academic sponsoring organization encountered could be termed the ad hoc humanities organization. In Group-A, where they comprised 5 percent of all sponsors, the name only is available and assignment to this category is made on the basis of name, e.g. Acadiana Committee for the Humanities, New Hope Arts and Humanities Council, North Central Committee for the Humanities. The ad hoc designation reflects the assumption that these organizations were created expressly to mount local humanities programs. Doubtless some

of them existed prior to the advent of the State-based program and have a wider purpose. Two examples of ad hoc organizations are from Group-B regrants:

The "Hammond Humanities Committee" (LA16) composed of ten faculty members of Southeastern Louisiana University, was created in order to conduct humanities programs in Southeastern Louisiana with support from the Louisiana Committee for the Humanities. The Hammond group does not consider itself to be part of the university even though all its members are faculty there. It perceives itself as a kind of community service agency; many of its programs are presentations to local clubs at their request. That the committee purchases rather than rents films for use in public programs suggests that it expects to enjoy a degree of permanence.

The "Focus on Women Ad Hoc Committee" (MT24) is, in the words of the grant proposal:

...an ad hoc group created expressly for initiating this community oriented program in the humanities. The group has the approval and support of the Montana State University administration. Starting winter quarter 1975 a staffed office open five days a week will serve as a central contact and coordinating point for women contemplating a new direction in life, for women wishing to explore those resources which may be available to them.

Scottie Giebink and Sue Sincell are the co-directors of this program for women, and will be responsible for the operation of the on-campus office and for the proposed workshops. They are working with an on-going steering committee composed of professional humanists on the Montana State University campus.

After the project's completion, the Focus on Women Ad Hoc Committee was incorporated into Montana State University and continued its activities with University funding.

The third most common non-academic regrant sponsor, following the civic organization and the ad hoc humanities organization, is the religious organization. Religious organizations represent 4 percent of Group-A regrants. No religious organizations sponsored Group-B regrants, although two religion-oriented groups did--the Center for Religion and Life (NV26) and the Interfaith Counseling Service (AZ01). Some Group-A examples of religious regrant sponsors are:

- Association of Religious Committees
- Hadassah
- Florida Catholic Conference
- Florida Council of Churches
- Ruston Ministerial Alliance
- Richland Churches Leisure Seminary
- Jewish Community Center
- St. Stephens Church ad hoc Committee
- National Catholic Rural Life Conference
- National Conference of Christians and Jews
- Houston Metropolitan Ministries

Other sponsor types making up one percent or more of all Group-A line one sponsors include: libraries (3 percent), county government (2 percent), electronic media (2 percent), business organizations (2 percent), research centers (1 percent). Additional types of sponsoring institutions with limited occurrence are listed on Table 10 (p.79).

Summary and Conclusions

Slightly less than half of all regrants are sponsored by institutions of higher education. Within this group, about half are four-year colleges. Universities are the second most frequent sponsor, and two-year colleges are third in the academic category. About two-thirds of these institutional sponsors are publicly controlled.

Of the non-academic sponsors, representing over half of all sponsoring organizations, the largest single category is civic organizations, making up about 25 percent of all sponsors. The second most frequent non-academic sponsor of regrant projects is the ad hoc humanities organization. They appear to be a new phenomenon, responding to the State-based program. Although they are presently tied closely to the state committees for financial support, there is evidence that some of these organizations are trying to become financially autonomous. They are unique because they represent a network of locally-based citizen groups that, with or without the Endowment's direct involvement, are dedicated to mounting humanities programs for the public. Many other kinds of non-academic organizations sponsor regrants. They include the expected (museums, libraries, historical societies) as well as religious groups, labor, Indian tribes, prisons and hospitals.

CHAPTER V: THE REGRANT PROJECT DIRECTOR

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CHAPTER VTHE REGRANT PROJECT DIRECTOR

The success of any grant project is often largely dependent on the efforts of its project director. This is especially true of regrant projects, where the financial rewards for project directors are relatively meager and the task at hand novel and undefined. It is important to remember that, while the Endowment can set guidelines, state committees can weigh the merits of grant proposals, and executive directors can advise and encourage, the primary responsibility for designing and conducting a public program in the humanities lies with the project director. Particular attention should, and in this report, will be paid to these persons of pivotal importance to the Endowment public programming on the local level.

Who are the Project Directors?

Most regrants have only one project director--90 percent in Group-A (246 of 273 regrants where project directors are identified) and 82 percent in Group-B (41 out of 50). The remainder have two project directors. Male project directors outnumber female by 60 percent to 40 percent (36 to 24 in Group-B).

Project directors in both Groups A and B were divided into three main occupational categories in accordance with the State-based Program's committee member classification system: scholars (individuals currently teaching in colleges or universities), administrators (further subdivided into academic and non-academic), and general public. Group-A data is extremely fragmentary; occupations are listed for only 70 project directors. Sixty-nine percent of all Group-A line one² project directors (N=70) are scholars, compared with 40 percent in Group-B (N=50). Seven percent of Group-A project directors are academic administrators, compared with 18 percent in Group-B. Four percent in Group-A are non-academic administrators, versus 7 percent in Group-B. Twenty percent of Group-A project directors are considered general public, versus 35 percent in Group-B. Table 13 (p.91) shows the occupations of Group-A and Group-B primary project directors (those with dominant roles in the projects).

Within the scholar category, more project directors are affiliated with 4-year colleges (27 percent in Group-A, 22 percent in Group-B) than 2-year colleges (10 percent in Group-A, none in Group-B) or universities (21 percent in Group-A,

² If two project directors were recorded, the one listed first was tabulated. If one of the project directors was known to have a dominant role in the project, that person was listed first.

TABLE 13Occupations of Primary Project Directors

(-- equals less than one percent)

	<u>Group-A</u> (N=70)	<u>Group-B</u> (N=50)
SCHOLAR	<u>69%</u> (N=48)	<u>40%</u> (N=18)
2-year college	10%	--
4-year college	27	22%
University	1	18
Institution unknown	9	--
ACADEMIC ADMINISTRATOR	<u>7</u> (N=5)	<u>18</u> (N=8)
President	3	--
Vice President	--	2
Dean	1	4
Other	3	11
NON-ACADEMIC ADMINISTRATOR	<u>4</u> (N=3)	<u>7</u> (N=3)
Library	3	4
Historical Society	1	2
GENERAL PUBLIC	<u>20</u> (N=14)	<u>35</u> (N=15)
General	1	4
Agriculture	1	--
Government	6	2
Electronic Media	1	2
Business	1	--
Civic Organization	4	13
Religious Organization	3	2
Attorney	--	2
Carpenter	--	2
Student	--	2
Other	1	2
	<u>100%</u>	<u>100%</u>

18 percent in Group-B). Within the academic administrator category no single position dominates--president, vice president, and dean are represented in Groups A and B. Within the general public category for Group-A there is a similar lack of patterning. Occupations represented include: agriculture (1 individual), government (4), electronic media (1), business (1), civic organization (3), and religion (2). In Group-B, however, six of the fifteen project directors in the general public category are affiliated with civic organizations. Other public occupations represented in Group-B include government (1), attorney (1), electronic media (1), religion (1), carpenter (1), student (1), and film maker (1).

Among persons in the scholar category, a variety of academic disciplines are represented. Table 14 (p.93) shows the disciplines of the scholar project directors. Seventy-two percent of the Group-A scholars are from humanities disciplines. Most frequently represented humanities disciplines among Group-A project directors are history (33 percent) and philosophy (17 percent). Social science disciplines account for 17 percent of the scholars. Other disciplines represented in Group-A are drama, speech, library science, and education (one of each).

TABLE 14

Disciplines of Primary Scholar Project Directors

	<u>Group-A</u> (N=36)	<u>Group-B</u> (N=23)
HUMANITIES	<u>72%</u> (N=26)	<u>48%</u> (N=23)
History--General	33%	17%
Lang/Lit--General	6	--
English Literature	8	30
Religion	3	--
Philosophy	17	--
Humanities--General	6	--
SOCIAL SCIENCES	<u>17</u> (N=6)	<u>26</u> (N=6)
Communications	2	--
Sociology	3	--
Political Science	3	13
Anthropology	--	4
Area Studies	--	9
OTHER FIELDS	<u>11</u> (N=4)	<u>26</u> (N=6)
Drama	3	--
Speech	3	4
Library Science	3	--
Education--General	3	4
Educational Psychology	--	4
Applied Art	--	9
Music	--	4

The distribution of disciplines among Group-B project directors is probably more representative of the universe of regrants, since Group-B data is more thoroughly documented. Less than half (48 percent, N=11) of the Group-B scholar project directors are humanities professors. This group comprises 22 percent of all Group-B project directors. The eleven humanists are divided among history (N=4), and English literature (N=7). Twenty-six percent of the scholars are in the social sciences (N=6), with political science the most common discipline (N=3). Other Group-B disciplines include educational psychology (N=1), applied art (N=2), music (N=1), speech (N=1), and education (N=1).

Nearly all Group-B project directors were affiliated with one of the organizational sponsors of the regrant project--only five in Group-B were not so affiliated.

Profiles of Selected Project Directors

The preceeding statistics show that regrant project directors come from a variety of occupations and academic disciplines. This diversity may be amplified with brief career and interest profiles of selected Group-B project directors. George R. Larsen (AZ01: "New Directions in Marriage, Family and Divorce Policies") Dr. Larsen, Director of Consultation and Education at the Interfaith Counseling Service in

Scottsdale, Arizona, was not the original project director. He was asked to serve in that capacity when the original project director resigned on short notice. He received his doctorate in adult education and family counseling from Arizona State University, but also holds a theology degree and is an ordained minister. In addition to his ministry, Dr. Larson had taught social science and health education on the college level, and at one time operated a nursery school. His major professional interest is family and marriage counseling. Dr. Larsen had received no previous grants from the Arizona committee, and had experience in mounting programs for the public.

George Greenbank (CO03: "Colorado Plateau Rendezvous")

A lifetime resident of Colorado, George Greenbank works in and around the town of Telluride as a self-employed carpenter. He holds a B.S. degree in architecture from the University of Colorado. His development of the regrant project stems from his civic activities, which include serving on the Telluride Town Board and the Telluride Planning and Zoning Commission. Greenbank had received no previous grants from the Colorado committee, and had no prior experience in mounting public programs.

Don Chang Lee (GA08: "Human Rights: A Humanistic Examination of Issues and Problems of Oriental Women") Korean-born Dr. Lee

is professor of sociology and anthropology (he holds a Ph.D. in the latter) at Georgia Southwestern College in Americus. Before coming to the United States Dr. Lee earned a B.S. and an M.A. in Education, and an M.A. in library science. He has conducted sociological research among Korean immigrant communities in Atlanta, and is a frequent contributor to American and Korean scholarly journals and meetings on topics relating to his research. Dr. Lee had received no previous grants from the Georgia committee.

Paul A. Rathburn (IN11: Shakespeare Film Festival) Dr.

Rathburn is professor of English at the University of Notre Dame. His research interest, in which he has several published articles, is Renaissance drama. At Notre Dame he developed and taught a course in "Shakespeare on Film" and conducted a campus Shakespeare film series. Dr. Rathburn had received no previous grants from the Indiana committee.

Judy Landers (IA13: "The Family, its Heritage and Future:

Perspectives of Changing Public Policy Affecting the Family

Unit) The actual project director of this regrant was Alice

McKee, Executive Director of the Iowa Commission on the

Status of Women. After receiving the grant Ms. McKee advertised in local newspapers for a "Project Coordinator" to administer

the program series as de facto project director. Judy

Landers answered the advertisement and got the job. A journalist

by profession, Landers sought the position because she felt the

experience would be valuable despite the relatively low pay. After completion of the regrant project she remained on the staff of the Iowa Commission on the Status of Women working in public affairs.

Emile Nakhleh (MD17: "Little America: A Small Town Reflects on the Bicentennial") Dr. Nakhleh is Professor of political science and Chairman of the department of history and political science at Mount St. Mary's College, a small Catholic institution. Although not a native of Emmitsburg, he has become very active in municipal affairs, serving on the town zoning board and participating in the fight to keep developers out and preserve the town's distinctive character. At the time of the regrant project, Dr. Nakhleh was considering running for Mayor of Emmitsburg. He is the author of two books on historical subjects. Nakhleh had received no previous grants from the Maryland committee.

Henry Nuwer (NV26: "All for our Country") At the time of the regrant Henry Nuwer was completing his Ph.D. in English literature at the University of Nevada, Reno and working on a history of St. Mary's Hospital, which he had been commissioned to do. Previously he had worked as a journalist, writer, and editor, with a long list of poems, short stories, plays, and reviews to his credit. Mr. Nuwer had received no previous grants from the Nevada committee.

Deborah Neu (RI36: "City Awareness") Deborah Neu is Executive Director of the Providence Preservation Society. She received her M.A. from Harvard in art and architectural history and art education, and is active in Providence historic preservation activities, serving on the Mayor's Advisory Committee for the Community Development Act. She had received no previous grants from the Rhode Island committee.

Herman Gross (MO23: "Representative Education and Representative Government: The Future for Farmington") Mr. Gross is Director of Public Relations and Development at the Presbyterian Home for Children in Farmington, Missouri. His project resulted from his attendance at a Missouri Committee for the Humanities program development meeting. Mr. Gross had received no previous grants from the Missouri committee.

George and Jane Webb (VA45: "Journalistic Ethics: Fairness and Advocacy in Reporting the News") George Webb received a Ph.D. in mechanical engineering from Virginia Polytechnic Institute after study at the Massachusetts Institute of Technology. He taught mechanical engineering at Tulane University, where he co-directed, with his wife Jane, the Tulane Science Technology and Man program. He is currently Chairman and Professor of physics at Christopher Newport College. George Webb's interests range from specialized technical subjects to philosophical and sociological ones,

and he has published numerous papers and articles on them. At Christopher Newport he taught the Courses By Newspaper "America and the Future of Man" course.

Jane Webb earned her Ph.D. in English from Tulane University, where she co-directed the program on "Science, Technology and Man." Currently a professor of English at Christopher Newport College, she is the author of numerous papers, articles and reviews, some co-authored with George Webb, on literary analysis and criticism and the relationship between technology and the humanities. Jane Webb also taught the "America and the Future of Man" course at Christopher Newport. The Webbs had received no previous grants from the Virginia committee.

Corlann Gee Bush (ID09: "Rural Women's History Project")

Prior to her appointment in 1970 to Coordinator of Intercultural Programs at the University of Idaho, Ms. Bush was an instructor of English at the university. She holds Masters degrees in applied science and English from Montana State University. The regrant project developed in part from her interest in the history of Idaho and its women. She had received no previous grants from the Idaho committee.

Mark Umbreit (IN12: "Northwest Indiana Citizens Hearings on

Township Trustee System and Poor Relief Funds") While serving as project director, Mark Umbreit was employed as Program

Coordinator of the Northwest Indiana American Friends Service Committee office and also attended graduate school at Valparaiso University. Through his work at the American Friends Service Committee, Mr. Umbreit organized seminars and conferences, including a citizens' hearing on criminal justice, and was responsible for administering a federally-funded halfway house in Michigan City for ex-offenders. Mr. Umbreit's office regards its major functions to be community education and stimulation of citizen interest in community affairs. Mr. Umbreit had received no previous grants from the Indiana committee.

John Morrison (MA20: "Alliance--Young and Old--Via the Movies") John Morrison, a professional potter with a Bachelor's degree from the University of Massachusetts, is founder and coordinator of the Amherst Film Cooperative, a non-profit film society. Mr. Morrison has taught film courses previously at secondary schools and the University of Massachusetts. He had received no previous grants from the Massachusetts committee.

Tom Leavitt (MA21: "What Should We Save: Greater Lawrence After the Bicentennial") As Director of the Merrimack Valley Textile Museum, Tom Leavitt was approached by the Massachusetts Foundation for Humanities and Public Policy and encouraged to implement a program which might serve as a model for other historical agencies in the state. Drawing on his eleven years

with the Textile Museum, five years with the North Andover Historical Society, and five years of college teaching, Mr. Leavitt developed a program on the future of the Lawrence area. Mr. Leavitt holds Masters degrees from Harvard and Boston College. He had received no previous grants Massachusetts committee.

Edward Quattrocki (OH31: "Philosophers and Kings: A Conference on Leadership from the Perspective of the Humanities") Dr. Quattrocki has been an Associate Professor of English at Ohio University in Athens since 1967. He received his B.A. degree from De Paul University, his M.A. from Stanford University and his Ph.D. from Loyola University. He also spent eight years in administrative positions in private industry. Dr. Quattrocki believes in "bringing the humanities to the people" and has consequently directed three different regrant projects during consecutive summers.

Lawanna Lee (WA47: "Survival of the Citizen and the National Family: Who Should Provide?") Lawanna Lee is Deputy Director of the Tacoma Washington Urban League. Shortly after the project's completion, she was appointed to the Washington Committee for the Humanities. She has done graduate work in sociology. She had received no previous grants from the Washington committee.

Role of the Regrant Project Director

The regrant project director's role comprises one or both of two major functions: 1) administrative and 2) participatory (actual participation in the regrant program).

The administrative function can be further divided into two main sub-functions: planning and project implementation. Planning includes the preparation of a grant proposal for submission to a state humanities committee and, after receiving notification of the proposal's acceptance, planning the actual public programs. Lining up speakers, discussion leaders, and the other personnel, setting times and places for the programs, arranging for publicity, and a myriad of other tasks must be completed by the project director before the public program can occur. Project implementation involves all the administrative duties required by the state committee, such as preparing financial and narrative progress reports, as well as disbursing payments for personnel, supplies, and services, continuing publicity efforts, and instructing speakers and discussion leaders. Most--96 percent--of the Group-B project directors served an administrative function in project implementation. One of the project directors not involved in administration was a member of a committee which delegated most administrative work to another committee member. Another developed the grant proposal, then hired a "project coordinator" for day-to-day

administration. Most project directors--95 percent--were involved in some way in developing the grant proposal and planning the project.

The participatory function refers to the project directors' participation in the actual public programs presented under the regrant. One-half of all project directors had a participatory role--as speaker, moderator, discussion group leader, or panelist. Another 15 percent participated in a minor way, by making brief welcoming, closing, or introductory remarks. Thirty-five percent of the Group-B project directors had no participatory role in the actual public programs.

Evaluation Initiated by Project Director

Project directors of Group-B regrants showed particular interest in soliciting evaluative comments and other information from their audiences, usually via questionnaires, but they initiated very few other evaluation activities. Fifty-eight percent (N=29) of the project directors surveyed their audiences. Only 14 percent (N=7) polled participants; 2 percent (N=1) enlisted outside evaluators, and 4 percent (N=2) held post-program evaluation conferences involving participants and other interested persons.

Financial Compensation of Project Directors

Salary figures are available for 18 Group-B regrant project directors. For this group, the average amount paid to each project director from grant (as opposed to matching) funds was \$1,629 per project. Amounts paid ranged from a low of \$300 to a high of \$5,825. The average hourly rate, when salaries were noted in budgets in those terms, was \$8.30 (N=6). Project directors compensated on a monthly basis (N=2) were paid \$830 and \$300 respectively. In many cases part or all of the project director's salary was absorbed by the sponsoring organization as cost sharing. It is difficult to determine how much time project directors devote to the planning and administration of their projects. A great deal of uncompensated time invariably goes into the preparation of grant proposals. Often this entails rather detailed planning: for example, potential speakers and panelists may be contacted to assure their participation, the promise of matching funds must be secured, and so forth. The Linden, Utah regrant (UT40) provides an excellent illustration. In her grant application's proposed budget, the project director lists the number of hours she spent with others in planning the project as in-kind cost sharing. She lists 90 hours for herself, six hours for the town's Mayor and Council, and twelve hours for "assistants."

Once a grant has been awarded, figures on time spent can be obtained from proposed budgets and interim and final expenditures reports. Figures range from two to five months, 9 to 286 hours, and, for college teachers, from 10 percent to 100 percent of four months to one year. The average for teachers is 26 percent of time and salary for seven months. In many cases these figures represent only time for which compensation from grant funds is being requested; additional time, which may appear under cost sharing as contributed services, is usually omitted.

Summary and Conclusions

Regrant project directors are a diverse group. Men in the Group-B sample of 50 regrants outnumber women by three to two. Fewer than one-half are teachers in colleges and universities. Over half are of a wide range of non-academic occupations. Only about one project director in five is an academic humanist. Among humanists, English literature and history are the most common disciplines. Among non-humanist scholars, the social science disciplines are well represented.

Although there is no "typical" project director, a reading of the interest and career profiles of both academic and non-academic Group-B project directors reveals a common thread: an interest in public issues, in public education, and in civic activities. Also interesting is the fact that several

of the college teacher project directors maintain, in addition to their public program pursuits, active careers as scholars and researchers. Many of those project directors not from academia are of backgrounds not usually associated with humanities programs. With respect to project directors, the Endowment is clearly meeting with some success in promoting interaction between academia and the public.

Clearly the project directors are an indispensable resource to NEH in its efforts to mount an effective State-based humanities program. The project directors--men and women from colleges, universities, local historical societies and civic organizations--and not the members of the state humanities committees, are responsible for conceiving, designing, publicizing and conducting humanities programs for the public. Thus these project directors are potentially useful links between the Endowment and the many types of organizations they represent.

Evaluation Unit staff members were, in general, extremely impressed with the project directors whom they met while visiting the regrant projects. As a group they are highly committed to serving their communities, pragmatic in their outlook, and imaginative and energetic in their project activities. That six of the fifty Group-B project directors had previously received grants to conduct humanities programs demonstrates, in light of the generally negligible monetary rewards, a high

degree of enthusiasm. This enthusiasm, as well as the unique practical experience of State-based project directors in mounting local public humanities programs, awaits recognition and utilization by the Endowment.

At the time the regrant catalog was prepared, the state of the Endowment's knowledge about project directors was poor. The names of only about one-fourth (26 percent), and the occupations of only 7 percent of the Group-A projects directors were known.

CHAPTER VI: PUBLIC POLICY ISSUES

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CHAPTER VIPUBLIC POLICY ISSUES

The third State-based Program Principle directs state committees to support projects concerned with public policy issues. For the purposes of the State-based Program, a public policy issue is defined as "an issue which is factually the subject of address by the executive, legislative or judicial branches of local, state, or federal governments." This definition was formulated by the Program Advisory Committee in 1974 as a "standard" for Principle III and was intended to serve as a point of reference for state committees.

What Topics Have Regrant Projects Addressed?

In the initial phases of constructing a regrant information system, an extensive review was made of all information sources available to the Endowment that provided detail on regrants. State proposals submitted regularly to the Endowment typically provided the most complete description of regrants. However, it became apparent that the summaries included were not comprehensive. The public policy issues involved in each regrant were rarely specified. Given the limitations of this major data source, it seemed that topics addressed by each

regrant could be discerned more readily than issues. Thus, the list devised to determine what issues were addressed by Group-A and Group-B regrants is actually a list of topics.

Through an inspection of state committee proposals and appropriate expenditures reports, 926 regrants in Group-A (87 percent of the total in Group-A) were categorized as to the topics which they addressed. When regrant projects involved more than one topic, which happened frequently, each topic was counted. In some instances only a regrant title was known. A conservative approach was taken to insure that the categorization might be as accurate as possible; therefore, if a title did not clearly indicate a topic to be addressed, none was inferred. Group-B regrants were assessed similarly. Since the projects in Group-B were observed directly by Evaluation Unit staff, more information is known about the topics they involved. Table 15 (p.111) lists the topics addressed by Group-A and Group-B regrants.

The most frequent category of topics (46 percent) of Group-A regrants focused on individual and social issues (included in this category are, among others: civil liberties; sex roles, family life and population sub-groups such as women, blacks, the elderly and youth) as did the largest amount (66 percent) of the Group-B regrants. The least

TABLE 15Topics Addressed by Group-A and Group-B Regrants

Topics	<u>Group-A</u>		<u>Group-B</u>	
	# regrants	% of total	# regrants	% of total
Health, Medicine, Nutrition, Bioethics	78	8%	7	14%
Government, Politics	198	21	20	40
Law Enforcement, Courts, Prisons, Crime	79	9	5	10
Communications	35	4	5	10
Education	195	21	8	16
Environment, Pollu- tion, Land Use	160	17	11	22
Individual and Social Issues	429	46	33	66
Economics, Labor, Employment, Business	136	15	15	30
Energy	16	2	15	30
Science/Technology	21	2	0	0
Transportation	21	2	3	6
Population	30	3	4	8
National Defense, Veterans Affairs	4	.4	0	0
Religion	26	3	0	0
Cultural Resources	184	20	25	50
Urban Affairs and Planning	66	7	10	20
Foreign Affairs	9	1	0	0
Future Planning	57	6	4	8
Finances, Insurance	27	3	10	20

common (1 percent) subject among Group-A regrant was foreign affairs. Comparably, none of the Group-B regrant dealt with foreign affairs, nor with national defense and veterans affairs, nor with science/technology.

Do Regrant Projects Actually Focus on Public Policy Issues?

The broad categorization of Group-A regrant by topic addressed (discussed above) was unavoidably limited by the accuracy of the descriptions provided in state grant proposals. To supplement this approach, the 50 Group-B regrant were studied to determine whether, on the basis of the detailed information gathered through site visit and case study analysis, this group of thoroughly documented regrant actually concentrated on public policy issues. First-hand knowledge of presentations made and discussions held, augmented in certain cases by summaries of unobserved programs in a series, allowed judgments to be made as to whether a public policy focus was maintained.

In assessing the presence or absence of a public policy orientation, any mention of any public policy issue (as defined in the "Principles and Standards" document) during the implementation of a regrant project qualified as providing an issue orientation. Sometimes issues were discussed because a project director had so designed his/her program, but on some occasions public policy would not have been discussed had

an audience member not raised a certain point. As might be expected, a few projects could not be categorized with any amount of assurance since available information might pertain to only one session in a series.

Rating the 50 Group-B regrants on policy content produced the following results:

38 projects (76 percent) clearly addressed public policy issues;

6 projects (12 percent) did not focus on public policy issues; and

6 projects (12 percent) remained uncategorized, usually because it was suspected that public policy issues may have been discussed during other programs (in the series) which were not observed.

Table 16 (see below) shows the determinations made regarding whether a Group-B regrant concentrated during implementation on public policy issues.

TABLE 16

<u>Public Policy Focus Present</u>				<u>No Public Policy Focus</u>	<u>Presence of Public Policy Focus Undetermined</u>
AZ01	IA14	NV26	UT40	GA07	GA08
CA02	KY15	NM28	VT42	ID09	MD17
CO03	LA16	NM29	VT43	IN11	NB25
CT04	MD18	OR33	VA44	MT24	NC30
DE05	MD19	PA34	VA45	NJ27	OH31
FL06	MA20	PA35	WA46	OH32	UT41
IL10	MA21	RI36	WA47		
IN12	MS22	SC37	WV48		
IA13	MO23	SD38	WV49		
		TX39	WI50		

A few examples from the 50 case studies may serve to illustrate. A 12-part series was designed to explore and collect information about the history of rural women in northern Idaho (ID09). Traveling to small rural towns, the project team enacted vignettes based upon the lives of six rural women. The dramatizations were intended to stimulate the female audience members to consider their own backgrounds which were then briefly shared in 30-minute discussion groups. Since the dramatizations and ensuing discussions were primarily anecdotal without touching upon related public policy questions and since all the sessions in the series were patterned on the same format, it seemed likely that the entire series lacked a public policy focus, as defined by the State-based Program standard for public policy issues.

Similarly, a regrant in Statesboro, Georgia, consisting of two two-day conferences, a few community meetings, and two field trips to historic sites, dealt with topics other than public policy issues (GA07). Faculty members of Georgia Southern College lectured on aspects of the American Revolution ("Food and Food Patterns in Colonial Georgia," "The Religious Beliefs of Thomas Jefferson," and "The Revolutionary War in the Georgia Backcountry") from an historical perspective without reference to matters of contemporary public policy.

Contrastingly, a one-day workshop in Louisville

centered on recently changing sex roles and how they have affected government agencies (KY15). In one morning seminar/discussion group, a speaker, the Compliance Director of the Kentucky Commission on Human Rights in Louisville, devoted his presentation to an elaboration of sex discrimination complaints as handled by his office, a branch of state government. Once investigated, some complaints result in litigation. Thus, this discussion hinged on a public policy issue currently addressed by several branches at several levels of government.

In Iowa, Decorah residents discussed, with the director of a local museum and a representative of the Iowa Division for Historical Preservation, the question of whether Decorah should create an historic district in order to preserve the character of its old neighborhoods (IA14). One speaker discussed a bill currently before the Iowa legislature to establish a commission on historic land use which would require owners of properties in historic areas to maintain the building's exterior appearance in an historically accurate manner. Some Decorah homeowners expressed concern over these restrictions and the financial obligation entailed by them, but there was general agreement as to the benefit of an historic district in Decorah. The pending bill, a specific public policy issue, provided the context for the discussion.

How Much Emphasis Do Committees Place on the Importance of Public Policy Issues in Regrants?

Once an individual or group submits a formal application to a State-based committee and is granted funding, many factors influence the translation of the project design from writing into action. Some factors (sudden illness which prevents a scheduled speaker from attending a program) are clearly beyond the control of the committee and the project director. Other factors (the decision of a project director to change a program agenda five minutes prior to a session) are beyond the control of the committee but within the project director's power to regulate. Since many variables affect the implementation of a regrant project, it is important to consider those situations in which state humanities committees can exercise unimpeded authority. In studying whether a project director deliberately incorporates public policy issues into his/her project, the application and evaluation process can be examined to see how consistently committees reinforce the public policy dictum.

Thirty-six states are represented in the sample of 50 Group-B regrants. Of these 36 states, 17 (47 percent) required that applicants include a statement explaining the public policy aspect of their projects. Given the objective of public policy orientation in regrants, this percentage--approximately 50 percent--leaves room for a great deal of misunderstanding as

to how regrant should be designed. For 39 of the 50 regrant, information was obtained about committee deliberations on applications. In 21 of these instances (54 percent), the public policy component of the regrant was specifically identified in discussion (as represented by notes of committee meetings). These two statistics give an impression of the importance committees may assign to public policy issues at the outset of regrant negotiations.

At the conclusion of regrant activities, committees again have the opportunity to stress the significance of public policy questions in projects by requiring that various methods of evaluation assess how well policy issues were integrated into projects. Usually committees stipulate that project directors submit final reports. Of the 50 Group-B regrant, 43 completed final reports were obtained. In 10 of these (23 percent), the State-based committees asked that project directors comment on the public policy orientation of their projects. In three states, committees requested that project participants (i.e., implementers) report on project activities from their perspective but only one committee suggested public policy focus be a criterion. While four states required that project directors poll audience members in regard to their views on the regrant program, only one proposed that the audience consider how well policy questions were addressed. For 25

regrants, a committee representative or staff member submitted a written assessment of regrant activities and in 7 cases it was clear that a reference to the related public policy was required. Lastly, seven states engaged outside consultants to visit regrant projects for evaluative purposes, but only two consultants were specifically asked to consider the project's public policy orientation when writing their reports.

Thus, it seems that committees do not take full advantage of the opportunity to reinforce the centrality of public policy issues to regrants. In the various methods employed for evaluating regrants, committees seldom require that public policy focus be considered.

TABLE 17

COMMITTEE EMPHASIS ON PUBLIC POLICY ISSUES IN APPLICATION AND EVALUATION PROCESSES

APPLICATION PROCESS		EVALUATION PROCESS				
Committees Requiring Explanation of Public Policy Issue in Regrant Application (N=36)*	Regrants for which Committees Discussed Public Policy Focus (N=39)	Committees Requiring Comment on Public Policy Focus in Project Director's Final Report (N=43)	Committees Requiring Participant Comment on Public Policy Focus in Report (N=3)	Committees Requiring Audience Comment on Public Policy Focus (N=4)	Regrants for which Committee Representative Submitted Written Report Commenting on Public Policy Focus (N=25)	Regrants for which Outside Consultant Submitted Written Report Commenting on Public Policy Focus (N=7)
CO NC CT OR FL SC IA UT KY VT MD WA MS WV MT WI NM	CA02 NM29 CT04 OH32 IL10 PA34 IN11 PA35 IN12 RI36 IA14 VT42 MD17 VT43 MD18 VA44 MD19 WA46 MS22 WA47 NV26	CA CO KY NJ NC PA SC SD TX WA	SC	MO	CO03 DE05 IL10 MD17 MD19 NB25 SD38	MS SD
Total: 17 47%	29 54%	10 23%	1 33%	1 25%	7 28%	2 29%

*N= Number of cases for which information is available.

Are Citizens Interested in the Regrant Topics?

An individual's interest in a regrant topic is proved to some extent by his/her attendance at a program. Beyond this basic indication, individuals who attended 31 of the 50 Group-B regrants were asked, via the questionnaire survey: "What was your main reason for attending the program?" The response most frequently (56 percent) checked was: "I was interested in the topic." The second most common (19 percent) answer which also suggested an interest in the topic was: "The topic was related to my occupation or profession."

Likewise, regrant project participants prove by their roles as implementers that they regard the regrant topics to be of some import. Participants involved in the 50 Group-B regrants were queried specifically about the various factors that motivated them to become active in projects. Most (60 percent) indicated: "I am interested in relating the humanities to public policy issues." The response chosen by the second largest group (48 percent) was: "I feel an obligation to help solve state or community problems." Although participants ordinarily are compensated for their activity, very few (12 percent) named the honorarium as a motivating influence.

Audience interest in a regrant topic may also be judged by the extent to which audience members contribute to the discussion period during a program. (Since audience

participation in discussions is easily inhibited by factors such as audience size and the amount of time allotted to group discussion, it is a characteristic merely suggestive of interest and is far from conclusive evidence.) The case studies based on Group-B regrants note the number of individuals who joined in the discussion observed. (See Table 18, p.122.) For the three regrants which resulted in TV programs, it was impossible to estimate audience discussion. For the remaining 45 programs which were observed, it was found that:

- in 2 cases (4 percent), no audience members discussed the regrant topic because there was no formal discussion period;
- in 23 cases (49 percent), 1 to 24 percent of the audience contributed to the discussion;
- in one case (2 percent), 25 to 49 percent of the audience contributed to the discussion;
- in 6 cases (13 percent), 50 to 74 percent of the audience contributed to the discussion; and
- in 15 cases (32 percent), 75 to 100 percent of the audience contributed to the discussion.

Perhaps the most concrete measure of citizen interest in regrant topics can be drawn from the continued enthusiasm for these topics after the conclusion of the official regrant

Table 18

Group B Regrants*

<u>Portion of Program Observed Spent in Discussion</u>					<u>Portion of Audience Participating in Discussion During Program Observed</u>				
0	1-24%	25-49%	50-74%	75-100%	0	1-24%	25-49%	50-74%	75-100%
GA08	DE05	CA02	CO03	AZ01	GA08	CA02	CO03	KY15	AZ01
MD17	GAC7	IDO9	IL10	CT04	MD17	CT04	MA21	MA20	IDO9
	IN11	IN12	IA13	FL06		DE05		TX39	IA13
	IA14	LA16	MA21	KY15		FL06		UT41	MD18
	MD19	MA20	OH31	MD18		GA07		VT42	MS22
	MO23	MS22	RI36	SC37		IL10		WA47	MT24
	NB25	MT24	SD38	WI50		IN11			OH31
	UT41	NV26	TX39			IN12			SC37
		NM28	UT40			IA14			SD38
		NM29	VT42			LA16			UT40
		NC30	VT43			MD19			VT43
		OR33	VA45			MO23			VA44
		PA34	WA47			NB25			VA45
		PA35	WV48			NV26			WV48
		VA44				NM28			WI50
		WA46				NM29			
						NC30			
						OR33			
						PA34			
						PA35			
						RI36			
						WA46			

*The three regrants (OH32, WV49, NJ27) which produced TV programs are omitted since it is impossible to estimate the amount of audience discussion.

period. Once State-based committees have given support to projects, there is a strong tendency for grant-related activities to endure at the local level. Project directors of 24 Group-B regrants supplied information on activity related to their projects which occurred subsequent to the actual regrant: information for the remaining 26 regrants was not available. In each of these 24 different situations, it was reported that, although the State-based committee funding of these regrant projects had terminated, related activities continued. Therefore, subsequent activity was documented in 48 percent of the case studies.

For the 24 regrant projects, a variety of events had transpired. In 11 instances, another application was submitted to the appropriate committee for support of similar projects or for a nearly identical program with an altered format such as a different location. It is known that at least 7 of the 11 applications were approved. In four cases, civic or community groups were formed as a result of interest stimulated by the regrant project. In another three locations, it was reported that discussion of the project topic was continuing on an informal basis. In six situations, materials (films, audio tapes, etc.) produced by the regrant were still being circulated and used. Three regrants resulted in specific policy changes and one regrant served as the stimulus for a university course later designed and taught by a regrant project participant.

Table 19 below depicts post-regrant activity for the 24 regrants.

TABLE 19

<u>Group-B Regrants For Which Subsequent Activity Was Reported</u>			<u>Type of Activity Occurring Subsequent to Regrant</u>
CA02	LA16	NM28	Application made to State-based Committee for related grant.
GA07	MD17	OH31	
ID09	MT24	WI50	
IN11	NB25		
FL06	VT43		Materials produced through regrant were being circulated.
NM28	WA46		
TX39	IN12		
FL06	NB25		New civic or community groups formed.
GA08	MA21		
IA14	IN12		Discussion on topic continuing informally.
VT42			
MA21	UT40		Change in policy made.
MO23			
NM28			Related university curriculum designed.

In Lindon, Utah, a policy change was brought about by a regrant (UT40). A series of three meetings was organized by the Mayor's office in the hopes of gathering town residents to discuss the future of Lindon with an art historian, a sociologist and a representative of the state historical society. The Mayor's office and the project director viewed the small population and uncommercialized rural nature of the town as benefits potentially threatened by the advent of a sewer system installation.

The meetings and a questionnaire circulated to all Lindon families after the conclusion of the project gave interested individuals the opportunity to voice their opinions. A major change was accomplished when the Mayor, acting upon town sentiments to preserve Lindon's independent identity, convinced the post office that the town address should be "Lindon" rather than the previous "Pleasant Grove, Rural Route One."

An Albuquerque regrant, prompting the creation of university curriculum, was initiated to examine the material, social and cultural changes the city had undergone since 1940, and the manner in which those changes had affected the city (NM28). During each of twelve meetings a sound/slide presentation showing scenes of Albuquerque was used as a stimulus for panel and group discussions. After the series was finished, the project director reported, "One of our panelists, Professor Morton Hoppenfeld, Dean of the University of New Mexico School of Architecture, used the interest and awareness generated by the (project) to offer during the spring semester a special graduate seminar in the School of Architecture devoted to exploring university responses to urban policy problems."

Within the Group-B sample, a unique situation developed as a result of the Amherst regrant (MA20). The project consisted

of 22 weekly film showings at the Amherst Senior Center. Local youth and local senior citizens were invited to see the films, dating from the early film period between 1915 and 1935, and then to participate in discussions on pre-designated topics portrayed in the films. Toward the beginning of the series, the program coordinator for a youth center in Agawam, Massachusetts, accompanied some young people who were attending a program. She became enthused about conducting the same project in Agawam, and subsequently was awarded a small grant (\$1,500) by the Massachusetts Foundation. The second half of the series was administered in tandem, with the weekly film shown one afternoon in Agawam and the following afternoon in Amherst. To lead the Agawam discussions, humanists were recruited from the Springfield area. As Nathaniel Reed, Executive Director to the Massachusetts Foundation concluded, "Two essentially identical projects (were accomplished) for a bit more than the price of one."

A last and certainly valuable perspective on the significance of regrant topics to citizens was gleaned through comments voluntarily recorded on the audience questionnaires. The following section is a sample of those written remarks.

"The program has had a definite and lasting effect on this community. I frequently hear information that is quoted as material learned from that meeting. A knowledge that a cross-section of the community has the same human concerns and is seeking solutions has rendered a cohesive quality at a time when public apathy is becoming a national sickness." (48 year-old female librarian in regard to TX39).

"This series, 'The Economics of Recycling Old Buildings,' was enormously successful and I feel has played a significant role in making the private sector more aware of the development possibilities in our city." (35 year-old female Chief of Planning in regard to RI36)

"'The Impact of Metropolitan Growth in Lower Perkiomen Valley' was in effect a short course in urban planning and specifically on growth forces and the process of suburbanization, set within the teaching forum of a person's home community. Because of this orientation, it allowed the attendees to view the issues easily and within a context to which they could relate. That is commendable.

If anything, however, the sessions concentrated more on generalities than specific impacts which the average person can perceive, and in which he was probably more interested. A somewhat more specific orientation would have been more useful--especially towards the end of the program--in order to allow the attendees to come down from the conceptual level and begin to make concrete assessments of the impact, and how to respond to it and become a part of the decision-making process." (29 year-old male urban planner in regard to PA35)

"This was an unusually well organized program of special interest to 'natives' of our community, and very well done. Furthermore, it gave us food for future thinking." (70 year-old retired female in regard to MD17)

"'The Impact of Economic Stress on American Society' was offered by the University of Connecticut. I attended at the Stamford branch and transmission from Yukon was very bad and discouraging at first. Transmission did improve with later programs but attendance dropped drastically because the audience was discouraged. Frankly, I felt the program was geared primarily to people working in social work or related programs. Did I learn anything? Actually most of the information is in daily papers, weekly magazines and certain TV programs. I doubt if the cost involved could be justified." (42 year-old homemaker in regard to CT04)

"This is the first of this type symposium held in this area, and I felt it succeeded because the topics were directly related to the interests of this area. Some of the sessions were better attended than others--probably more personal interest..!" (58 year-old female elementary school and college teacher in regard to WV48)

Do Regrant Projects Refrain From Advocacy and/or Instigating Action?

Although state committees award grants in support of projects investigating public policy issues--issues being addressed by various levels of government which necessitate action prior to their resolution--committees are simultaneously admonished not to finance projects which promote action or a particular philosophy. The presentation of an issue during a regrant project is supposed to be balanced, with all viewpoints given a fair share of attention in order to clarify issues rather than to propose a favored course of action.

While committees may convey to project directors that project sessions are to be impartial forums, the instructions that project directors later communicate to project participants are more crucial in deciding the nature of a regrant. Therefore, participants for the Group-B regrants were questioned as to the assignments received from project directors. For this group of respondents, 375 participants (88 percent) indicated that they had received some sort of guidance from the project director as to their role and the remaining 53 (12 percent) stated they had not received any instructions explaining what

was expected of them. Those participants who had received instructions were then asked to check all of the phrases provided on the questionnaire that were descriptive of the instructions given them. The following list shows the results:

56 percent	Impart information on your particular area of competence
41 percent	Express a humanistic perspective on the issue(s)
6 percent	Advocate a particular point of view
24 percent	Clarify values
53 percent	Stimulate audience participation by raising issues
23 percent	Serve as moderator

According to the questionnaire survey, project directors most frequently (56 percent) requested that participants share information relating to their area of competence and almost as frequently (53 percent) suggested that participants raise issues to spark audience involvement. By far, the least common instruction (6 percent) issued by project directors was the direction to advocate a particular point of view. Consequently, it appears that state committees are successful at instilling in project directors the desire for a balanced presentation and having this predilection further communicated to those responsible for implementing projects.

As a corresponding measure of whether regrant sessions appear impartial, audience members present at the Group-B

regrants were polled in regard to their opinions of the programs they attended. Some audience members (11 percent) felt that the program they had attended was biased in presentation. Conversely, the response of a large majority of audience members (89 percent) demonstrated that project directors and project participants achieved the intended impartial nature during regrant programs.

Operating from the premise that regrant projects must deal with public policy issues, it is unrealistic to expect all projects to stimulate dialogue and interest in an issue without occasionally provoking claims of bias or leading to proposals for future action. When issues of immediate local concern are discussed, it can be difficult for participants and project directors to maintain an objective detachment while they hold opinions as strong as those of the audience members who are encouraged to voice their views. In several of the Group-B regrants, not surprisingly, aspects of advocacy and action orientation surfaced: four examples are discussed below.

Occasionally, it may be difficult to avoid advocacy in a regrant project because public sentiment on an issue may be predominantly one-sided. For example, in 1974 the Iowa Board for Public Programs in the Humanities funded a program at Luther College in Decorah dealing with the general topic of historic

preservation. The project aroused enthusiasm for the concept of creating an historic district in Decorah and led the American Association of University Women to apply for a grant from the Iowa Board to support public meetings for further consideration of the question (IA14). The grant was awarded with the stipulation that speakers opposed to the historic district be included to insure a balanced discussion of the issue. Based on attendance at one of two sessions, it seems this requirement was difficult to fulfill. The panel observed consisted of the director of a local museum who gave a slide-illustrated presentation on the architectural history of Decorah, a state government official who explained the legislative context of historic preservation, and a Decorah resident who spoke about the need to preserve Decorah's heritage. All of the speakers favored the establishment of an historic district. In fact, opposition to the idea was almost non-existent. Assuming that the program which was not visited did not vary radically from the one that was, it appears that this project did not present a balanced view of the issue. However, when agreement on an issue predominates, representing the opposing view becomes quite difficult.

On the other hand, if an issue is the subject of vehement debate, those holding different opinions can easily feel their side has been neglected and charges of bias may abound. In

the case of a grant made to a regional office of the American Friends Service Committee in Valparaiso, Indiana, two evening meetings occurred in which the Township Trustee System, a system of local welfare relief, was discussed, praised, and criticized (IN12). Before awarding the grant, the Indiana committee instructed the project director that the project should be an "impartial forum" and therefore proponents as well as opponents of the trustee system should be involved. The first of two sessions was observed. During that program, a professor of social work at Valparaiso University traced the history and philosophy of welfare and a Valparaiso University law professor explained how the current Township Trustee Poor Relief System operates in Indiana. Then a Township Trustee described the way he runs his office, followed by a young man's tale of difficulty in trying to receive poor relief. The last speaker was an attorney in a Valparaiso legal clinic who was very critical of the Township Trustee System. A panel composed of social workers, a professor of religion, a poor relief applicant and the President of the Indiana Township Trustee System interjected questions between the last three speakers. The audience was also given a chance to comment. The exchange was lively with little regulation by the moderator.

This program prompted a variety of responses. The President of the Township Trustee System who had served as a panelist wrote

a letter to the project director objecting to the way in which the program had been conducted. He called the session "a reasonless emotional attack on the Trustees"; he asked, "Where was the unbiased attitude or even a balance of attitudes to be expected from a hearing sponsored by the American Friends?" and concluded, "In political circles that 'hearing' would be recognized immediately as a 'set-up', and the Trustees were the target." A local Valparaiso newspaper gave front-page publicity to the meeting in an article entitled, "Poor Relief System Stirs Controversy During Public Session At University." A questionnaire distributed by project staff at both the first and second sessions revealed that most of the audience members (60 to 70 percent of the 50 percent sample who completed the questionnaires) felt the sessions were characterized by "relatively good balance."

As this was one of the Group-B regrants, audience members were polled through the NEH Evaluation Unit questionnaire survey. Twenty-four percent of the respondents who attended the Valparaiso programs labelled the presentation biased, while 51 percent indicated the program caused them to reexamine their attitudes on the topics discussed. Additionally, many volunteered comments.

"My reaction to the 'seminar' in Valparaiso was one of extreme disappointment. I was surprised to find a meeting conducted under the sponsorship of the Quakers to be so unfair in its treatment of the subject. The panel was loaded 5-1 with known critics of the Township Trustee system of government. Their 'questions' were actually ranting speeches against the system, followed by a 'don't you agree?' to the speaker. Most of the speakers were also outspoken critics of the Township system. The highly emotional attack permitted by the moderator and endorsed by the clique of Valparaiso students present made any rational discussion impossible. I was not aware that your organization had any part in sponsoring this meeting, but if you did, it was no service to the community. I suggest that you send out some impartial observers to see to what ends your money is being spent." (50 year-old female real estate broker)

"The Township Trustee Public Meeting was an excellent and effective method of establishing at least a vestige of communication between the 'establishment' and the poverty-stricken in this area. It also had some effect in making the general public aware of the obligations of a Township Trustee.

I've never heard of your organization, but I'm grateful to you for your sponsorship of this program." (52 year-old male podiatrist)

"The program I attended was very biased--in fact childishly so, however, in spite of that fact, it did open up new thoughts on the subject for those of us on the opposite side! Had the debating teams been more balanced I think we all would have learned a good deal more and learned to work together for the better interests of the people we hope to help." (55 year-old female clerk typist)

"The format used for the Township Trustee Hearings was excellent--it provided all--experts and the guy next door--alike a chance to express views and feelings.

In general, the hearings were most informative and convinced me that community hearings can be most helpful to gain an understanding of current issues." (21 year-old female student)

"Unfortunately, people criticized and wary of that, seldom attend functions where they think, rightly or wrongly, their views are in the minority. This session was no different. I refer to the attendance of trustees. Several 'representatives' showed,

namely secretaries of trustees. Their contribution seemed minimal unless one can call yelling, disruption and mere opinion a contribution.

Substantively, I gained much information as I am new to Indiana and to a trustee system. Thank heavens we didn't have such a non-system in my home state." (25 year-old female VISTA attorney)

"I attended both of these hearings in Valparaiso because I believe that our present system needs to be changed.

The presentation was very biased, very emotional. It seemed to me that it was presented in such a way that it was an attack and defense on the present system--it never got to the point of offering any alternatives or solutions to the problem. In fact, it didn't clearly define the problem." (59 year-old female community center director)

"I have worked as a volunteer taking people for emergency financial help to Township Trustee offices in my county so I know most of our trustees fairly well. By comparison with our trustees, the ones who spoke for the Valparaiso program were much better educated, more compassionate and more articulate. I really don't think this kind of image is close to the average trustee.

However, I think the material was fairly presented, because statistics were presented comparing Indiana with other states, and therefore, the personality of the presenters could not refute that material.

It was a good program and a little understood subject in Indiana. Therefore, I hope its contents can be further distributed around the state." (47 year-old housewife)

Just as some regrants venture into the realm of advocacy, so, too, do regrants occasionally result in specific action. In one instance, a professor of history and political science headed a broadly-based steering committee of 30 citizens in planning a bicentennial project for the small town of Emmitsburg, Maryland (MD17). During twelve weekly sessions the citizens of Emmitsburg heard presentations reflecting on

their town's 200-year history. At the close of the series, the project director and steering committee met twice to evaluate the project. The group believed that they "ought to translate the ideas and especially the spirit and interest generated by the past 12 sessions of this program into something specific-- particularly something that relates to what has been seen as the town's one weak spot--its economy. In doing so, we might hope to involve more of the townspeople in the policy making of the town's government, while working to preserve those elements of the town which are of essential value."

The project apparently had awakened citizens' interest in their town and was so successful at it that the individuals originally assembled to simply organize a regrant project found it incumbent upon themselves to constructively channel the enthusiasm they had stimulated. Consequently, the steering committee proposed two recommendations for consideration at a meeting of the town government. These proposals were:

- 1) "...that the town government appoint a Blue Ribbon Committee on tourism, consisting of representatives from the different citizens groups (Planning and Zoning, Historical Society, Citizens Committee) and other interested citizens, to study the possibility of making Emmitsburg a tourist attraction"; and
- 2) "that the town government work with the Citizens Committee and other interested groups to help local businessmen organize an Emmitsburg Chamber of Commerce."

With the formulation of these two specific recommendations, the project resulted in concrete action, determined by the steering committee to be the logical fruition of a thought-provoking program.

In comparison to the Emmitsburg project which culminated in an unforeseen event, a grant awarded to the Institute for Environmental Studies at North Texas State University in Denton contained at the outset a provision for specific activity to result from the regrant (TX39). The project was directed toward two groups characterized as "antagonists" in the regrant application: "individuals working for the betterment of the environment and those working for the betterment of the disadvantaged." Conferences were scheduled in three Texas cities for residents to hear presentations and to discuss problems of the environment and the disadvantaged. At the San Antonio conference, much like the others in format, a college biology professor, a Conservation Society Officer, a minister from an inner-city church, and an officer of an inner-city community group all spoke about San Antonio's problems as they perceived them. After a philosophy professor reflected on the preceding discussion, the audience divided into small discussion groups, later reconvening for further discussion.

Composed of elected representatives from the previous three meetings, the fourth and final session was designated the

occasion for developing a summary position statement to be presented to legislators and government officials. In the project application, it was anticipated that those attending the last session "would develop, if they so desire, an ongoing association to work for common goals." Thus, the regrant planners expected and announced at the outset that continuing activity would be initiated.

Summary and Conclusions

Principle III of the State-based Program requires that committees support projects dealing with public policy issues. To permit consistency, a public policy issue is defined as "an issue which is factually the subject of address by the executive, legislative or judicial branches of local, state or federal governments." Through a study and categorization of Group-A and Group-B regrants, it was learned that individual and social issues (including such topics as civil liberties, sex roles, family life and population sub-groups--women, blacks, the elderly, youth, etc.) were the subjects most frequently addressed. Regrants dealing with foreign affairs were the least common.

Although public policy serves as the focus for the State-based Program, not all regrants explore current matters of public policy. Occasionally regrants stray from this framework either during planning or implementation of the project. A

factor which may contribute to this deviation is the lack of consistent reinforcement of the public policy requirement by state humanities committees. The Group-B sample of regrants demonstrated that only half of the committees stipulate potential grantees should specifically explain the public policy aspect of their projects. At the conclusion of grant activities, committees request that evaluation measures be undertaken but rarely suggest that public policy issue orientation be considered a criterion used in assessment. Therefore, it may be that the importance of public policy issues to regrants is not consistently well-communicated to regrantees.

Regrant projects generate interest on the part of the public. Most audience members who attended Group-B regrants did so because they were generally interested in the program topic or because it specifically related to their occupation. Even when grant support terminates, activities often continue due to the interest stimulated. For the 24 Group-B regrants where information was available, it was learned that in each instance some type of grant-related activity occurred after the end of the regrant.

Although regrants address issues which by their nature are controversial, projects generally avoid advocating a particular view or initiating action. Audience members, on the whole, rate projects high in presenting unbiased programs, perhaps because

project directors rarely, according to participants, encourage that a certain point of view be advocated. Occasionally, criticism arises that programs are biased, but generally this is not the case.

CHAPTER VII: THE ADULT PUBLIC

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CHAPTER VIITHE ADULT PUBLIC

Principle V requires that: "Projects should involve the adult, out-of-school public." As the group specifically selected to reap the benefits of the State-based Program, the adult, out-of-school public has remained vaguely defined. At what point do individuals who might be considered adults withdraw from the school-going population? The 1974 Digest of Educational Statistics (produced by the National Center for Educational Statistics, Department of Health, Education and Welfare) provides an indication. According to data on full-and part-time students gathered in 1973, most individuals who are 16 or 17 (88 percent) still attend school; however, in the next age group, 18 and 19 year-olds, the portion of those who are students is much reduced and is less than half of the individuals in that population group (43 percent). The rate of school participation is again significantly lower in the age group 20 to 24 years (21 percent) and, as might be expected, even less for those 25 to 29 years (9 percent). Thus, less than half of those who are 18 and 19 go to school, and less than one quarter of those who are between 20 and 24 are students.

The National Center for Education Statistics, a Federal agency charged with the collection and dissemination of statistics related to education in the United States, defines the school-age population in The Condition of Education, 1976 as those between 3 and 24 years of age. For the purposes of this study, the adult, out-of-school public is defined as those persons 25 years of age and over.

Are Regrant Projects Designed to Attract the Adult, Out-of-School Public?

Before investigating whether regrants actually succeed at involving the adult, out-of-school public, a glimpse into their conceptual framework is appropriate. Without recognition of the desired audience during the design stage of a regrant project, it is less likely that the project will meet the objective of involving a designated target audience.

Of the 36 states represented by the Group-B regrants, 16 (44 percent) required that prospective grantees describe the audience which their projects were intended to reach. A slightly larger number of states was interested in potential audience size: 21 states (51 percent) asked that applicants estimate the number of people they expected to attend their programs. In preparing Group-B regrant case studies, information on intended target audience was collected for all but four regrants (DE05, IA14, NJ27, VA44). Where this

information was not provided in project applications, it was taken from other sources (e.g. brochures, posters, press releases) controlled by project staff. In 21 of the 46 (46 percent) regrants, more than one target audience was specified. Generally, project directors identified residents of a certain geographic area as the desired audience. This was true for 30 regrants (65 percent). The second most commonly cited group was the general adult populace: fourteen regrants (30 percent) were specifically intended to attract adults. Thirteen regrants (28 percent) were aimed at individuals in certain occupations. (Note: When either adults or individuals in particular careers were selected as the target audience, usually another group was also mentioned.) Five projects (11 percent) focused on ethnic groups or a special population group of common interests (e.g. environmentalists), three (7 percent) chose members of one sex (female) to form the audience, and another three (7 percent) singled out individuals in a designated age category (youth or elderly). See Table 20, p. 145 for a breakdown of specified target audiences.

If project directors hope to reach a certain segment of the population through their regrant programs, they must take steps to inform potential audience members. Publicity measures should be tailored to the group being sought. In designing a regrant, not only must a desired audience be identified, but actions necessary to communicate with that group should be outlined.

TABLE 20

Group-B Reqrants¹
Specified Target Audiences

Residents of a Geo- graphical Area	Adults	Occupational Group	Ethnic or Special Population Group	Members of One Sex	Members of Age Group
AZ01 MT24*	CA02	IN12*	GA08	ID09*	MA20
CO03 NB25	CT04*	IA13*	MD19*	KY15	NC30*
CT04* NV26	GA07*	MO23*	TX39*	MT24*	WI50*
FL06 OR33	IA13*	NM28	UT41		
GA07* PA34	MA21	NM29*	WV49*		
ID09* PA35*	MO23*	NC30*			
IL10 RI36*	NM29*	OH31*			
IN11 UT40	OH31*	RI36*			
IN12* UT41*	OH32	SC37			
LA16 VT42	PA35*	SD38*			
MD17 VT43	SD38*	TX39*			
MD18 WA46*	VA45*	VA45*			
MD19* WV48	WA46*	WA47*			
MS22 WV49*	WA47*				
MO23* WI50*					
Number of Reqrants:					
30	14	13	5	3	3
Percent of Group-B:					
65%	30%	28%	11%	7%	7%

¹ Four Group-B reqrants (DE05, IA14, NJ27, VA44) are omitted due to lack of information.

*Regrant project involving more than one type of target audience.

Slightly fewer than half (44 percent) of the states in the Group-B sample require applicants to explain who the potential audience is. Even fewer states--11 (31 percent)--require that applicants submit information on the publicity methods to be employed in contacting this group. Two states, Kentucky and Maryland, require that project directors form a planning committee and submit the names of members. This practice supplements publicity by generating word-of-mouth advertising. The regrant program in Emmitsburg, Maryland (MD17) was organized by a broadly-based group composed of 27 town citizens representing various community organizations and businesses. By recruiting 26 individuals in addition to himself, the project director ensured that the program would be promoted without cost throughout the town.

On the other hand, the project director for the Louisville regrant (KY15) reported in her final evaluation that her planning committee was not particularly helpful. A few members lent assistance but the majority did not. Therefore, the success of planning committee contributions to regrant projects seems dependent upon the dedication of the individuals selected to serve.

Through the requirement that evaluation procedures take audience members into account, committees may reinforce their

desire to involve the adult, out-of-school public. Of the 43 project director final reports obtained, 21 (47 percent) contained, at the request of the committee, a description of the audience members who attended and an additional 13 (30 percent) provided, on an apparent voluntary basis, information about the audience.

Complying with committee instructions, four project directors (8 percent) surveyed audience members who attended their programs, but only two were specifically asked to obtain information describing the audience. In three instances (6 percent) where committees received evaluative statements from project participants, none of the comments refer to the composition of the audience. Committee representatives visited 25 regrants and later submitted written assessments: seven of these reports, following pre-determined outlines, discussed audience characteristics. Of the seven committee-requested evaluations by outside consultants, two by design, focused upon audience characteristics.

Who Comes to Regrant Projects?

One major purpose of the State-based Program evaluation questionnaire survey was to document nationwide who attends regrant programs. Through the 50 site visits, written up in

case study format, audiences were directly observed and their characteristics recorded. However, it is the audience members' self-descriptions, obtained through the questionnaire responses, which permit the most accurate discussion of who attends regrant projects.

Individuals attending Group-B regrants were surveyed and 1,185 completed questionnaires were returned. Of those responding audience members, women outnumbered men by nearly two to one (64 percent to 35 percent), perhaps explained in part by the selection of women and women's rights as the primary topic of several regrants. The adult, out-of-school public was well represented (87 percent), while only a small percentage (13 percent) of young people 24 years of age and under were present. Nearly all (91 percent) of the audience members indicated they were white with the remainder being predominantly black (4 percent) and of Spanish-speaking or Latin American ancestry (4 percent). A few audience members (less than 1 percent each) described their ancestry as American Indian or Oriental/Asian.

In terms of educational background, the individuals attending regrants are an exceptional group. Most of them had completed one to four years of post-graduate study (41 percent) or four years of college (20 percent). Twenty-two percent had

finished one to three years of college. A minority had only graduated from high school (10 percent) and an even smaller group attended high school (including eighth grade) but did not graduate (7 percent). These figures appear especially impressive when compared with national statistics on level of educational attainment. The 1974 Digest of Educational Statistics (compiled by the National Center for Educational Statistics, Department of Health, Education and Welfare) demonstrates that adults (here defined as individuals over 25 years of age) generally either graduated from high school (31 percent) or enrolled in high school (including eighth grade) but did not complete the four years necessary for a diploma (32 percent). Comparatively few attended college (11 percent), graduated from college (6 percent), or undertook graduate study (5 percent). Additionally, the median number of school years completed by adults, 25 and over, varies with ethnic background and sex. The national average for white males and females is 12.1; for black females, 10.0; for black males, 9.4; for females of Spanish heritage, 9.4; and for males of Spanish heritage, 9.9. Even taking into account the ethnic background of audience members, the individuals attending reqrants are extremely well educated by national standards. Table 21, p. 150, summarizes this information on educational attainment.

TABLE 21
EDUCATIONAL ATTAINMENT

	Audience: Group-B Reigrants	Adults: 25 years old and over--1970*
8th grade	2%	13%
High School		
1 to 3 years	5%	19%
4 years	10%	31%
College		
1 to 3 years	22%	11%
4 years	20%	6%
Post Graduate		
1 to 4 years	41%	5%

*Taken from: Digest of Educational Statistics, 1974; National Center for Educational Statistics, Department of Health, Education and Welfare

MEDIAN SCHOOL YEARS COMPLETED BY ADULTS 25 YEARS OLD AND OVER: 1970*

	White	Black	Spanish Heritage
Female	12.1	10.0	9.4
Male	12.1	10.0	9.9

*Taken from: Digest of Educational Statistics, 1974; National Center for Educational Statistics, Department of Health, Education and Welfare

Most of the people who attended Group-B regrant projects were employed (65 percent) and most of those worked full-time (78 percent) rather than part-time (22 percent). Occupations in the field of education were most common (18 percent); administrative professional jobs were also numerous (17 percent). Ten percent of the audience members voluntarily indicated their occupation was housewife, but since this response was voluntary it is likely that this figure is conservative. Five percent of the audience were employed in medicine or health related fields and another five percent worked in clerical positions (e.g. typists, stenographers). Writers accounted for three percent of the group, with law, and museum or library science careers each reported by two percent of the group. One percent of the group were architects or engineers, one percent were bookkeepers, and one percent worked in the field of religion. Careers in the following areas were each indicated by less than one percent of the audience: social sciences, life sciences, mathematics and physical sciences, art, entertainment and recreation, domestic service, messengers, merchandising, food preparation services, cosmetology, apparel services, protective services, building services, fishing, forestry, benchwork, printing, metal processing, coal and gas processing, construction and transportation.

The regrant projects attracted individuals living in towns

and cities of varying populations, but audience members came mainly (41 percent) from moderately-sized cities of 10,000 to 100,000 residents. Twenty percent of the audience lived in cities with populations of 100,000 to 500,000; 18 percent came from cities having 2,500 to 10,000 citizens; and 12 percent lived in rural areas of populations less than 2,500. The smallest group, 10 percent, resided in large cities with populations of over 500,000. Table 22, p. 153, summarizes audience characteristics.

While the audience surveyed seems to be a fairly homogeneous group, there are notable exceptions of regrants designed to serve unique audiences. In Georgia, a Korean college professor of anthropology, who had done research on the local Oriental population, organized a program to discuss the problems facing Oriental women (GA08). The six sessions were held at Fort Benning, where there is a sizable community of Orientals, predominantly wives of American service men. At the session observed, the audience members were all Oriental and presentations were delivered in English and Korean.³

Another regrant focused on the history of rural women in Idaho (ID09). Sponsored by the Women's Center at the University of Idaho, this project traveled to 12 rural communities. Women

³ Persons attending this regrant program are not included in the Evaluation Unit audience survey, since many did not speak English.

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from those areas gathered to see dramatic presentations of events in the lives of several Idaho women and then to discuss their own lives. The session in Kellogg, a town with a population of approximately 4,000, attracted 30 local women who were all members of the Kellogg Business and Professional Women's Club.

A third instance in which a regrant drew an unusual audience was in Bellingham (WA46). A five-day conference convened on the campus of Western Washington State College to investigate the policies and issues relating to the use of Puget Sound. For one symposium session on Indian fisheries, half of the audience was composed of Indians and White fishermen and their wives, who engaged in a lively discussion of a recent court decision guaranteeing Indian fishing rights.

Do regrants reach specified target audiences?

It is difficult to determine how often regrant projects successfully involved the desired audience. Since less than half of the Group-B project directors were required by the committees to identify a target audience in their applications, project directors may have sensed an ambiguous interest in regrant audiences on the part of the committees. Thus, as information from regrant applicants, publicity brochures, and other sources indicates, project directors often are vague in their own designation of target audiences. Table 20, p. 145,

shows that project directors usually selected adults or adults not in school and residents of a surrounding geographical area as a target audience, instead of more specific population groups.

The Group-B audience survey found that regrant projects are achieving the goal of reaching adults who are typically not enrolled in formal education: a majority (95 percent) of those attending Group-B regrants fall within this category. The Group-B projects which addressed members of a particular age group did manage to attract the intended individuals. For example, the Wisconsin Humanities Committee awarded a grant to an organization, the University of Wisconsin Extension, Programs on Aging, in support of discussions on taxation, expenditures and aging (WI50). Senior citizens and retired humanists in 18 southwestern Wisconsin towns explored topics designed, according to the project application, "to awaken in older citizens an interest in the processes of government and in the sociological structure in which they live." The project director estimated in her final report that over 600 senior citizens participated in the program.

Project directors whose regrants concerned members of one sex (always female), were also able to involve the designated target audience. An Idaho project (ID09) and a Montana project (MT24) were designed to allow women to consider and share

their experiences as females in American society. The Idaho program emphasized the role of rural women in their state's history, while the Montana sessions concentrated mainly upon the current community in which the women live. Additionally, the programs had several significant features in common. The project staff took their programs to the audiences; that is, they went to various communities where women who had expressed an interest in the program lived. These programs also relied upon the efforts of one woman in the community who acted as a contact person and who was responsible for gathering an audience.

Project directors who chose an ethnic group or other special interest group also demonstrated the ability to reach their target audience. The anthropology professor who organized a program on Oriental women in Fort Benning was effective in stimulating attendance on the part of Korean and Vietnamese women (GA08). A project on the history and culture of ethnic groups in Utah held in Salt Lake City attracted, by the accounts of the project director and the Utah Endowment for the Humanities Executive Director, disappointingly small audiences at each of ten sessions (UT41). But those who attended were representative of various ethnic groups, as was intended.

The project directors who hoped to include representatives of particular occupations in their projects occasionally had

difficulty achieving this goal. An English professor at Clemson University in South Carolina organized a three-day symposium on the subject of the present quality of written communication. He wanted to bring together "teachers, other educators and educational administrators, industrialists, lawyers, legislators, agriculturalists, journalists" and anyone else concerned about the state of writing (SC37). Although he ambitiously outlined these various groups, he reported that only 25 percent of the total audience of approximately 200 were non-educators. In his final report he concluded that, in retrospect, he would alter the direction of publicity to reach more non-academic adults. Another English professor conducted a one-week conference on the topic of leadership (OH31). The conference was held on the campus of Ohio University in Athens and attempted to convene scholars, teachers, leaders, ordinary citizens and those in decision-making positions. While he called the audience of 70 a "wide cross-section of the adult out-of-school population in Ohio," he admitted that he was disappointed at the meager turn-out of business people.

Conversely, other project directors were more successful in attracting individuals in designated occupations. An administrator in an Albuquerque, New Mexico municipal agency coordinated two meetings for the purpose of discussing historical,

social, philosophical, and legal perspectives on bilingual education (NM29). The target audience was to consist of teachers, state and local school board members, lawyers, as well as the general public. The project successfully drew a group of those interested in bilingual education: most (69 percent) of the people who registered for either session had Spanish surnames and most (57 percent) of the audience responding to the NEH Evaluation Unit questionnaire survey gave their occupations as law or education.

In Providence, Rhode Island, a series of meetings sponsored by the Providence Preservation Society was held to stimulate interest in visually and economically revitalizing the downtown area (RI36). It was hoped that "a broad socio-economic and intellectual spectrum of the citizens of Providence" would come; however, emphasis was also placed on those whose work might directly involve them in the revitalization process (e.g., bankers, developers, architects, contractors, members of the relevant city and state agencies and downtown property holders). The project director's final report indicated that significant representation from these groups was achieved during her project. An NEH Evaluation Unit site visit and audience survey corroborated the project director's assessment.

Since many factors influence the implementation of a regrant project, it is difficult to diagnose specifically what contributes to and what detracts from obtaining a desired target audience. A few of the many variables are: publicity, program site, program time, topics, speakers, and weather. In one case, a project was designed to stimulate discussion among members of a community in Baltimore about a new multi-purpose center (MD18). Shortly before one evening program was to begin, a torrential thunderstorm poured water on the city streets. Most likely the rain curtailed attendance: program speakers distinctly out-numbered audience members. However, this session, addressing day-care facilities in the multi-purpose center, took place at night and ironically, made no provisions for care of children during the discussion. Another regrant which had difficulty in reaching its target audience focussed on the family and public policy issues affecting it (IA13). The project director planned to include family members, social workers, members of the clergy, and jurists in the field of family law. Four meetings occurred, each on a different college campus. Instead of the desired individuals, the audience as a whole was mainly composed of students (63 percent) and only a small number (less than 10 percent) of social workers, counselors and the clergy appeared.

How many people attend regrants?

To supplement discussion on regrant target audiences, some attention should be devoted to more quantifiable data; specifically, how many people actually attend regrant projects? Estimates of total audience attendance were made for each of the 50 Group-B regrants. For the nine Group-B regrant projects (18 percent) observed in their entirety, estimates of audience attendance were made by Evaluation Unit staff during site visits. The remaining 41 Group-B regrant projects (82 percent) consisted of a series of sessions, only a portion of which was observed through site visits. Estimates of total audience for these 41 regrants were extrapolated from the audience size during site visits, in conjunction with information supplied by project directors through final evaluations or verbal reports. If information provided by the project directors conflicted with that obtained by Evaluation Unit staff at site visits, the Evaluation Unit figures were used. The resulting tally shows that a total of 19,242 individuals were present at 47 of the programs, yielding an average of 409 per project. An additional 892,750 persons were estimated to have seen the remaining 3 regrants which were TV programs, for an average of 297,583 each. The combination of these

estimates yields a nationwide total of 911,992 individuals who were directly reached by the 50 Group-B projects.

Table 23, p.162, contains more specific information on audience attendance. This table does not take into account the dissemination of project information which serves to increase regrant audience size. (Dissemination is discussed in a later section of this report.)

The most noticeable fact presented in this table is the consistent tendency of project directors to anticipate larger audiences than their projects actually attract. In the 23 regrants where project directors' predictions of audience size were available, only 5 project directors (22 percent) met or surpassed their goal; the others overestimated and sometimes by quite a bit. Perhaps project directors have unrealistic expectations; however, in some instances project directors have reported they were pressured by state committees to reach a larger audience. Consequently, they may be attempting to comply with committee wishes without the conviction of their words or without the knowledge of techniques needed to attract a larger group.

How did the audience learn about regrants?

As one of the questionnaire items, audience members were asked how they found out about the program they attended.

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TABLE 23

Group-B Regrants
Audience Attendance

Regrant	Number of Sessions	Audience Expected	Audience During Site Visit	Total Estimated Audience
AZ01	17	Unknown	8	483
CA02	5	1,800	375	600
CO03	2	300 to 400	100	100
CT04	5	700	10	353
DE05	1	100 to 150	60	60
FL06	2	Unknown	135	285
GA07	24	3,800 to 4,200	34	1,062
GA08	6	400	50	286
ID09	12	500 to 600	30	390
IL10	5	Unknown	150	600
IN11	6	1,800	750	2,100
IN12	2	200	200	350
IA13	4	Unknown	27	314
IA14	2	Unknown	110	70
KY15	1	200	200	200
LA16	33	2,000 to 4,000	37	971
MD17	12	Unknown	60	227
MD18	3	Unknown	2	70
MD19	11	Unknown	75	1,100
MA20	22	2,200	35	400
MA21	4	1,000	40	200
MS22	12	Unknown	17	268
MO23	1	Unknown	60	60
MT24	6	Unknown	30	100
NB25	5	375	60	150
NV26	8	4,000	40	935
NJ27	1 (TV)	Unknown	831,250	831,250
NM28	12	Unknown	30	615
NM29	2	Unknown	120	370
NC30	4	50 to 100	60	224
OH31	5	100	70	70
OH32	2 (TV)	Unknown	19,500	19,500
OR33	16	800	59	869
PA34	7	2,000	45	774
PA35	3	600	100	400
RI36	11	Unknown	115	600
SC37	3	Unknown	188	188
SD38	2	Unknown	300	300
TX39	5	Unknown	101	345
UT40	3	Unknown	16	80
UT41	10	Unknown	34	200
VT42	6	240	35	192
VT43	4	Unknown	12	180
VA44	6	360	10	51
VA45	1	Unknown	47	47
WA46	5	Unknown	300	450
WA47	4	400	30	453
WV48	18	Unknown	12	500
WV49	1 (TV)	Unknown	42,000	42,000
WI50	23	Unknown	20	600

The response most frequently indicated was "word of mouth" (29 percent); "newspaper" (24 percent) and "publicity mailing" (21 percent) were also frequently checked. Publicity brochures and posters were cited as providing information to 13 percent of the group. Radio (3 percent) and TV (1 percent) were the least common modes for publicity. Only one percent of the group was unable to recall what form of publicity they had noticed.

In keeping with the questionnaire responses, the Group-B project directors often reported that they had relied on print media to advertise their programs. Regrants were publicized in local newspapers (84 percent of the Group-B regrants), college newspapers (12 percent), local magazines (2 percent) and in underground newspapers (2 percent). Some project directors circulated printed brochures (52 percent) or newsletters (12 percent) and some advertised by mailing information (34 percent) directly to the people they wished to attract to their programs. Posters (20 percent) were used to announce regrant activities and exhibits (6 percent) were even displayed for publicity in a small number of regrants. In less than half of the regrants (44 percent), project directors specifically mentioned that they had depended on news of their projects to be spread by word-of-mouth.

Although only a small percentage of the regrant audience members (4 percent) recalled that they learned of programs through electronic media sources, a surprising number of project directors actually advertised on radio and TV. Slightly over half the regrants were promoted on either radio (22 percent), TV (8 percent) or both radio and TV (26 percent). Considering the expense involved for electronic media compared to print media, it seems unusual that, working within limited budgets, so many project directors were able to take advantage of electronic media for publicity purposes. It seems highly probable that this was facilitated by donated time, perhaps public service announcement spots, on radio and TV stations.

Project directors demonstrated ingenuity in taking advantage of existing channels of communication as well as creating their own. One project director arranged for a description of his symposium to be placed in a continuing education catalog circulated by his university to 23,000 individuals in business, industry, government, and education (SC37). Another project director instigated a telephone campaign in order to pass news of his programs throughout his town (NB25). Two project directors capitalized on the small size of their towns to ensure widespread publicity: one man enlisted the aid of a Boy Scout troop to walk from door to door handing out publicity announcements (MD17), and one woman had publicity sheets put on

car windshields while the cars were parked at the local shopping center and local church (UT40). In some cases, regrants benefited from unexpected publicity. For example, a week-long conference occurred on the campus of Ohio University in Athens to examine the subject of leadership from a humanistic perspective (OH31). While the project director and his project staff planned and executed a variety of publicity techniques, the college librarian on her own initiative designed a display of conference publicity materials (brochures, etc.), and of books which were on the conference reading list. Table 24, p. 166 shows the publicity measures used in Group-B regrants.

Why Did Audience Members Attend Regrants?

When asked in the questionnaire survey why they had attended the regrant program, audience members most often responded that they were interested in the program topic (56 percent). Some attended because the topic was related to their profession (19 percent) or because they wanted to hear the scheduled speakers (12 percent). A few individuals indicated that they went to the regrant program because it was held in conjunction with a meeting they attend regularly (3 percent), or primarily at the request of their employer (2 percent). Others said that they attended simply because they were accompanying a friend (2 percent) or that they frequently participate in programs held in the same building or location (1 percent).

TABLE 24

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PUBLICITY MEASURES USED IN GROUP-B REGRANTS

	P R I N T M E D I A											E L E C T R O N I C M E D I A				
	Local Newspaper	College Newspaper	Underground Newspaper	Local Magazine	Brochure	Newsletter	Direct Mailing	Poster	Press Release	Exhibit	Personal Contact	TV Show	TV Announcement	Radio Show	Radio Announcement	TOTAL
AZ01	X				X	X									X	4
Q02	X				X								X		X	4
Q003	X				X			X			X					4
Q004	X				X	X	X				X	X		X		7
EF05	X				X	X									X	3
FL06	X				X	X						X				4
GA07		X														1
GA08	X				X						X	X				4
ID09	X									X	X					2
IL10	X	X				X				X	X	X			X	5
IN11	X	X	X		X			X			X	X			X	9
IN12	X				X			X			X	X			X	6
IA13	X				X		X				X					4
IA14	X				X	X	X				X				X	5
KV15					X	X	X	X	X	X	X	X			X	5
LA16	X				X	X		X						X	X	4
MD17	X				X						X					3
MD18	X							X			X					4
MD19	X				X					X	X			X		5
MA20	X				X		X			X	X			X		5
MA21	X						X									2
MS22	X											X			X	2
MO23	X				X		X					X				4
MT24	X									X						2
NP25	X						X	X			X			X	X	6
NJ26								X	X							3
NJ27	X			X												2
NM28	X						X					X			X	4
NM29	X								X				X			2
NC30	X						X					X			X	4
OH31	X	X			X		X			X		X		X		7
OH32	X															1
OR33	X					X	X	X			X					4
PA34	X				X				X		X					3
PA35	X				X		X				X					4
PI36						X	X		X							3
SO37	X				X	X	X			X	X					4
SD38	X				X					X	X					3
TX39		X				X					X					3
UT40	X				X										X	3
UT41	X								X							2
VT42	X	X			X					X	X					4
VT43	X									X	X		X			2
VA44						X									X	3
WA45	X				X			X								3
WA46	X											X			X	3
WA47	X					X					X	X		X	X	6
WT48	X				X						X	X		X		5
WT49						X					X					1
WT50								X		X	X					2

Judging from this range of responses, we learn that most of the individuals attending regrants (87 percent) were self-motivated, stimulated by an interest in the program topics or speakers, while a much smaller group (8 percent) attended due to encouragement from others or out of an association not necessarily related to the regrant program (e.g. a periodic meeting).

To determine whether regrants attract groups which are normally not affiliated, individuals were asked how many other audience members they knew. In general, it was found that regrant audiences are groups which do not ordinarily convene. Most individuals (59 percent) stated that they knew less than half of the other people in attendance or that they didn't know anyone else (18 percent). Some knew about half of the audience (12 percent) and only a few knew more than half (5 percent) or nearly all of the audience (6 percent).

It seems likely that individuals who attend regrant programs are individuals interested in public affairs. This hypothesis was born out by questionnaire responses. A majority (61 percent) of the audience members described their role in state or community affairs as "active." They also demonstrated an enthusiasm for and participation in cultural activities. Audience members were given the chance to indicate whether, during the previous six months, they had attended or visited various cultural institutions, with the results as follows:

60% had attended a concert;
77% had been to a movie;
31% had seen a dance performance;
86% had been to a library;
12% had attended an opera;
34% had been to an historical society;
50% had been to the theatre;
59% had been to an art gallery or museum;
45% had attended an history or a science museum;
62% had participated in a community meeting;
47% had attended a governmental meeting or hearing;
70% had attended a program on a college campus; and
51% had participated in a meeting, not at work, in
which they exchanged views on public policy issues
with other community members.

Given this scale of 13 activities, responses show that half or more of the audience members participated at least once in most (62 percent) of these activities during a six month period.

What comments did audience members make about regrants?

Audience members were asked to write any remarks they wished on a blank panel of the questionnaire: 21 percent of the respondents did so. Sixteen percent commented specifically on the regrant they had attended, with positive comments appearing more frequently than those considered negative (8 percent versus 5 percent). Some individuals' statements (3 percent) could not be categorized as either positive or negative.

A sample of audience comments relating to specific regrants or the State-based Program in general appears below.

"I was very much impressed with the speakers--I thought both sides of the issues were well represented.

I would like to attend more programs like this." (20 year-old male real estate salesman in regard to FL06)

"As president of a homemaker's group, I shared the information obtained at each session with my homemakers at our next meeting. My husband was able to attend some of the sessions with me. We all found the information received stimulating and in some instances startling." (a 55 year-old homemaker in regard to CT04)

"The program was well run and attended by most of the people interested in civic affairs and education." (a 78 year-old unemployed female in regard to CA02)

"An excellent, very well rounded and organized program. Would like to see it continued on an annual basis." (a 32 year-old female Chamber of Commerce manager in regard to WA46)

"Please continue this form of educational process. The workshop is an excellent way to involve those who attend through interaction with the speakers and audience members (less formality as compared with lecture type of presentation).

Thank you for this outstanding program--it has given me added incentive to continue my community efforts." (a 56 year-old housewife in regard to CA02).

"I attended at least four of the Brown Bag talks at the Oregon Historical Society Center and found them interesting and stimulating. They were not uniform in research and in presentation but the level was pleasantly high. Attendance was good and the concept is splendid." (a 67 year-old female "citizen" in regard to OR33)

"I only attended the San Antonio conference but felt it was worthwhile for the exposure it gave minority people and conservationists to each other. Recently they discovered they have a great deal in common and they united to defeat a zoning ordinance by referendum. Some of these people met for the first time at the conference." (a 31 year-old female in regard to TX39)

"The programs talk to an 'in group' instead of public at large." (a 52 year-old female editor-writer in regard to WA46)

"This conference, like others sponsored by colleges, was attended by college people; I estimate less than 15 percent of audience was from the general public. A 5-day conference isn't practical for most working professions, OK for college types. Humanities programs don't seem to be addressed to the

public, but rather to the academic world. I suggest that local public officials have greater roles in conferences like 'Man, Government, and the Sea'." (a 45 year-old male regional planning director in regard to WA46)

"I was rather disappointed in the lack of response by those outside the college community. Perhaps this reflected the lack of real attempts on the part of the speakers to solicit community attendance or to address their remarks to anyone outside the college experience." (a 30 year-old male educator in regard to VA44)

"The Humanities Commissions of the National Endowment should de-emphasize your concentration on maintaining the status quo. More emphasis should be placed on grassroot programming, and should include the minority point of view as it really exists." (a 30 year-old male "professional" in regard to WA47).

"I only wish that the government would stick to its constitutional functions. This does not include supporting the arts or the humanities. The free market rewards those who are selling something others want to buy. The government supports those they think people ought to enjoy or be interested in. This course was poorly planned, ineffective in its delivery, and boring." (a 33 year-old female store proprietor in regard to CT04)

"If the program I attended was an average of quality for the programs as a whole, across the state, I feel that the National Endowment could find a more profitable way of spending their dollars.

The programs I attended were poor regardless of good advertisement. The one session that had people was a joke. The reason so many people came was because they were agency people and (they) showed up to run booths.

I think that money could better be spent over Network TV where you will reach people, and the people that would not normally go to one of the community meetings. The programs I attended brought together the Tacoma liberal social service agency group. The 'real folk' weren't there and couldn't care less." (a 23 year-old female housing planner in regard to WA47)

The Relationship Between Regrants and Formal Education or
Adult Education

A corollary to Principle V ("Projects should involve the adult, out-of-school public.") is the admonition that committees should not grant funds to support projects awarding academic credit. Committees are further encouraged, in another standard, "to reach beyond those segments of the adult public traditionally comfortable with and involved in conventional adult education." In other words, regrant projects are to be differentiated from formal academic education and ideally, though offering a type of adult education, involve individuals who are not active in organized adult education.

Judging from the Group-B case studies, regrants do typically refrain from awarding academic credit. Out of 48 Group-B projects (information was not available for 2 projects), only one regrant (2 percent) gave audience members the option of earning credit. In this case, individuals paid a \$10 fee, participated in a 3-day conference and received 1.2 continuing education units (SC37); these credits do not count toward an academic degree. On some occasions, the distinction between the regrant program and academic or adult education may not have been clear to audience members because of the sponsoring organization or the regrant site. A five-part series entitled "Restoring Faith in Government" was sponsored by Santa

Barbara City College (CA02). Four of the sessions occurred in an auditorium in downtown Santa Barbara; the last session was held on the college campus. Although no credit was given and there were no enrollment fees, audience members did have to register by completing the standard forms used by the Continuing Education Division at the college. Another regrant also required academic registration. Georgia Southern College sponsored a program on the American Revolution which consisted of conferences, community meetings and tours (GA07). Two conferences, each lasting two days, were held on the college campus and those wishing to attend were charged a \$4 registration fee and asked to complete college registration forms. Since all the participants were professors at Georgia Southern College, an audience member could have surmised, on the basis of the surface evidence, that this was one of the college's regular educational programs.

To determine whether regrants reach individuals not normally involved in adult education, Group-B audience members were surveyed in regard to participation in adult education. Of the respondents, 60 percent stated that they had attended adult education courses during the previous two years. Audience members were further asked to identify what kind of institutions offered the courses. Responses to this question are listed in Table 25, p. 173.

TABLE 25

% Reporting Attendance	Type of Institution Offering Course
73	University or college
20	Public school
13	Church
10	Service club (e.g. YWCA, YMCA)
5	Library
5	Museum
5	Business or industry
1	Commercial school
less than 1	Military
less than 1	Trade union

In order to place these statistics (i.e., rate of participation in adult education and type of institution offering adult education) pertinent to the regrant audiences within a larger perspective, The Condition of Education, 1976 edition prepared by the National Center for Education Statistics, was consulted. According to this publication:

Adult and continuing education is one of the most rapidly growing areas of American education. Between 1969 and 1972, while population grew 6.3 percent, the number of participants in adult education grew 20.7 percent. Future increased demand can be predicted based on the increasing size of the adult population and the availability of facilities due to declining elementary-secondary school enrollments.

As documentation of this increase, it was reported that the segment of the population enrolled in adult education had nearly doubled since 1975: 7.8 percent of the population participated in adult education in 1957 and, by 1972, 13.8 percent of the population was participating. It was found that adult education participation rates are higher among those with higher incomes and also among those with higher levels of educational attainment. As far as motivation, men most often (54 percent) cited job advancement as the reason for taking adult education courses, while women most frequently (33 percent) said that personal or family interest caused them to enroll. Groups sponsoring adult education were (in descending order of frequency): 4-year colleges and universities; employers (job training); 2-year colleges; public school systems; community organizations; private vocational schools; tutor or private instructor; and labor union or professional organization. In regard to the type of coursework chosen by those enrolling, the following list shows what subjects were selected:

- Occupational Training (57.3%);
- General Education (24.8%);
- Social and Recreational (12.0%);
- Personal and family living (11.7%);
- Community Issues (11.5%); and
- Other (1%).

In comparison then, it appears that the regrant audience

members are more active in adult education than the average American. They are a well educated group, on the whole, in keeping with the profile cited above. Whether they consider their attendance at regrant a form of adult education is open to interpretation, especially when the term "adult education" has not been universally defined. The National Center for Education Statistics defines it as "organized instruction (including correspondence courses and private tutoring), usually conducted at a set time and place, with a predetermined end result: a certificate, diploma or degree." Interestingly, the National Council on Adult Education has identified an "adult education target population" which consists of "the 54 1/3 million adults in the United States who are 16 years of age and older, not enrolled in school, and who have not completed their high school education."

Dissemination of Regrant Projects

When considering the nature of the audiences directly involved in regrant, it should be noted that regrant have an impact on many more people than merely those who attend. Once a regrant occurs, or in the case of a series, begins, news spreads via various channels to a wider public. If a regrant results in a specific product such as a film or a publication, the product will exist long past the grant period and may be put to use many times over.

For purposes of comparability in developing the Group-B case studies, dissemination was defined as any substantial publicity emanating from regrant activities once the program had begun. Excluded from this category were cursory announcements of program schedules or very brief descriptions of regrant programs which would not convey any of the substance of program presentations and discussions to the reader. According to definition, it was found that over half of the regrants (60 percent) benefited from some means of dissemination and an even larger number (82 percent) resulted in one or more products. (These calculations are based on a sample of 45 regrants since information was not available for 5 projects--GA07, IA14, MD18, VA44, WI50.) In regard to dissemination, the following sources carried information pertaining to projects in the Group-B sample:

- newspapers (53%);
- radio (18%); and
- television (18%).

The products resulting from Group-B projects were as follows:

- audio tapes (31%);
- photographs (22%);
- videotapes (20%);
- publications (18%);
- films (13%); and
- slide/tape shows (4%).

While it is difficult to ascertain precisely who may have been

reached through dissemination or who may have made use of regrant products, it is apparent that these methods extend the impact of most regrant projects to an audience which is larger and may be more varied than the group present at regrant sessions. Direct attendance audience figures were documented for Group-B projects and in four cases estimates of secondary audience figures were provided by project directors. Table 26 below displays the significant increase in audience created by wide dissemination or circulation of products.

Table 26

Project	Audience Attending Program	Secondary Audience Estimate	Means of Dissemination
LA16	971	1,500	Radio
MA21	200	53,000	Newspapers and Exhibit
PA34	774	100,000	Radio
VT43	180	25,000	TV
TOTAL	2,125	179,500	

In at least two regrant projects, dissemination played an unusual role. The project visited in Lewistown, Montana consisted of three two-day workshops in three different locations within the state and was designed to promote discussion among women on their historical and contemporary roles in society (MT24). The impetus for these workshops

derived from a similar, though more extensive, workshop series funded by the Montana committee which took place on the campus of Montana State University. Word of the campus program spread to other areas, prompting requests that the program be brought to other towns. Thus, dissemination of the original grant activities led to a second grant application and award. Capitalizing on the current interest in old movies, the regrant in Amherst, Massachusetts, aimed at gathering senior citizens and young people for the viewing of an early film and a subsequent discussion of a specified topic (MA20). A social worker from the Youth Center in Agawam, Massachusetts attended one afternoon session, bringing with her some young people from Agawam. She reacted enthusiastically to the program concept and subsequently applied to the Massachusetts Foundation for a grant to duplicate the program in her town. She was awarded the grant so that each program in the second half of the series was held one afternoon in Agawam and the following afternoon in Amherst. In this instance, dissemination of project activities inspired a second regrant.

Table 27, p. 179, shows the dissemination and products of Group-B regrants.

Table 27

DISSEMINATION AND PRODUCTS OF GROUP-B REGRANTS

	DISSEMINATION				PRODUCTS						TOTAL
	Newspaper	Radio	TV	Inspired Another Project	Photographs	Audiotape	Videotape	Slide - Tape Show	Film	Publication	
TOTAL	24	3	8	1	10	14	9	2	6	3	
AZ01	X	X				X					3
CA02			X			X	X		X		4
CO03	X	X			X	X					4
CT04	X					X	X				3
DE05						X				X	2
EL06	X	X			X						3
GA07*											
GA08	X				X						2
ID09					X	X				X	3
IL10					X						1
IN11	X										1
IN12	X										1
IA13	X									X	2
IA14*											
KV15					X	X	X				3
IA16	X	X									2
MD17										X	1
MD18*											
MD19	X					X					2
MA20				X							1
MA21	X				X					X	3
MS22	X										1
MO23						X					1
MT24										X	1
NR25					X						1
NV26	X	X									2
NJ27			X						X		2
NM28	X		X					X			3
NM29	X										1
NC30					X						1
OH31			X			X	X				3
OH32									X		1
OR33		X				X					2
PA34		X				X				X	3
PA35	X					X					2
RI36	X		X					X			3
SC37	X					X	X				3
ED38							X				1
TX39			X				X		X	X	4
UT40	X										1
UT41	X										1
VT42	X										1
VT43	X								X		2
VA44*											
VA45	X		X								2
WA46	X		X				X				3
WA47					X		X				2
WV48		X									1
WV49									X		1
WI50*											

*Information on the dissemination and products of these regrants was unavailable.

Do Regrants Provide Sufficient Time for Discussion?

Group-B audience members were nearly split on the question of whether they had ample opportunity to express their views during regrant programs: 48 percent replied "no" and 52 percent responded "yes." It is possible that those who were dissatisfied felt that way because only a small portion of the program they attended was devoted to a discussion period. Discounting the 3 regrants which were TV programs, we find that 26 (55 percent) of the Group-B regrants spent less than half of the site visit program in discussion; conversely, for the other 21 site visits (45 percent) more than half the program was occupied by discussion. (See Table 18, p. 122, for more specific information.) However, there are many elements in a public program which might lead an individual to believe there was not ample opportunity for him or her to air his/her views. For example, some individuals might be inhibited by a large audience, the tone of a discussion, or the use of mechanical equipment. If a discussion is lively or the audience large, there may simply not be sufficient time for presentations as well as questions or comments from everyone in the audience.

Submerged in this issue is the problem of unfulfilled expectations. The individuals attending regrants come to the

programs with at least a vague impression of what will happen. This impression is shaped by the various publicity techniques employed and, of course, by the individual's own beliefs and interests. Generally, the Group-B audience members seemed pleased by their regrant experiences. Audiences observed during site visits were usually enthusiastic about regrant programs; as was mentioned above, of those who volunteered written comments (21 percent) via the questionnaire survey, most made remarks about the program(s) they had attended (16 percent) with positive statements outnumbering the negative (8 percent versus 5 percent respectively).

Below are some of the audience written comments which convey expectations both fulfilled and unfulfilled.

"Before I attended the conference I thought it was going to be dull and boring. But afterwards and while, it was very interesting and it really made me listen and think about what they were talking about.

I really and truly enjoyed attending it." (an 18 year-old male student in regard to WA46)

"I was disappointed in the entire program." (a 35 year-old homemaker in regard to KY15)

"The program was well attended. I enjoyed it very much and I think most of the audience was quite pleased." (a 32 year-old female professor in regard to KY15)

"The conference, 'Man, Government and the Sea' probably served a useful purpose. It did provide for various entities to present their case. Whether or not it brought dissenters closer together I really doubt. I've seen most of the speakers saying the same things to each other time and time again.

To my way of thinking attendance by the public was disappointing--especially in view of the effort put forth. More public participation would be highly desirable." (a 65 year-old retired male in regard to WA46)

"I attended the session with only Ed Bacon speaking. I would have liked the session to have more than one viewpoint expressed." (a 20 year-old female newspaper layout editor in regard to PA35)

"All of the subjects were well covered in a broad sense. I felt that they would have been more effective if they dealt more with local issues and were presented by local people who are more familiar with the problems." (a 60 year-old real estate salesperson in regard to PA35)

"I felt the chairmen of the various audience meetings did not allow enough time for the answer and question discussions following the speaker's presentations. They, the chairmen, seemed to be in too big a hurry to close the meetings. To me this showed definitely, disrespect!" (a 78 year-old retired male in regard to OR33)

"I did feel the program was geared toward emphasizing discrimination rather than toward positive approaches for the advancement of women. My reaction is probably due to the fact I have attended similar sessions--I'm sure this emphasis is valuable to those just now becoming involved.

Overall it was a well-planned, well executed workshop. Funds expended were put to good use." (a 29 year-old female research analyst in regard to KY15)

"I have attended both the Public Meeting Series on Prisons last year and the Township Trustee System and Poor Relief at Valparaiso University. I found both of them helpful in increasing my knowledge and giving me new perspectives on both subjects. I have heard many favorable comments. It is good to see many different groups working together and exchanging views and learning in this way. I hope there will be more such meetings. I must drive 30 miles each way to attend the meetings at Valparaiso University, but it is well worth it and usually others go with me." (a 58 year-old housewife in regard to IN12)

"Well conducted with good representation pro and con on the subjects plus good audience participation. While not deciding any issues, it did give many faceted facts and opinions from people most concerned with the problems discussed. New and different ideas and attitudes were evident and it was interesting to see the differences of opinion on the relevancy of the subjects to the morals and good of the community. I am disturbed by the idea of 'gay' people trying to take over the art department of the University and pushing their way of life." (62 year-old retired male in regard to FL06)

"I walked out of the second meeting and never returned. Too much time was spent explaining governmental programs in existence for the poor by persons employed to operate them. No opportunity was allowed to speak to other persons in other cities without the panel. Views that did not meet with the approval of the panel were treated coolly and were unwanted. No opportunity to go deep into the reasons underlying the half century long problems of our country and the other nations of the earth was allowed.

The electronic equipment was very poor. The members of the panel were afraid to open themselves up to exposure of their inner ideas and their jobs were in jeopardy." (a 47 year-old male attorney in regard to CT04)

"All of the programs from September 2 to November 18 of the 'Little America' project were excellent. Varied media for each program. Excellent displays and forceful speakers. Lots of participation and discussion by audience." (a 64 year-old female retired teacher in regard to MD17)

"This particular event was not worthwhile." (a 30 year-old male publicity manager in regard to VA45)

"The Duxbury Town Meeting was a very thoughtful and discussion-provoking film, presenting opposing points of view sensitively and in enough depth, so that you really felt the reasons different people had for the position they maintained." (a 66 year-old retired female in regard to VT43)

"My first participation in a Humanities Program was this summer during the Augusta Heritage workshop. The symposia directed by Dr. Barbara Tedford was excellent and my husband and I participated in all the programs. Programs such as this are of much value in areas such as Randolph County where there is little chance to expand one's ideas and keep abreast of

current trends." (a 55 year-old homemaker in regard to WV48)

"The program was good and started me thinking about subjects I had not considered previously. I had an excellent chance to express my views even though I was the youngest member at the conference.

There was only one bad point. The conference had no positive action--only talk. The money from your forum might be more wisely spent if it went toward action groups and not discussion panels." (a 17 year-old female student in regard to TX39)

"The conferences were enjoyable and useful, with the exception of the fact that the officials from North Texas State University were paranoid that conference participants would come up with position statements that would be undesirable to the ears of the State and Local Endowment for the Humanities people." (a 33 year-old male biology professor in regard to TX39)

"The one frustration expressed by participants was the lack of any apparent avenue to proceed from talk to action on some vital issues presented." (a 58 year-old female clerk in regard to WA47)

"I was disappointed that the discussion series was focused as an end in itself; instead of ending with concrete plans for action." (a 26 year-old male community organizer in regard to WA47)

"The final evening forum between Indians, fishermen, and Don Moos made all of the rest of the 'rigamarole' worthwhile, although I would have rather seen a more formal debate and a better moderator." (a 23 year-old male film maker in regard to WA46)

Is the Adult Public Aware of the State-based Program?

Since the adult public serves as an intended beneficiary of the efforts collectively known as the State-based Program, audience members were asked via the questionnaire survey whether they had heard of the National Endowment for the Humanities

before they attended the regrant program. Of those responding, 57 percent said "yes" and 43 percent replied "no". A related questionnaire item elicited the same response rate in reply to: "When you attended the program, were you aware that it was partially supported by funds provided to your state humanities committee by the National Endowment for the Humanities?"

These results are surprising, first of all, because they coincide and, secondly, because the Endowment's support was rarely announced during the site visit programs. Out of 48 site visits for which this information was obtained, it was noted that the Endowment was only mentioned at 14 programs (29 percent). Occasionally, the acknowledgement took the indirect form of an introduction of the visiting Evaluation Unit staff member and might not otherwise have occurred. The State-based committee received recognition more frequently at site visits: the appropriate state committee was mentioned at 33 of the 48 site visits (69 percent). Both the state committee and the Endowment were named during 13 site visits (27 percent); most (71 percent) of the site visit programs contained a reference to either the Endowment or the state committee.

Although only seven of the 50 site visits enabled Evaluation Unit staff to observe an entire regrant program (the

remaining regrants were structured as multi-part programs), it is possible to generalize because each project usually establishes a pattern for itself and that pattern is followed throughout the series. Therefore, it seems surprising, based on the programs observed, that such a large portion of the audience was aware of Endowment support.

There is one apparent factor which may have boosted response rates to both the question of familiarity with the Endowment prior to attendance and the recognition of Endowment support for the regrant. In conducting the questionnaire survey, it was necessary to explain, through a cover letter accompanying each questionnaire, that the Endowment was sponsoring the survey. While the effect of Endowment letterhead stationery may have been subliminal, it may have nonetheless contributed to the number of respondents answering these questions in the affirmative.

As has been discussed in a prior section of this chapter, the number of individuals reached through a representative sample of regrants has been documented by means of observation, project director estimates and extrapolation. Based on these figures, it seems that the 50 Group-B regrants reached a total audience of 911,992 individuals, for an average of 18,240 per project. If we exclude the three TV regrants and only

consider direct contact established by attendance at 47 of the Group-B regrants, we find that the nationwide audience was composed of 19,242 individuals, averaging 409 per project. (These calculations do not take into account the secondary audience which is contacted through various methods of dissemination and which brings the total to 1,091,492 or 21,830 per each of the 50 projects.)

The U.S. Factbook: The American Almanac (from the Statistical Abstract of the U.S., Bureau of the Census, Department of Commerce, October, 1975) states that in 1974 there were 117,736,000 adults 25 years old and above--or 55.5 percent of the total population. To get an inkling of how many people the State-based Program reaches nationwide on an annual basis, we can construct a hypothetical situation. We shall assume that each state awards 40 grants each year and that 4 percent of the regrants supported are TV or film grants.⁴ Using the audience attendance averages calculated for Group-B regrants (i.e. 409 per non-film project and 297,583 per film or TV project), we find that 24,591,920 individuals would be involved as audience members in regrants during one year. When this total is compared with the adult population

⁴The Regrant Catalog shows that 4 percent of the grants documented therein produced films or TV programs.

(25 years and over) in 1974, the ultimate calculation obtained is that 21 percent of the adult population is reached annually by the State-based Program.

What are the Characteristics of Individuals who say They are
Aware of the Endowment?

As has been noted, attendance at a regrant does not necessarily ensure that individuals will either be informed of, and/or remember that, the program was facilitated by Federal funds provided to state humanities committees by the National Endowment for the Humanities. With this fact in mind, correlations were performed on audience questionnaire responses to determine what general attributes, if any, those who reported that they were aware of the Endowment's existence prior to attending the regrant had in common.

The following traits were discovered:

1) Among those who indicated that they had previously known of the Endowment's existence, individuals with higher levels of educational attainment were more likely to be aware of NEH.

2) There was no discernible relationship between the individual's sex and prior familiarity with NEH.

3) The geographic region where an individual attended a regrant did not appear to have any correlation with whether the individual had previously heard of the Endowment; however,

those knowledgeable of NEH existence, most frequently resided in medium-sized cities (population: 10,000 to 100,000) and least frequently in rural towns (population: less than 2,500) and urban areas (population: over 500,000). At the same time, most of the individuals who reported that they had not previously heard of the Endowment also resided in medium-sized cities.

4) The bulk of those reporting they previously knew of NEH were between 24 and 64 years of age, with the majority falling in the category of 35 to 49 years of age.

5) Individuals who rate themselves "active" in community affairs are more likely to be aware of NEH than those who say they are not active in community affairs.

6) As a confirmation of active participation in community affairs, it was found that, generally, individuals familiar with the Endowment had attended, during the prior six months, other meetings (e.g., a non-work meeting in which public policy issues were discussed, a program on a college or university campus, and a community meeting such as the PTA or League of Women Voters).

7) A minority (39 percent) of the audience members surveyed reported that they had heard of the American Issues Forum; individuals in this group were also a little more likely to have heard of the Endowment previously.

Summary and Conclusions

Fewer than half of the 36 state committees whose regrants are represented in Group-B requested that applicants specify target audiences or discuss publicity measures intended to attract the public to regrant programs. Fewer than half of these state committees required project directors to describe, in their final reports, the number and nature of their audience. These findings indicate that the state committees' interest in who attends regrant programs is not consistently conveyed to project directors.

Regrant audiences are primarily composed of adults: only about 3 percent are 18 years of age or younger. About 12 percent are 65 or over. Women outnumber men by nearly two to one. Although regrant audiences are, in terms of national ethnic makeup, mainly white, some projects achieve a high degree of success in attracting certain ethnic minorities, particularly black Americans, Spanish-speaking Americans, and Americans of Oriental ancestry. Other projects are successful in attracting various population sub-groups, such as occupational groups (fishermen), interest groups (environmentalists) or one gender (women). Regrant audiences are exceptional in their high educational level. Most had at least some college education, and over 40 percent had done post-graduate work.

Well over half have recently taken adult education courses; far more than the national average.

Those audience members who were employed--65 percent--worked in a variety of occupations, education and administrative/professional being most common. Ten percent of the audience voluntarily indicated on questionnaires that they were housewives. Regrant projects attracted people from towns and cities of varying sizes, but had particular success in moderately-sized cities with populations from 10,000 to 100,000.

Audiences at the 47 non-film Group-B regrant projects averaged 409 individuals per regrant (including all sessions in a series). Estimated viewing audiences for the three televised regrants are 297,583 viewers per project. Project directors often anticipate larger audiences than are actually realized.

Those who attend regrant programs learned of them mainly through word-of-mouth, newspapers, and publicity mailings. Brochures, posters, TV and radio advertisement were less frequently cited by audience members as the source of their knowledge of the program. Project directors rely heavily on the print media and, to a lesser degree on electronic media, to publicize their programs.

Most persons who attend regrant programs do so because they are interested in the topic rather than for professional,

social, or other personal reasons. The vast majority knew less than half of the other audience members.

Generally, regrant audiences are composed of people who are active in the civic and cultural life of their communities. Over half of the audience reported recently attending, visiting, or participating in concerts, movies, libraries, the theatre, art galleries, museums, community meetings and programs on a college campus. About half said they had participated in a meeting in which they had exchanged views on public policy issues with their neighbors.

Dissemination of information about or products of regrant projects magnifies their public impact several-fold. Newspapers, radio, and television are the prevalent means of disseminating information about the substance of the programs. Products resulting from the programs, some of which continue to enjoy wide use, include audio and video tapes, photographs, publications, films, and slide-tape shows.

The audience members surveyed were evenly divided on the question of whether the programs they attended provided sufficient opportunities for audience discussion. Generally, however, they were pleased with the programs they attended, and felt they were stimulating and educational.

CHAPTER VIII: THE HUMANITIES

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CHAPTER VIIITHE HUMANITIES

State-based Program Principle Number I states that: "The humanities should be central to all aspects of the committee's program." It is difficult to assess, with any degree of objectivity, whether the humanities are indeed central to most regrant programs. That 90 percent of all Group-B regrants utilized at least one academic humanist participant is a rough indication that the potential for humanities content was present in most projects. The case studies clearly show, however, that some participants who are humanities professors choose to set aside their academic and disciplinary background when addressing their public audiences (e.g., FL06 and NM28). In other regrants (e.g., TX39 and WA46) humanities professors are present and make "humanistic" presentations, but their contributions are peripheral to the overall tone and purpose of the programs. Indeed, some humanists perceive themselves as exploited by project directors in order to gain funding from the state humanities committee. These situations are not uncommon, but neither do they represent the norm. In the majority of Group-B regrants visited by the Evaluation Unit, academic humanists made significant contributions to the programs--as project directors, planners,

or participants. Regarding the contributions of the disciplines of the humanities, the discussion contained in the chapter entitled "Regrant Participants" demonstrates that academicians from all major humanities disciplines are represented in significant quantities in these projects.

What are "the Humanities?"

In 1965 the Congress created the Federal agency called the National Endowment for the Humanities. That agency publishes a monthly newsletter entitled Humanities. It supports a network of state agencies with names like "Colorado Humanities Program" and Louisiana Committee for the Humanities." It sponsors a Jefferson Lecture in the Humanities, and funded a TV series, "Humanities Film Forum." Clearly the agency and "humanities" are meant to be synonymous. Yet the term "humanities" is infrequently encountered outside the academic world, and the Endowment, most will concede, has a public recognition problem.

By its use of the term "humanities" in its public activities, the Endowment is attempting to communicate a sense of its mission, concerns and identity. Effective communication demands, however, that both the sender of the message (NEH) and the recipient (the public) share common perceptions of meaning. To determine whether a consensus on the definition of humanities does exist among the general public, the academic community

and NEH (as expressed in the legislative mandate), questionnaires sent to Group-B regrant audiences and participants included this question:

"Which of the following phrases best defines what the term 'the humanities' means to you?

- 1) study of the art, history, language and culture of ancient Greece and Rome;
- 2) concern for improving the welfare of mankind;
- 3) system of thought in which human interests, values and dignity are of primary importance;
- 4) forms of learning concerned with human culture;
- 5) creation and performance of music, dance, poetry, drama and art."

The first four definitions were adapted from the Oxford Dictionary of the English Language, and were listed under the headings: humanities (#1), humanitarian (#2), and humanism (#3 and #4). The last definition is included to provide a contrast between the humanities and the creative and performing arts.

Audience Perception of the Humanities

Of 1,159 regrant audience members returning questionnaires, over half (53 percent) thought the humanities were "a system of thought in which human interests, values and dignity are of primary importance." The second most commonly accepted definition was "forms of learning concerned with human culture" (24 percent), followed by "concern for improving the

welfare of mankind" (19 percent). Only about 2 percent of the audience selected "study of the art, etc. of ancient Greece and Rome" or "creation and performance of music, dance, poetry, drama or art."

When these results are broken down according to the educational level of the audience member, a rather different picture emerges (see Table 28, p.197). As a person's educational level rises, he is more likely to define the humanities as a "system of thought" or "forms of learning," and less likely--dramatically so--to define it as "improving the welfare of mankind." The percentage of persons who chose the "Greece and Rome" or "Arts" definitions remains fairly constant through all educational levels. Among persons with a high school education or less, the most frequently chosen definition was "improving the welfare of mankind" (41 percent). Those with education beyond the Bachelor's degree most often selected "system of thought" (53 percent).

Participant Perception of the Humanities

Participant responses differed from those of the regnant audiences in that the former selected the "system of thought" definition more often (63 percent to 53 percent) and the "improving the welfare of mankind" definition less often (11 percent to 19 percent). This may be partly a function of

TABLE 28

Audience Definition of "Humanities" By Educational Level

	High School 8-12	College 1-3	College 4	Graduate 1-4	All Audience
Greece and Rome	2%	2%	3%	2%	2%
Welfare of Mankind	41	22	15	11	19
System of Thought	40	52	56	57	53
Forms of Learning	14	21	25	28	24
Arts	4	2	1	3	2
TOTAL	17%	22%	20%	41%	100%

the higher educational level of the participant group. As might be expected, academic participants responded differently from non-academics. Non-academics were more likely to select "improving the welfare of mankind" (17 percent to 6 percent), and less likely to select "system of thought" (56 percent to 69 percent). Other responses are similar. Among academics, the responses of social scientists and humanists are remarkably similar. Both opted heavily for the "system of thought" definition (71 percent and 72 percent), followed by "forms of learning" (18 percent and 20 percent).

Those participants with previous experience in other regrant projects were less inclined to choose "improving the welfare of mankind" (8 percent to 13 percent) or "forms of learning" (20 percent to 26 percent) than those without, and were more inclined to select "system of thought" (69 percent to 59 percent). A similar pattern of responses was shown by those participants who professed to have heard of NEH prior to their participation in the regrant project.

Table 29

Definition of "Humanities": Audience and Participants

	(N=1,159)		(N=427)	
	<u>Audience</u>		<u>Participants</u>	
	<u>Number</u>	<u>Percentage</u>	<u>Number</u>	<u>Percentage</u>
Greece and Rome	25	2	5	1
Welfare of Mankind	223	19	48	11
System of Thought	610	53	267	63
Forms of Learning	274	24	102	24
Arts	27	2	5	1

REGRANT CASE STUDY
IN12

Title:
Northwest Indiana Citizens Hearings on Township
Trustee System and Poor Relief Funds

NEH Regrant Number:
IN12

Committee Regrant Number:
75-69

Grant Number:
SO-21688-75-27

Committee:
Indiana Committee for the Humanities (ICH)

Operational Period:
Third

State Theme:
Indiana Communities in Transition: The Human
Side of Policy Choices

Regrant Period:
March 10, 1975 through September 30, 1975

Number of Sessions:
Two

Dates of Sessions:
September 10 and 17, 1975

Date and Title of Session Attended:
September 10, 1975; Northwest Indiana Citizens
Hearings on Township Trustee Poor Relief System

<u>Funding</u>	<u>Requested</u>	<u>Awarded</u>	<u>Expended</u>
Committee	\$2,500	\$2,000	\$1,962.50
Matching	2,500	2,000	2,297.00
Total	\$5,000	\$4,000	\$4,259.50

Project Director:

Mark S. Umbreit
 Program Coordinator
 American Friends Service Committee, Inc.
 Northwest Indiana Area Office of the
 Chicago Region
 8 N. Washington Street
 Valparaiso, Indiana 46383

Sponsoring Organization:

American Friends Service Committee, Inc.
 Northwest Indiana Area Office
 8 N. Washington Street
 Valparaiso, Indiana 46383

Fiscal Agent:

Della Bauer, Treasurer
 American Friends Service Committee, Inc.
 601 Indiana
 Valparaiso, Indiana 46383

Other Cooperating Organizations:

Unknown

Purpose:

"The primary objective of this project is to provide an impartial public forum, through the method of citizens hearings, for a broadly based citizen discussion of both the desirability of the Township Trustee system in our state, as well as the historical background and philosophical roots of this system of allocating relief to the poor. Indiana is one of the last states in the entire country to maintain a system of allocating emergency aid to those in need through local Township Trustees (designated 'overseers of the poor') and to allow broad discretion in regards to the allocation of township 'poor relief' funds.

"The specific issues that will be raised to the Township Trustee system will include the historical roots of the system; the moral and ethical questions involved; the economic dimensions of allocation of poor relief funds; the legal rights and responsibilities of the Trustees and their clients; and the political dimensions of developing alternatives to this system." (from project application)

Committee Action on Proposal:

The Indiana Committee on the Humanities initially considered this regrant application at a meeting on February 7, 1975. The committee voted to table the proposal while offering the applicant the opportunity to provide additional information and respond to the committee's objections. Martin Sullivan, the ICH Executive Director at the time, conveyed the committee's criticisms of the application in correspondence to the project director dated February 8, 1975, as follows:

"...The Committee commented favorably on the topic and format of the project, but requested more detailed information in several areas.

"One concern deals with our guideline requiring an impartial forum. The Committee would like a detailed statement showing that proponents as well as opponents of the trustee system are involved in the planning for the hearings, and that ample time will be given to the expression of divergent viewpoints. Because the American Friends Service Committee is identified with strong stands on a number of related issues, it is very important that the general community -- including defenders of the trustee system -- support the concept of the hearings.

"Another question deals with the role of the humanities in the public sessions. It would be extremely helpful to have a statement from the participating humanists indicating how they intend to develop the historical, cultural and ethical dimensions of the issue in an impartial way. While the humanists, like other participants in the program, are free to express personal opinions when appropriate, it should be made clear that their primary role is to provide information objectively and to raise pertinent questions about values and rights in conflict.

"The designation of the project as 'citizen hearings' also prompted some comment. Since 'hearings' could conceivably be misinterpreted as official sessions convened by a governmental body, or as oriented toward the formation of an official stand on the issue, the proposal

should include an assurance that the hearings will be publicized as an open forum, not an official fact-gathering body.

"Finally, the Committee reacted unfavorably to the administrative cost outlined in the budget. It was their opinion that hearings of this nature could be organized satisfactorily for much less than the amount requested, and that the total hard-cash administrative costs should not exceed \$750."

The project application was revised, resubmitted, and then reconsidered at an ICH meeting on March 6, 1975. A staff report, prepared for use of the Committee, analyzed the second project application and recommended approval based upon satisfactory compliance by the applicant with ICH stipulations.

The staff report presented the following assessment of the application:

"This is the revised version of the proposal by the same title submitted for consideration at the February 7th meeting. It seems that the proposal sponsor has provided the information and made the revisions suggested by the Committee.

- 1) A proponent of the township trustee system has been included in the planning and presentation of the proposal.
- 2) A statement on how the historical and philosophical roots of the township trustee system will be included in the program has been submitted by the major academic contributor.
- 3) Mr. Umbreit has stated that the 'citizens hearings' will be an informal public forum rather than an official fact finding body. He also assured me over the phone that there was no misunderstanding on the part of the public as to the purpose of the citizen hearings held last fall. Due to the success of the previous hearings, the AFSC feels it is important to keep the words 'citizen hearings' in the title of this year's project.
- 4) The administrative costs requested from ICH have been reduced to \$750.
- 5) Letters of support from various organizations and institutions have been included with the proposal."

Sites:

Both sessions met at the following location:

Neils Science Building
Auditorium
Valparaiso University
Valparaiso, Indiana

Names and Populations of Communities:

Valparaiso: 20,020

Target Audience:

It was anticipated in the project application that 100 people would attend each session, and that the audience would consist of: "1) professionals working in the areas of social work, social concerns and social administration; (and) 2) citizens at large from the N.W. Indiana area." Project staff also hoped "to have several elected government officials present."

Actual Audience:

On the evening of September 10, 1975 the audience, approximately 200 in number, included: 25 blacks, 20 senior citizens, and 25 college students. It appeared that there was an equal number of men and women.

In his evaluation report, the project director provided a description of the audience members. On the basis of data tabulated from the evaluation sheet passed out both evenings, approximate figures are as follows: 50% professional (lawyers, teachers, social workers, etc.); 20% students; 12% housewives, 5% blue collar workers; and 6% trustee office staff.

He also stated that attendance for the first program was 250 and for the second program 200. The questionnaire distributed at the second session revealed that 60 percent of those responding had attended both programs. A reasonable estimate of the total number of individuals reached directly is 350.

Committee Representative Present:

A staff member to the Indiana Committee for the Humanities was present at the second program on September 17, 1975.

Planning:

The project application contained a list of those involved in the planning group which met as a whole four

times before the two public sessions:

Lyle E. Franzen, M.S.W., Social Work
 Jeff G. Johnson, Ph.D., Sociology
 Van C. Kussrow, Jr., Ph.D.
 Seymour H. Moscovitz, J.D., Law
 William J. Neal, M.S.W., A.C.S.W., Social Work
 Walter E. Rast, Ph.D., Theology
 Albert R. Trost, Ph.D., Political Science

Additionally, it was reported that the two programs were modeled upon previously held citizens hearings on criminal justice which were sponsored by the American Friends Service Committee at Valparaiso University on October 1 and 8, 1974. The application included the following description of the American Friends Service Committee Activities:

"American Friends Service Committee is a national Quaker service organization. Our northwest Indiana Area office focuses upon criminal justice and welfare issues. While we do provide limited direct services to clients, a major component in all of our program activity is community education, research, and stimulation of citizen interest in the affairs of the community at large."

Implementation:

September 10, 1975

Speakers:

Lyle Franzen	Hugo Martz
Professor of Social Work	Professor of Law
Valparaiso University	Valparaiso University

Panelists:

Gladys Allen	Barbara Bridger
Poor Relief applicant	Social Security
Porter, Indiana	caseworker
	Michigan City, Indiana
Rose Edwards	James Ginther
Welfare Rights Organi-	President
zation	Indiana Township Trustee
Gary, Indiana	Association
Walt Rast	Phyllis Senegal
Professor of Religion	Director of Gary Legal
Valparaiso University	Aid
	Gary, Indiana

Witnesses:

Jack Eslick
 Poor Relief applicant
 Valparaiso, Indiana

John Williams
 Township Trustee of
 Porter County
 Portage, Indiana

Larry Clifford
 Attorney
 Valparaiso University Legal Aid

September 17, 1975

Ivan Bodensteiner
 Professor of Law
 Valparaiso University

Panelists: (as above, plus)

John Williams
 Township Trustee of Porter County

Witnesses:

Lou Rosenberg
 Attorney
 Center on Law & Poverty
 Indianapolis, Indiana

Dozier Allen
 Township Trustee of
 Lake County
 Gary, Indiana

Betty Free
 Social Services Director
 Memorial Hospital
 Michigan City

Fred Guess
 Poor Relief applicant
 Michigan City

Vercena Gordy
 Welfare caseworker
 Gary, Indiana

Moderators: (one at each session)

Palmer Singleton
 Attorney
 Hammond, Indiana

Phillip Brockington, Jr.
 Professor of Law
 Valparaiso University

Publicity:

The project application outlined these plans for
 publicity:

"1) promotional flyers to be handed out to individuals
 and groups;

2) direct mailing of flyer to numerous community organizations;

3) posters to be placed at various points throughout the N.W. Indiana area; and

4) news releases for local papers and public service spots on radio and radio interviews."

In his evaluation report, the project director wrote that the project had been advertised through:

1) direct mailings to several organizational lists;

2) posters mounted in northwest Indiana communities;

3) news articles in local newspapers;

4) radio spot announcements; and

5) announcements at meetings.

The posters acknowledged the support of the Indiana Committee for the Humanities in cooperation with the National Endowment for the Humanities, as did the flyers used for mailings.

Dissemination/Products:

The content of the two programs' discussions was disseminated to a broader public than those present through local newspaper articles. Several articles which appeared after the first session portrayed the Poor Relief System as the center of some "controversy."

Course Credit:

No course credit was awarded but at least one Valparaiso University professor asked his/her students to attend.

Evaluation:

The project application stated that the evaluation component of the regrant would consist of written questionnaires to be completed by "the various members of the panel of examiners, 'witnesses' testifying at the hearings and...the audience. In addition, a subjective evaluation will be prepared by the project director."

By Audience:

Evaluation forms were distributed to all audience members at both programs. The questionnaires solicited information about: 1) occupation; 2) city of residence; 3) knowledge of the poor relief system before and after the hearing; and 4) presentation of the subject matter. During the September 10 session, the audience was urged to complete the questionnaires before leaving. Questionnaire results were summarized by the project director for inclusion in his evaluation report.

By Project Director:

After the culmination of the project, Mark Umbreit furnished information pertaining to the two programs on a three-page evaluation form structured by the Indiana Committee for the Humanities. In addition to providing information describing the audience, Mr. Umbreit commented on reaction to the programs.

"A minority of persons attending (some informally identified with the John Birch Society) felt there was no balance and the hearings were rigged. We felt there was only minimal truth in this and the vast majority of those attending both sessions -- 60% or more -- felt there was relatively good to excellent balance. . . . Many trustees became rather defensive despite the fact that the hearings focused upon issues primarily and not personalities. Very lively discussion existed at both sessions and it was clear that we had addressed a very sensitive local issue. . . . We did not expect the attention, interest and strong feelings relative to this issue that came out in the hearings, initially. We did not realize to the extent that occurred that we were addressing a very sensitive issue, perhaps a 'sacred cow'."

By Committee:

An unidentified ICH staff member prepared a written evaluation of the second meeting which took place on September 17, 1975. The session was praised because it was "informative" and criticized for its "scant inclusion of the humanities."

Printed Materials Distributed:

Prior to the meeting on September 10, 1975, informational brochures giving details on the poor relief system were distributed. There were three versions (blue, green and beige) which differed for each of the local counties (Porter, La Porte and Lake) by listing the appropriate

Township trustees and county commissioners. An evaluation form, to be completed before the audience departed, was also given to each audience member.

State-based Program or Committee Mentioned:

The moderator attributed the program's financial support to the Indiana Committee for the Humanities and the National Endowment for the Humanities.

NEH Mentioned:

Yes (as above).

Time Spent in Discussion:

Approximately 33 percent of the program on September 10 was devoted to discussion.

Audience Participating in Discussion:

Approximately twenty percent of the audience attending the September 10 program joined in the discussion.

Format:

September 10, 1975

7:45 p.m.	Introduction: Moderator
7:50 p.m.	Background of welfare system: Lyle Franzen
8:10 p.m.	Poor relief system in Indiana: Hugo Martz
8:25 p.m.	Witness: John Williams
8:40 p.m.	Questions: Panel of Examiners
8:50 p.m.	Discussion
8:55 p.m.	Witness: Jack Eslick
9:00 p.m.	Questions: Panel of Examiners
9:05 p.m.	Discussion
9:15 p.m.	Witness: Larry Clifford

September 17, 1975

7:30 p.m.

(This session was reportedly similar in format to the first program; however, specific information about the proceedings is not known).

Content of Session Attended:

September 10, 1975; Valparaiso University; "Northwest Indiana Citizens Hearings on Township Trustee and Poor Relief"

Posted on the door at Valparaiso University's Neils Hall was a sign announcing a 7:30 p.m. town meeting for the purpose of discussing the Indiana poor relief system. Inside the auditorium's foyer at 7:15 p.m., people were signing their names and addresses to a role sheet and each was handed an evaluation sheet.

The program began at 7:45 p.m. in the auditorium which was nearly full. The moderator, who did not name himself, explained that this meeting, the first of two, had been coordinated by the American Friends with a grant from the Indiana Committee for the Humanities and the National Endowment for the Humanities. The first program was designed to clarify the current situation of how the trusteeship/poor relief system functions and to culminate in a second session for the proposing of recommendations to alter that system. He requested that all audience members complete evaluation forms before leaving. He concisely outlined the evening's agenda as follows: 1) a statement on the historical and philosophical development of the system; 2) an explanation of the present system; 3) witness statements lasting 5 to 10 minutes each; 4) questions directed to the witness from the panel of examiners; and 5) questions directed to the witness from the audience. Since "dialogue not diatribe" was a goal, he emphasized that the audience should pose questions, not make statements. He briefly identified each of the examiners on the panel (see: Implementation) and then relinquished the podium to the first speaker.

Professor Franzen from the Valparaiso University department of Social Work characterized the Indiana system of poor relief, originally created in England and later refined in America, as resulting from two major historical trends. Occurring between the 14th and 17th centuries, the decline of the feudal system led to mercantile economies and a restyling of the British economic system. Nation states developed. Agricultural laborers were forced from lands owned by their families for years. A money economy replaced a barter economy. The Industrial Revolution and, consequently, factories caused urban centers to form. Simultaneously, natural disasters -- plague, famine, disease, floods, -- swept the country. The dissolution

of the prior, medieval order in societal, economic, political and religious structures, Professor Franzen postulated, created vagabonds, transients and unemployment. King Edward III ordered punishment for able-bodied beggars, thus distinguishing between poor who could and could not work. By 1572, Church donations, the usual previous means of support for the poor, were no longer sufficient in quantity, so Parliament created an assessment. In 1601, a Poor Law was dictated which, Professor Franzen stated, stands as the letter and the spirit of the law in America and Indiana. It maintained that: 1) parents are responsible for their children and grandparents; 2) children are responsible for their parents and grand-parents; 3) those refusing to work may be jailed; 4) the state may create a relief system; 5) the state has the responsibility to ensure a minimum standard of living; and 6) caring for those in need is a local responsibility.

The second major trend Professor Franzen analyzed as affecting the Indiana poor relief system happened primarily in America within the last 200 years. The rise of capitalism combined with the laissez-faire theory of no interference (Adam Smith's doctrine) and the Calvinistic work ethic spawned the belief that poverty and the resultant dependence on financial assistance are evil. Poverty could be viewed as a sign of damnation thus releasing society from its obligation to help. The poor were rejected and were denied their humanity. The Christian virtue of charity was undermined by the more tangible concept of taxation. Professor Franzen concluded by saying that America endorses a "non-system of welfare."

Having heard the historical and philosophical background, Professor Hugo Martz of the Valparaiso University Law School was asked to explain the current poor relief system in Indiana. He said that there are 1,008 individuals throughout Indiana who form a basic component as overseers of the poor. They administer this program of general assistance, as opposed to the categorical assistance provided by Social Security. Each state currently sponsors some form of general assistance and 9 other states have programs similar to that in Indiana. To qualify, an individual must demonstrate to his/her trustee that he or she: 1) has an inadequate income; 2) has no relative capable of and willing to furnish support; and 3) will work, if physically able, to repay any financial assistance. Some counties still require one-year county residence and a three-year state residence, though Professor Martz indicated that these clauses have been declared unconstitutional. The individual must place an oral application with his/her county trustee to be supplemented by an investigation. If granted,

financial assistance is provided in the form of vouchers. If denied, the applicant may appeal the trustee's decision to the County Commissioners.

Professor Martz shared some criticisms of the system with the audience. He said that the lack of uniformity in standards outlined by the enabling act understandably generates a variety of procedures followed by trustees and consequently leads to inconsistent application requirements and benefits. Standard forms do not exist so that most trustees rely on oral applications and explanations. Usually, Professor Martz suggested, a lag-time develops between the date of application and the ensuing investigation and between application approval and receipt of benefits. If benefits are terminated, many trustees do not feel obligated to forewarn the recipient. Lastly, Professor Martz pointed out that trustees, whose yearly average salary of \$4,200 is significantly less than other caseworkers, are not trained in areas of public administration.

At 8:25 p.m., the moderator introduced the first witness, John Williams, Portage county trustee. Mr. Williams prefaced his discussion with the disclaimer that his comments applied solely to his own office operations, not other trustees' practices. He requests that applications be in writing on a form dictated by the state. As the application is completed, he interviews the individual and determines what kind of assistance is appropriate. If temporary assistance is indicated, he may refer the applicant to other local service offices. He summarized his duty as "solving the problem of a person's immediate needs by supplying them." This concept of his job means he works at night, on weekends and during holidays to aid individuals with pressing problems.

Mr. Williams, realizing that some groups seek to abolish the poor relief system, believes that the system is not understood by the state. He labeled the Indiana state welfare department rules "archaic" and finds that they sometimes interfere with or are counterproductive to what he does as a trustee. (An example: Mr. Williams arranged for two elderly, poor women to live together for their mutual benefit only to have Social Security reduce one woman's payments significantly since she no longer lived alone.) He surmised that revision of inefficient procedures on other levels would reduce the need for local assistance. He characterized the local welfare situation as a matter of education -- as needing to remove the societal

stigma which accompanies an individual's being on welfare. Trustees may be accused of insubstantial education or unsympathetic tendencies but, more importantly, Mr. Williams purported that they act as weather vanes of the community. That is, operation of a trustee's office mirrors the attitudes and philosophies of the community as a whole.

The moderator, wishing to confine each of the witnesses' remarks to 5 or 10 minutes, rose belatedly at 8:40 p.m. to encourage questions from the panel of examiners. There were about six questions addressed to Mr. Williams. One related to the volume of applications he receives. Mr. Williams responded that during the last six months of 1972, he received 60 cases per month as compared to 180 cases per month for the first six months of 1975. His current budget amounts to \$116,000 and next year, due to the increase in caseload, he will work as a trustee on a full-time basis. He was asked whether he conducted oral interviews of applicants in the presence of any witnesses and he replied that two of his fellow workers are always present for interviews. When queried on the lack of uniformity within the system, he defended the present situation saying that the lack of rigidity allowed him to rule in favor of the applicant (which he claimed he always does) should there be any doubt.

The moderator next turned to the audience for several questions. One young woman implied that she had been treated rudely by a trustee and wondered what she could do. Mr. Williams suggested she contact her County Commissioners. A Valparaiso student from another state asked what information, other than that supplied through the application and interview, Mr. Williams utilizes in determining need. Mr. Williams admitted that as a high school teacher he has the advantage of being very familiar with the community and its residents.

At 8:55 p.m., the second witness to speak, Jack Eslick, was described as a former poor relief applicant. Mr. Eslick related a disturbing tale of his experiences resulting from an automobile accident which prevented him from working for several months. After he was injured and while he was unemployed, his 16 year old wife applied twice for grocery money and twice received \$35. During one of her appointments with the county

trustee, she was informed that she could have rent money if she found an apartment she wanted; she had been living with her parents to save money. When Mr. Eslick went with his wife to the trustee's office to apply for rent funds, he was told to remain in the waiting room while his wife talked to the trustee. In the meantime the trustee had changed his mind and told Mrs. Eslick she couldn't receive any more financial assistance. Mr. Eslick's mother-in-law later told him that the trustee was obligated to help so he began inquiring at the Chamber of Commerce and the Legal Aid office. Eventually, they were given \$155 for rent.

Mr. Eslick's story prompted quite a few questions and remarks from both the panel and the audience. Several questions were posed as to the sequence of events and details resulting in Mr. Eslick's final award. One woman in the audience identified herself as an employee in a trustee's office and expressed disbelief that Mr. Eslick was intentionally barred from the trustee's office. An older gentleman, using the trustee's name, said that he was certain there must have been a misunderstanding. Several other audience members proclaimed emphatically that Mr. Eslick had been present and did not need to defend his interpretation of the system. (At this point, a few audience members yelled, "Right on!") Other questions attempted to ascertain how Mr. Eslick felt about the way he had been treated. He responded that he had not been "belittled" and that he was not bitter or resentful.

At 9:15 p.m., Larry Clifford, a recent Valparaiso law school graduate who currently works in a legal clinic, was introduced. Mr. Clifford depicted the existing law as "inadequate, unclear, poorly written and out-dated." He sees the single largest problem in the system as centering on the administrators -- trustees who are ill-equipped to do the job and who run their offices inhumanely. He thinks that only three or four trustees in Indiana, Mr. Williams included among them, perform their jobs as mandated by law. The rest harbor attitudes which are contrary to the letter and the spirit of the law and even resort to "harassment tactics" to upset applicants. Mr. Clifford further criticized trustees for not cultivating "good working relationships with other county agencies which can help people." As an antidote to "township trustees who use the law in a totally misguided direction," Mr. Clifford specified that a law suit in process may generate uni-

form requirements (e.g., written application forms and written notice stating an individual's right to appeal a denial).

The session continued for approximately 15 minutes.

Content of Other Sessions:

Unavailable

Subsequent Activity:

According to the project director's evaluation report, "Two additional articles on poor relief have been stimulated in the local press. A radio talk show featured one of our staff persons and two of the hearing witnesses. Lyle Franzen, the most active humanist, has been requested to give his presentation" to another group.

After the first session on September 10, James Ginther, President of the Indiana Township Trustee Association, who had participated as a panelist, wrote to the project director to register his displeasure with the way in which the first meeting had been conducted.

"My disappointment is deep and threefold. First I am sorry that we were misled as to the purpose of the 'hearing.' Second, I regret that an opportunity to improve our social service agencies has been lost. And, third, I am deeply disappointed that the American Friends Society, a group with hitherto unquestionably high motives, had anything to do with that irresponsible program Wednesday night.

"Nothing was accomplished at that 'hearing,' and much harm was done. The trustees whom I had urged to attend in order that they might contribute and learn. . . were thoroughly disgusted and not likely to be eager to participate in such a 'hearing' again. It seemed that no one in that audience was there in the expected 'spirit of inquiry.' Rather, the majority seemed to be there to join in an emotional attack on the Trustees and were continually reinforced in this reasonless emotional attitude by the statements from the platform.

"The manner in which you chose those to give testimony was grossly unfair if this was to be considered a 'hearing.' Where was the testimony by one of the hundreds of thousands of poor relief applicants who were satisfied with their treatment?. . . Consider the board of examiners you chose. Four out of five were outspoken critics of the Trustee system of government. . .

"In political circles, that 'hearing' would be recognized immediately as a 'set-up,' and the Trustees were the target. Unfortunately, we were deceived into becoming participants because of our interest in solving the problems that confront all of us in the social service field, and because of our high regard for the American Friends Society. . . I only hope that you see fit to present a more balanced format (at the second program) than was exhibited last week. . .

"Assuming that your intentions were good, I can only say that I deeply regret the distortion of your purpose as stated in your brochure."

STATE-BASED PROGRAM PARTICIPANT SURVEY

IN 12

Questionnaires Mailed : 19
 Questionnaires Completed : 8

1. Which of the following phrases best defines what the term "the humanities" means to you?

#	%	
		Study of the art, history, language and culture of ancient Greece and Rome;
4	50	Concern for improving the welfare of mankind
3	37.5	System of thought in which human interests, values, and dignity are of primary importance;
1	12.5	Forms of learning concerned with human culture
		Creation and performance of music, dance, poetry, drama and art.

2. Were you involved in developing the proposal for this project that was submitted to your state humanities program?

# 3	37.5%	Yes
5	62.5	No

3. Did you receive an honorarium for your participation in the project?

# 6	85.7%	Yes
1	14.3	No

4. Which of the following factors motivated you to participate in this project?

# 3	37.5%	I am always eager to have a chance to talk about my area of competence.
6	75	I am interested in relating the humanities to public policy issues.
		My participation was arranged by a colleague.
		I was attracted by the honorarium.
		I participated as a favor to the project director.
2	25	I thought it would be a good learning experience for me.
5	62.5	I feel an obligation to help solve state or community problems.
1	12.5	Other

5. Did the project director give you any instructions concerning your role in the project?

# 7	100 %	Yes
		No

- b. If the project director gave you instructions, how would you characterize the guidance you received?

# 7	100 %	Helpful
2	28.6	Specific
		Restrictive

STATE-BASED PROGRAM PARTICIPANT SURVEY

5.c. If the project director gave you instructions, which of the following phrases describes the role prescribed for you?

#	2	42.9%	Impart information on your particular area of competence;
	2	28.6	Express a humanistic perspective on the issue(s);
			Advocate a particular point of view;
	2	28.6	Clarify values;
	3	42.9	Stimulate audience participation by raising issues;
	1	14.3	Serve as moderator;
	1	14.3	Other

6. What was your actual function in the project?

#	3	37.5%	Panelist
	3	37.5	Discussant
	1	12.5	Speaker/lecturer
	1	12.5	Moderator
	1	12.5	Discussion group leader
	1	12.5	Other

7. How many hours did you spend preparing for your participation in this project?

#	2	25 %	less than 2 hours
	3	37.5	2 to 5 hours
	2	25	5 to 10 hours
			10 to 20 hours
	1	12.5	over 20 hours

8. How many members of the audience at this program did you know?

#		%	None
	8	100	Less than half
			About half
			More than half
			Nearly all

9. When you participated in the project, were you aware that it was partially supported by funds provided to your state humanities program by the National Endowment for the Humanities?

#	5	62.5%	Yes
	3	37.5	No

10. Had you heard of the National Endowment for the Humanities before you participated in this project?

#	7	87.5%	Yes
	1	12.5	No

STATE-BASED PROGRAM PARTICIPANT SURVEY

11. Have you participated in other projects sponsored by your state humanities program?

# <u>3</u>	<u>37.5%</u> Yes
<u>5</u>	<u>62.5</u> No

- b. If "yes," how many?

# <u>3</u>	<u>100 %</u> 1
<u> </u>	<u> </u> 2
<u> </u>	<u> </u> 3
<u> </u>	<u> </u> 4-8
<u> </u>	<u> </u> 9-15

12. Have you participated in projects sponsored by other states' humanities programs?

# <u> </u>	<u> %</u> Yes
<u>8</u>	<u>100</u> No

- b. If "yes," how many?

# <u> </u>	<u> %</u> 1
<u> </u>	<u> </u> 2
<u> </u>	<u> </u> 3
<u> </u>	<u> </u> 4 or more

13. How would you characterize your participation in state or community affairs?

# <u>7</u>	<u>87.5%</u> Active
<u>1</u>	<u>12.5</u> Not Active

14. Have you ever heard of the American Issues Forum?

# <u>3</u>	<u>37.5%</u> Yes
<u>5</u>	<u>62.5</u> No

15. Do you think the concept of involving academic humanists and members of the general public in discussions on public policy issues is sound?

# <u>8</u>	<u>100 %</u> Yes
<u> </u>	<u> </u> No

16. What is your age?

<u> </u>	<u> </u> 17 and under
<u> </u>	<u> </u> 18-24
<u>3</u>	<u>37.5</u> 25-34
<u>3</u>	<u>37.5</u> 35-49
<u>2</u>	<u>25</u> 50-64
<u> </u>	<u> </u> 65 and over

STATE-BASED PROGRAM PARTICIPANT SURVEY

17. What is your sex?

#	6	75 %	Male
	2	25	Female

18. What is the highest level of education you have completed?

High school		College		Post graduate	
#	%	#	%	#	%
	8		1		M.A.
	9	1	12.5	1	12.5
	10		3	1	12.5
	11	2	25	3	37.5
	12				Other

19. What were your occupation and title at the time you participated in the project?

#	4	50 %	Faculty-Univ
	1	12.5	Cnty Serv Hlth Ed
	1	12.5	Lawyer
	1	12.5	Financial Mngr
	1	12.5	Executive
			Other

20. Are you currently a teacher?

#	4	50 %	Yes
		50	No

b. If you are, at which type of institution do you teach?

#		%	Secondary school
			2-year college
			4-year college
2	50		University
2	50		Other

21. If you are not presently teaching, have you ever taught school in the past?

#		%	Yes
2	100		No

b. If you have taught in the past, at which types of institutions did you teach?

		Secondary school
		2-year college
		4-year college
		University
		Other

STATE-BASED PROGRAM PARTICIPANT SURVEY

IF THE ANSWER TO QUESTIONS #20 OR #21 IS YES:

22. What subject(s) do, or did, you teach?

#	2	50	%	Law-Jurisprudence
	1	25		Religion
	1	25		Soc1 Sci-Other
				Other_____

23. Do you think that your participation in this project improves your opportunity for promotion or tenure?

#		%	Yes
	3	75	No
	1	25	Not sure

24. How many books, articles, or scholarly papers have you had published or accepted for publication in the last two years?

#		%	None published
	3	75	1-2
			3-4
			5-10
	1	25	11-15
			16-85

25. Have you encouraged any of your colleagues to participate in projects funded by a state humanities program?

#	1	25	%	Yes
	3	75		No

26. Please rank the following items according to their importance to you in pursuing your career. (1=most important and 4=least important)

Scholarly research	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
		2-50%		2-50%
Teaching students		3-75%	1-25%	
Educating the general public			2-50%	2-50%
Relating field to contemporary issues		1-25%	1-25%	2-50%

STATE-BASED PROGRAM AUDIENCE SURVEY

Questionnaires mailed : 287
 Questionnaires completed : 115

1. How did you find out about the program you attended?

#	%	TV
		Radio
16	13.9	Newspaper
47	40.9	Word of mouth
37	32.2	Publicity brochure, poster, publicity mailing
1	.9	Can't remember
14	12.2	Other

2. What was your main reason for attending the program?

#57	50%	I was interested in the topic.
2	1.8	I was interested in hearing the speakers.
2	1.8	I was accompanying a friend.
		I often go to programs held in the same building or location.
43	37.7	The topic was related to my occupation or profession.
1	.9	I was asked by my employer to go.
4	3.5	The program was conducted in conjunction with a meeting I attend regularly.
5	4.4	Other

3. How many members of the audience at this program did you know?

#7	6.1%	None
106	92.2	Less than half
2	1.7	About half
		More than half
		Nearly all

4. Which of the following, if any, express your opinion of the program you attended?

#28	24.3%	The program presentation was biased.
42	36.5	The program allowed ample opportunity for me to express my views.
59	51.3	The program caused me to reexamine my thinking on the topics discussed.

5. When you attended the program, were you aware that it was partially supported by funds provided to your state humanities committee by the National Endowment for the Humanities?

#35	30.7%	Yes
79	69.3	No

6. Had you heard of the National Endowment for the Humanities before you attended the program?

#55	49.1%	Yes
57	50.9	No

STATE-BASED PROGRAM AUDIENCE SURVEY

7. Which of the following phrases best defines what the term "the humanities" means to you?

# <u>3</u>	<u>2.7%</u>	study of the art, history, language and culture of ancient Greece and Rome;
<u>22</u>	<u>19.8</u>	concern for improving the welfare of mankind;
<u>58</u>	<u>52.3</u>	system of thought in which human interests, values, and dignity are of primary importance
<u>25</u>	<u>22.5</u>	forms of learning concerned with human culture
<u>3</u>	<u>2.7</u>	creation and performance of music, dance, poetry, drama and art

8. How would you characterize your participation in state or community affairs?

# <u>72</u>	<u>63.2%</u>	Active
<u>42</u>	<u>36.8</u>	Not Active

9. Have you attended any adult education courses during the last two years?

# <u>62</u>	<u>54.9%</u>	Yes
<u>51</u>	<u>45.1</u>	No

10. If you attended adult education courses, were you involved:

# <u>44</u>	<u>73.3%</u>	Part-time
<u>16</u>	<u>26.7</u>	Full-time

11. If you participated in adult education, what kind of institution(s) offered the course(s)?

# <u>44</u>	<u>71.4%</u>	University or college
<u>9</u>	<u>14.5</u>	Public school
		Military
<u>1</u>	<u>1.6</u>	Trade union
<u>6</u>	<u>9.7</u>	Business or industry
<u>8</u>	<u>12.9</u>	Service club (includes YWCA, YMCA)
<u>7</u>	<u>11.3</u>	Church
<u>3</u>	<u>4.8</u>	Library
		Museum
		Commercial school
<u>6</u>	<u>9.7</u>	Other

12. During the past six months have you attended or visited any of the following?

# <u>67</u>	<u>58.3%</u>	a concert
<u>99</u>	<u>86.1</u>	a movie
<u>33</u>	<u>28.7</u>	a dance performance
<u>100</u>	<u>87</u>	a library
<u>11</u>	<u>9.6</u>	the opera
<u>25</u>	<u>21.7</u>	a historical society
<u>62</u>	<u>53.9</u>	the theatre
<u>66</u>	<u>57.4</u>	an art gallery or art museum
<u>48</u>	<u>41.7</u>	a history or science museum
<u>82</u>	<u>71.3</u>	a community meeting (for example, PTA, League of Women Voters, neighborhood association)

STATE-BASED PROGRAM AUDIENCE SURVEY

12. During the past six months have you attended or visited any of the following?
- | | | |
|-----|-------|--|
| #72 | 62.6% | a governmental meeting or hearing (for example, zoning hearing, city council meeting, state legislature session) |
| 92 | 80 | a program located on a college or university campus |
| 69 | 60 | a meeting, not at work, in which you exchanged views on public policy issues with others in your community |

13. Are you currently employed?
- | | | |
|-----|-------|-----|
| #75 | 65.8% | Yes |
| 39 | 34.2 | No |

14. If you are employed, do you work:
- | | | |
|-----|-------|-----------|
| #20 | 26.3% | Part-time |
| 56 | 73.7 | Full-time |

15. What is your occupation?
- | | | |
|-----|-------|--|
| #24 | 20.9% | Student |
| 16 | 13.9 | Misc.-Prof.-Tech. |
| 10 | 8.7 | Medicine-Health |
| 9 | 7.8 | Administrative |
| 8 | 7.0 | Education |
| 48 | 41.7 | Other Unemployed, Housewife, Typing-Steno, Mangrs-Officials, Law, Architect-Eng., Museum-Lib, Religion, Writing, Entertainment, Sales, Domestic Service, Barber-Cosmetlgy, Retired |

16. What is the highest level of education you have completed?
- | High school | College | Post Graduate |
|------------------|-----------------|-------------------|
| # 2 1.7% 8 | # 8 7 % 1 | # 3 2.6 % 1 |
| 1 .9 9 | 15 13 2 | 9 7.8 2 |
| 4 3.5 10 | 13 11.3 3 | 7 6.1 3 |
| 11 | 32 27.8 4 | 9 7.8 4 |
| 12 10.4 12 | | |

17. Which of the following describes your ethnic or racial identity?
- | | | |
|------|-------|---|
| #102 | 88.7% | White |
| 10 | 8.7 | Black |
| 1 | .9 | Spanish-speaking or Latin American ancestry |
| | | American Indian |
| | | Oriental or Asian ancestry |
| 2 | 1.7 | Other |

18. What is the population of the town or city in which you live?
- | | | |
|------|------|-----------------|
| # 10 | 9.3% | less than 2,500 |
| 18 | 16.8 | 2,500 to 10,000 |

STATE-BASED PROGRAM AUDIENCE SURVEY

18. What is the population of the town or city in which you live?

<u>#60</u>	<u>56.1%</u>	10,001 to 100,000
<u>14</u>	<u>13.1</u>	100,001 to 500,000
<u>5</u>	<u>4.7</u>	over 500,000

19. What is your age?

<u>#</u>	<u>%</u>	Under 18
<u>29</u>	<u>26.3</u>	18-24
<u>21</u>	<u>18.9</u>	25-34
<u>26</u>	<u>23.4</u>	35-49
<u>23</u>	<u>20.7</u>	50-64
<u>16</u>	<u>9.9</u>	65 and over

20. What is your sex?

<u>#26</u>	<u>23.6%</u>	Male
<u>84</u>	<u>76.4</u>	Female

21. Have you ever heard of the American Issues Forum?

<u>#33</u>	<u>30%</u>	Yes
<u>77</u>	<u>70</u>	No

REGRANT CASE STUDY
MS22

Title:

The Emerging Dream of America

NEH Regrant Number:

MS22

Committee Regrant Number:

MCH-318

Grant Number:

SO-2204-75-165

Committee:

Mississippi Committee for the Humanities (MCH)

Operational Period:

Third

State Theme:

The Emerging Dream of America with Emphasis on the Individual's Responsibility to his Institutions--Home, Church, Work, Education and Government

Regrant Period:

May 1, 1975--November 30, 1975

Number of Sessions:

Eight were originally planned and approved. Twelve actually occurred because the sponsoring organization had sufficient grant money for an additional four programs.

Dates of Sessions:

May 20, June 11, July 16, August 20, September 10 and 24, and October 15 and 29, 1975. (These dates were listed in the project application submitted to the Mississippi Committee for the Humanities on February 25, 1975. Since the project was not approved until June 11, 1975, the programs were re-scheduled.) Dates of three re-scheduled programs are known: August 21, October 28, and November 24, 1975.

Date and Title of Session Attended:

August 21, 1975: "Recession"

Funding:

	<u>Requested</u>	<u>Awarded</u>	<u>Expended</u>
Committee	\$2,093	\$2,293	\$2,293
Matching	2,093	2,093	2,501
Total	\$4,186	\$4,386	\$4,794

Project Director:

Miss Shirley O. Moore
 Central Mississippi, Inc.
 P.O. Box 749
 Winona, Mississippi 38967

Sponsoring Organization:

Central Mississippi, Inc.
 P.O. Box 749
 Winona, Mississippi 38967

"Central Mississippi, Incorporated (CMI) is a private non-profit Community Action Agency serving six counties located in North Central Planning and Development District; namely, Attala, Carroll, Grenada, Holmes, Leflore, and Montgomery, with a population of 126,970. The agency began its operation in 1966 as its mission to combat poverty in the counties mentioned above. At the present, 864 people are employed by CMI in the following programs: Conduct and Administration, Head Start, Credit Union, Emergency Food and Medical, STAR Manpower, Drop Out Prevention, Drug Abuse, Homemaker's Assistance, Economic Guidance and Development, Project FIND, SSI - Alert, and Special Food Services." (from project application)

Fiscal Agent:

Mrs. Jenell McCormick
 Central Mississippi, Inc.

Other Cooperating Organizations:

National Council of Negro Women
 National Association for the Advancement of Colored People

Purpose:

"The purpose of the proposed program is to reacquaint and educate community residents in the areas served by CMI on public policies, ethical, historical, cultural and economic issues of America as it relates to recession, energy crisis, changes in trend of education, and the operation of the political system..."

"Our proposed program intends to relate to the community the premise on which this country was founded, the problems we are having today and how these same problems evolved from the past and what has been done to eliminate them or bring us closer to the 'Emerging Dream of America'." (project application narrative)

The project application also proposed that the project "develop dialogues between the black and white communities to discuss...problems that involve the entire community."

Committee Action on Proposal:

The project application from Central Mississippi, Inc. was dated February 25, 1975. In correspondence dated April 21, 1975, Cora Norman, Executive Director to the Mississippi Committee for the Humanities, wrote to the applying organization to explain that the committee had approved the grant proposal conditional upon receiving further narrative. She specified that the narrative should pertain to how the proposed project would relate to the committee's theme and how the "current issues...identified evolved from the days of the founding fathers." The required narrative was supplied and on May 30, 1975, Cora Norman wrote the project director that the project had been approved. The requested budget was increased by \$200 because the committee wished to have paid outside evaluators be present at, and compose written evaluations on, each program. The project application was stamped approved on June 11, 1975.

Sites:

Grenada Courthouse, Grenada Mississippi: August 21, 1975
 Attala County Courthouse, Kosciusko, Mississippi
 Carroll County Courthouse, Carrollton, Mississippi
 Winona Courthouse, Winona, Mississippi

Names and Populations of Communities:

Grenada: 9,944
 Winona: 5,521
 Kosciusko: 7,266
 Carrollton: 295

Target Audience:

As stated in the project application, the project activities were designed to include "community residents in the areas served by CMI" (i.e., Attala, Carroll, Grenada, Holmes, Leflore and Montgomery counties).

Actual Audience:

There were 17 people in the audience for the program on August 21, 1975. Ages of those present ranged from mid-twenties to late-fifties. All the audience members, except one gentleman who was a rancher (and, according to Cora Norman, running for county office) were black. At least one woman was serving as an evaluator. A few of those present were employees of Central Mississippi, Inc.

In her final report, the project director estimated that a total of 268 people had attended the 12 programs. She also estimated that the entire audience had been composed of: 12 business representatives, 14 educators, 222 members of ethnic or racial minorities, 4 representatives of labor, 100 individuals from rural areas, 9 individuals employed in decision-making positions, and 4 representatives of women's groups.

Committee Representative Present:

Cora Norman, the Mississippi committee's Executive Director, and her assistant were present for the August 21, 1975 program in Grenada.

Planning:

The project application was submitted with a letter of explanation from Isaac P. Presley, Executive Director of Central Mississippi, Inc. An employee of Central Mississippi, Inc., Miss Shirley Moore, was designated project director.

The project application provided the following list of people involved in the project but did not indicate what kind of contribution they made:

"Academic Humanists"

Dr. John Peterson
Department of Anthropology
Mississippi State University

Ms. Jimna Beckly
Department of Sociology
University of Mississippi

Dr. Christian Murph
Department of English
University of Mississippi

Dr. Roy Hudson
Director of Student Teaching
Mississippi Valley State University

Mr. Fred McDowell
Department of Communication
Mississippi Valley State
University

Ms. Kate Wilkerson
Department of Sociology
University of Mississippi

"Local Officials and Community Residents"

Robert Clark
16th District Representative

Dotty Jackson
Mayor

Virginia Hubbard
Chamber of Commerce

Harold Scrugg
Mayor

George Tuberville
Director of Welfare

Gary Moore
Mayor

Charles Poe
Urban Renewal

Glady Langdon
National Council of Negro Women

David R. Winters
Central Mississippi, Inc.

Implementation:

The project director compiled the following list of individuals participating in the presentation of one or more programs:

Dr. Bennie L. Reeves
Head of Department of History
Jackson State University

Dr. Ann Abadie
Consultant for Correspondence
University of Mississippi

Dr. Crawford Blakman
Department of Anthropology
Mississippi State University

Dr. John Peterson
Department of Anthropology
Mississippi State University

Dr. Margaret Hutton
Department of History
Jackson State University

Mr. David Wicks
Project Coordinator
Mississippi Valley State
University

Dr. Anthony J. Cavell
Department of English
Jackson State University

Dr. H. Dale Abadie
Chairman, Department of History
University of Mississippi

Dr. Ila Wells
Head of Department of
Communication
Mississippi Valley State
University

Mr. James Williams
Department of History
Holmes Junior College

Dr. LaVerna Lindsey
Department of English
Mississippi State University

Dr. Donald Mabry
Department of History
Mississippi State University

Dr. Jimmy Shoalmire
Department of History
Mississippi State University

Dr. Roy Hudson
Director of Student Teaching
Mississippi Valley State University

Mr. Rumell Benjamin
Department of Sociology
Jackson State University

Mr. West Lindsey
Department of History & Political Science
Jackson State University

Mr. George T. Mitchell
Department of Political Science
Jackson State University

Mr. Chester Harrington
Principal, Kilmichael Elementary School
Kilmichael, Mississippi 39747

Mr. William White
(b) (6)

Mr. Percy Hawthorne
Principal, Vaiden Elementary School
Vaiden, Mississippi 39176

Mr. Godfrey Campbell
Superintendent, Carroll County Schools
Carrollton, Mississippi 38917

Mr. J. C. Morgan
Principal, Duck Hill Elementary School
Duck Hill, Mississippi 38925

Attorney Rupert Ringold

(b) (6)

Representative Robert Clark
Sixteenth District Representative
317 Yazoo Street
Lexington, Mississippi 39095

Mr. Arthur Royals
Employment Service Department
Grenada, Mississippi 38901

Mr. John Perry
Principal, Winona Middle School
Winona, Mississippi 38967

Mr. Stanley Flowers
Principal, Carrollton Elementary
School
Carrollton, Mississippi 38917

Mr. Robert Walker
P.O. Box 1074
University, Mississippi

Attorney Clarence Morgan, III
106 East Washington
Kosciusko, Mississippi 39090

Mrs. Senora Springfield
(b) (6)

Mrs. Viola Wragg
(b) (6)

Attorney James Sumner
1020 South Front Street
Winona, Mississippi 38967

Publicity:

The project application outlined plans for newspaper articles advertising the program and for public service spots on radio and T.V. to supplement the written publicity.

Dissemination/Products:

The programs generated local newspaper publicity which summarized the presentations and audience discussions. A copy of such an article and a picture of participants, printed in a Grenada newspaper, is contained in the project director's final report.

No products resulted from this regrant.

Course Credit:

None

Evaluation:

"The program will be evaluated by the participants who will be in attendance at each educational setting." (from project application)

By Project Director: The project director's final report gave a brief description of project activities, a statistical account of audience characteristics and concluded with the statement: "Most of the programs were well attended and the reaction from the audience was tremendous."

By Committee: In correspondence dated March 15, 1976, Cora Norman volunteered her assessment of the program:

"As Executive Director of the state-based program in Mississippi I would like to add the following information. It should become part of the record of evaluation that these programs were held in the courthouses of Attala, Carroll, Grenada and Montgomery Counties. These counties are located in Central Mississippi in an area where public integrated meetings are still the exception and not the rule. The fact that a predominantly black organization scheduled programs in county courthouses where they were welcomed at each meeting by a white Mayor to a program where a panel of white elected representatives interacted with scholars in the humanities from institutions of higher learning throughout the state about issues concerning the 'Recession,' 'Energy Crises,' and 'The Desegregation of Public Schools in Mississippi' speaks more for the program than is revealed through the evaluative reports submitted by the project director and the outside evaluators. Although the recorded attendance is small, the fact that such a meeting was even held in Winona, Grenada, Kosciusko, and Carrollton says 'something' in Mississippi.

It should also be part of the record that Central Mississippi, Inc. proposed and was funded to do 8 programs. Without any increase in funds they coordinated and administered 12 programs with their grant money."

By Outside Evaluator: Six outside evaluator's reports were sent to the Mississippi Committee. Comments were unanimously favorable.

State-based Program or Committee Mentioned:

Cora Norman was introduced as the Executive Director to the Mississippi Committee for the Humanities prior to the panel presentation on August 21, 1975.

NEH Mentioned:

Cora Norman introduced the Evaluation Unit member as a representative of the National Endowment for the Humanities.

Time Spent in Discussion:

Thirty-three percent (thirty minutes out of ninety minutes) of the August 31, 1975, program was devoted to group discussion. Informal discussion continued over refreshments after the formal program was adjourned.

Audience Participating in Discussion:

Approximately 75% of the audience participated in the August 21, 1975 discussion.

Format:

Topics: Energy crisis, Recession, Desegregation of Mississippi public schools

August 21, 1975 Topic: Recession

8:00 p.m. Prayer
 Introduction: Mr. I. P. Presley, Executive Director,
 Central Mississippi Inc.
 Welcome: Mr. J. D. Quinn, Mayor of Grenada

8:10 p.m. Panel: Robert Walker, Department of History, Jackson
 State University; Donald T. Mabry, Department
 of History, Mississippi State University;
 Mrs. Senora Springfield, Elementary School
 Teacher; Mr. Arthur Royals, Employment Service
 Department, Grenada, Mississippi.

9:00 p.m. Discussion

9:30 p.m. Adjournment

Content: August 21, 1975; Grenada Courthouse; "Recession"

The Grenada Courthouse is a recently constructed building situated on the town square in Grenada. At 7:40 p.m. on the evening of August 21, a few people had gathered outside the courthouse; otherwise, the square was deserted. A security guard arrived to unlock the main entrance, turn on the lights and lead the group upstairs into the courtroom. The four panelists (Mr. Walker, Dr. Mabry, Mrs. Springfield, and Mr. Royals), the Grenada Mayor (Mr. Quinn), the project director (Miss Moore) and the Executive Director of Central Mississippi (Mr. Presley) seated themselves around two long tables which faced the audience. The audience sat in the gallery section of the courtroom, separated from the panel by two three-foot high partitions.

At 8:00 p.m., Mr. Presley called on a Grenada minister in the audience to read a prayer. Next Mayor Quinn welcomed the group to Grenada. Mr. Presley then turned to Cora Norman, the Executive Director of the Mississippi Committee for the Humanities. (He needed some assistance from Dr. Norman in recalling the correct name of the committee.) She briefly described the State-based program's function of supporting dialogue on local issues between the public and humanists or experts in certain fields. She said that inherent in every federal program is a period of evaluation and that the State-based program was undergoing such a phase. She identified the member of the Evaluation Unit as an evaluator and a representative of the National Endowment for the Humanities. Miss Moore then identified the panelists.

Mr. Robert Walker spoke first, explaining that the purpose of the Mississippi Committee for the Humanities was to fund programs which provide an opportunity for "people at the grassroots level in communities to discuss public policy issues." He offered a definition of the evening's topic, recession--"a period of reduced business activity." In establishing an economic system in the United States, Alexander

Hamilton wished the objectives of government and the objectives of business to be synonymous. War-time activity, such as that during the recent Vietnam War, stimulates the economy possibly resulting in inflation and then recession. Widespread famine, he said, can cause the same effects. Mr. Walker suggested that the federal government has to formulate an economic policy designed to cope with recession and that citizens should be aware of the situation so that they can exert pressure on politicians to take specific action.

Mr. Donald Mabry, who characterized himself as an economic historian, followed Mr. Walker's 15-minute talk. He claimed that recession is a fairly new term used to mean a decline in economic activity. While he was President, Franklin Roosevelt invoked the term "recession" to depict the economic situation because his New Deal program was intended to cure the previous economic situation defined as a "depression." Currently, Mr. Mabry said, no general consensus on the word's definition exists. He characterized society as maintaining certain social and cultural demands. During a recession the government has less money to fund these services. With limited funds, priorities must be set for expenditures. He believes that American society usually values material needs as first priority. Recession inevitably affects a society's quality of life.

Mr. Mabry contended that an investment capital shortage currently exists throughout the world and that the demand for higher wages contributes to this shortage. He sees inflation and recession as worldwide problems which our government alone can do little to alter. He reported a growth of 1.2% in the first quarter GNP for 1975, an indication that the recession may have ended. He concluded with the cheering phrase, "It's going to get better."

Mrs. Senora Springfield read her three minute prepared statement from 3" x 5" index cards. She announced her composition title, "The Humanities," and then praised education and the humanities for the knowledge they have to offer. She advised the audience that federal aid is available for individuals wanting to receive an education. Since life consists of making decisions, she believes that individuals should prepare themselves through education so that they will be able to recognize their options.

Mr. Arthur Royals, an employee of the Grenada Employment Service Department, provided a local, statistical glimpse of recession in Grenada. He stated that during July, 1975, Grenada county suffered an 11.3% unemployment rate, or 9% if accounting for the normal influx of students joining the work force. Between January, 1974 and July 1975, the federal government attempted to assist the U.S. economy by "pumping" money into it. There are three resulting federally-funded programs in Grenada: a work-training program, a public works program, and a job corps training program for youth. "I'm not a professor," he added, "but my solution to recession is to put people to work so that they can pay their taxes."

After Mr. Royal's ten-minute statement, Mr. Walker suggested that the panel should move their chairs and sit closer to the audience on the same side of the partitions. They did so while Mr. Walker asked the audience for questions.

The audience discussion lasted for approximately 30 minutes. One individual classified our economic system as basically capitalistic but becoming more and more industrialized. Mr. Walker proposed that our "quality of life" has changed as have our values. Instead of merely being "concerned with our wallets," Mr. Walker feels we, as U.S. citizens, ought to think about how recession affects our "minds, morals, and values." One woman endorsed a return to the "simple life." She thought that people in the United States have been led to believe that they can buy anything they want and consequently strive to acquire material goods. A panelist responded that the United States public can no longer afford such illusions but rather should set priorities for allocation of resources. Mayor Quinn pointed out that the United States has in the past considered itself self-contained but that this situation no longer exists.

One woman asked whether the panel felt tax rebates had influenced our economy. Mr. Mabry replied that most tax rebates were spent quickly and that no long term effect on the economy would be registered. A male audience member added that since rebates were small some individuals went (further) into debt when they tried to spend their rebate checks. The cattle rancher mentioned how difficult the economic recession has been for the small farmer and farming operations. Mabry gloomily predicted that the small farmer may be forced out of business. Another audience member sympathized and stated that "big business is eating up all little business." Another individual cautioned that people in the United States should change their "keep-up-with-the-Joneses" attitude. This suggestion was countered by another audience member who felt that this tendency couldn't be changed since it constitutes human nature.

In conclusion, Mr. Mabry recommended that people in the United States have the option to elect officials and exert influence on them based upon individually chosen values. Mrs. Springfield mentioned that people should set priorities and follow through with them. Mr. Walker contended that institutions should be forums for discussion ("such as the Mississippi Committee for the Humanities and the National Endowment for the Humanities") in which officials could discuss problems with citizens.

Miss Moore then thanked the group for coming. She said she hoped that the discussion had been thought-provoking because it was intended to "open eyes" rather than prompt action. She adjourned the session, inviting everyone to enjoy refreshments (punch and cookies) provided by Central Mississippi, Inc.

Subsequent Activity:

Unknown

Questionnaires Mailed : 32
 Questionnaires Completed : 16

1. Which of the following phrases best defines what the term "the humanities" means to you?

#	%	
3	18.8	Study of the art, history, language and culture of ancient Greece and Rome;
11	68.8	Concern for improving the welfare of mankind
		System of thought in which human interests, values, and dignity are of primary importance;
1	6.3	Forms of learning concerned with human culture
1	6.3	Creation and performance of music, dance, poetry, drama and art.

2. Were you involved in developing the proposal for this project that was submitted to your state humanities program?

#	%	
2	12.5	Yes
14	87.5	No

3. Did you receive an honorarium for your participation in the project?

#	%	
11	73.3	Yes
4	26.7	No

4. Which of the following factors motivated you to participate in this project?

#	%	
5	31.3	I am always eager to have a chance to talk about my area of competence.
12	75	I am interested in relating the humanities to public policy issues.
2	12.5	My participation was arranged by a colleague.
3	18.8	I was attracted by the honorarium.
2	12.5	I participated as a favor to the project director.
2	12.5	I thought it would be a good learning experience for me.
7	43.8	I feel an obligation to help solve state or community problems.
1	6.3	Other

5. Did the project director give you any instructions concerning your role in the project?

#	%	
14	87.5	Yes
2	12.5	No

- b. If the project director gave you instructions, how would you characterize the guidance you received?

#	%	
10	71.4	Helpful
5	35.7	Specific
		Restrictive

STATE-BASED PROGRAM PARTICIPANT SURVEY

5.c. If the project director gave you instructions, which of the following phrases describes the role prescribed for you?

# 3	21.4%	Impart information on your particular area of competence;
8	57.1	Express a humanistic perspective on the issue(s);
		Advocate a particular point of view;
6	42.9	Clarify values;
13	92.9	Stimulate audience participation by raising issues;
2	14.3	Serve as moderator;
		Other

6. What was your actual function in the project?

# 12	75 %	Panelist
5	31.3	Discussant
4	25	Speaker/lecturer
1	6.3	Moderator
5	31.3	Discussion group leader
1	6.3	Other

7. How many hours did you spend preparing for your participation in this project?

# 4	25 %	less than 2 hours
7	43.8	2 to 5 hours
3	18.8	5 to 10 hours
1	6.3	10 to 20 hours
1	6.3	over 20 hours

8. How many members of the audience at this program did you know?

# 10	62.5 %	None
3	18.8	Less than half
2	12.5	About half
1	6.3	More than half
		Nearly all

9. When you participated in the project, were you aware that it was partially supported by funds provided to your state humanities program by the National Endowment for the Humanities?

# 15	93.8 %	Yes
1	6.3	No

10. Had you heard of the National Endowment for the Humanities before you participated in this project?

# 14	87.5 %	Yes
2	12.5	No

STATE-BASED PROGRAM PARTICIPANT SURVEY

11. Have you participated in other projects sponsored by your state humanities program?

#	13	81.3 %	Yes
	3	18.8	No

- b. If "yes," how many?

#	1	7.7 %	1
	2	15.4	2
	3	23.1	3
	5	38.5	4-8
	2	15.4	9-15

12. Have you participated in projects sponsored by other states' humanities programs?

#	1	6.3 %	Yes
	15	93.8	No

- b. If "yes," how many?

#	1	100 %	1
			2
			3
			4 or more

13. How would you characterize your participation in state or community affairs?

#	13	86.7 %	Active
	2	13.3	Not Active

14. Have you ever heard of the American Issues Forum?

#	11	68.8 %	Yes
	5	31.3	No

15. Do you think the concept of involving academic humanists and members of the general public in discussions on public policy issues is sound?

#	15	100 %	Yes
			No

16. What is your age?

		17 and under
		18-24
5	31.3	25-34
8	50	35-49
3	18.8	50-64
		65 and over

STATE-BASED PROGRAM PARTICIPANT SURVEY

17. What is your sex?

# 14	87.5%	Male
2	12.5	Female

18. What is the highest level of education you have completed?

High school		College		Post graduate	
#	%	#	%	#	%
8		1		3	18.8%
9		2		3	18.8
10		3	6.3	8	50
11		4	6.3		
12					

M.A.
All but dissertation
Ph.D.
Other

19. What were your occupation and title at the time you participated in the project?

# 11	68.8%	Faculty-University
1	6.3	Department Head-University
1	6.3	Principal
1	6.3	Elementary Teacher
1	6.3	District Attorney
1	6.3	Other Executive

20. Are you currently a teacher?

# 13	81.3%	Yes
3	18.8	No

b. If you are, at which type of institution do you teach?

# 1	8.3%	Secondary school
1	8.3	2-year college
		4-year college
10	83.3	University
		Other

21. If you are not presently teaching, have you ever taught school in the past?

# 2	66.7%	Yes
1	33.3	No

b. If you have taught in the past, at which types of institutions did you teach?

		Secondary school
1	50	2-year college
		4-year college
1	50	University
		Other

STATE-BASED PROGRAM PARTICIPANT SURVEY

IF THE ANSWER TO QUESTIONS #20 OR #21 IS YES:

22. What subject(s) do, or did, you teach?

# 4	28.6%	History: General
2	14.3	Political Science
2	14.3	History: American
2	14.3	Linguistics
1	7.1	Anthropology
3	21.3	Other Sociology, Languages and Literature: English, Education

23. Do you think that your participation in this project improves your opportunity for promotion or tenure?

# 1	7.1%	Yes
8	57.1	No
5	35.7	Not sure

24. How many books, articles, or scholarly papers have you had published or accepted for publication in the last two years?

# 7	46.7%	None published
2	13.3	1-2
4	26.7	3-4
1	6.7	5-10
1	6.7	11-15
		16-85

25. Have you encouraged any of your colleagues to participate in projects funded by a state humanities program?

# 12	92.3%	Yes
1	7.7	No

26. Please rank the following items according to their importance to you in pursuing your career. (1=most important and 4=least important)

Scholarly research	<u>1</u> 3(23.1%)	<u>2</u> 7(53.8%)	<u>3</u> 3(23.1%)	<u>4</u> 3(23.1%)
Teaching students	6(46.2%)	3(23.1%)		4(30.8%)
Educating the general public	3(23.1%)	1(7.7%)	8(61.5%)	1(7.7%)
Relating field to contemporary issues	1(7.7%)	2(15.4%)	5(38.5%)	5(38.5%)

REGRANT CASE STUDY
PA35

Title:

The Impact of Metropolitan Growth on the Lower Perkiomen Valley
1975-2000

NEH Regrant Number:

PA35

Committee Regrant Number:

May-75-24

Grant Number:

SO-21719-75-73

Committee:

The Public Committee for the Humanities in Pennsylvania

Operational Period:

Second

State Theme:

The People of Pennsylvania and Their Institutions: Who Does What?

Regrant Period:

September-October, 1975

Number of Sessions:

Three

Dates of Sessions:

October 1, 20 and 29, 1975

Date and Title of Session Attended:

October 1: An Examination of the Quality of Life in the Lower
Perkiomen Valley

Funding:

	<u>Requested</u>	<u>Awarded</u>	<u>Expended</u>
Committee	\$ 6,008	\$ 6,008	\$ 4,565
Matching	6,008	6,008	5,694
Total	\$12,016	\$12,016	\$10,259

Project Director:

Dr. Marvin E. Reed
 Assistant Professor of History
 Ursinus College
 Collegeville, Pennsylvania 19426

Sponsoring Organization:

Ursinus College
 Collegeville, Pennsylvania 19426

The catalog states that Ursinus is an independent four-year liberal arts college founded in 1869. Majors are offered in 14 departments, ranging from classics to the sciences. It has approximately 1,100 students, 60 percent of whom are men. Eighty percent of the students live on campus; the remainder commute from surrounding communities. The college is related to the United Church of Christ, having been established by pastors and laymen of the German Reformed Church.

Fiscal Agent:

Ursinus College

Other Cooperating Organizations:

None

Purpose:

"...The Lower Perkiomen Valley region was long an agricultural area and more recently has been a semirural, semisuburban area. According to regional planners, it now lies directly in the major growth corridor for the Philadelphia metropolitan region for the remainder of the century. The result of this projected growth can only be social change of an unprecedented nature. As they seek to control and direct this process of growth, to enhance its favorable consequences, and to ameliorate its adverse consequences, the citizens and their governmental units will be faced with public policy decisions of great importance during these years.

"Already there is real public concern about the impact of the changes at hand and those impending. Much informal discussion and some citizen and governmental actions have taken place at the grass

roots level--for example, suits opposing multi-unit dwelling developments, debates over the impact of a nuclear power plant already under construction, controversy over the effect of a proposed state recreational park area. Plans for an extension of the Schuylkill Expressway, for interchanges, and for new multi-unit residential developments are arousing increasing concern. However, because the region is fragmented into numerous political jurisdictions, there is no effective forum for the formation of collective social judgments on issues of regional significance.

"Our proposed series of 'town meetings' will seek to stimulate a remedy for this regional need. It will facilitate communication among individual citizens and their social and political organizations within the Lower Perkiomen Valley region. It will bring together those who already are actively concerned about the impact on community life of the impending urban development and will raise the level of awareness of other residents of the area. Through the contributions of participants from the humanistic disciplines, we hope to aid in identifying and clarifying the basic questions of value which citizens and policy makers will confront. We hope that, with questions of value more clearly in focus, the people of the region will be better able to perceive the possible governmental actions that will have to be taken as they respond to the changes of the next quarter century." (from project application)

Committee Action on Proposal:

A tally form and summary of comments give the committee's response to the proposal at its May, 1975 meeting. Ratings on this proposal were made by 10 committee members present, on a scale of 1 to 3 -- 1 being the highest rating. Categories for rating and the responses were as follows:

	<u>1</u>	<u>2</u>	<u>3</u>
Public Policy Issue	9	1	
Relation to Theme	9	1	
Centrality of the Humanities	9		1
Representation of Professional Humanists	8	1	1
Dialogue Format	7	3	
Audience: The Adult Out-of-School Public	8	2	

None of the members thought the proposal should be disqualified because it fell into one or more of categories termed "Funding Exclusions" on the tally sheet. These are: partisan objectives, direct social action, research, institutional development, purchase of permanent equipment, creative or performing arts as ends in themselves, and programs for academic credit.

Regarding the sponsoring organization, 10 committee members agreed that there was no apparent problem regarding the sponsor's capability to conduct the project. There was also unanimous agreement that the evaluation plans were adequate. One member did not agree that the budgetary arrangements were adequate, commenting that too much was appropriated for honoraria (\$3,200 of \$6,008 requested from the committee), and for printing programs and brochures (\$2,168 of the \$6,008). However, this view was overruled, and 8 members voted to accept the proposal "as submitted," 1 to encourage "resubmission with major revisions," and 1 to "accept, conditional on minor revision."

The range of assessment is further amplified by the following summary comments of committee members:

"Looks like a good program with humanities adequately involved for general public."

"This is not perhaps a brilliant proposal, but it is sound in all particulars."

"A well thought-through proposal. I hope it receives our go-ahead."

"This is two-thirds social science."

The proposal was funded as submitted.

Sites:

All sessions were held at Bomberger Hall, Ursinus College, Collegeville, Pennsylvania.

Names and Populations of Communities:

Upper Providence Township	6,202
Lower Providence Township	15,169
Lower Frederick Township	2,515
Perkiomen Township	2,422
Skippack Township	5,316
Limerick Township	5,556
Collegeville Borough	3,191
Trappe Borough	1,676
Schwenksville Borough	809

Target Audience:

"The audience for the program will consist of residents, government leaders, and representatives of businesses, schools, churches, and service organizations of six townships and three boroughs in the Lower Perkiomen Valley region." (from project application--the townships and boroughs are those listed above)

Expected Audience: 200 at each of the three meetings (from project application)

Actual Audience:

Project Director Marvin Reed in his final report estimated the attendance as follows:

October 1	200 persons
October 20	100 persons
October 29	100 persons

The report further states that:

"The audience at our three town meetings was composed to the extent of 90% or more of the adult-out-of-school public. This means that something like 200 or more households in the Lower Perkiomen Valley region were reached directly. In addition, newspaper coverage... was extensive in the area and was available therefore to every newspaper-reading resident of the area."

At the October 1st meeting, the audience included adults who appeared to be between approximately 20 and 60 years of age; all white, and about an equal number of men and women. Based on self-identification of persons who asked questions and engaged in discussion, there was a variety of occupations, income levels and educational levels represented by the persons attending, e.g. a builder and developer, a home owner struggling to pay increasing property taxes out of pension and social security payments, a professor of Greek from Ursinus College.

No list of attendees was kept, thus it is impossible to know how many persons attended all three meetings. However, by reducing Dr. Reed's attendance figure by 20 percent to account for repeaters, it can be estimated that 320 individuals attended one or more of the sessions.

Committee Representative Present:

It is unknown whether a Pennsylvania Committee member attended the October 1 session.

Planning:

According to the project final report and a publicity brochure, the following people were members of the project planning committee:

Mr. and Mrs. Anthony Abbott
Collegewille Citizens Committee

Dr. Richard Bozorth
Dean, Ursinus College
Department of English

Mr. Richard BreMiller
 Department of Mathematics
 Ursinus College
 Member, Borough Council of
 Collegeville

Mr. Harvey Cummings
 Montgomery County Planning
 Commission

Mr. William Hadley
 Member, Borough Council of
 Collegeville

Dr. Ivan Hess
 Collegeville Rotary Club

Mr. Clarence Huling
 Perkiomen Valley School Board

Miss Dorothy Keffer
 Collegeville Community Club

Dr. Peter Perreton
 Department of English
 Ursinus College

Dr. Marvin Reed
 Department of History
 Ursinus College

Mr. Richard Richter
 Vice-president for Administrative
 Affairs
 Department of English
 Ursinus College

Mr. Kenneth Schaefer
 Assistant Dean of Admissions
 Ursinus College

Mr. Virgil Templeton
 Upper Providence Board of
 Supervisors

Dr. Charlotte Witmer
 Trappe Historical Society

Implementation:

- October 1: Mr. Edmund N. Bacon (speaker)
 Architect and City Planner
 Lecturer, Graduate School of Fine Arts
 University of Pennsylvania
- October 20: Dr. E. Digby Bultzwell (speaker)
 Professor of Sociology
 University of Pennsylvania
 Author of Philadelphia Gentleman, The Protestant
 Establishment
 Editor of The Search for Community in Modern
 America
- Dr. Michael P. Conzen (speaker)
 Assistant Professor of Geography
 Boston University
 Author of Frontier Farming in an Urban Shadow
 and "Town into Suburb: Boston's Expanding
 Fringe"

Dr. Robert Marler (speaker)
Vice Provost and Director of American Studies
Temple University

October 29:

Mr. Clarence W. Huling Jr. (speaker)
President, Perkiomen Valley School Board

Mr. Roger S. Dorris
Assistant Planner
Montgomery County Planning Commission

Mr. Virgil P. Templeton (speaker)
Chairman, Board of Supervisors
Upper Providence Township

Mr. Richard P. Richter
Vice-president for Administrative Affairs
Assistant Professor of English
Ursinus College

Dr. Robin A. Closer (discussion coordinator)
Assistant Professor of German
Ursinus College

Dr. Louis A. DeCatur (discussion coordinator)
Assistant Professor of English
Ursinus College

Dr. Albert L. Reiner (discussion coordinator)
Associate Professor of Romance Languages
Ursinus College

Dr. John M. Wickersham (discussion coordinator)
Assistant Professor of Classics
Ursinus College

Publicity:

The following newspapers carried articles announcing the
Collegeville "Town Meeting":

- 1) Schwenksville Item, October 16, 1975 (circulation: 1,660)
- 2) The Mercury of Pottstown, Pennsylvania, October 18 (circulation: 28,368)
- 3) Today's Post of King of Prussia, Pennsylvania, September 30 (circulation: 10,138)
- 4) Independent and Montgomery Transcript of Collegeville, September 30 (circulation: 4,120)
- 5) Norristown Times-Herald, September 8, 12, 30 (circulation: 33,809)

Announcements of the program also appeared on July 16; September 18, 30, 1975 in several newspapers (the names of which are unknown).

According to the project application, a leaflet publicizing the series was to be mailed "to all known households of the region, approximately 13,000 in number. This will be mailed so as to reach the target audience about three weeks prior to the first meeting." Although a publicity brochure was printed, information on how many were printed and where they were sent is unavailable.

The project application also stated that the meetings would be publicized through the Ursinus College Public Relations Office and through college publications. If these plans were carried out, there was no mention of them in the project director's final report.

Dissemination/Products:

An editorial (date unknown) in the Independent and Montgomery Transcript of Collegeville commented on the "Town Meeting" program upon its completion:

"In truth, there is little 'to keep us together but a creek,' but now, there is Ursinus College, who can exhibit leadership and scholarship about the quality of life in the Perkiomen Valley. We are, indeed, grateful to Ursinus College for its public announcement that it is committed to the people of this valley in order to help solve their problems of growth."

According to the project director's final report, cassette recordings of the three public meetings were made and submitted to the Pennsylvania Committee.

Course Credit:

None

Evaluation:

The project application outlined the following methods for evaluation:

1) An audience questionnaire to be distributed at the end of the third meeting--"It will seek an evaluation of the effect of the program on their awareness of likely developments in the Lower Perkiomen Valley and of the measures that they as individuals can employ to shape that development. The questionnaire will be developed with the assistance of the Ursinus College Psychology Department, which has experience in educational tests and measurements."

No mention of this questionnaire survey appeared in the project director's final report.

2) An evaluation conference convening members of the planning committee, representing governmental and organizational groups, was scheduled to be held two weeks after the final meeting. The purpose of this conference was to "consider the same questions addressed to the audience... in addition, to evaluate the program as a launching pad for on-going community activity. In the planning stage, community leaders expressed the hope that Ursinus College would be instrumental in bringing several townships and boroughs and organizations together in common cause. The evaluation will consider this possibility, in light of the public response to the program and...the cooperation manifested by all in planning the program."

No mention of this evaluation conference appeared in the project director's final report.

3) Tape recordings of each program to serve as evidence of content and degree of public discussion.

The tape recordings were made, and are mentioned in the final report.

By Project Director: In his final report, the project director made several evaluative statements in answering specific questions posed by the Public Committee for the Humanities in Pennsylvania:

"Extent of Focus Upon Specific Matters of Public Policy-- ...The several speakers on our programs as well as those members of the audience who participated in dialogue with the speakers clearly established that there are important public policy decisions relating to growth facing the region both in the immediate future and thereafter. Zoning policy, preservation of open land for recreation and aesthetic values, transportation, planning for public education, financing public education, and the impact of all these upon the tax structure were identified as important areas for decision.

"These general concerns were not typically translated during the course of the meetings into specific public policy recommendations. This was a source of frustration to many of those in attendance. It was the understanding of the planning committee, however, that their task, as defined by the guidelines of the Public Committee for the Humanities, was to facilitate the identification and clarification of public policy issues and the illumination of questions of value relating to those issues rather than to establish specific guidelines for action.

"Nature of Project's Relation to the Public Committee's Theme Directly Concerning the Community--...The meetings did not so much explain the functions of existing institutions as call attention to an apparently fairly widespread desire for the more effective coordination of existing institutions or the creation of new institutions to deal with the issues of growth and change within the community. The meetings revealed that there is no single region-wide institution

which is an appropriate focus of activities for those citizens who wish to transform their concern about the future of the community into action. Government is fragmented, and intergovernmental cooperation is limited. Churches, school districts, civic clubs, and other institutions represent only portions of the Perkiomen Valley area. In this round about way, the functions of institutions were clarified; the absence of an appropriate institution helps to explain why some kinds of decisions are not made.

"Centrality of the Humanities--...Because of the broader perspective he brings to specific current problems, the teaching humanist is uniquely qualified to provide a more specific service to a program such as our town meetings. The humanists on the planning committee and the resource people in the discussion groups attempted to facilitate the articulation of the varied points of view of residents of the Perkiomen region and to identify areas of agreement and disagreement on values and specific matters of public policy without advancing merely personal or partisan points of view. They were prepared and able, when necessary, to elevate the tone of the meetings from argument to discussion.

"Relative Success in Recruitment of Audience Among the Adult Out-of-School Public-- We feel that we were very successful in this regard. The audience at our three town meetings was composed to the extent of 90% or more of the adult out-of-school public. This means that something like 200 or more households in the Lower Perkiomen Valley region were reached directly. In addition, newspaper coverage of the programs was extensive in the area and was available therefore to every newspaper-reading resident of the area.

"Dialogue Format. Extent of Audience Participation--Dialogue format was maintained to an impressive extent throughout the three meetings. Although each meeting began with prepared statements by one or more speakers, each meeting moved directly from the prepared remarks into question and answer sessions between the audience and the speaker(s). Responses from the audience were in every case lively, provocative, and numerous. The speakers without exception proved anxious to respond to questions and effective in so doing. We feel that the town meetings were extremely successful in this regard.

"Maintenance of Non-Partisanship in All Stages of the Project--...To provide a neutral setting for our initial planning session we chose the Collegeville fire hall as the site of our first meeting with community leaders. It was the community leaders themselves who suggested that the college campus would be an appropriate location, convenient and compatible to all groups in the region, for the town meetings themselves.

"We consciously and conscientiously sought to avoid the selection of speakers who would express a partisan point of view or serve as a symbol of a partisan position. The speakers on the first two programs were humanists and humanistic social scientists of national reputation

who are known for their contributions to arts, letters, and urban design rather than for party identification. This non-partisan approach was maintained in the third meeting which featured local speakers. Two of these, a teaching humanist and a county transportation planner, work largely outside a partisan framework. The other two speakers, although elected public officials with known party identifications, were chosen for their knowledge of local issues rather than to represent a partisan point of view. There was no hint of partisanship in their presentations aside from one perhaps forgivable joke told by one of the elected officials.

"Avoidance of Direct Social Action--...First, as the committee understands the term 'social action' there was little likelihood that the meetings would move in that direction. (Edmund Bacon did humorously yet approvingly refer to the possibility of marching to protest an undesired expressway.) Second, there was a widespread desire among those attending the meetings for the creation of institutions which would make political or quasi-political action possible. Surely the single most often repeated public policy suggestion made by those attending the meetings was the creation of a continuing forum to discuss such issues and/or the development of some agency of inter-governmental cooperation within the Lower Perkiomen region. Third, although many of those in attendance seemed to hope that the specific committee which had secured the grant and organized the town meetings could become the nucleus of such an organization, it was the consensus of the steering committee that such a role was not appropriate for the Ursinus College-Lower Perkiomen Town Meeting Committee under the guidelines established by the Public Committee for the Humanities in Pennsylvania and in view of the understanding of the Ursinus committee of the proper role for an institution of higher education."

Printed Materials Distributed:

At each meeting, audience members recieved a program giving biographical data on the speakers, the schedule for the evening's proceedings, and a three-paragraph description of The Public Committee for the Humanities in Pennsylvania. The program for October 1st and 20th contained an order form for an advance copy of the next program(s), and the program for October 20th contained a map of the Lower Perkiomen Valley.

State-based Program or Committee Mentioned:

The Public Committee was mentioned during the project director's opening remarks as well as in the printed program on October 1st.

NEH Mentioned:

NEH was mentioned in the printed program's description of the Public Committee for the Humanities in Pennsylvania.

Time Spent in Discussion:

Approximately 50% of the time at the October 1st session was spent in a question and answer period with dialogue between audience members and the evening's speaker.

Audience Participating in Discussion:

About twenty of the total audience members (an estimated 200 persons) posed questions to the speaker. Others continued discussing the topic of the session in small groups outside the auditorium and at a reception held nearby following the meeting. A wide range of viewpoints and concerns were expressed during the question and answer procedure.

Format:

"The Impact of Metropolitan Growth on the Lower Perkiomen Valley"

October 1, 1975
8:00 p.m.

"The Quality of Life"
Welcome and Opening Remarks: Dr. Marvin Reed
Introduction of Speaker: Dr. Marvin Reed
Speaker: Mr. Edmund Bacon
Discussion
Reception

October 20
8:00 p.m.

"The Impact of Change"
Speakers: Dr. E. Digby Baltzwell, "Impact on the Sense of Community;" Dr. Michael P. Conzen "Impact on Transportation Systems;" Dr. Robert Marler, "How Does a Humanist React to These Changes?"
Discussion
Reception

October 29
8:00 p.m.

"Priorities for Decision Making"
Welcome and Opening Remarks: Dr. Marvin Reed
Speakers: Mr. Roger S. Dorris, Dr. Keith J. Hardman, Mr. Clarence Huling, Jr., Mr. Virgil Templeton
Discussion Coordinators: Dr. Robert A. Clouser, Dr. Louis A. DeCatur, Dr. Albert L. Reiner, Dr. John M. Wickersham

Content of Session Attended:

"The Quality of Life"
Bomberger Hall
Ursinus College

The meeting began a few minutes after 8:00 with a welcome and opening remarks by the project director, Dr. Marvin Reed. An audience

of approximately 200 persons nearly filled the assembly room in Bomberger Hall, a large marble Romanesque structure dating back to the 1890's. The speaker addressed the group from a podium back by the Hall's large pipe organ, and facing rows of wooden seats on the first floor, with two tiers of seats surrounding the main floor in a "U" configuration.

Following a brief description of the three-meeting series, of which this was the first, of the policy issue under discussion, and the Public Committee for the Humanities in Pennsylvania, Dr. Reed introduced the speaker, Mr. Edmund Bacon. For many in the audience Mr. Bacon needed no introduction, due to his prominence in Philadelphia during the past fifteen years. Reed provided additional detail about Bacon's interests and career as an urban planner. Bacon has served as Executive Director of the Philadelphia City Planning Commission, visiting lecturer at the University of Pennsylvania, member of the President's Citizen's Advisory Committee on Recreation and Natural Beauty, and trustee of the American Academy in Rome. Mr. Bacon's work has included also a position as Architectural Designer for Shanghai, China in 1934; supervisor of the City Institute for Research and Planning in Flint, Michigan, 1937-1939; and Managing Director of the Philadelphia Housing Association, 1940-1943. He was a recipient of the Art Alliance of Philadelphia Medal for Achievement in 1961, and a Rockefeller fellowship in 1963. He is the author of Design of Cities, among other publications. Bacon's work in Philadelphia received national attention in a lead Time magazine article in November 1964.

In preparation for his presentation, Mr. Bacon had toured the boroughs and townships of the Lower Perkiomen Valley. He also met with members of the local planning committee to learn of their concerns for the region's development during the next quarter-century.

Bacon began his talk by saying that the first step for a community in planning its future development is to examine and reach a consensus on values. Experience has taught him that the people themselves are better judges than technical experts. He urged the audience to "beware of planners bearing solutions," and to renew their confidence in their own solutions to their problems. The process preceding this confident knowledge is one of probing, discussing and defining individual and group values. Bacon illustrated his point with an example. Residents of the Society Hill neighborhood of restored houses in Philadelphia banded together and put the old Belgian paving blocks back on their streets after they had been taken up to facilitate faster flow of traffic. They were custodians of a value system 200 years old. Bacon stated that: "You of the Lower Perkiomen Valley are custodians of a natural system two million years old, therefore preservation of values compatible with the survival of that natural system should be of great concern."

The second step for a community is to act on their values. Acknowledging that tax reassessment is a major issue in the community now, Bacon urged people to make their concerns and desires known:

"Get out with your placards," he admonished. "Individuals can act by carefully restoring houses near Skippack Creek," Bacon added, and he urged an organized program for restoring these structures, saying that "Skippack Creek is a marvelous stream."

He asked: "What sort of a stance for the future will you as humanists and citizens adopt?" Answering his own question, Bacon suggested three alternatives. First, the option of no growth. He reminded the audience of a quotation from the Chinese philosopher Lao Tzu: "The tree that stands rigid in the wind snaps off at the roots; the tree that bends with the wind goes off its course but returns when the wind subsides." The second option is "total bloating, or planned obesity." The middle ground, or third possibility is "natural growth." Bacon favored this and continued with the tree analogy: a tree grows and when it reaches maturation it stops growing.

While considering the Lower Perkiomen Valley in terms of natural growth, Bacon concluded: "You are not a suburb; you are either urban like the town of Collegeville, or rural. Not suburban. I hate suburbs!" He stated that he believes suburbanization is a fleeting phenomenon, and suggested that in the future we might have small towns and rural areas existing compatibly in the same locales, similar to the settlement patterns in Greece or to the Italian hill towns. Bacon said that suburbanization has caused a lot of economic and legal confusion and has raised many unresolved issues in the courts.

He foresees that the "energy crisis" will have a drastic effect on settlement patterns. Actually, the term "energy crisis" is a misnomer, Bacon maintained, because the word "crisis" implies that the situation will pass. Our gas and oil shortage is not a temporary situation, but a total collapse; in the future there will be less and less gasoline. He noted in this connection that he had been given a report on the Lower Perkiomen Valley to orient him for this lecture. It contained the information that 77.5 percent of residents in the area work in Montgomery County (located immediately north-west of Philadelphia and containing the boroughs and the townships of the Lower Perkiomen Valley). Thus three-quarters of the residents do not travel long distances from home to work site.

Bacon cautioned the audience that in discussing plans for the future, they should remember that lot size is an important factor. Two-acre lots are the most destructive to the environment, he maintained. In his writing he has developed the concept of minimum and maximum lot size: "There is no middle ground." He believes more pre-planning must be done in future community development, with water and sewer facilities pre-provided according to drainage potential and to a rational fiscal and planning system. This is not the way things have gone in the past: individuals have built houses, made their own septic tanks, and then when these individual facilities have broken down, the community has been forced to install water and sewer systems.

The "enemy" in the rational, planned development process, Bacon said, is the landowner who wants to exploit his property for profit. He believes that the courts have to face up to this problem and create restrictions, or at least demand proper density planning, water and sewer systems, and other communal facilities.

The claim is often advanced by developers that the countryside around Philadelphia must be built up to relieve urban congestion, especially in ghetto areas. Bacon called this a fallacious argument, backing up his statement with these statistics: there are 25,902 vacant houses in Philadelphia; 2,125 vacant commercial properties; and 12,498 vacant lots. Therefore, he reasoned, the Lower Perkiomen Valley has no moral obligation to relieve the population pressure of Philadelphia.

On the other hand, proximity to Philadelphia (about an hour's driving distance) makes the Valley part of the metropolitan area and suggests some mutually beneficial contributions. Bacon conceded that the area could relate to the Philadelphia ghetto population, for example, without building condominiums or other housing units. Even though, he said parenthetically, he had noticed some very handsome new condominium units as he travelled around in the Lower Perkiomen Valley which were well landscaped and tastefully designed. One such possibility he said, already exists: Wallaby Farms in the Lower Perkiomen Valley. This is a commercial venture, a place to bring children from the city so that they can see an operating farm. Furthermore, he suggested that the banks of the Perkiomen stream could become a cultural and community center where people gather and events take place.

Bacon closed by saying: "My talk has been general, and humanistic, I hope." He added: "Maybe the most precious things you have are the very simple things. Keep the streams bubbling and the buttercups perking. This may be the greatest service you could give to the greater Philadelphia area."

The meeting was opened for questions. A gentleman from Ursinus College said that he thought Bacon was too laudatory about new condominium units with open space around them. Developers just haven't gotten around to building up that open land. Bacon countered by saying that rational planning and good design alone would not work. In many instances where disastrous building has taken place, the missing element has been vociferous citizen protest. Community groups and individuals should be more outspoken in maintaining group values.

A faculty member from the English Department at Ursinus next raised the question of the possible impact of a new atomic plant currently under construction in the town of Limerick, near Collegeville. During the construction period the payroll alone will be an estimated one million dollars a week. The locale will be innundated by workers. How could the communities prepare for these changes? Bacon responded by advising: "Get controls before the crunch comes."

A local resident spoke up saying that the people Bacon mentioned in Society Hill who restored the streets with Belgian blocks were not necessarily concerned with the environment. They were protecting their own economic interests by putting those blocks back; they were adding to the quaint, historic aura of the neighborhood, thus increasing the value of their restored houses. What would be the parallel for landowners in the Lower Perkiomen Valley? Bacon had no specific answer, but talked for a few minutes about the "synergy of pressures" (the inter-relationship of pressures--economic, political, social, cultural physical or environmental) and the "totality of pressures. As variables change and are arranged in different patterns," he observed, "the whole changes."

Another person who identified himself as a member of the community, observed that the present lack of industry means a low tax base for the Lower Perkiomen Valley. How can we attract industry to increase the tax base and relieve the tax burdens on the middle class, without suffering from the problems that industry brings (for example: pollution, high density housing, congestion)? Bacon hadn't mentioned industry at all in his lecture, and stated in answer to the gentleman's question: "Industry is not part of my own value system for the Lower Perkiomen Valley, but the community is free to reject my values and to act on their own."

A resident of Limerick then elaborated on the nuclear plant going up there, and voiced concern about its effect on the communities in the Valley.

Changing the subject abruptly, a local resident asked Bacon how to get bicycle paths set up parallel to roads for recreational use and for commuting, shopping, and other purposes. The advice was to try to get some state highway funds for the bicycle paths on the basis that the paths would alleviate some highway congestion.

Another person identified himself as a builder and developer and a lifelong resident of the Lower Perkiomen Valley. He was distressed by much of Bacon's speech and the discussion, saying that he didn't consider himself as a builder to be an enemy of the community.

Another local resident challenged Bacon's assertion that development should take place only where water and sewer facilities were already installed, thus making for less rapid development and for orderly development. Most of the development during the past ten years in the Lower Perkiomen Valley has been where water and sewer lines were already installed or where only short extensions from existing lines were necessary. Bacon couldn't defend his position on this question.

One local landowner stated that he thought the enemy to be the local politicians and the people who sit on boards. Tax assessors have told him that his land is constantly increasing in value because it is no longer being farmed, and because development in the area has driven up the land value. Many small landowners, especially the elderly and others on fixed incomes, can't afford the tax bill on their land and so are forced to sell, often to developers. Bacon agreed, saying that this is a common phenomenon.

He stated in closing that his presentation had been purposely simplistic in order to sharpen the issues. He thought that his chief contribution during the evening's proceedings had been to allay the guilt feelings of residents in the Lower Perkiomen Valley that they are obligated to relieve Philadelphia's population density problems. That's not true.

At the conclusion of this remark there was a hearty round of applause. At approximately 9:45 p.m., Dr. Reed thanked Mr. Bacon and urged the audience to continue discussing the issues in small groups at the reception to follow immediately in the lounge of nearby Wismer Hall. He reminded the audience that there would be two more meetings in the series, to be held in the same auditorium on October 20th and 29th, and thanked them for attending the evening's program.

Following the meeting, small groups of people lingered in the hall while others set off in the direction of the reception. Many were discussing the issues intensely, evidencing great concern, and some were joking lightly about a few of Bacon's remarks.

Note: In the project proposal, the historian Daniel Boorstin was listed as the speaker for the first meeting. Edmund Bacon was apparently a stand-in. Although a logical choice considering the project's stated issues, Bacon gave a considerably different lecture than that which Boorstin might have delivered.

Subsequent Activity:

Unknown

Questionnaires Mailed : 12
 Questionnaires Completed : 10

1. Which of the following phrases best defines what the term "the humanities" means to you?

#	%	
		Study of the art, history, language and culture of ancient Greece and Rome;
<u>1</u>	<u>10</u>	Concern for improving the welfare of mankind
<u>9</u>	<u>90</u>	System of thought in which human interests, values, and dignity are of primary importance;
		Forms of learning concerned with human culture
		Creation and performance of music, dance, poetry, drama and art.

2. Were you involved in developing the proposal for this project that was submitted to your state humanities program?

#	%	
<u>2</u>	<u>20</u>	Yes
<u>8</u>	<u>80</u>	No

3. Did you receive an honorarium for your participation in the project?

#	%	
<u>3</u>	<u>30</u>	Yes
<u>7</u>	<u>70</u>	No

4. Which of the following factors motivated you to participate in this project?

#	%	
		I am always eager to have a chance to talk about my area of competence.
<u>6</u>	<u>60</u>	I am interested in relating the humanities to public policy issues.
<u>2</u>	<u>20</u>	My participation was arranged by a colleague.
		I was attracted by the honorarium.
<u>2</u>	<u>20</u>	I participated as a favor to the project director.
<u>4</u>	<u>40</u>	I thought it would be a good learning experience for me.
<u>7</u>	<u>70</u>	I feel an obligation to help solve state or community problems.
<u>1</u>	<u>10</u>	Other

5. Did the project director give you any instructions concerning your role in the project?

#	%	
<u>10</u>	<u>100</u>	Yes
		No

- b. If the project director gave you instructions, how would you characterize the guidance you received?

#	%	
<u>9</u>	<u>90</u>	Helpful
<u>3</u>	<u>30</u>	Specific
		Restrictive

STATE-BASED PROGRAM PARTICIPANT SURVEY

5.c. If the project director gave you instructions, which of the following phrases describes the role prescribed for you?

#	3	30 %	Impart information on your particular area of competence;
	6	60	Express a humanistic perspective on the issue(s);
	1	10	Advocate a particular point of view;
	1	10	Clarify values;
	7	70	Stimulate audience participation by raising issues;
	3	30	Serve as moderator;
			Other

6. What was your actual function in the project?

#	5	50 %	Panelist
	2	20	Discussant
	3	30	Speaker/lecturer
	1	10	Moderator
	5	50	Discussion group leader
			Other

7. How many hours did you spend preparing for your participation in this project?

#	3	30 %	less than 2 hours
			2 to 5 hours
	2	20	5 to 10 hours
	2	20	10 to 20 hours
	3	30	over 20 hours

8. How many members of the audience at this program did you know?

#	1	10 %	None
	8	80	Less than half
			About half
	1	10	More than half
			Nearly all

9. When you participated in the project, were you aware that it was partially supported by funds provided to your state humanities program by the National Endowment for the Humanities?

#	9	90 %	Yes
	1	10	No

10. Had you heard of the National Endowment for the Humanities before you participated in this project?

#	8	80 %	Yes
	2	20	No

STATE-BASED PROGRAM PARTICIPANT SURVEY

11. Have you participated in other projects sponsored by your state humanities program?

# 1	10 %	Yes
9	90	No

b. If "yes," how many?

# 1	100%	1
		2
		3
		4-8
		9-15

12. Have you participated in projects sponsored by other states' humanities programs?

# 1	10 %	Yes
9	90	No

b. If "yes," how many?

# 1	100%	1
		2
		3
		4 or more

13. How would you characterize your participation in state or community affairs?

# 5	50 %	Active
5	50	Not Active

14. Have you ever heard of the American Issues Forum?

# 2	20 %	Yes
8	80	No

15. Do you think the concept of involving academic humanists and members of the general public in discussions on public policy issues is sound?

# 9	100%	Yes
		No

16. What is your age?

		17 and under
		18-24
4	40	25-34
3	30	35-49
2	20	50-64
1	10	65 and over

STATE-BASED PROGRAM PARTICIPANT SURVEY

17. What is your sex?

10 100 % Male
 _____ Female

18. What is the highest level of education you have completed?

High school		College		Post graduate		
#	%	#	%	#	%	
8		1		1	10	M.A.
9		2		1	10	All but dissertation
10		3		5	50	Ph.D.
11		3	30			Other
12						

19. What were your occupation and title at the time you participated in the project?

4 40 % Faculty-Univ
 3 30 Executive
 2 20 Dept Head-Univ
 1 10 Academic Dean

Other _____

20. Are you currently a teacher?

8 80 % Yes
 2 20 No

b. If you are, at which type of institution do you teach?

%
 _____ Secondary school
 _____ 2-year college
 5 62.5 4-year college
 3 37.5 University
 _____ Other

21. If you are not presently teaching, have you ever taught school in the past?

1 50 % Yes
 1 50 No

b. If you have taught in the past, at which types of institutions did you teach?

1 100 Secondary school
 _____ 2-year college
 _____ 4-year college
 _____ University
 _____ Other

STATE-BASED PROGRAM PARTICIPANT SURVEY

IF THE ANSWER TO QUESTIONS #20 OR #21 IS YES:

22. What subject(s) do, or did, you teach?

#	3	33.3%	Langs-Lit: Eng
1	11.1		Langs-Lit: Am
1	11.1		Langs-Lit: French
1	11.1		Langs-Lit: Classical
2	22.2		Geography
			Other Agriculture, Urb-Reg Planning

23. Do you think that your participation in this project improves your opportunity for promotion or tenure?

#	1	12.5%	Yes
6	75		No
1	12.5		Not sure

24. How many books, articles, or scholarly papers have you had published or accepted for publication in the last two years?

#	3	33.3%	None published
3	33.3		1-2
2	22.2		3-4
1	11.1		5-10
			11-15
			16-85

25. Have you encouraged any of your colleagues to participate in projects funded by a state humanities program?

#	5	55.6%	Yes
4	44.4		No

26. Please rank the following items according to their importance to you in pursuing your career. (1=most important and 4=least important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Scholarly research	1 (14.3%)	3 (42.9%)	1 (14.3%)	2 (28.6%)
Teaching students	4 (50%)	3 (37.5%)	1 (12.5%)	
Educating the general public	2 (33.3%)		3 (50%)	1 (16.7%)
Relating field to contemporary issues	1 (14.3%)	2 (28.6%)	1 (14.3%)	3 (42.9%)

STATE-BASED PROGRAM AUDIENCE SURVEY

Questionnaires mailed : 70
 Questionnaires completed : 33

1. How did you find out about the program you attended?

#	%	TV
		Radio
11	33.3	Newspaper
5	15.2	Word of mouth
13	39.4	Publicity brochure, poster, publicity mailing
1	3	Can't remember
3	9.1	Other

2. What was your main reason for attending the program?

# 26	78.8%	I was interested in the topic.
3	9.1	I was interested in hearing the speakers.
		I was accompanying a friend.
1	3	I often go to programs held in the same building or location.
		The topic was related to my occupation or profession.
1	3	I was asked by my employer to go.
		The program was conducted in conjunction with a meeting I attend regularly.
2	6.1	Other

3. How many members of the audience at this program did you know?

# 5	15.2%	None
22	66.7	Less than half
4	12.1	About half
1	3	More than half
1	3	Nearly all

4. Which of the following, if any, express your opinion of the program you attended?

# 6	18.2%	The program presentation was biased.
17	51.5	The program allowed ample opportunity for me to express my views.
13	39.4	The program caused me to reexamine my thinking on the topics discussed.

5. When you attended the program, were you aware that it was partially supported by funds provided to your state humanities committee by the National Endowment for the Humanities?

# 30	90.9%	Yes
3	9.1	No

6. Had you heard of the National Endowment for the Humanities before you attended the program?

# 19	57.6%	Yes
14	42.4	No

STATE-BASED PROGRAM AUDIENCE SURVEY

7. Which of the following phrases best defines what the term "the humanities" means to you?

# 1	3 %	study of the art, history, language and culture of ancient Greece and Rome;
7	21.2	concern for improving the welfare of mankind;
16	48.5	system of thought in which human interests, values, and dignity are of primary importance
8	24.2	forms of learning concerned with human culture
1	3	creation and performance of music, dance, poetry, drama and art

8. How would you characterize your participation in state or community affairs?

# 23	71.9%	Active
9	28.1	Not Active

9. Have you attended any adult education courses during the last two years?

# 14	42.4%	Yes
19	57.6	No

10. If you attended adult education courses, were you involved:

# 11	84.6%	Part-time
2	15.4	Full-time

11. If you participated in adult education, what kind of institution(s) offered the course(s)?

# 7	50 %	University or college
7	50	Public school
		Military
		Trade union
1	7.1	Business or industry
2	14.3	Service club (includes YWCA, YMCA)
1	7.1	Church
		Library
		Museum
		Commercial school
1	7.1	Other

12. During the past six months have you attended or visited any of the following?

# 19	57.6%	a concert
18	54.5	a movie
3	9.1	a dance performance
21	63.6	a library
		the opera
12	36.4	a historical society
12	36.4	the theatre
16	48.5	an art gallery or art museum
17	51.5	a history or science museum
18	54.5	a community meeting (for example, PTA, League of Women Voters, neighborhood association)

STATE-BASED PROGRAM AUDIENCE SURVEY

12. During the past six months have you attended or visited any of the following?
- | | | |
|------|-------|--|
| # 17 | 51.5% | a governmental meeting or hearing (for example, zoning hearing, city council meeting, state legislature session) |
| 22 | 66.7 | a program located on a college or university campus |
| 17 | 51.5 | a meeting, not at work, in which you exchanged views on public policy issues with others in your community |

13. Are you currently employed?

# 25	75.8%	Yes
8	24.2	No

14. If you are employed, do you work:

# 4	16	% Part-time
21	84	Full-time

15. What is your occupation?

# 6	18.2%	Retired
5	15.2	Education
3	9.1	Managers-Officials
2	6.1	Medicine-Health
2	6.1	Sales-Services
14	45.1	Other Architect-Eng, Math-Phys.Sci, Art, Administrative, Typing-Steno, Bookkeeping, Messengers, Building Service, Metal Processing, Metal Working, Printing, Housewife, Student

16. What is the highest level of education you have completed?

High school	College	Post Graduate
# 8	# 2	# 6
9	6.1	18.2%
10	2	21.2
11	3	6.1
12	7	6.1
15.2	21.2	4

17. Which of the following describes your ethnic or racial identity?

# 33	100 %	White
		Black
		Spanish-speaking or Latin American ancestry
		American Indian
		Oriental or Asian ancestry
		Other

18. What is the population of the town or city in which you live?

# 14	43.8%	less than 2,500
14	43.8	2,500 to 10,000

STATE-BASED PROGRAM AUDIENCE SURVEY

18. What is the population of the town or city in which you live?

# <u>3</u>	<u>9.4%</u>	10,001 to 100,000
<u> </u>	<u> </u>	100,001 to 500,000
<u>1</u>	<u>3.1</u>	over 500,000

19. What is your age?

# <u> </u>	<u> </u> %	Under 18
<u>2</u>	<u>6</u>	18-24
<u>5</u>	<u>15</u>	25-34
<u>9</u>	<u>27.3</u>	35-49
<u>11</u>	<u>33.2</u>	50-64
<u>6</u>	<u>18.2</u>	65 and over

20. What is your sex?

# <u>23</u>	<u>69.7%</u>	Male
<u>10</u>	<u>30.3</u>	Female

21. Have you ever heard of the American Issues Forum?

# <u>9</u>	<u>27.3%</u>	Yes
<u>24</u>	<u>72.7</u>	No

REGRANT CASE STUDY
SD38

Title:
Humanistic Perspective on South Dakota's Heritage

NEH Regrant Number:
SD-38

Committee Regrant Number:
23124-7576-517

Grant Number:
SO-23124-75-454

Committee:
South Dakota Committee on the Humanities

Operational Period:
Fourth

State Theme:
Voices, Values and Visions of South Dakota's
Land and People

Regrant Period:
Spring, Summer, and Fall, 1975; Actual regrant
period is not known.

Number of Sessions:
Two

Dates of Sessions:
September 26 and 27, 1975

Date and Title of Session Attended:

September 27, 1975: "Humanistic Perspective on
South Dakota's Heritage"

<u>Funding</u>	<u>Requested</u>	<u>Awarded</u>	<u>Expended</u>
Committee	\$ 6,268.40	Unknown	\$ 5,222.36
Matching	4,445.00	Unknown	5,930.00
Total	\$10,713.40	Unknown	\$11,152.36

Project Director(s):

Dr. Lesta Turchen
Associate Professor of History
and Political Science
Dakota Wesleyan University
Mitchell, South Dakota

Mr. Jim McLaird
Head and Associate Professor
of History
Dakota Wesleyan University
Mitchell, South Dakota

Sponsoring Organization:

Dakota Wesleyan University
Mitchell, South Dakota

Fiscal Agent:

Mr. Grant Uecker
Business Office
Dakota Wesleyan University

Other Cooperating Organizations:

None

Purpose:

"Dakota Wesleyan University proposes a combined Humanist Seminar and Conference for the Adult Public under the theme 'Voices, Values and Visions of South Dakota's Land and People'. This would serve as a seminar for humanists from throughout the state who might wish to plan or be involved in programs for the 18 month funding period and be the first major program for the Committee's participation in South Dakota's Bicentennial celebration. The co-directors of this program were requested by members of the committee on the Humanities and its administrative directors to prepare this proposal...The conference

addresses are to serve as an example/illustration for humanists and proposals being written within the theme, 'Voices, Values and Visions of South Dakota's Land and People'." (from project application)

Committee Action on Proposal:

Correspondence from Julia Hazzard, Assistant Director to the South Dakota Committee on the Humanities, disclosed the background leading to the committee's solicitation and acceptance of the project application:

"Staff did encourage the two historians to write this proposal. Two reasons: One was to give the humanists who would be speaking in humanities programs during the year an exposure to some of the top historians interested in 'western' history. (South Dakota faculty do not receive input from out of state speakers as do faculty on campuses in more populous areas.) We anticipated bicentennial related proposals in 1975-1976 and wanted to offer some resource to academic humanists in the state. (We and the directors felt that it was important to have not only the western historian who specialized in Dakota territory but also an Indian academic humanist and finally it was felt to be important to have a woman also.) The second reason was to offer an outstanding 'humanities' related bicentennial program to set the tone in a sense for the state's observances.

The Committee responded favorably to the proposal, but we have no record of the discussion."

Sites:

Dakota Wesleyan University Campus Center;
September 26 and 27, 1975.

Names and Populations of Communities:

Mitchell: 13,425

Target Audience:

The project application specified that the program would be designed to attract South Dakota humanists and the general adult public.

Actual Audience:

The size of the audience varied throughout the conference on Saturday, September 27, 1975. During the

morning approximately 200 people were present and during the afternoon approximately 300 people attended. Judging from the number of people who participated in the discussion sessions for the adult public, it seemed that 75% of the conference members were humanists. Adult public audience members ranged in age from college-aged to senior citizens with an apparently heavier distribution at these two extremes. Several small children accompanied their parents. There appeared to be a slightly higher proportion of men than women.

Committee Representative Present:

John Whalen, Executive Director to the South Dakota Committee on the Humanities, and his assistant, Julia Hazzard, were present for the 1-1/2 day conference. Jean Walz, committee chairperson, Dan Rice, committee vice-chairman, and Herbert Hoover, a committee member, were all present as well. Ms. Walz and Mr. Hoover both served as moderators. Mr. Rice was a discussion leader.

Planning:

The project application stated that "the co-directors...were requested by members of the committee on the Humanities and its administrative directors to prepare this proposal," which indicates that planning for this regrant was a joint effort of the South Dakota committee and the two project directors. The application also characterized the regrant as an "example/illustration for humanists and proposals being written within the (state) theme," implying that the committee must have been in close communication with the project directors on the regrant design and organization.

Implementation:

Speakers: September 26, 1975

Dr. June Sochen
Professor of History
Northeastern Illinois University

September 27, 1975

Dr. Howard Robers Lamar
Chairman, Department of
History
Yale University

Dr. Alfonso Ortiz
Professor of Anthro-
pology
University of New Mexico

Moderators: September 26, 1975

Jeanette Kinyon
Associate Professor
Department of English
South Dakota School of Mines and Technology

September 27, 1975

Herbert Hoover
Professor of History
University of South
Dakota

Jean Walz
Professor of English
University of South
Dakota

DiscussionLeaders: September 26, 1975

Sister Eileen Neville
Professor of English
Mount Marty College

Dan Rice
Assistant Professor
of Religion/Philosophy
Dakota Wesleyan University

Edgar S. Harvey
Assistant Professor
of English
Sioux Falls College

Pamela Reeves
Assistant Professor
of English
Dakota Wesleyan University

September 27, 1975

Ruth Redhead
Associate Professor of
Foreign Languages
South Dakota State
University

Richard Chenoweth
Associate Professor of
History and Political
Science
Dakota Wesleyan University

Gary Olson
Associate Professor of
History
Augustana College

Sister Eleanor M. Joyce
History and Interdisci-
plinary General
Education
Presentation College

R. D. Theisz
Director of Instruction-
al Services
Sinte Gleska College
Center
Rosebud, South Dakota

Nancy Skeen
Associate Professor and
Head
Department of Philosophy
University of South
Dakota

David Nichols
Professor of History
and Humanities
Huron College

Bonnie Holguin
M.A. in progress-
Indian Studies
Dakota Wesleyan University

Publicity:

"Newspaper advertisements and articles and radio and television coverage will be used to create public awareness both statewide and regional. Brochures with complete information on the speakers and the program will be mailed prior to the conference seminar to humanists, Bicentennial committees and community organizations. In addition, historical societies, women's groups, and Indian organizations will be notified and asked to help publicize the program among their members." (from project application)

The conference generated newspaper publicity in at least six South Dakota newspapers. Most of the articles recognized the support of the South Dakota Committee.

Dissemination/Products:

The project application proposed that the addresses presented by each of the three speakers be combined in a pamphlet "with editorial comments and questions relating them to the public policy issues and theme." The pamphlet was to be produced, printed and published under the direction of the co-directors but distributed by the committee. "The pamphlet will be available to South Dakota humanists and organizations wishing to participate in or write humanities proposals. Thus, the publication would allow persons unable to attend the Conference/Seminar access to the presentations." The pamphlet incorporating Dr. Sochen and Dr. Lamar's addresses with three addresses made during a 1976 humanities conference, was published in the Spring, 1977. Dr. Ortiz's address was not included in this pamphlet.

Additionally, both Dr. Lamar and Dr. Ortiz were videotaped as they made their presentations and answered questions during the September 27 program.

Course Credit:

None

Evaluation:

The project application did not make any specific provisions for evaluation.

By Audience

Each individual who registered for the conference was given a brief form entitled, "Evaluation," on which

comments relating to each of the three speakers' presentations and the following discussion groups were to be recorded. The instructions at the top of the form were: "Dakota Wesleyan University and the South Dakota Committee on the Humanities would appreciate your comments on the conference." No visible effort was made to collect these forms on September 27, 1975, and no information about responses is known.

By Project Director:

The project directors completed a "Project Evaluation Form" in which they briefly summarized grant activities. They stated that 202 people had attended the presentation. They made the following comments on the discussion stimulated during the program:

"The audience responded very well to the guest speakers and we found that more time should have been allowed for interaction between them and the audience before dividing into discussion sessions. Interaction between South Dakota humanists and members of the audience took place in small groups. Several members of the adult public expressed an interest in attending the humanist seminar sessions which were conducted at the same time as discussions for the general public."

They also reported that "the speakers provided much thought provoking information. Members of the Mitchell community have asked that the guest speakers return for another program." For future projects of this type, they suggested that "Conferences combined with Humanist Seminars need very close coordination with the Executive Director's office and personnel."

By Committee:

Julia Hazzard, Assistant Director to the South Dakota Committee, submitted a written evaluation of the project. She praised the program for being "well organized" and pointed out that "this type of program is an important service to the academic humanists who are so generous with time and help in other programs."

By Outside Evaluator:

Two professors from South Dakota State University at Brookings served as outside evaluators. They were both favorably impressed by the program, however one suggested that "if more out-of-school adults might have been included in the audience, the program would have had more value." The other individual summarized, "In terms

of subject matter and impact, I believe (this) is precisely the type of program that the Committee should be funding."

Printed Materials Distributed:

Everyone attending the conference who registered, on either September 26 or 27, in the Dakota Wesleyan University Campus Center lobby was given a printed program brochure which listed the speakers, the project participants and the agenda. Included inside the brochure was an evaluation sheet soliciting comments on each of the three speakers' presentations and on the discussion sessions following the presentations.

State-based Program or Committee Mentioned:

During the program on September 27, several references to the South Dakota committee were heard. Herbert Hoover, a committee member who served as a moderator, expressed, during his remarks to the audience, the appreciation of the committee for the work done by the project co-directors. Moreover, in announcing that the audience should separate into discussion groups, Lesta Turchen, a co-director, explained that the purpose of the conference was "to allow dialogue between academic humanists, better known as college teachers, and the public." Lastly, when Herbert Hoover introduced Howard Roberts Lamar, he mentioned that Dr. Lamar was affiliated with the "executive committee of the Humanities Council in Connecticut."

NEH Mentioned:

The National Endowment for the Humanities was not mentioned during the session on September 27.

Time Spent in Discussion:

Approximately 50 percent of the September 27 program was spent in discussion.

Audience Participating in Discussion:

During the two discussion periods on September 27, it appeared that nearly everyone (95%) joined in the discussion.

Format:

September 26, 1975

6:30 p.m. Registration
 7:30 p.m. Welcome by Dr. Donald Messer, President
 Dakota Wesleyan University
 7:40 p.m. Dr. June Sochen, "Frontier Women: A
 Model For All Women?"
 Moderator: Jeannette Kinyon
 8:30 p.m. Discussion Sessions

September 27, 1975

9:00 a.m. Registration
 9:30 a.m. Welcome by Dr. John Hartung, Vice
 President of Academic Affairs,
 Dakota Wesleyan University
 9:40 a.m. Dr. Howard Roberts Lamar, "Public Values
 and Private Dreams: South Dakota's
 Search for Identity, 1858-1900"
 Moderator: Herbert Hoover
 10:30 a.m. Coffee
 10:45 a.m. Discussion Sessions
 1:30 p.m. Dr. Alfonso Ortiz, "The Indian and
 the American Dream"
 Moderator: Jean Walz
 2:30 p.m. Coffee
 2:45 p.m. Discussion Sessions

Content of Session Attended:

September 27, 1975; Dakota Wesleyan University
 Campus Center; "Humanistic Perspective on South Dakota's
 Heritage."

On September 27, the lobby inside the entrance to
 the Dakota Wesleyan University Campus Center was designated
 a registration area where all conference participants
 were to record their names as either "humanist" or "public"
 before receiving a printed program and evaluation form.
 Having officially registered, those attending the program
 proceeded upstairs to the East Main Dining Room, a large

room surrounded on two sides by floor-to-ceiling glass windows and containing several hundred plastic, stacking chairs. Two conference tables with chairs on either side of a podium were placed against a wall of windows in front of the chairs. At 9:30 a.m. Dr. Lesta Turchen, one of the two project directors, assumed the podium to announce that the scheduled speaker, Dr. John Hartung, Vice-President of Academic Affairs at Dakota Wesleyan University, was unable to be present. In his place, she welcomed the group and then identified Dr. Herbert Hoover, professor of history at the University of South Dakota and a committee member, as moderator for the morning session.

Dr. Hoover expressed appreciation on behalf of the South Dakota Committee on the Humanities for the admirable work the project co-directors had done to organize the conference. To introduce the morning's speaker, he told the audience that Howard Roberts Lamar was born in Alabama and earned a Bachelor's degree at Emory University, later completing graduate degrees at other institutions. Dr. Hoover referred to Dr. Lamar as a man of numerous achievements and chose to specify in particular "his contributions to the study of the colonial system in the United States," his participation "on the executive committee of the Humanities Council in Connecticut," and his involvement in a project to design "adult education materials on the history of the plains for the University of Nebraska."

Dr. Lamar explained that he had traveled to the Dakotas in 1947 to do research on the region's history. He complimented Dakota Wesleyan and the humanities council of South Dakota for the fine job they are doing of celebrating the Bicentennial. "Other states are not doing as well," he said, "although the original 13 states are taking it very seriously." Announcing the title of his speech, "Public Values and Private Dreams: South Dakota's Search for Identity, 1858-1900," he complained good naturedly that his topic had been "circumscribed" by the two other speakers' topics -- women and Indians.

Dr. Lamar characterized the pioneer legislators as "worried about (the establishment of) townsites since they were economically motivated politicians. The Sioux War, the lack of a transcontinental railroad, and the existing political standards all frustrated the Founding Fathers who relied upon the Federal patronage system." The years between 1858 and 1900 constituted a territorial period for South Dakota, in which "religious-minded New Englanders (were determined to) build a city on a hill for all men to see -- a clear expression of 'manifest destiny'." Dr. Lamar contended that unfortunately "the impact of

Christian missionary life on the plains Indians was, more often than not, devastating."

Dr. Lamar credited Steven Riggs, Marcus Whitman, who promoted a white settlement but was eventually killed, William Hobart Hare, who won the trust of the Dakota Indians and became Bishop of South Dakota, Benedictine Martin Marty, and the Reverend John Ward with creating an "impressive missionary heritage" in the state. With the exception of Marty, the men "all had connections with the Eastern establishment, thus making the Dakotas famous in the East and thereby making settlement possible." These men also were "fanatics about education": all but Whitman founded schools. Another pattern set by these men was that of ministers or religious leaders fulfilling the role of political leaders. Dr. Lamar reported, "The functionalism of territorial politics was the result of many different sects, and the ensuing pluralistic ethical and political traditions of South Dakota deserve the attention of scholars."

Dr. Lamar attributed another significant influence on the course of the Dakotas' history to the construction of railroads. Prior to the 1880's a strong mercantile trade and river tradition existed, based on the use of the Missouri River. In 1881, the great ice storm struck the Missouri River area. The subsequent building of the Southeastern railroad ended the tradition of the Missouri River dominance and allowed, according to Dr. Lamar, "population to flow to both sides instead of flowing one direction and stopping." The New England and Midwestern heritage also influenced the agrarian, homestead tradition of the Dakotas.

In 1876, gold was discovered in the Black Hills. Dr. Lamar maintained that this discovery led to the first definition, psychologically and geographically, of South Dakota as encompassing the Black Hills. The year 1876 also marked the celebration of the nation's centennial, a festivity composed in South Dakota of picnics, balls, parades, and public dinners and which was marred by a day long rainstorm all across the state. Seven years later in 1883, Hugh J. Scott wrote, "We are a state," and a declaration of independence and sovereignty for South Dakota was confirmed. Dr. Lamar described this newly achieved emancipation as followed by "a turbulent period leading to a redefinition of the agrarian state identity." He views the period from 1888 to 1890 as not only an era of turbulence, but, more importantly, one of "positive, state territorial heritage."

In considering South Dakota's past -- the attempts at establishing religious settlements and the missionaries' thwarted plans for the Indians -- Dr. Lamar surmised that the state has had "a tradition of 'failure of a dream' which led to a sobering belief about automatic progress." Dr. Lamar believes that South Dakotans can reflect upon a history "including defeat as well as success and can therefore celebrate the Bicentennial more realistically than the Centennial was celebrated."

At 10:45, Dr. Hoover designated the next ten minutes a question period. One individual asked whether Dr. Lamar would have chosen to say more about Indians and women if the other speakers had not pre-empted those topics. Dr. Lamar responded that the concept of "manifest destiny is antithetical to small, autonomous, ethnic groups such as Indians and that women, as a group in Dakota history, had been dedicated to education." A second person commented, "My own impression is that the first missionaries were of high calibre and ability, and were understanding. There must have been something positive about them, so I'm suggesting that there may have been a link between whites and Indians which we can consider for the Bicentennial." A third individual inquired about whether or not the "Centennial increased hostility toward Indians" to which Dr. Lamar replied, "No, not until General Custer's fight." The last question centered on Eastern traditions as the basis of the Dakotas' territorial period. Dr. Lamar elaborated that Eastern traditions did form a foundation for South Dakota because, although it existed, the West "was not articulated." He added, "The territorial period has gaps which have to be filled in later."

At 11:00, Dr. Turchen announced a short break for coffee and cookies. "The purpose of this program is to allow dialogue between academic humanists and the public," she said, and then requested that half of the audience members representing the public attend the discussion session in the East Private Dining Room, and the other half go to the West Private Dining Room. The humanists were to move into the West Main Dining Room and divide themselves into four discussion groups.

Richard Chenoweth, an Associate Professor of History and Political Science at Dakota Wesleyan University, and Ruth Redhead, an Associate Professor of Foreign Language at South Dakota State University, introduced themselves as discussion moderators to the group of 16 which gathered in the East Private Dining Room. Dr. Redhead

opened the discussion by stating that perhaps the group might want to "add to the image" portrayed by Dr. Lamar. A woman remarked, "There was no mention made of Badger Clark, an important poet and scholar who represents that period. In fact, the arts weren't discussed at all; it was all a political view." Defending the structure of Dr. Lamar's presentation, a second person countered, "Yes, but that was the topic of his speech -- politics formed by private dreams." A third person pointed out that "political and religious leaders are one and the same even throughout literature. Politics reflect the values of ethnic groups and sects."

Another individual commented, "The melting pot never did melt. Just look at the communities in South Dakota." The group seemed to agree as someone added, "There has been a recent emphasis placed on ethnic identity and pride encouraged by the State Extension Service." "The black and Indian movements gave that pride to us, too," said another person. "In the past," one individual maintained, "South Dakota has recruited immigrants." Concurring, Dr. Chenoweth explained that "numbers (of people) were needed for attaining statehood." Another group member advised, "We tend to forget the intensity of 'old world' religious tradition." To illustrate the last point, a woman told the group about her community, Aberdeen, in which two different ethnic groups have supported two separate high schools for many years. She said that recently some barriers have been broken and "finally the two groups are joined in one high school."

Referring to Novak's The Rise of the Unmeltable Ethnic, a man summarized the book's thesis: there are basically two, dramatically different ethnic groups (WASP versus Mediterranean) which perpetually clash. He further doubted that "society was ready to accept ethnic groups." Another individual cited Uprooted and sympathized with those who sadly and ironically feel uprooted in their native land. A discussion, pertaining to the increasing and diminishing of Indian reservation lands, followed. A woman informed the group that, according to religious tradition, Indians did not feel that land could be owned.

After an individual commented that the eastern half of South Dakota is strongly influenced by the East and the western half is strongly influenced by the West, the discussion group dispersed for lunch.

* * * * *

As the group assembled in the East Main Dining Room, John Whalen, Executive Director for the South Dakota Committee, made a few announcements regarding expenses and travel vouchers for the humanists. Dr. Jean Walz, chairperson of the committee, then went to the podium to introduce the next speaker. She said that Dr. Alfonso Ortiz had been a professor of anthropology at the University of New Mexico since 1974, a member of the National Humanities Faculty since 1975, "an activist," and had conducted significant research on the subject of the North American Indian, but that, best of all, he has an engaging smile. Dr. Ortiz, smiling, approached the podium to identify the topic of his presentation, "Images of the Indian Tradition and the American Dream." He announced, "If George Washington is the father of our country, then the grandfather is an Iroquois."

Dr. Ortiz mentioned that when he was a member of the Princeton University faculty in 1966 no category existed for him, a Pueblo Indian. Posing a rhetorical question, he mused, "How were Indians dealt out of a major eastern university?" By 1971, the situation was somewhat remedied: Indians represented a legitimate research interest. Dr. Ortiz proposed that conquered peoples are typically "de-humanized" by the process of colonialism and thus "rendered invisible." In considering American history, Dr. Ortiz believes that "the farther back in history (one looks), the more important the Indian role becomes." Indians have been assigned various identities throughout history. The colonists labelled them "sub-human savages," yet the nation was symbolized by an Indian figure as opposed to Europe, Asia, and Africa which chose queens of the predominate race to represent them. After the War of 1812, however, the neo-classic plumed goddess replaced the symbol of the Indian princess.

As the colonists explored new territory, Indians occupying the lands found themselves displaced or in conflict. The Iroquois, who had settled along the St. Lawrence seaway, a prominent geographic position, stood in the path of Western migration. Consequently, according to Dr. Ortiz, 54 treaties were negotiated by the Iroquois and colonists during the period from 1677 to 1768. In spite of this prominence of Indians in colonial history, Dr. Ortiz believes that little factual information is generally known about them. To prove his point, he challenged the audience to recall "what kind of Indians were portrayed at the Boston Tea Party." After a pause, a gentleman named the Mohawks and Dr. Ortiz confirmed

the response. The other major tribes also in existence at this time which Dr. Ortiz acknowledged were the Seneca, the Onondaga, the Oneida and the Cayuga. The Mohawks, as the most warlike tribe, became "the penultimate symbol of freedom" while the Iroquois were respected for their skill in oratory, government and diplomacy.

After the War of 1812, the plains Indians and the Cherokees merged. The Cherokees lived predominantly in the Tennessee and Ohio Valleys in tribes sufficiently "significant numerically" to impede westward expansion. "They had been trading with isolated Europeans before the frontier moved to them and had assimilated European goods and culture easily," said Dr. Ortiz. During the American Revolution, in fact, the Cherokees "sided with the colonists." Naturally, this action caused the Cherokees to "fall out of favor with the Colonists." Dr. Ortiz noted that the "noble savage theme was absent from the Cherokees." Since skin color did not signify permanent bondage to the Cherokee, they later sided with the South in the Civil War "because of slaveholding practices." As Dr. Ortiz phrased it, "Once again a dream was demolished and the Cherokees never recouped." He then quoted from "The Road Not Taken," a Robert Frost poem. A further blow to the Cherokees was the discovery of gold in Georgia "in the heart of Cherokee land" and the resulting invasion of strangers.

When the Louisiana Purchase was made, movement West shifted to the plains, home of the Lakota Dakota tribe. Dr. Ortiz attributed the "popularizing of the plains Indians" (symbolized by buckskin, tribal head-dress and jewelry) to George Catlin, an artist who did 281 original sketches of 40 tribes, and to Prince Maximilian, a German.

In conclusion, Dr. Ortiz proposed that "the United States will become more just and humane when it can openly recognize Indian contributions." Dr. Jean Walz, the moderator, opened the session to questions from the audience at 2:40 p.m. A woman, describing a performance of Indian dances which she had seen in New Mexico, wondered what the "source of accoutrements might have been because the headdresses, jewelry, etc. appeared to be from the plains Indians." Dr. Ortiz replied that the Pueblo Indians had traded freely with the plains Indians so that the dance and the decorations may have been adopted and therefore authentic. On the other hand, he conjectured, the performers may have been "giving U.S. society what it

wants (to see)." A man in the audience asked, "How many Cherokees now live in Georgia and the Carolinas?" Dr. Ortiz answered that "approximately 2,000 Cherokee live in the Great Smokies area and they are prospering." A second gentleman was concerned about "how to overcome the fear which has built up between groups." Dr. Ortiz suggested that education of the American public, in order to avoid stereotyping, would be beneficial. Criticizing the melting pot theory, he termed it a myth. He stressed that periods of upheaval (e.g., Watergate, the Vietnam War, Presidential assassinations) allow identities to become temporarily "negotiable." A woman declared that on the basis of her own research into Bicentennial symbols, she had discovered that "the most popular symbol is the eagle." Unsurprised, Dr. Ortiz remarked that the eagle is a religious symbol of the plains and southwest Indians. The last question pertained to whether or not the word Indian was mistakenly applied. Dr. Ortiz replied that it was indeed a mistake based on Christopher Columbus' erroneous belief that he had discovered India.

Following a brief coffee break, the audience again formed separate discussion groups. Dr. R. D. Theisz, the Director of Instructional Services at Sinte Gleska College Center in Rosebud, and Dr. David Nichols, a professor of history and humanities at Huron College, were the discussion moderators for the group of 15 in the East Private Dining Room. The discussion was begun by a woman regretting the fact that "at the Centennial, South Dakota was accepting of new groups, but now at the Bicentennial these groups can't accept each other." An individual speculated that intervention of the Federal government in South Dakota's problems may have aggravated the situation. Another person volunteered that "it's the old 'chicken and egg' problem" since the Federal government and the military reacted to requests of white people. Another person asserted, "We can learn something from Indian traditions and values to counteract our aggressiveness."

A woman in the discussion group suggested that "it's 'in' to be Indian" and wondered what effect this trend would have on the numbers of Indians in the U.S. Especially, another person chimed in, since there are frequently payments and scholarships attached to being Indian. A woman answered that the Bureau of Indian Affairs "issues certificates verifying an individual's degree of Indian blood after an ancestral tie to someone currently enrolled in a reservation has been proved." She added that 25% Indian ancestry is the requirement.

Perhaps fearing that the discussion might stray into the realm of Indians versus non-Indians, someone said, "We're not just talking about Indian history, it's our history -- that's what Dr. Ortiz was demonstrating in his presentation." Revealing that she was a junior high school teacher, a woman complained that school texts "never have maps showing Indian land ownership, only European land ownership." Dr. Theisz mentioned, "There is a movement afoot within the state to require teachers on or near reservations to have Indian studies courses. Originally, the requirement was to apply to all teachers but it's been softened." A woman from Aberdeen said that the school in her area no longer has a program on Indian studies and that she was worried the funds for support of the program might be going elsewhere. Another person endorsed the need for Indian studies to include whites as well as Indians.

A member of the discussion group labelled the conversation "too academic" and encouraged the group to be more specific about possible steps for improving the situation. In response, an individual supported "educating white people through a clear educational strategy designed to eliminate unjustified stereotyping." The woman who had requested more specific comments said that a catalogue of resources which could be utilized in attaining these goals would be most helpful. Dr. Nichols generously offered to take a presentation which he had organized on the Sioux Indian during the 19th century anywhere in the state at no charge. The junior high school teacher listed two programs relating to Indian and white relations, one in Wagner and one T.V. show on Indian lands, which she knew had been funded by the South Dakota Committee. She also said a church council was considering whether to fund an educational program at Mt. Marty and that those interested should write to the council expressing their approval.

The woman who had previously directed the session toward more practically-oriented discussion announced that she would like to have the names, addresses and telephone numbers of those people present who would be interested in coordinating efforts and exchanging ideas. She passed around a sheet of paper for people to sign, while the junior high school teacher and several others requested that she send them copies. She agreed to mail a copy to all who signed the sheet. On this note, the discussion ended at 4:45 p.m.

Content of Other Sessions:

Information not available.

Subsequent Activity:

Unknown.

Conversations With:

Dan Rice, Vice Chairman of the South Dakota
Committee on the Humanities.

Mr. Rice criticized the absence of "specifically identified public policy issues." He had hoped that the humanists might focus on public policy issues during their discussions but he felt this hadn't actually materialized.

Questionnaires Mailed : 3
 Questionnaires Completed : 3

1. Which of the following phrases best defines what the term "the humanities" means to you?

#		%	Study of the art, history, language and culture of ancient Greece and Rome;
			Concern for improving the welfare of mankind
3	100		System of thought in which human interests, values, and dignity are of primary importance;
			Forms of learning concerned with human culture
			Creation and performance of music, dance, poetry, drama and art.

2. Were you involved in developing the proposal for this project that was submitted to your state humanities program?

#		%	Yes
3	100		No

3. Did you receive an honorarium for your participation in the project?

#3	100 %	Yes
		No

4. Which of the following factors motivated you to participate in this project?

# 2	66.7%	I am always eager to have a chance to talk about my area of competence.
3	100	I am interested in relating the humanities to public policy issues.
		My participation was arranged by a colleague.
		I was attracted by the honorarium.
		I participated as a favor to the project director.
1	33.3	I thought it would be a good learning experience for me.
2	66.7	I feel an obligation to help solve state or community problems.
		Other

5. Did the project director give you any instructions concerning your role in the project?

# 3	100 %	Yes
		No

- b. If the project director gave you instructions, how would you characterize the guidance you received?

# 2	66.7%	Helpful
1	33.3	Specific
		Restrictive

STATE-BASED PROGRAM PARTICIPANT SURVEY

5.c. If the project director gave you instructions, which of the following phrases describes the role prescribed for you?

#	3	100%	Impart information on your particular area of competence;
	2	66.7	Express a humanistic perspective on the issue(s);
			Advocate a particular point of view;
			Clarify values;
	3	100	Stimulate audience participation by raising issues;
			Serve as moderator;
			Other

6. What was your actual function in the project?

#		%	Panelist
			Discussant
	3	100	Speaker/lecturer
			Moderator
	1	33.3	Discussion group leader
			Other

7. How many hours did you spend preparing for your participation in this project?

#		%	less than 2 hours
			2 to 5 hours
			5 to 10 hours
	1	33.3	10 to 20 hours
	2	66.7	over 20 hours

8. How many members of the audience at this program did you know?

#	1	33.3	None
	2	66.7	Less than half
			About half
			More than half
			Nearly all

9. When you participated in the project, were you aware that it was partially supported by funds provided to your state humanities program by the National Endowment for the Humanities?

#	2	66.7%	Yes
	1	33.3	No

10. Had you heard of the National Endowment for the Humanities before you participated in this project?

#	3	100%	Yes
			No

STATE-BASED PROGRAM PARTICIPANT SURVEY

11. Have you participated in other projects sponsored by your state humanities program?

3 100% Yes
0 0% No

b. If "yes," how many?

3 100% 1
0 0% 2
0 0% 3
0 0% 4-8
0 0% 9-15

12. Have you participated in projects sponsored by other states' humanities programs?

1 33.3% Yes
2 66.7% No

b. If "yes," how many?

1 100% 1
0 0% 2
0 0% 3
0 0% 4 or more

13. How would you characterize your participation in state or community affairs?

2 66.7% Active
1 33.3% Not Active

14. Have you ever heard of the American Issues Forum?

3 100% Yes
0 0% No

15. Do you think the concept of involving academic humanists and members of the general public in discussions on public policy issues is sound?

3 100% Yes
0 0% No

16. What is your age?

0 0% 17 and under
0 0% 18-24
0 0% 25-34
2 66.7% 35-49
1 33.3% 50-64
0 0% 65 and over



STATE-BASED PROGRAM PARTICIPANT SURVEY

IF THE ANSWER TO QUESTIONS #20 OR #21 IS YES:

22. What subject(s) do, or did, you teach?

#	2	66.7%	History: Amer
	1	33.3	Anthropology

Other_____

23. Do you think that your participation in this project improves your opportunity for promotion or tenure?

#		%	Yes
	2	66.7	No
	1	33.3	Not sure

24. How many books, articles, or scholarly papers have you had published or accepted for publication in the last two years?

#		%	None published
			1-2
	1	33.3	3-4
	1	33.3	5-10
	1	33.3	11-15
			16-85

25. Have you encouraged any of your colleagues to participate in projects funded by a state humanities program?

#	1	33.3%	Yes
	2	66.7	No

26. Please rank the following items according to their importance to you in pursuing your career. (1=most important and 4=least important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Scholarly research				
		3-100%		
Teaching students	2-66.7%		1-33.3%	
Educating the general public		2-66.7%	1-33.3%	
Relating field to contemporary issues	1-33.3%			2-66.7%

REGRANT CASE STUDY

TX39

Title:

Land and Man: Economics and the Environment

NEH Regrant Number:

930-TX-02-75

Committee Regrant Number:

M75-142

Grant Number:

22072-75-158

Committee:

Texas Committee for the Humanities and Public Policy

Operational Period:

Second

State Theme:

Government and the Individual in Texas: Humanistic Perspectives
and Public Policy

Regrant Period:

March 15 through September 30, 1975

Number of Sessions:

Five

Dates of Sessions:

June 7, July 26, August 23, September 5 and 6, 1975.

Date and Title of Session Attended:

July 26, 1975

"Who Gets What, and Who Pays?"

Funding:

	<u>Requested</u>	<u>Awarded</u>	<u>Expended</u>
Committee:	\$13,583	\$13,583	\$13,583
Matching	14,022	14,022	unknown
Total:	27,605	27,605	unknown

Project Director:

Bobette Higgins
 Associate Director for Community Activities
 Institute for Environmental Studies
 North Texas State University
 Denton, Texas 76203

Sponsoring Organization:

Institute for Environmental Studies
 North Texas State University
 Denton, Texas 76203

Other Cooperating Organizations:

(From final report)
 "Social, civic and service organizations that supported this project by sending representatives to the advisory committee, supplying speakers, assisting with physical arrangements, etc. include the following:"

Dallas

Texas Conservation Society
 Sierra Club
 East Dallas Tenants Alliance
 Brown Berets
 Audubon Society
 League of Women Voters
 AFL-CIO
 Dallas County Community Housing Association

San Antonio

Barrio Betterment and Development Corporation
 Department of Urban Studies, Trinity University
 Sierra Club
 League of Women Voters
 Women Interested in Government
 City Planning Department

San Antonio

Welfare Rights Organization
Communities Organized for Public Service
San Antonio Conservation Society
Citizens for a Better Environment
Centro del Barrio
Aquifer Protection Association

Houston

Houston Chamber of Commerce
Citizens Environmental Coalition
Rice Design Alliance
Open, Inc.
American Institute of Chemical Engineers
American Institute of Architects
Harris County Community Action Association
Ecology Club, University of St. Thomas
Houston Senior Citizens Association
University of Houston Recycling Center
League of Women Voters
Houston Urban Branch
Welfare Rights Organization
San Jacinto River Citizens Association
Purpose, Inc.

Fiscal Agent:

Larry Bicket
Director, Budget, Grants and Refunds
North Texas State University

Purpose:

"The purpose of this proposed project is to bring together a representative group of those working for the betterment of the environment, and those working for the betterment of the disadvantaged, and of appropriate academic humanists, to (a) describe the goals of the antagonists, (b) to attempt to reach mutual understanding and (c) optimistically, affect changes in attitudes in all participants so common goals can be identified and an ongoing association formed to work toward accomplishment of these goals." (from project application)

Committee Action on Proposal:

No information available

Sites:

Dallas: Martin Luther King Community Center. Also bus tour of Dallas slums.

San Antonio: Model Cities Evaluation Center, 2315 Buena Vista
 Houston: Homan Street Baptist Church
 Austin: Site unknown

Names and Populations of Communities:

Dallas: 844,401
 San Antonio: 654,153
 Houston: 1,232,802
 Austin: 251,808

Target Audience:

"a representative group of those working for the betterment of the environment and those working for the betterment of the disadvantaged" (from project application)

Actual Audience:

In her final report, Bobette Higgins estimates that an average of 115 people attended each of three conferences (the fourth conference at Austin involved only representatives of the first three), or a total attendance of 345. She estimates that this group includes 325 adults and 20 students. Higgins felt that the number of "disadvantaged" present was always disappointing. According to a registration list 101 persons were present at the San Antonio conference. Of these, 85 listed San Antonio as their mailing address. Eighteen listed environmental organizations for their affiliation, and twenty-seven listed urban or community groups. Sixteen persons represented the League of Women Voters. Twenty-five persons had Spanish surnames. Thirty-eight were male, and 63 female. About half of those present at the San Antonio conference appeared to be older than thirty, and about fifteen percent were black.

Committee Representative Present:

Executive Director Sandra Meyers attended and evaluated the Houston and San Antonio conferences. Assistant Director James Veninga attended and evaluated the Dallas conference. Committee members A. J. Carlson and Mary Kelly attended and evaluated the Dallas and San Antonio conferences, respectively.

Planning:

The project was planned by an "advisory committee" composed of:

Dr. James David
 English Department
 North Texas State University

Genie Fritz
 Dallas

Dr. Pete Gunter
 Chairman, Philosophy Department
 North Texas State University

Dr. Terry Jordan
 Chairman, Geography Department
 North Texas State University

Dr. Jim Kitchens
Sociology Department
North Texas State University

Desidoro Ortiz
Director, Ethnic Affairs
North Texas State University

Quincy Ollison
Student Body President
North Texas State University

Lucy Patterson
Dallas City Councilwoman
Sociology Department
North Texas State University

Dr. James Pearson
Dean, College of Arts and Sciences
North Texas State University

G. L. Seligmann, Jr.
History Department
North Texas State University

Dr. William H. Glaze
Director, Institute for Environmental
Studies
North Texas State University

Bobette Higgins
Associate Director
Institute for Environmental
Studies
North Texas State University

In addition to this committee, which was responsible for overall planning, each conference was organized by a local planning committee composed of residents of the city in which the conference was to be held. According to Bobette Higgins, local planning committees were formed by sending letters to civic organizations, chambers of commerce, environmental and social action groups inviting them to send representatives to an organizational meeting. Sixty-four such letters were mailed in Houston. Advisory committees also included in Higgins' words, "local people who had served as evaluators of previous conferences (who) were able to contribute very much to the explanation of the project and served as local links."

Jeannine Wilkins of the North Texas State University Speech Communications Department produced the film shown at the San Antonio conference.

Implementation:

Dallas Conference (June 7 -- morning) "What Goes Where?"

Panel: "What Goes Where?"

Nancy Johnson
Environmental Consultant

Bob Lanier
Environmentalist

Pancho Medrano
United Auto Workers

Bill Stoner
Martin Luther King Community Center

Charlie Young
East Dallas Tenants Alliance

Panel: "As Others See Us"

Jim Baird
Department of English
North Texas State University

Pete Gunter
Department of Philosophy
North Texas State University

Gus Seligmann
 Department of History
 North Texas State University

The morning session also included a question and answer period between the panelists and the audience, and a bus tour of the Dallas slums. During the afternoon of June 7, small discussion groups were held.

San Antonio Conference (July 26, 9:00 a.m.) "Who Gets What? And Who Pays?"

Sister Marrienne Michaels (led "get acquainted" session)
 Affiliation unknown
 (Our Lady of the Lake College?)
 1223 South Trinity Street
 San Antonio, Texas 78207

Bobette Higgins (moderator)
 Associate Director
 Institute for Environmental Studies
 North Texas State University

Mrs. William Simkin (introduction)
 President, Edwards Aquifer Protection Association
 Former President, League of Women Voters

Henry Cisneros (speaker)
 City Councilman
 San Antonio

Rev. Lavalley Lowe (speaker)
 Associate Director, Conference
 Council of Ministries for the
 United Methodist Church
 Commissioner, San Antonio
 Development Agency

Del Weinger (speaker)
 Professor of Biology
 Our Lady of the Lake College
 San Antonio, Texas

Catherine Powell (speaker)
 Professor of Urban Studies
 Trinity University

David Davidson (speaker)
 Metallurgist
 Chairman, Executive Committee,
 Lone Star Chapter of Sierra Club

Nancy Negley (speaker)
 President, San Antonio Conservation Society

Roy Kaiser (speaker)
 Executive Vice President, Communities
 Organized for Public Service
 San Antonio

12:30-1:35 Lunch

Larry D. Kimmel (speaker)
Professor and Chairman, Philosophy Department
Trinity University

During the afternoon, small group discussions were held and each group reported to the central conference group. General discussion followed the reports.

"Facilitators" (leaders) of small discussion groups:

John W. Adams
U.S.T.A. Division of Environmental
Management
Consultant to Division of Planning
Coordination, Governor's Office

Sally Colmaire
Language Therapist
Board Member, San Antonio
Literary Council

Frank Culbillos
San Antonio

Al Eisenmenger
San Antonio City Planner

Virginia Gill
U.S. Census Bureau
Board of Directors, League of Women
Voters

June Kachtik
Legislative Action Chairman,
League of Women Voters

Lynn Kottman
Secondary school teacher

Quincy Ollison
Graduate student in Public
Administration, NTSU

Leonard Anguiana
Mexican-American Cultural Center

Rev. Don Baugh

Maggie Vasques
Woodlawn Medical Center Laboratory

Houston Conference (August 23) "Energy, the Environment and the
Disadvantaged"

Panelists/Speakers:

Professor Dachslager
Department of English
University of Houston

Professor Phil Graham
Texas A & M
(Graham was unable to participate)
Sandra Myers, Executive Director of
the Texas Committee, gave a
talk in his place)

Mr. John Henry Faulk
Author and humorist

Mr. Delbert Fowler
Federal Energy Administration

Mr. John Cathey
Continental Oil Corporation

Representative Mickey Leland
Texas House of Representatives

Representative Ben Reyes
Texas House of Representatives

Mr. Zuckerman

General discussion with audience

Small discussion groups

Publicity:

Individual conferences were publicized chiefly through meetings, newsletters, and other usual activities of the various cooperating organizations. There was also an announcement in "Impact" newsletter (North Texas State University Institute for Environmental Studies), and flyers were probably mailed out.

Dissemination/Products:

1) A one-hour video tape of portions of all the conferences is being made available to schools, civic organizations, and service clubs.

2) The San Antonio film is also being made available to the public.

3) At the final conference in Austin, representatives of the Dallas, San Antonio and Houston conferences met to prepare a position statement on issues discussed at previous conferences. The resulting statement, along with a cover memo from Bobette Higgins, was sent to all conference registrants. It was also, according to Higgins, disseminated by the North Texas State University public information office to news media throughout the state.

4) According to Higgins, "a publication on the conferences will be available for distribution...and will be sent to appropriate governmental bodies."

5) The Dallas conference was reported on the evening news of two Dallas television stations.

6) The San Antonio conference was given extensive television coverage on one television station.

7) Three Houston TV stations featured the Houston conference on their news programs.

Course Credit:

None.

Evaluation:

The project application proposed the following methods for evaluation:

- "a. An evaluation sheet will be provided each participant and collected at the end of the symposium.
- b. One person from each of the two cities (not the host city) who will be involved in developing the program in his city will be invited to observe and evaluate.
- c. Two academic humanists who are in no way connected with the program in any of the areas, and are residents of the host city, will be asked to observe and evaluate the event."

The following methods were used to evaluate the project:

By audience: All registrants at the San Antonio conference were asked to complete an evaluation form. In this form, the following items were to be rated "excellent," "very good," "good," "fair," or "poor":

- Registration
- Physical arrangements
- Film
- Question and Answer portion of program
- Applicability of small group sessions to your needs
- Overall impression of conference
- (Comments and recommendations were also requested)

By participants: Pete Gunter and John Cathey wrote letters of evaluation to Sandra Myers, at her request, concerning their impressions of the Dallas and Houston conferences, respectively.

By project director: In her thirteen page final report, Bobette Higgins commented extensively on various aspects of her programs.

By committee: Executive Director Sandra Myers evaluated the San Antonio and Houston conferences; Assistant Director James Veninga evaluated the Dallas conference; committee members A. J. Carlson and Mary Kelly evaluated the Dallas and San Antonio conferences, respectively.

By outside evaluator: At the request of Sandra Myers, John D. Hyatt of the Rosenberg Library, Galveston, evaluated the Houston conference, and Rebecca Schmidt evaluated the San Antonio conference. The following individuals were requested by Bobette Higgins to write evaluations:

Frank Poe, Rice University Department of Environmental Science and Engineering -- Houston Conference.

Max Oelschlaeger, Philosophy Department, North Texas State University -- Houston Conference.

Lee Taylor, Sociology Department, University of Texas, Arlington -- Dallas Conference.

Earl M. Lewis, Department of Urban Studies, Trinity University -- Dallas Conference.

Robert R. Brischetto, Trinity University -- San Antonio Conference.

Janet W. Walker, Harris County Senior Citizens Association, Houston -- San Antonio Conference.

(name unknown), Bates College of Law, University of Houston --
Dallas Conference

Bobette Higgins asked evaluators to respond to these topics:

- most successful activity
- least successful activity
- promotional material
- audience informed of purpose and goals?
- response in small group sessions

Printed Materials Distributed:

Each registrant at the San Antonio conference was given a folder with "School of Community Service/North Texas State University" printed on the cover. Inside were:

- 1) A Publicity leaflet/registration form describing the conference and its participants which could be sent and returned by mail.
- 2) A list of speakers and facilitators with brief vitae.
- 3) An evaluation form.
- 4) A page listing quotations from Kenneth Boulding, Carl Pope, Patrick Heffernan, and Harold Sprout on environmentalism and the poor. They were headed "Worth Thinking About."
- 5) An agenda for the July 26 conference. It contains a list of Antonio Advisory Committee members and producers of a film documentary, and acknowledgements to the San Antonio League of Women Voters, (who made "conference arrangements"), the North Texas State University Institute for Environmental Studies, the Texas Committee for the Humanities and Public Policy, and NEH.
- 6) A copy (Vol. 1, No. 2) of "Impact," newsletter of the NTSU Institute for Environmental Studies. The issue includes an announcement of a grant to Bobette Higgins from the Texas Humanities Committee.

After the San Antonio conference, Bobette Higgins sent the registrants a list of the names and addresses of all who attended. In early October, they were sent a two-page summary of the Conferences and a position statement from the Austin conference.

State-based Program or Committee Mentioned:

At one point in the San Antonio conference William H. Glaze, Director of the Institute for Environmental Studies, told the audience that the conference was made possible by a grant from the Texas Committee for the Humanities and Public Policy and the National Endowment for the Humanities. Sandra Myres then urged anyone in the audience who wished to sponsor a similar program to get in touch with the Humanities Committee.

NEH Mentioned:

Yes--see above.

Time Spent in Discussion:

Approximately 50% of the July 26 session was spent in discussion.

Audience Participating in Discussion:

Approximately 50% of the audience participated in the July 26 discussion, mostly in small groups.

Format:

Conferences were held in four Texas cities between the months of June and September, 1975: Dallas, San Antonio, Houston, and Austin (in that order). The first three conferences involved members of the general public in a discussion of issues relating to environmental and economic concerns. The final conference, in Austin, was attended by delegates selected by and from those present at the first three. Its purpose was to draft a position statement on the issues discussed at the Dallas, San Antonio and Houston conferences.

During the morning of the San Antonio conference a series of speakers gave short (five to fifteen minute) presentations on environmental problems and urban needs, followed by a panel discussion. There were two periods where questions were initiated from the audience and a brief film was shown. After lunch, Larry Kimmel, the only humanist in the San Antonio program, reacted to presentations made by preceding speakers. After Kimmel's talk, the audience split into small discussion groups. Representatives of each group then reported back to the re-assembled body on what was discussed. A general discussion followed, delegates for the Austin conference were announced, and the meeting was adjourned. For formats of all conferences see "Implementation."

Content of Session Attended:

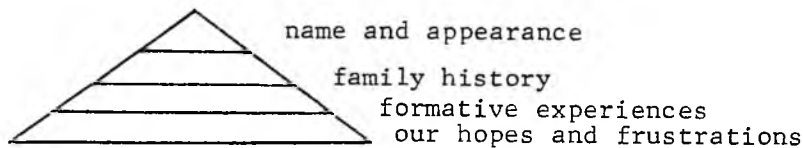
Model Cities Evaluation Center
San Antonio, Texas
July 26, 1975; 8:30 a.m.
"Who Gets What--and Who Pays?"

The Model Cities Evaluation Center for the City of San Antonio is based in a recently-constructed neo-Mexican building located in a modest residential neighborhood.

The Center's auditorium was spacious; about 150 folding metal chairs had been set up in rows. At the rear of the room was a videotape camera; at the front, a podium with a microphone, a long table with six chairs, a blackboard, and a projection screen. About 30-40 people were in the room by 8:30, some standing about chatting, others sitting in chairs watching videotapes of the Dallas meeting. Two young black men were overheard discussing the Dallas conference. One remarked that "the humanists were really good."

At 8:50 Sister Mary Michaels presided over a "Getting to Know You" session. She began by drawing a pyramid on the blackboard.

Michaels: We are all like icebergs. Only 7-10% of what we are is apparent.



My hopes and dreams are that there will be no oppression in the world, and people will treat one another with respect. I am frustrated at oppression within the church and the social structure. Each person here has a number on his name tag. Find a person with the same number, and take five minutes to get acquainted. Then do the same in groups of six.

At 9:15 the get-acquainted session was over.

Higgins: I now present Mrs. Simkin, president of the Edwards Aquifer Protection Association and former president of the League of Women Voters.

Simkin: The other day Dan Rather was in town. We asked him how we could change the image of San Antonio. He said many cities would like to have our image, our climate, and our ambience. Our next speaker is city councilman Henry Cisneros. Henry is twenty-seven, a former White House Fellow at HEW, and Ford Foundation Fellow.

Cisneros: There is a natural alliance between environmentalists and minorities, and some areas of incompatibility also. The alliance is manifest in issues related to the city's land mass--sprawl at the expense of the inner city. This drains off the economic activity of the central city. Tourism is our number two industry. If the central city deteriorates, so does tourism. The main area of difficulty is that minorities can't afford a no-growth policy. The economy must grow to provide jobs for poor people. When the economy stagnates, the poor suffer the most. A third group should be involved: the consumer. Polluting the aquifer would increase our water bills. This is a consumer issue. What you're doing here today represents a real possibility for cities to improve.

(The next speaker was William Glaze, Director of the Institute for Environmental Studies.)

Glaze: This conference is sponsored by a grant from the Texas Committee for the Humanities and Public Policy and the National Endowment for the Humanities. Sandra Myres, Executive Director of the Humanities Committee, will say a few words.

Myres: We're delighted to have you here. If any of you would like to sponsor a similar conference, please get in touch with us.

Glaze: We also have with us today a representative of the National Endowment for the Humanities. We also have representatives from other Texas towns.

Higgins: The third conference in our series will be held in Houston on August 23rd. The final conference will be in Austin, September 5th or 6th. Delegates will be elected from the previous three conferences to draft a position statement. I'd like to thank our planners on the Advisory Committee (applause) and the conference arrangers (applause). We're here because you care. Our next speaker is Del Weniger, a professor of Biology, who will speak on "The Inner city: The Environmentalist's Perspective."

Weniger: I teach at Our Lady of the Lake College. I didn't pick my topic but I like it all right. I am an ecologist, but also an environmentalist. I am a resident of the inner city, and am employed there. The inner city is not just the barrio--it also includes three historically designated areas, the homes of the generals at Fort Sam (Houston), and thousands of bungalows. In my own microenvironment there is air and noise pollution. In a sense, I am both an environmentalist and disadvantaged. The center city is like a pit where environmental problems, like air pollution, are concentrated. This increases our health care costs. The settlers of San Antonio started the city in the best location they could find. It's ironic that in expanding, the quality of the inner city environment has been sacrificed.

I'm concerned about our water supply; a good 50's-type drought would do it. Limiting water use is practical, but inner city people have to become involved. Water damage is another problem. Like freeways, channeling projects dissect the neighborhoods.

(The next speaker was Rev. Lavalle Lowe.)

Lowe: I didn't choose my topic either ("The Inner City: Yes, but..."). I once believed that the environmental movement was a smokescreen to deter us from human freedom. Now I feel differently. We are destroying our inner city environment. City planning can imperil our health. We live on the other side of the train tracks. If you have to get to the hospital in an emergency, you must wait for the train!

The inner city boggles my mind. I almost think that clean air and

water would be detrimental to my health. The city stifles my spirit -- the traffic, the uprooted trees, the blight, the decay. I need a job and food, but I also need aesthetics -- for the soul, and spirit.

Who gets regular garbage pickup? Not I! Who is free of police brutality? Not I! Who gets the tax loopholes? Not I! Who gets abatement of noise? Not I! Who pays the greatest share of income tax? I do! Who has a shorter lifespan? I do! (applause)

Higgins: We are now going to show a film, the result of an idea brought up at a steering committee meeting. It's called "A Question of Priorities," and what you will see is only a rough draft. The final production will be shown at the Austin conference. The producer is Jeannine Wilkins of the North Texas State University Speech Communication Department.

(The color film ran for about a half hour. It consisted largely of interviews with San Antonio residents who spoke on problems in their neighborhoods. After the film, discussion resumed.)

Q: (black male) Mr. Cisneros, what are the priorities?

Cisneros: In recent years we have had no priorities. Political decisions were haphazard, budgets were formulated on a year to year basis. Inner city people need to establish priorities. There are many tools we can use, like zoning.

Q. (Black male) Dr. Weniger, what can people do beyond working in their own micro-community?

Weniger: The worst thing is to fragment into separate groups. We should all get together.

Q. (Black male) We can recall members of the city council who won't work for the will of the people. We're misgoverned. We have no power. Voters should be more activist. Is this feasible?

Weniger: I don't know; I'm not a politician.

Cisneros: The idea is feasible.

Q: (to Cisneros and Simkin) Is no-growth what we really want?

Simkin: Our goal was to purchase land over the aquifer area, not prohibit growth.

Cisneros: I'm not a no-growth advocate. If the pie grows, the fight over its redistribution is easier to win. Our number one priority should be the economy of this town. Right now we have a brain drain; the brightest people leave to find good jobs elsewhere.

Davidson: I disagree. We have limited resources with which to pursue

growth. There are limits to growth.

Powell: I'm a member of Citizens for a Better Environment, and I've been on both sides of this issue. Land planning is a technique for making choices. The goal is to maximize benefits and minimize costs. Planning arouses mixed emotions in people. The value of land is determined by its location and the availability of services. Decisions on land use are often based on questions of sewage, water, etc. The end result rests on the collective political will. San Antonio has never been known for comprehensive planning.

Davidson: I'm a physical scientist. Utility rates are computed on an average basis. They should be computed on a marginal basis, which takes into account the cost of new energy. The cost should go up as you use more. Water rates are the same. They encourage waste, and don't reflect actual cost. (Davidson used graphs and charts to illustrate his statements.)

Negley: The Conservation Society was founded fifty years ago to save the River. Tourists come to San Antonio because of its uniqueness. I'm concerned about visual pollution. We now have two historic districts, but others are needed! Prospect Hill, Military Main Plaza, and so on. We should learn to use our city properly. Preservation can be economically feasible.

Kaiser: COPS--Communities Organized for Public Service--is a coalition of volunteer community organizations. COPS tries to educate ourselves about the background of urban problems and alternative solutions to them. Much of our tax money is misused. Mr. Cisneros said the poor and environmentalists should ally. But when we fought to get rid of the smell at the meat packing plants, where were the conservationists? We've got to get together and work in unity.

Q. (Chicano) Mr. Kaiser, what does a water main cost for one's home?

Kaiser: About \$300.

Q: (Chicano--asked questions about land above Edwards aquifer.)

Davidson: We need groundwater legislation. We showed up at the rendering company hearings years before anyone else in the community cared. We're delighted that people care now.

Q: (Chicano) Can anyone join the Conservation Society? How many members do you have with Spanish surnames?

Negley: Membership is by invitation, and you must be sponsored by another member. Many members have Spanish surnames.

Q: Mrs. Negley, where do you live?

Negley: At Commerce and Broadway, in an apartment.

Q: (Black) Mr. Davidson, how much more or less will your program cost the consumer?

Davidson: Large consumers will pay more.

12:30 - 1:35 -- Lunch

Higgins: We've heard from minorities and environmentalists. Now we'll hear from a man who will give us his interpretation of this morning's events. Larry Kimmel is interested in social, political, and legal philosophy, and the philosophy of literature. He will soon be a visiting scholar at the Institute for Advanced Study in Princeton, New Jersey. He will talk on "As Others See Us."

Kimmel: I want to respond to two items on the program, try to reorient the program, and interpret the remarks made by other speakers. Bobette asked me not to prepare a talk, but to be spontaneous. So I will.

How many of you would call yourselves "environmentalists," or "disadvantaged" or "concerned citizens?" (Show of hands.) In a sense we are all disadvantaged, and we have no spokesman. The environmentalist's expertise is in solving problems. In a sense the disadvantaged are the problem. My part is to help you to see yourselves as others see you.

You may ask why the humanities are involved? I am concerned about the pollution of human beings. The image of the central city as a "pit" is a recurrent one in literature, where it is a place reserved for the treasonous and damned. The uniqueness of San Antonio is not in its facade, but in the enduring character of its people. Our concern ought to be for people.

Mr. Cisneros said the problems of the poor can be resolved by expanding the pie--the poor get a larger piece. The environmentalists say the pie is not expandable. Theorists say we're in a post-industrial age, a service-oriented economy. We must ask ourselves whether bigger is better. Environmentalists are aware of the need to improve our quality of life; this must be done in human, not merely economic, terms. The consumer society mentality has been praised by both sides today. What shift in value is required to reorient our society? The answer is to value human resources above natural resources. We're into an utterly destructive cycle. Redistribution isn't the solution, nor is an expanding pie. We are going to suffocate in our own waste. This is already happening in the inner city.

Rev. Lowe said the poor face the problem of survival, and can't be too concerned about historical preservation. Mr. Weniger said we can have both. I hope we can. "Hemisfair" is an image we construct of ourselves for strangers. What is more important: how we appear to others, or what we are? Rev. Lowe told a story about a poor child in need of both bread for the body and a rose for the spirit. We must have both.

I was bewildered by the panel discussion. We need to restore our sensibilities to human questions.

Higgins: Thank you for your sensitive, perceptive, and honest perceptions. We appreciate it.

The assembly was then divided into six discussion groups, several of which met at a church across the street. The group observed was led by Catherine Powell, San Antonio City Planner. Most of the discussion centered on how citizens could become organized to influence local planning. There were no references to the philosophical questions raised by Larry Kimmel. Nearly everyone (90%) participated in the discussion.

At 3:40 the small group meetings adjourned, and people reassembled in the Evaluation Center Auditorium. Only 40-50 persons made up the re-assembled group. When representatives of the small discussion groups began to report on their meetings, it became apparent that each group had been given by Bobette Higgins a set of questions to be used in structuring discussion; not all groups used them. The questions were:

- Would planning solve our problems?
- Does aquifer problem affect you?
- Does drainage relate to all of this?
- How does this affect the conservation of human, environmental and historical resources?
- How can we insure that the costs of public services are equally shared?
- Is an alliance between the disadvantaged and environmentalists possible?

During the small group meetings delegates and alternates--one of each from each group--were elected to attend the Austin conference. The selections were announced as reports were made.

Higgins: I'd like to see the delegates and alternates after the meeting. At Austin we plan to present a position statement at a press conference. We'll also send it to legislators and government officials.

Q. Could we set up some formal mechanism for working together, or should we wait for specific issues? I'm tired of meetings.

Higgins: I'll send everyone here a list of your names. This is your baby--it's up to you to decide what to do.

(Discussion continued in this vein until 4:45, when the program was adjourned.)

Content of Other Sessions:

Individual evaluation reports contain information on other sessions.

Subsequent Activity:

See "Dissemination/Products."

STATE-BASED PROGRAM PARTICIPANT SURVEY

TX-39

Questionnaires Mailed : 53
 Questionnaires Completed : 24

1. Which of the following phrases best defines what the term "the humanities" means to you?

#	%	
3	12.5	Study of the art, history, language and culture of ancient Greece and Rome;
15	62.5	Concern for improving the welfare of mankind
6	25	System of thought in which human interests, values, and dignity are of primary importance;
		Forms of learning concerned with human culture
		Creation and performance of music, dance, poetry, drama and art.

2. Were you involved in developing the proposal for this project that was submitted to your state humanities program?

#	%	
7	30.4	Yes
16	69.6	No

3. Did you receive an honorarium for your participation in the project?

#	%	
16	66.7	Yes
8	33.3	No

4. Which of the following factors motivated you to participate in this project?

#	%	
7	29.2	I am always eager to have a chance to talk about my area of competence.
17	70.8	I am interested in relating the humanities to public policy issues.
2	8.3	My participation was arranged by a colleague.
2	8.3	I was attracted by the honorarium.
4	16.7	I participated as a favor to the project director.
9	37.5	I thought it would be a good learning experience for me.
16	66.7	I feel an obligation to help solve state or community problems.
1	4.2	Other

5. Did the project director give you any instructions concerning your role in the project?

#	%	
21	91.3	Yes
2	8.7	No

- b. If the project director gave you instructions, how would you characterize the guidance you received?

#	%	
16	23.8	Helpful
6	28.6	Specific
3	14.3	Restrictive

STATE-BASED PROGRAM PARTICIPANT SURVEY

5.c. If the project director gave you instructions, which of the following phrases describes the role prescribed for you?

# 9	42.9%	Impart information on your particular area of competence;
9	42.9	Express a humanistic perspective on the issue(s);
		Advocate a particular point of view;
6	28.6	Clarify values;
8	38.1	Stimulate audience participation by raising issues;
4	19	Serve as moderator;
1	4.8	Other

6. What was your actual function in the project?

# 11	45.8%	Panelist
12	50	Discussant
10	41.7	Speaker/lecturer
3	12.5	Moderator
4	16.7	Discussion group leader
1	4.2	Other

7. How many hours did you spend preparing for your participation in this project?

# 4	18.2%	less than 2 hours
18	75	2 to 5 hours
1	4.2	5 to 10 hours
		10 to 20 hours
1	4.2	over 20 hours

8. How many members of the audience at this program did you know?

# 21	91.3%	None
2	8.7	Less than half
		About half
		More than half
		Nearly all

9. When you participated in the project, were you aware that it was partially supported by funds provided to your state humanities program by the National Endowment for the Humanities?

# 21	91.3%	Yes
2	8.7	No

10. Had you heard of the National Endowment for the Humanities before you participated in this project?

# 20	87%	Yes
3	13	No

STATE-BASED PROGRAM PARTICIPANT SURVEY

11. Have you participated in other projects sponsored by your state humanities program?

#	<u>10</u>	<u>41.7%</u>	Yes
	<u>14</u>	<u>58.3</u>	No

b. If "yes," how many?

#	<u>7</u>	<u>70 %</u>	1
	<u> </u>	<u> </u>	2
	<u>1</u>	<u>10</u>	3
	<u>2</u>	<u>20</u>	4-8
	<u> </u>	<u> </u>	9-15

12. Have you participated in projects sponsored by other states' humanities programs?

#	<u>3</u>	<u>12.5%</u>	Yes
	<u>21</u>	<u>87.5</u>	No

b. If "yes," how many?

#	<u>1</u>	<u>33.3%</u>	1
	<u>1</u>	<u>33.3</u>	2
	<u>1</u>	<u>33.3</u>	3
	<u> </u>	<u> </u>	4 or more

13. How would you characterize your participation in state or community affairs?

#	<u>23</u>	<u>95.8%</u>	Active
	<u>1</u>	<u>4.2</u>	Not Active

14. Have you ever heard of the American Issues Forum?

#	<u>18</u>	<u>75 %</u>	Yes
	<u>6</u>	<u>25</u>	No

15. Do you think the concept of involving academic humanists and members of the general public in discussions on public policy issues is sound?

#	<u>24</u>	<u>100%</u>	Yes
	<u> </u>	<u> </u>	No

16. What is your age?

	<u> </u>	<u> </u>	17 and under
	<u> </u>	<u> </u>	18-24
	<u>7</u>	<u>29.2</u>	25-34
	<u>14</u>	<u>58.3</u>	35-49
	<u>3</u>	<u>12.5</u>	50-64
	<u> </u>	<u> </u>	65 and over

STATE-BASED PROGRAM PARTICIPANT SURVEY

17. What is your sex?

#	15	62.5%	Male
	9	37.5	Female

18. What is the highest level of education you have completed?

High school		College		Post graduate	
#	%	#	%	#	%
8		2	8.3%	7	29.2%
9		2	8.3	2	8.3
10				8	33.3
11		13	12.5		
12					
					M.A.
					All but dissertation
					Ph.D.
					Other

19. What were your occupation and title at the time you participated in the project?

#	10	41.7%	Faculty-Univ
	3	12.5	Unknown
	3	12.5	Executive
	2	8.3	Dept Head-Univ
	1	4.2	Guidence Counselor
	5	9.0	Other
			Housewife, Archivist, Clergyman, Director,
			Religious Education, Accounting

20. Are you currently a teacher?

#	14	58.3%	Yes
	10	41.7	No

b. If you are, at which type of institution do you teach?

#	1	7.1 %	Secondary school
	2	14.3	2-year college
	2	14.3	4-year college
	9	64.3	University
			Other

21. If you are not presently teaching, have you ever taught school in the past?

#	3	33.3%	Yes
	6	66.7	No

b. If you have taught in the past, at which types of institutions did you teach?

	1	33.3	Secondary school
			2-year college
	1	33.3	4-year college
			University
	1	33.3	Other

STATE-BASED PROGRAM PARTICIPANT SURVEY

IF THE ANSWER TO QUESTIONS #20 OR #21 IS YES:

22. What subject(s) do, or did, you teach?

#	3	18.8%	Philosophy-Ethics
	2	12.5	Biological Sci
	2	12.5	Environmental Sci
	1	6.3	Area Studies
	1	6.3	Political Sci
	7	44.1	Other Urb-Reg Planning, Soc Sci-Gen, History: American, Languages-Lit. Langs-Lit: Am. Langs-Lit: Eng., Education

23. Do you think that your participation in this project improves your opportunity for promotion or tenure?

#	1	6.3%	Yes
	11	68.8	No
	4	25	Not sure

24. How many books, articles, or scholarly papers have you had published or accepted for publication in the last two years?

#	6	35.3%	None published
	5	29.4	1-2
	3	17.6	3-4
	3	17.6	5-10
			11-15
			16-85

25. Have you encouraged any of your colleagues to participate in projects funded by a state humanities program?

#	8	50 %	Yes
	8	50	No

26. Please rank the following items according to their importance to you in pursuing your career. (1=most important and 4=least important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Scholarly research	1 (7.7%)	2 (15.4%)	2 (15.4%)	8 (61.5%)
Teaching students	9 (64.3%)		4 (28.6%)	1 (7.1%)
Educating the general public	5 (31.3%)	6 (37.5%)	2 (12.5%)	3 (18.8%)
Relating field to contemporary issues	1 (7.1%)	6 (42.9%)	6 (42.9%)	1 (7.1%)

STATE-BASED PROGRAM AUDIENCE SURVEY

Questionnaires mailed : 198
 Questionnaires completed : 73

1. How did you find out about the program you attended?

# 1	1.4%	TV
1	1.4	Radio
2	2.7	Newspaper
13	17.8	Word of mouth
35	47.9	Publicity brochure, poster, publicity mailing
1	1.4	Can't remember
20	27.4	Other

2. What was your main reason for attending the program?

# 48	65.8%	I was interested in the topic.
6	8.2	I was interested in hearing the speakers.
1	1.4	I was accompanying a friend.
		I often go to programs held in the same building or location.
8	11	The topic was related to my occupation or profession.
2	2.7	I was asked by my employer to go.
2	2.7	The program was conducted in conjunction with a meeting I attend regularly.
6	8.2	Other

3. How many members of the audience at this program did you know?

# 10	13.7%	None
51	69.9	Less than half
9	12.3	About half
2	2.7	More than half
1	1.4	Nearly all

4. Which of the following, if any, express your opinion of the program you attended?

# 10	13.7%	The program presentation was biased.
42	57.5	The program allowed ample opportunity for me to express my views.
39	53.4	The program caused me to reexamine my thinking on the topics discussed.

5. When you attended the program, were you aware that it was partially supported by funds provided to your state humanities committee by the National Endowment for the Humanities?

# 56	76.7%	Yes
17	23.3	No

6. Had you heard of the National Endowment for the Humanities before you attended the program?

# 49	68.1%	Yes
23	31.9	No

STATE-BASED PROGRAM AUDIENCE SURVEY

7. Which of the following phrases best defines what the term "the humanities" means to you?
- | | | |
|-----|------|---|
| # 1 | 1.4% | study of the art, history, language and culture of ancient Greece and Rome; |
| 18 | 25 | concern for improving the welfare of mankind; |
| 40 | 55.6 | system of thought in which human interests, values, and dignity are of primary importance |
| 12 | 16.7 | forms of learning concerned with human culture |
| 1 | 1.4 | creation and performance of music, dance, poetry, drama and art |
8. How would you characterize your participation in state or community affairs?
- | | | |
|------|-------|------------|
| # 60 | 84.5% | Active |
| 11 | 15.5 | Not Active |
9. Have you attended any adult education courses during the last two years?
- | | | |
|------|-------|-----|
| # 41 | 56.9% | Yes |
| 31 | 43.1 | No |
10. If you attended adult education courses, were you involved:
- | | | |
|------|-------|-----------|
| # 33 | 84.6% | Part-time |
| 6 | 15.4 | Full-time |
11. If you participated in adult education, what kind of institution(s) offered the course(s)?
- | | | |
|------|------|------------------------------------|
| # 25 | 61 % | University or college |
| 4 | 9.8 | Public school |
| | | Military |
| 1 | 2.4 | Trade union |
| | | Business or industry |
| 8 | 19.5 | Service club (includes YWCA, YMCA) |
| 10 | 24.4 | Church |
| 1 | 2.4 | Library |
| 1 | 2.4 | Museum |
| | | Commercial school |
| 6 | 14.6 | Other |
12. During the past six months have you attended or visited any of the following?
- | | | |
|------|--------|--|
| # 47 | 64.4 % | a concert |
| 62 | 84.9 | a movie |
| 34 | 45.6 | a dance performance |
| 67 | 91.3 | a library |
| 18 | 24.7 | the opera |
| 25 | 34.2 | a historical society |
| 37 | 50.7 | the theatre |
| 50 | 68.7 | an art gallery or art museum |
| 39 | 53.4 | a history or science museum |
| 61 | 83.6 | a community meeting (for example, PTA, League of Women Voters, neighborhood association) |

STATE-BASED PROGRAM AUDIENCE SURVEY

12. During the past six months have you attended or visited any of the following?
- | | | |
|------|-------|--|
| # 52 | 71.2% | a governmental meeting or hearing (for example, zoning hearing, city council meeting, state legislature session) |
| 52 | 71.2 | a program located on a college or university campus |
| 52 | 71.2 | a meeting, not at work, in which you exchanged views on public policy issues with others in your community |

13. Are you currently employed?

#47	65.3%	Yes
25	34.7	No

14. If you are employed, do you work:

#10	13.7%	Part-time
33	45.2	Full-time

15. What is your occupation?

# 11	15.1%	Education
11	15.1	Housewife
6	8.2	Student
6	8.2	Administrative
6	8.2	Misc-Prof-Tech
23	31.6	Other Architect-Eng. Math-Phvs Sci. Social Sciences. Museum-Library Science. Law. Religion. Writing. Mangrs-Officials. Bookkeeping. Messengers. Sales. Unemployed. Retired. Clergy

16. What is the highest level of education you have completed?

High school	College	Post Graduate
#4 5.5% 8	#3 4.1% 1	#15 20.5% 1
9	7 9.6 2	11 15.1 2
1 1.4 10	5 6.8 3	6 8.2 3
1 1.4 11	10 13.7 4	6 8.2 4
4 5.5 12		

17. Which of the following describes your ethnic or racial identity?

# 48	66.7%	White
8	11.1	Black
15	20.8	Spanish-speaking or Latin American ancestry
		American Indian
		Oriental or Asian ancestry
1	1.4	Other

18. What is the population of the town or city in which you live?

# 1	1.4%	less than 2,500
1	1.4	2,500 to 10,000

STATE-BASED PROGRAM AUDIENCE SURVEY

18. What is the population of the town or city in which you live?

<u># 7</u>	<u>9.7%</u>	10,001 to 100,000
<u>8</u>	<u>11.1</u>	100,001 to 500,000
<u>55</u>	<u>76.4</u>	over 500,000

19. What is your age?

<u># 2</u>	<u>2.8%</u>	Under 18
<u>7</u>	<u>9.8</u>	18-24
<u>14</u>	<u>19.6</u>	25-34
<u>24</u>	<u>33.6</u>	35-49
<u>21</u>	<u>25.2</u>	50-64
<u>3</u>	<u>4.2</u>	65 and over

20. What is your sex?

<u># 25</u>	<u>34.2%</u>	Male
<u>48</u>	<u>65.8</u>	Female

21. Have you ever heard of the American Issues Forum?

<u>#53</u>	<u>73.6%</u>	Yes
<u>19</u>	<u>26.4</u>	No

REGRANT CASE STUDY
UT41

Title:

The History and Culture of Ethnic Minorities in Utah

NEH Regrant Number:

UT41

Committee Regrant Number:

UEH-1975-002

Grant Number:

SO-23175-75-445

Committee:

Utah Endowment for the Humanities (UEH)

Operational Period:

First

State Theme:

Utah: Tradition, Change and Human Values

Regrant Period:

September 1, 1975 through December 31, 1975

Number of Sessions:

Ten

Dates of Sessions:

September 24, October 1, 8, 15, 22, 29; November 5, 12, 19, and 26, 1975

Date and Title of Session Attended:

October 15, 1975: The Greeks in Utah History

Funding:

	<u>Requested</u>	<u>Awarded</u>	<u>Expended</u>
Committee:	\$2,970	\$2,970	\$2,060
Matching:	2,970	2,970	3,118
Total:	\$5,940	\$5,940	\$5,178

Project Director:

Mr. Lowell L. Bennion
 Executive Director
 Community Services Council
 2033 South State Street
 Salt Lake City, Utah 84115

Sponsoring Organization:

Community Services Council
 2033 South State Street
 Salt Lake City, Utah

Fiscal Agent:

Wilda N. Hayden
 Accountant
 Community Services Council

Other Cooperating Organizations:

Y.W.C.A. of Salt Lake City
 Crossroads Urban Center

Purpose:

"To bring together in a meaningful dialogue academic humanistic scholars and adults in the community from the various ethnic minority groups and the white population in order to increase understanding and appreciation for the distinctive histories, cultures, and problems ethnic minorities have faced and yet face in the State of Utah...

Specific objectives (are):

1. To increase understanding of and appreciation for the contribution of each ethnic minority group--Blacks, Spanish-speaking, Native Americans, Chinese, Japanese, Polynesians, Jews, Greeks, and Italians--to Utah history and culture.
2. To assist ethnic minorities and whites to understand issues of public policy confronted by each ethnic minority historically and presently.
3. To encourage the writing and hence preservation of the history of ethnic groups in Utah." (from project application)

Committee Action on Proposal:

No record of committee deliberations pertaining to this regrant is available.

Sites:

All ten sessions convened in a meeting room of the Salt Lake City YWCA.

Names and Populations of Communities:

Salt Lake City: 557,635

Target Audience:

As stated in the project application, the desired audience was "adults in the community from the various ethnic minority groups and the white population."

Actual Audience:

The audience present for the session on October 15, 1975, consisted of 34 people, one-third of them senior citizens. Ages of the rest of the group ranged from late 20's to mid 50's and there appeared to be as many men as women.

In his evaluation of the program, Delmont Oswald, the Utah Endowment's Executive Director, wrote that although weekly attendance averaged forty, "the same audience tended to follow the entire series." The project director maintained in his evaluation report that "there was quite a representative group (of ethnic backgrounds) in the audience." He also estimated that average attendance was forty and added: "While those who attended profited, we were disappointed in the relatively limited attendance. However, this number made for a very good discussion group."

This project may have directly reached approximately 200 audience members.

Committee Representative Present:

Delmont Oswald's evaluation of this project is based upon his attendance at all but two (October 29 and November 26, 1975) of the ten programs. Helen Papanikolas, a speaker on October 15 and a panelist on October 22, is a member of the UEH committee, as is Roberta Henry who opened the session on October 15.

Planning:

The project application credited Lowell Bennion, the project director, and his secretary with preparation of the proposal. In addition, the Minorities Committee of the Community Services Council chaired by Alberta Henry (who is also a UEH committee member) contributed to the development and editing of the proposal. Dr. S. Lyman Tyler, Director of the American West Center at the University of Utah, also assisted in the program planning by providing names of appropriate scholars.

A printed program agenda available at the October 15, 1975 session

attributed "the seminar idea" to the Minorities Committee of the Community Services Council.

Implementation:

Lecturers

September 24, 1975: Dr. Orlando Rivera, University of Utah, Salt Lake City 84112
 October 1: Lacey Harris, Native American Counselor, University of Utah, 84112
 October 8: Michael J. Clark, Black Studies, University of Utah, 84112
 October 15: Helen Papanikolas, Historian, 1813 Millbrook Road, Salt Lake City 84106
 October 22: Alice Kasai, 83 "D" Street, Salt Lake City 84103
 October 29: Dr. Louis Zucker, 1138 East 27th South, Salt Lake City 84106
 November 5: Dr. Anand Yang, Department of History, University of Utah, Salt Lake City 84112
 November 12: Dr. R. Lanier Britsch, 1197-OB, Brigham Young University, Provo, Utah
 November 19: Joseph Stipanovich, 432 - 4th Street S.E., #8, Minneapolis, Minnesota 55414
 November 26: Philip R. Notarianni, 421 Cedar Ave. #5, Minneapolis, Minnesota 55454

Panelists

September 24, 1975: Robert Archeletta, (b) (6)
 (b) (6)
 Professor Clark Knowlton, (b) (6)
 (b) (6)
 Lucy Otero, (b) (6)
 (b) (6)

October 1, 1975: Irving V. Tail, (b) (6)
 (b) (6)
 Valeria Ingavo, (b) (6)
 (b) (6)
 Lyman Tyler, American West Center, University of Utah, Salt Lake City 84112

October 8, 1975: Judy Williams, (b) (6)
 (b) (6)
 Terry L. Williams, (b) (6)
 (b) (6)

October 15, 1975:

Mary Lines, (b) (6)
 Alice Cozakos, (b) (6)
 Louis Cononelos, High School History
 Teacher, 1538 East 4500 South,
 Salt Lake City

October 22, 1975:

Dr. Kiyotoshi Iwamoto, (b) (6)
 Ms. Haruko Moriyasu, (b) (6)
 Helen Papanikolas, (b) (6)

October 29, 1975:

Mrs. Bruce (Lynn) Cohne, (b) (6)
 Ralph Tannenbaum, (b) (6)
 Joel Shapiro, (b) (6)

November 5, 1975:

Will Louie, (b) (6)
 Zusanne Wu, (b) (6)
 Helen Kurumada, (b) (6)

November 19, 1975:

Ivo Tasovac, (b) (6)
 Milka Smilanich, Bingham Canyon, Utah
 84006

November 26, 1975:

Floyd O'Neil, (b) (6)
 B.J. Petrizi, (b) (6)

Publicity

"To assure a good and representative attendance of both whites and ethnic minorities, the following steps have been or will be taken:

- a. The Seminars will be co-sponsored by the Community Services Council, the Y.W.C.A., and the Crossroads Urban Center
- b. Dr. S. Lyman Tyler, Director of the American West Center, has offered full cooperation and will publicize the Seminar at the University
- c. Commitments for regular attendance at the Seminar will be obtained from several members of each minority group and from a number of whites. Special publicity efforts will be made for each session to attract the general public." (from project application)

The project director wrote in his evaluation report that project publicity had consisted of "weekly publicity before and after the seminars in the Deseret News and wide-spread distribution of leaflets and posters, particularly in the schools." He also stated: "Both publicity and the quality of the programs might have been better had the series been prepared fully in advance." Delmont Oswald, in his project evaluation, cited "the lack of continuous and advance publicity" as a weakness of the project.

Dissemination/Products:

The subject matter of at least one program in the series was disseminated through newspaper publicity. No specific products resulted from this regrant.

Course Credit:

None

Evaluation:

The project application did not include a provision for evaluation.

By project director: The project director submitted a two-page evaluation to the Utah Endowment for the Humanities. In it, he summarized the strengths and weaknesses of the regrant series. He was pleased by the representation in the different audiences of various ethnic groups and by the in-depth discussions of each ethnic group. On the negative side, he was disappointed by the limited audience sizes and by some of the speakers' presentations.

By committee: UEH Executive Director, Delmont Oswald, composed a written evaluation based upon his participation in eight (out of ten) meetings. He criticized "the lack of continuous and advance publicity," as well as the lack of focus on public policy issues, but praised the "commentaries by the ethnic group representatives" and the fact that "the programs were very well received.

Printed Materials Distributed:

At the close of the session on October 15, 1975, Delmont Oswald, Executive Director to the Utah Endowment, handed out informational pamphlets which describe the Utah Endowment. Close to the meeting room entrance lay a pile of printed agendas which listed details about the seminar series: they were not distributed but were available for those interested in taking them.

State-based Program or Committee Mentioned:

The financial support of the Utah Endowment was acknowledged by Alberta Henry in her opening comments on October 15, 1975. She also introduced Delmont Oswald as the Utah Endowment's staff person.

NEH Mentioned:

The National Endowment for the Humanities was not mentioned during the October 15 program.

Time Spent in Discussion:

Group discussion occupied approximately fourteen percent of the program on October 15, 1975.

Audience Participating in Discussion:

Approximately fifty percent of the audience contributed to the discussion on October 15, 1975.

Format:

September 24, 1975: "Spanish-speaking People in Utah"

Speaker: Dr. Orlando Rivera

Panelists: Robert Archeletta

October 1: "Native Americans in Utah"

Speaker: Lacey Harris

Panelists: Irving V. Tail
Valeria Ingavo
Lyman Tyler

October 8: "Blacks in Utah"

Speaker: Michael J. Clark

Panelists: Judy Williams
Terry L. Williams

October 15: "Greeks in Utah"

7:30 p.m. Introduction: Alberta Henry

7:35 Speaker: Helen Papanikolas

9:00 Panel: Mary Lines
Alice Cozakos
Louis Cononelos

9:20 Discussion

9:45 Adjournment

October 22: "Japanese in Utah"

Speaker: Alice Kasai

Panel: Dr. Kiyotoshi Iwamoto
Ms. Haruko Moriyasu
Helen Papanikolas

October 29: "Jewish in Utah"

Speaker: Dr. Louis Zucker
 Panel: Mrs. Lynn Cohne
 Ralph Tannenbaum
 Joel Shapiro

November 5: "Chinese in Utah"

Speaker: Dr. Anand Yang
 Panel: Will Louie
 Zusanne Wu
 Helen Kurumada

November 12: "Polynesians in Utah"

Speaker: Dr. R. Lanier Britsch

November 19: "Slavs in Utah"

Speaker: Joseph Stipanovich
 Panel: Ivo Tasovac
 Milka Smilanich

November 26: "Italians in Utah"

Speaker: Philip R. Notarianni
 Panel: Floyd O'Neil
 B.J. Petrizi

Content of Session Attended:

October 15, 1975
 Salt Lake City Y.W.C.A.
 "The Greeks in Utah History"

The group convened in a meeting room on the second floor of the Salt Lake City YWCA. The room contained collapsible chairs facing a podium with 2 unoccupied long tables on either side. At 7:30 p.m., Alberta Henry stepped to the podium to welcome the audience and acknowledge the sponsors of the seminar series (Community Services Council, YWCA and Crossroads Urban Center) and the financial support of the Utah Endowment for the Humanities. She then introduced the moderator, a high school history teacher and an historian for the Greek Orthodox Church. The moderator, who said he had expected to be a panelist rather than commentator, briefly described the seminar speaker, Mrs. Helen Papanikolas, as a well-respected writer, historian and editor of the book Peoples of Utah.

While arranging a slide projector and a screen, Mrs. Papanikolas divulged her belief that to consider Greeks in Utah's history fairly, information other than dates was necessary; consequently, she intended to show slides. Mrs. Papanikolas called the Greeks a "very nationalistic people." Several slides pictured Greeks in their homeland, a rocky area of 50,000 square miles, with only 10,000 square miles suitable for cultivation and therefore the home of 75% of the Greek population. Mrs. Papanikolas blamed "the conquerors" for the destruction of forests, which were once a natural resource. She depicted

Greeks as very religious and Greek families as dedicated to providing dowries for daughters and educations for sons. The commitment to these goals often rendered Greek families poverty-stricken.

The relative abundance and lucrativeness of mining and railroad work in Western America attracted Greek immigrants. In 1907, a crop failure of devastating proportions motivated many Greeks to migrate to the United States. Passage cost \$20. Mrs. Papanikolas showed several slides of Greeks arriving in the United States with stringed instruments and amulets of Greek earth. If these immigrants travelled to Salt Lake City, they most likely sought out the "Czar of the Greeks," Amadeus Sclera, to help them find jobs. The slide shown of him revealed a well-dressed man with a serious countenance; Mrs. Papanikolas labelled him "arrogant" and felt that he had badly exploited his fellow Greeks. A Greek town grew up in Salt Lake City beside the railroad yard. Successful in obtaining work for immigrants, Sclera became powerful and was able to command extravagant rates for his services.

Mrs. Papanikolas had several slides of Greek town and its immigrant residents. She characterized the town, though the living conditions were poor, as giving the immigrants a sense of security. In the Greek town, immigrants continued to share their customs. Coffee houses, the focal point of social and intellectual life for Greek men, abounded. Immigrants gathered to read Greek newspapers, listen to music and discuss politics. These pastimes made the arduous, lonely work on the railroads bearable. After the Greek immigrants started to marry, only the older Greeks frequented the coffee houses and gradually the traditional meeting places disappeared. The church replaced the coffee house as a social center. Another custom depicted in several of the slides was the death wedding. When unmarried Greeks died or, as was common, were killed in industrial accidents, they were buried wearing wedding clothes.

Motivated by the higher salaries, Greek immigrants went to work in the mines. Mrs. Papanikolas exhibited slides of mine workers dressed in their best black clothes wielding wine bottles and guns. The wine and guns indicated a celebration to families in Greece who received these pictures. Immigrant mine workers suffered "deplorable living conditions." Additionally, the importance they placed on self-honor often led them into conflicts which resulted in jail sentences for disturbing the peace. Stilean Stays, a Greek lawyer who devoted his time to helping Greeks in the inter-mountain states, taught citizenship to immigrants and helped remove them from jails. Another Greek shown, whom Mrs. Papanikolas recognized for having aided his fellow immigrants, was John Mevantis. In 1912, Mevantis led a Greek strike. Greek immigrants were not interested in joining unions, according to Mrs. Papanikolas, because they were convinced that they would return to Greece. In fact, during the Balkan Wars (1912-13) many Greeks did go back to Greece to fight.

Eventually, the Greek immigrants sent for Greek women to join them in America. The arrival of Greek women imbued more stability in the immigrant culture. The women brought customs with them which survived the adjustment to a new country (e.g., a slide showed icons with candles in a home) but others faded. The Greek marriage customs of a one-week celebration which included singing and the bride's dowry being loaded onto mules, traditionally arranged by male relatives, changed. Greek women took complete responsibility for their families. Mrs. Papanikolas surmised that this dominance stemmed from a desire to build a sense of self-worth in what was otherwise a patriarchal society. Mrs. Papanikolas also maintained that Greek women "worked harder in the United States but never had to worry about their children going hungry." Some women operated boarding houses for bachelor mine workers and railroad workers. She showed several slides of boarding houses.

When World War I erupted, anti-immigrant sentiment grew. Greek immigrants, still hoping to return to Greece, did not enlist immediately. This delay served to increase distrust. The Greek schools established in Utah constituted another source of friction. Greek neighborhood life exercised a great influence on Greek children. When Greek children entered school, they were unable to speak English, thus adding to the conflict. The costly money orders which Greeks purchased to send home also provoked tension. The Ku Klux Klan was extremely active at this time in working against immigrants and Catholics. Carbon County was the focal point of much of the hostility and in 1922 immigrant mine workers went on strike to protest unfair treatment at the weighing machines which measured a worker's salary. A later mine explosion at Castlegate killed 50 Greeks and many other men. Greek widows would not remarry but instead returned to Greece with their children.

Mrs. Papanikolas described, using many slides, the richness of Greek ceremonial life which she felt was often overlooked. She mentioned the tradition of memorial wheat. Forty days after a death, the wheat is boiled with various fruits and is eaten in remembrance of the dead. The Easter celebration requires a non-meat diet for 40 days, culminating in a feast commemorating Christ's journey. In Greece, Christmas was observed as exclusively a religious holiday but the Greek immigrants adopted the American custom of celebration. Greek immigrant music was performed on Greek clarinets, lutes, and lira; the bazouki was considered a vulgar instrument.

Greeks gradually entered into civic affairs in the United States. As the immigrants became "Americanized," children rebelled against parents who tried to enforce Greek customs. Intermarriages, Mrs. Papanikolas believed, brought added problems. She marked World War II as the close of immigrant life, since the second generation of Greeks had reached maturity. She said that currently the center of Greek culture is the Greek Orthodox Church.

Mrs. Papanikolas' slide presentation and narration ended at 9:00 p.m. The moderator came to the podium and asked the three panelists, who had by this time moved to the front of the room, to each talk briefly about themselves. (Actually, the moderator had called for questions from the audience but a gentleman at the rear, perhaps the project director, suggested that, according to the established format, panelists were to comment first.) Louis Cononelos, a high school history teacher who was doing oral history research on Greeks in labor for his Master's thesis, said that he is a third-generation Greek. He considers himself, ethnically, to be Greek but feels that his parents were faced with the "schizophrenic" problem of determining whether they were Greek or American. Alice Cozacos said that her parents were Greek immigrants. Since her father was a farmer, her family lived in a rural location and didn't experience the community life illustrated by Mrs. Papanikolas' slides. Their recreation stemmed from the Church. She also remembered the inconsistent double standard which permitted boys a greater amount of freedom in their activities than girls. The youngest of seven children, Mrs. Mary Lines stated that she was thoroughly "Americanized" by the time she went to school. She recalled being resentful that her name implied an ethnic identity which evoked whatever accompanying ethnic stereotype the hearer had formed. She was not married in the Greek Church but mentioned that her children have a choice to make. The moderator reminisced that he could not speak English when he entered school, although he was born in Salt Lake City. In high school, he resented being a Greek and now, as a high school teacher, he emphasizes that people are different, yet basically similar so that his students may develop a mutual respect for each other.

After the panelists' statements, the moderator asked for questions from the audience. An individual surmised from the panelists' comments that they, as Greeks, felt they were different from other people, but wondered whether they were treated differently. Alice Cozacos replied that she suffered some traumatic experiences as a child who could not speak English and whose parents spoke only Greek. She became "a dreamer, an introvert, and a lonely, sensitive child." Over the years, however, she believes these tendencies helped her become "stronger inwardly." Mary Lines added that attending Greek school two hours each day after regular school made her feel that she was different. She recollected being confused when she was called a "dirty Greek" because she knew she wasn't dirty. Another audience member interjected that other cultures (she specified the Japanese) also maintained their own schools so that children of other ethnic backgrounds were experiencing the same situation. Mary Lines said that as a child she hadn't been aware that other groups had similar customs.

A gentleman identified the failure of ethnic groups to be integrated into American economic life as a theme common to the preceding seminars. Based on the presentation about the Greeks, he concluded that this shortcoming was not applicable to the Greeks.

The moderator responded by affirming that Greeks were able to do well economically in the United States. He attributed this ability to the early dissolution of Greek town. As an example, he cited a survey he had done by memory in which he counted 90 Greek business establishments (e.g. restaurants, candy stores, groceries) located in downtown Salt Lake City in 1946. Louis Cononelos elaborated that Greeks found the constant regimentation in labor distasteful so they worked upward to levels where they had more independence. Another gentleman asked how many Greek businesses existed currently in the same downtown area. The moderator answered, "Ten to twelve," and that the decrease was due to children not wanting to maintain the family business.

An audience member posed a question as to what was being done to preserve Greek traditions and prevent them from being "Americanized." Alice Cozakos said, "I feel traditions, when they are counter to the social realm, have to bend or perish. Lots of Greek customs can't make it." She believes that "customs being passed down to our children have been watered down" and that eventually customs will become folklore. Louis Cononelos countered that the Greek Orthodox Church will function as a "cohesive force in preserving traditions." Another person asked whether Greek schools still existed. The moderator responded that approximately four are operating one or two days each week. A related question centered on the size of attendance at Greek schools and the number of children who learn to speak Greek by age 12. Mary Lines maintained that Greek children living close to their extended families would learn to speak Greek.

The slides had portrayed the neighborhood coffeehouse and the church as focal points of Greek life but why, a gentleman queried, had the church been perpetuated and not the coffeehouse? The moderator suggested that the coffee house, as an institution, was lost when the older Greeks died. Mrs. Papanikolas' narration had also communicated that the Greeks were a proud people; consequently, a woman inquired, "Why is there a pride in being Greek?" This question brought smiles to the panelists' faces, while Mary Lines replied, "Greeks are egotistical and proud" and Alice Cozakos characterized Greeks as "doers, practical and extroverted." Since Greeks are represented as proud, another woman questioned, "What is the reaction to Greek children marrying non-Greeks?" Mrs. Lines "expected it." Mrs. Papanikolas contended she would have been pleased if her children had married Greeks, but that they had not.

The next question concerned the role of women in Greek families. One individual concluded on the basis of travelling in Europe that dominant mothers and grandmothers are resented by males in Greece. Alice Cozakos shifted attention to Greeks in America by saying that grandmothers may attempt to be domineering but that mothers can no longer dictate to their children as was done in the past.

The panel was then asked what, if any, social issues faced Greeks in Salt Lake City. Mrs. Papanikolas answered that, other than religious problems encountered in third-generation intermarriages, there are none. The moderator also felt that there are no social issues facing Greeks. Since those who came to America after World War II have done well, "the road is already paved." Mrs. Lines agreed. An individual asked what the Greek population in Salt Lake City is and was told 4,000 to 5,000.

The last question related to whether an interest in preservation of the area exists. Mrs. Papanikolas responded that she is working with a group toward creating a museum of Greek-American heritage but Louis Cononelos commented that Greeks, like most groups, suffer from rivalries among themselves.

At 9:40 an audience member volunteered, on behalf of the audience, appreciation for an interesting program which he felt had taught him a great deal. The moderator ended the question period with an invitation to a Greek festival on October 25 and 26 at the Greek Orthodox Church.

Alberta Henry returned to the podium to thank the participants and audience for their attendance. She invited the entire group to return the following week for the seminar on Japanese in Utah, and then introduced Delmont Oswald. Mr. Oswald explained that he would be handing out pamphlets on the Utah Endowment for the Humanities and encouraged those present to bring friends with them to future programs.

The group adjourned at approximately 9:45 p.m.

Subsequent Activity:

Unknown

Questionnaires Mailed : 34
 Questionnaires Completed : 16

1. Which of the following phrases best defines what the term "the humanities" means to you?

#	%	
		Study of the art, history, language and culture of ancient Greece and Rome;
2	12.5	Concern for improving the welfare of mankind
9	56.3	System of thought in which human interests, values, and dignity are of primary importance;
5	31.3	Forms of learning concerned with human culture
		Creation and performance of music, dance, poetry, drama and art.

2. Were you involved in developing the proposal for this project that was submitted to your state humanities program?

#	%	
3	18.8%	Yes
13	81.3	No

3. Did you receive an honorarium for your participation in the project?

#	%	
14	87.5%	Yes
2	12.5	No

4. Which of the following factors motivated you to participate in this project?

#	%	
6	37.5%	I am always eager to have a chance to talk about my area of competence.
5	31.3	I am interested in relating the humanities to public policy issues.
3	18.8	My participation was arranged by a colleague.
1	6.3	I was attracted by the honorarium.
1	6.3	I participated as a favor to the project director.
3	18.8	I thought it would be a good learning experience for me.
9	56.3	I feel an obligation to help solve state or community problems.
1	6.3	Other

5. Did the project director give you any instructions concerning your role in the project?

#	%	
13	81.3%	Yes
3	18.8	No

- b. If the project director gave you instructions, how would you characterize the guidance you received?

#	%	
11	84.6%	Helpful
6	46.2	Specific
3	23.1	Restrictive

STATE-BASED PROGRAM PARTICIPANT SURVEY

5.c. If the project director gave you instructions, which of the following phrases describes the role prescribed for you?

# 9	69.2%	Impart information on your particular area of competence;
8	61.5	Express a humanistic perspective on the issue(s);
1	6.3	Advocate a particular point of view;
4	30.8	Clarify values;
6	46.2	Stimulate audience participation by raising issues;
2	15.4	Serve as moderator;
		Other

6. What was your actual function in the project?

# 7	43.8%	Panelist
3	18.8	Discussant
12	75	Speaker/lecturer
1	6.3	Moderator
1	6.3	Discussion group leader
		Other

7. How many hours did you spend preparing for your participation in this project?

# 3	18.8%	less than 2 hours
3	18.8	2 to 5 hours
5	31.3	5 to 10 hours
1	6.3	10 to 20 hours
4	25	over 20 hours

8. How many members of the audience at this program did you know?

# 1	6.3%	None
11	68.8	Less than half
2	12.5	About half
2	12.5	More than half
		Nearly all

9. When you participated in the project, were you aware that it was partially supported by funds provided to your state humanities program by the National Endowment for the Humanities?

# 11	68.8%	Yes
5	31.3	No

10. Had you heard of the National Endowment for the Humanities before you participated in this project?

# 14	87.5%	Yes
2	12.5	No

STATE-BASED PROGRAM PARTICIPANT SURVEY

11. Have you participated in other projects sponsored by your state humanities program?

#	3	20 %	Yes
	12	80	No

- b. If "yes," how many?

#	1	6.3%	1
	1	6.3	2
	1	6.3	3
			4-8
			9-15

12. Have you participated in projects sponsored by other states' humanities programs?

#	2	12.5%	Yes
	14	87.5	No

- b. If "yes," how many?

#	1	6.3%	1
	1	6.3	2
			3
			4 or more

13. How would you characterize your participation in state or community affairs?

#	12	75 %	Active
	4	25	Not Active

14. Have you ever heard of the American Issues Forum?

#	10	62.5%	Yes
	6	37.5	No

15. Do you think the concept of involving academic humanists and members of the general public in discussions on public policy issues is sound?

#	15	93.8%	Yes
	1	6.3	No

16. What is your age?

		17 and under
		18-24
8	50	25-34
4	25	35-49
4	25	50-64
		65 and over

STATE-BASED PROGRAM PARTICIPANT SURVEY

17. What is your sex?

#	10	62.5%	Male
	6	37.5	Female

18. What is the highest level of education you have completed?

High school		College		Post graduate			
#	2	12.5%	8	#	3	18.8%	M.A.
	1	6.3	9		3	18.8	All but dissertation
			10		5	31.3	Ph.D.
			11				Other
			12				

19. What were your occupation and title at the time you participated in the project?

#	4	25 %	Faculty-University
	2	12.5	Graduate Assistant
	2	12.5	Executive
	2	12.5	Sales Clerk
	1	6.3	Parole Officer
	5	31.5	Other
Guidance Counselor, Historian, Department			
Head-University, Secondary Teacher, Archivist			

20. Are you currently a teacher?

#	7	43.8%	Yes
	9	56.3	No

b. If you are, at which type of institution do you teach?

#	1	14.3%	Secondary school
			2-year college
			4-year college
	5	14.3	University
	1	6.3	Other

21. If you are not presently teaching, have you ever taught school in the past?

#	6	66.7%	Yes
	3	33.3	No

b. If you have taught in the past, at which types of institutions did you teach?

	1	16.7	Secondary school
	1	16.7	2-year college
			4-year college
	4	66.7	University
	1	16.7	Other

STATE-BASED PROGRAM PARTICIPANT SURVEY

IF THE ANSWER TO QUESTIONS #20 OR #21 IS YES:

22. What subject(s) do, or did, you teach?

# 4	30.8%	History: American
3	23.1	History: General
2	15.4	History: Other
1	7.7	Psychology: Educational
1	7.7	Area Studies
2	15.4	Other Education, Languages and Literature

23. Do you think that your participation in this project improves your opportunity for promotion or tenure?

# 2	15.4%	Yes
8	61.5	No
3	23.1	Not sure

24. How many books, articles, or scholarly papers have you had published or accepted for publication in the last two years?

# 3	23.1%	None published
4	30.8	1-2
5	38.5	3-4
		5-10
1	7.7	11-15
		16-85

25. Have you encouraged any of your colleagues to participate in projects funded by a state humanities program?

# 8	61.5%	Yes
5	38.5	No

26. Please rank the following items according to their importance to you in pursuing your career. (1=most important and 4=least important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Scholarly research	2(18.2%)	5(45.5%)	2(18.2%)	2(18.2%)
Teaching students	4(36.4%)	2(18.2%)	5(45.5%)	
Educating the general public	4(36.4%)	1(9.1%)	1(9.1%)	5(45.5%)
Relating field to contemporary issues	1(9.1%)	3(27.3%)	3(27.3%)	4(36.4%)

STATE-BASED PROGRAM AUDIENCE SURVEY

Questionnaires mailed : 26
 Questionnaires completed : 15

1. How did you find out about the program you attended?

#	%	
		TV
		Radio
<u>1</u>	<u>6.7</u>	Newspaper
<u>9</u>	<u>60</u>	Word of mouth
<u>4</u>	<u>26.6</u>	Publicity brochure, poster, publicity mailing
		Can't remember
<u>1</u>	<u>6.7</u>	Other

2. What was your main reason for attending the program?

#	%	
<u>11</u>	<u>73.3</u>	I was interested in the topic.
<u>1</u>	<u>6.7</u>	I was interested in hearing the speakers.
		I was accompanying a friend.
		I often go to programs held in the same building or location.
<u>2</u>	<u>13.3</u>	The topic was related to my occupation or profession.
<u>1</u>	<u>6.7</u>	I was asked by my employer to go.
		The program was conducted in conjunction with a meeting I attend regularly.
		Other

3. How many members of the audience at this program did you know?

#	%	
<u>1</u>	<u>6.7</u>	None
<u>14</u>	<u>93.3</u>	Less than half
		About half
		More than half
		Nearly all

4. Which of the following, if any, express your opinion of the program you attended?

#	%	
<u>2</u>	<u>13.3</u>	The program presentation was biased.
<u>12</u>	<u>80</u>	The program allowed ample opportunity for me to express my views.
<u>12</u>	<u>80</u>	The program caused me to reexamine my thinking on the topics discussed.

5. When you attended the program, were you aware that it was partially supported by funds provided to your state humanities committee by the National Endowment for the Humanities?

#	%	
<u>13</u>	<u>86.7</u>	Yes
<u>2</u>	<u>13.3</u>	No

6. Had you heard of the National Endowment for the Humanities before you attended the program?

#	%	
<u>10</u>	<u>66.7</u>	Yes
<u>5</u>	<u>33.3</u>	No

STATE-BASED PROGRAM AUDIENCE SURVEY

7. Which of the following phrases best defines what the term "the humanities" means to you?

#	%	
3	20	study of the art, history, language and culture of ancient Greece and Rome;
9	60	concern for improving the welfare of mankind;
3	20	system of thought in which human interests, values, and dignity are of primary importance
		forms of learning concerned with human culture
		creation and performance of music, dance, poetry, drama and art

8. How would you characterize your participation in state or community affairs?

#	%	
10	66.7	Active
5	33.3	Not Active

9. Have you attended any adult education courses during the last two years?

#	%	
12	80	Yes
3	20	No

10. If you attended adult education courses, were you involved:

#	%	
11	91.7	Part-time
1	8.3	Full-time

11. If you participated in adult education, what kind of institution(s) offered the course(s)?

#	%	
8	66.7	University or college
2	16.7	Public school
		Military
		Trade union
1	8.3	Business or industry
1	8.3	Service club (includes YWCA, YMCA)
		Church
2	16.7	Library
1	8.3	Museum
4	33.3	Commercial school
		Other

12. During the past six months have you attended or visited any of the following?

#	%	
12	80	a concert
13	86.7	a movie
6	40	a dance performance
11	73.3	a library
2	13.3	the opera
4	26.7	a historical society
6	40	the theatre
10	66.7	an art gallery or art museum
6	40	a history or science museum
11	73.3	a community meeting (for example, PTA, League of Women Voters, neighborhood association)

STATE-BASED PROGRAM AUDIENCE SURVEY

12. During the past six months have you attended or visited any of the following?
- | | | |
|-----|------|--|
| # 6 | 40 % | a governmental meeting or hearing (for example, zoning hearing, city council meeting, state legislature session) |
| 11 | 73.3 | a program located on a college or university campus |
| 7 | 46.7 | a meeting, not at work, in which you exchanged views on public policy issues with others in your community |

13. Are you currently employed?

#11	73.3 %	Yes
4	26.7	No

14. If you are employed, do you work:

# 1	9.1 %	Part-time
10	90.9	Full-time

15. What is your occupation?

# 3	20 %	Medicine-Health
3	20	Education
2	13.3	Architect-Engineer
2	13.3	Housewife
1	6.7	Social Sciences
3	20.1	Other Museum-Library Science, Writing, Typing-Steno

16. What is the highest level of education you have completed?

High school	College	Post Graduate
# 1 6.7 % 8	# 1 6.7 % 2	# 2 13.3 % 1
9	1 6.7	4 26.7
10	3	3
11	2 13.3	3 20
2 13.3 12		

17. Which of the following describes your ethnic or racial identity?

# 11	73.3 %	White
1	6.7	Black
		Spanish-speaking or Latin American ancestry
		American Indian
3	20	Oriental or Asian ancestry
		Other

18. What is the population of the town or city in which you live?

# 1	7.1 %	less than 2,500
		2,500 to 10,000

STATE-BASED PROGRAM AUDIENCE SURVEY

18. What is the population of the town or city in which you live?

#	<u>1</u>	<u>7.1</u> %	10,001 to 100,000
	<u>11</u>	<u>78.6</u>	100,001 to 500,000
	<u>1</u>	<u>7.1</u>	over 500,000

19. What is your age?

#	<u> </u>	<u> </u> %	Under 18
	<u> </u>	<u> </u>	18-24
	<u>1</u>	<u>7.1</u>	25-34
	<u>6</u>	<u>42.7</u>	35-49
	<u>6</u>	<u>42.7</u>	50-64
	<u>1</u>	<u>7.1</u>	65 and over

20. What is your sex?

#	<u>7</u>	<u>50</u> %	Male
	<u>7</u>	<u>50</u>	Female

21. Have you ever heard of the American Issues Forum?

#	<u>9</u>	<u>64.3</u> %	Yes
	<u>5</u>	<u>35.7</u>	No

REGRANT CASE STUDY
WI50

Title:

Senior Citizen "Cracker Barrel" Discussions on Taxation,
Expenditures and Aging

NEH Regrant Number:

1026-W1-03-75

Committee Regrant Number:

G-FY74-13

Grant Number:

SO-21685-75-59

Committee:

Wisconsin Humanities Committee (WHC)

Operational Period:

Third

State Theme:

Human Values at Stake in Public Taxing and Spending

Regrant Period:

March 1 -- September 30, 1975

Number of Sessions:

Twenty-three (Thirty-six programs actually occurred but some took place on the same date.)

Dates of Sessions:

June 4,9,11,16,17,18,23,26,30; July 7,9,14,16,21,28; August 11, 13,18,26; September 11,17,18; October 15, 1975

Date and Title of Session Attended:

July 28, 1975: Summer School for Seniors

Funding:

	<u>Requested</u>	<u>Awarded</u>	<u>Expended</u>
Committee	\$ 7,295	\$ 9,545	\$ 8,750.57
Matching	8,016	9,271	9,824.30
Total	\$15,311	\$18,816	\$18,574.87

Project Director:

Original: Ruth Baumann
 Programs on Aging
 University of Wisconsin - Extension
 610 Langdon Street, Rm. 230
 Madison, Wisconsin

Replaced by: Ann Ostrom
 University of Wisconsin - Extension
 610 Langdon Street, Rm. 230
 Madison, Wisconsin

Fred Lengfeld of the University of Wisconsin - Extension, one of the project planners, signed expenditures reports as "project director."

Sponsoring Organization:

Programs on Aging
 University of Wisconsin - Extension
 610 Langdon Street, Rm. 230
 Madison, Wisconsin

Fiscal Agent:

Mr. R.W. Schuck
 University of Wisconsin

Other Cooperating Organizations:

See organizations listed under Format.

Purpose:

"To awaken in older citizens an interest in the processes of government and in the sociological structure in which they live. By thinking through with others of different backgrounds and experience the meaning of taxation as a value system, older citizens will be better able to participate in our representative form of government."

From their participation, the retired humanists should demonstrate "a renewed interest in and enthusiasm for living life to the fullest." Another objective is to "qualify (the humanists) as invaluable resource people to lead programs for older adults." (from project application)

Committee Action on Proposal:

These stipulations were made by the WHC when the grant was awarded: (quoted from a letter to the project director from the committee)

1. "The WHC would like specific evidence of the involvement of organizations working with the elderly. Groups such as the AARP and local churches or service groups were suggested.
2. The precise communities in which these discussions will take place should be identified as soon as possible.
3. Those local communities should be involved immediately in the planning. Provision should be made to include policy-makers and taxpayers in addition to the elderly in each local discussion.
4. All project personnel should be identified as soon as possible.
5. Honoraria for the 10 retired humanists and group leaders should be increased. This can be negotiated with the WHC staff."

Sites:

See Format.

Names and Populations of Communities:

La Crosse	80,468
Platteville	9,599
Muscoda	1,099
Monroe	8,654
Prairie du Chien	5,540
Richland Center	5,086
Cuba City	1,993
Boscobel	2,510
Bangor	974
Reedsburg	4,585
Lone Rock	506
Milwaukee	717,099
Janesville	46,426
Sparta	6,258
Whitehall	1,486
Madison	290,272
Beaver Dam	14,265
Delavan	5,526

Target Audience:

"Senior citizens of southwestern Wisconsin." (from project application)

Actual Audience:

According to Ann Ostrom's "Summary Report," over 600 senior citizens in 18 Southwestern Wisconsin cities participated in the discussions. At the July 28 discussion in Milwaukee there were twenty persons attending, all senior citizens. Fifteen were women, all were white.

Committee Representative Present:

Shirley Wile, committee member, attended the July 28 session in Milwaukee. Another member, Mary Dick, attended and evaluated the July 16 session in Lone Rock.

Planning: (as listed in project application)

Robert Najem (French), Director, National Humanities Series: Midwestern Center, University of Wisconsin-Extension, Madison, Wisconsin.

Richard Lewis, (English), Humanist Coordinator, National Humanities Series: Midwestern Center, University of Wisconsin-Extension, Madison, Wisconsin.

Martha Harkin (English), Field Coordinator, National Humanities Series: Midwestern Center, University of Wisconsin-Extension, Madison, Wisconsin.

Margaret Bogue, (History), Associate Professor, University of Wisconsin-Extension, Madison, Wisconsin.

Tom Averill, (Sociology/German/Russian), Associate Dean, Professional and Human Development, University of Wisconsin-Extension, Madison, Wisconsin.

Kenneth Friou, (Humanities/Philosophy/Counseling), Director, Symposium on Jurisprudence, Justice and Literature; Specialist, Extension Law; Consultant, Grant Proposals Development, Dean's Office, University of Wisconsin-Extension, Madison, Wisconsin.

Helen Loschnigg-Fox, (History/German/Counseling), Staff Development Division of Corrections, Green Bay; Programs on Aging, University of Wisconsin-Extension, Madison, Wisconsin.

Fred Lengfeld, Director, Programs on Aging, University of Wisconsin-Extension, Madison, Wisconsin.

Implementation:Discussion Leaders

Team 1:

Emerson Wulling, (b) (6) [redacted]
 (Retired Professor of English)
 Irna Rideout, (b) (6) [redacted]
 (Retired Teacher)

Team 2:

Gordon L. Willson, (b) (6) [redacted]
 (Retired Superintendent of Schools)
 John P. Long, (b) (6) [redacted]
 (Retired Professor of English and Literature)

Team 3:

Louise Lawton, (b) (6) [redacted]
 (Artist specializing in collage)
 Earl L. Anderson, Route 1, Richland Center, Wisconsin 53581
 (Retired Teacher, County Superintendent and Coordinator
 of CESA)

Team 4:

Edwin M. Woll, (b) (6) [redacted]
 (Retired Teacher, Principal and Administrator,
 Adult Education Coordinator of Vocational-Technical
 School District)
 Bernice Woll, (b) (6) [redacted]
 (Retired Elementary and Special Education
 Teacher)

Team 5:

Pat Dawson, (b) (6) [redacted]
 (Retired Teacher and Park and Recreation Director)
 Celia Howe, (b) (6) [redacted]
 (Retired High School Social Studies and
 Economics Teacher)

Publicity:

The project director contacted by mail and telephone directors of senior citizen clubs, meal sites, and local chapters of the American Association of Retired Persons to explain the program and gauge their interest. From these contacts, discussion programs were established in 18 towns. The overall program was publicized through a University of Wisconsin-Extension press release.

Dissemination/Products:

Unknown

Course Credit:

None

Evaluation:

The project application proposed the following evaluation procedure:

1. "Evaluation of the effectiveness of this project will be made through follow-up questionnaires to the retired Humanist indicating uses to which their training has been put.
2. To judge the impact on participants in the discussions, an evaluation questionnaire would be used before and again after the discussion sessions, scrutinizing the awareness of participants to the many ramifications of taxation and to the underlying human value system it represents."

The following techniques were used to evaluate the program:

By Audience: Discussants at the July 28 program in Milwaukee were given two questionnaires prepared by the University of Wisconsin Extension for the Summer School for Seniors. One dealt with the summer school in general (What did you like most about summer school? How would you improve the school?); the other form dealt with a particular course (How would you rate the teacher's presentation? How were the room facilities?).

By participants: Before any discussion group meetings took place, a three-day orientation program was held for the ten discussion leaders. At the program's conclusion, evaluation questionnaires were handed out.

By project director: Ann Ostrom submitted a three-page "Summary Report" to the Wisconsin committee. She made the following observations:

"Annoyance with bureaucratic regulations was the primary complaint. Comments on how to meet the problem were generally divided between 'there's nothing anyone can do' to 'every little bit helps, especially in group action and intelligent voting.'

"Problems most often emerging were transportation, real estate, taxes, loneliness, and the need for something more to do than passing time. Attitudes on aging, job discrimination, television panning of the elderly, price of glasses, hearing aids and drugs, and the lack of discipline in today's youth were also areas of concern.

"A major difficulty in booking discussions proved to be the time of year. Many groups disband for the summer, and those that continue to meet have sparse attendance. Though numbers are not necessary for good discussion (some of the best discussions had only 4-10 participants) a large percentage of participant evaluation reports expressed a desire for larger attendance...

"Though we made contact by mail and telephone with leaders of each organization, many did not pass the information on to participants. As a result, many groups were expecting a lecture and were difficult to draw into discussion. For this reason, the most successful meetings were those repeated two or more times.

"Probably the most enthusiastic response came from the Summer School for Seniors at Holy Rosary School in Milwaukee. Shirley Wile, a member of the Wisconsin Humanities Committee, and coordinator of the school, invited two of our discussion leaders to lead a series of six discussions on a weekly basis. This series was well attended and the discussions were always lively and exciting...

"The more enthusiastic discussions were among Retired Teacher and American Association of Retired Persons groups. These are people for whom discussion is a comfortable, familiar form of communication. Though in most cases these skills have been dormant, many expressed great pleasure at the opportunity to again have their voices and opinions heard. A desire to continue discussions on their own prompted several groups to ask for assistance in setting up a continuing program.

"Response at senior citizen centers generally was good, though there were complaints from some who preferred to play cards.

"Meal sites in most cases were not conducive to discussion. Though some of the problems were physical (noise of dishes or other activities, buses that left before discussion was underway, uncomfortable chairs) a lack of familiarity with discussion as a program tool and a habit of being lectured to were deterrents that were nearly impossible to overcome.

"Nursing home residents enjoyed the personal contact, but the subject was often out of their area of interest as so many have withdrawn from society and show no desire to consider public issues. Because a majority were hard of hearing, group discussion was extremely difficult...

"Each team of discussion leaders compiled its own materials with the help of the Programs on Aging office and the National Humanities Series: Midwestern Center. Excerpts ranged from pieces of great literature to quotations from daily newspapers...

"Though all ten discussion leaders were chosen because of their ability to communicate and their vitality and interest in society, all were grateful for the opportunity to again play a leadership

role. 'This has done a lot for my ego' was Cecelia Howe's way of expressing it. All were eager to continue working with the groups in their areas on a volunteer basis.

"One caution was raised for future programs. The discussion leaders felt they would have done better outside their own area. They are too familiar in home territory and would carry more authority where they are unknown."

By committee: Committee member Mary Dick evaluated the July 16 program in Lone Rock. She described the discussion leaders as "effective" and the audience "appreciative" and "lively."

Printed Materials Distributed:

Senior citizens attending the Milwaukee cracker barrel discussion were asked to complete two evaluation forms. Copies of a booklet describing the Holy Rosary School "Summer School for Seniors" program were also available. The summer school, sponsored by the University of Wisconsin - Extension and other educational and community groups, offered a variety of educational experiences during the summer, one of which was the cracker barrel series. Shirley Wile, a member of the Wisconsin Committee for the Humanities, coordinated the summer school.

State-based Program or Committee Mentioned:

According to Mary Dick's evaluation, there was an oral "acknowledgement of WCH/NEH funding." No such acknowledgement was made during the July 28 program.

NEH Mentioned:

See above.

Time Spent in Discussion:

Approximately 90% of the July 28 session was spent in discussion. According to Mary Dick's evaluation, 75% of the July 16 session at Lone Rock was spent in discussion.

Audience Participating in Discussion:

Approximately 90% of the audience participated in the July 28 discussion. According to Mary Dick's evaluation, 100% of the audience participated in the July 16 discussion at Lone Rock.

Format:

Orientation session for discussion leaders (from Ann Ostrom's final report):

"On April 29, 30, and May 1, the ten discussion leaders were brought to Madison for an orientation session. The session was opened with an explanation of the project by Fred Lengfeld, Project Director (?) and Patricia Anderson, Executive Director of the Wisconsin Humanities Committee. Informational presentations by representatives of State agencies serving the elderly and a history of taxation in Wisconsin by Margaret Bogue, University of Wisconsin-Extension Department of History, completed the first day. The second day's activities were led by Richard Lewis of the National Humanities Series: Midwestern Center, and dealt with discussing the Humanities. A local senior citizen group was brought in in the afternoon to give the leaders an opportunity to experiment with an actual discussion situation. The final morning was given over to discussion materials, evaluation and a question and answer period.

"Each discussion session was led by a team of two retired persons ('lay humanists'.) They initiated discussion by reading a short selection from a magazine, newspaper, book or poem. The ensuing, unstructured discussion lasted about an hour and a half."

Schedule of "Cracker Barrel" Discussions

June 4, 1975	afternoon	Harry Olson Senior Citizen Center 624 Gillette St., La Crosse
June 9	12:30 p.m.	Meal Site, United Methodist Church Platteville
	1:00 p.m.	Meal Site, Old Elementary School Muscodas
June 11	1:30 p.m.	American Association of Retired Persons, Monroe (place to be designated)
	2:00 p.m.	Senior Citizens Center, Prairie du Chien
	afternoon	Richland Senior Citizens Home County Trunk "O", Richland Center
June 16	12:30 p.m.	Meal Site, VFW Hall Cuba City
	12:30 p.m.	Meal Site, Municipal Bldg. Boscobel
June 17	2:00 p.m.	Homemakers Club, City Hall Bangor
June 18	afternoon	Harry Olson Senior Citizens Center La Crosse (2nd visit)
	1:30 p.m.	Senior Citizens Club, Recreation Center Reedsburg

	1:30 p.m.	Senior Citizens Club, Municipal Bldg. Library Room, Lone Rock
June 23	1:00 p.m.	Summer School for Seniors Holy Rosary School, 2038 N. Bartlet Milwaukee (Pre-registration required)
June 26	afternoon	Senior Citizens Center 69 Water St., Janesville
June 30	12:30 p.m.	Meal Site, Platteville (2nd visit)
	1:00 p.m.	Meal Site, Muscoda (2nd visit)
	1:00 p.m.	Summer School for Seniors Milwaukee (2nd Session)
July 7	1:00 p.m.	Summer School for Seniors Milwaukee (3rd Session)
July 9	2:00 p.m.	Senior Citizens Center Prairie du Chien (2nd visit)
	afternoon	Richland Senior Citizens Home Richland Center (2nd visit)
July 14	12:30 p.m.	Meal Site, Cuba City (2nd visit)
	12:30 p.m.	Meal Site, Boscobel (2nd visit)
	1:00 p.m.	Summer School for Seniors Milwaukee (4th Session)
July 16	1:30 p.m.	Senior Citizens Club, Lone Rock (2nd visit)
July 21	1:00 p.m.	Summer School for Seniors Milwaukee (5th Session)
	1:30 p.m.	Sparta AARP, City Hall, Sparta
July 28	10:30 a.m.	Schmitt Woodland Hills Retirement Home Richland Center
	1:00 p.m.	Summer School for Seniors Milwaukee (6th Session)
August 11	10:30 a.m.	Schmitt Woodland Hills Retirement Home Richland Center (2nd visit)
August 13		Trempealeau County Nutrition Program Advisory Council, Courthouse, Whitehall
August 18	1:30 p.m.	Sparta AARP (2nd visit)
August 26	12:00 p.m.	Trinity Lutheran Church 1904 Winnebago St., Madison

Content of Session Attended: July 28, 1975 1:00 p.m.
 Holy Rosary School
 Milwaukee, Wisconsin
 Discussion Leaders: Cecelia Howe
 Pat Dawson

The discussion was held in a classroom. Tables and chairs had been grouped in a circle. A banner reading "Merry Merry Sunshine" hung at the front of the room.

Shirley Wile: Since this is a pilot program we ask you to please fill out the two evaluation sheets. We want to know what you think. I invite you to pick up a "Do it" button. We have them in several languages. Learning can be exciting and fun, so do it!

Dawson: I was given this brochure recently. It's about Wisconsin history and it's published by the state historical society. It's terrific. It says that they are going to build ethnic villages around the state for tourists.

Woman: That's an excellent idea. It's about time.

Woman: I've been to one of them. It's a beautiful site, but it isn't open yet.

Woman: I heard about a retired man who works there. That's a wonderful thing for him.

Dawson: They are reviving original crafts and teaching them to younger people who live there.

Woman: Do you mean like Williamsburg?

Dawson: Yes, but not so glamorized.

Man: I agree that Williamsburg is glamorized. The blacksmith there wears a clean white shirt.

Dawson: And there's never any consideration given to Indians or black people at Williamsburg.

Woman: There are slave quarters there.

Cecelia Howe: Last time we discussed what were the original ideals of the American revolution, and whether capitalism can survive. That was a tremendous topic. I want to bring to your attention an article in the April 27 New York Times Magazine by David Borden of the New School for Social Research on the recession as capitalism as usual. Now I'll read an editorial that appeared in the July 14 New York Times Magazine about Adam Smith and the doctrine of laissez-faire. (Dawson read the editorial.) Have we kept the promises made to the people in our Declaration of Independence? Can we cope with the current crisis?

Woman: I remember reading that George Washington thought that all leaders should be university educated so they could study the political system.

Man: Who is "We"? The middle class? The government? A single person has no voice.

Howe: The Declaration says that all people are equal. That's pretty broad. Have we realized it?

Chorus: No!

Dawson: I disagree. We've all become lethargic. One person can do something. I wish you wouldn't fall victim to this. Jefferson and Madison said that democracy could not exist unless all people were educated and trained in democracy.

Howe: Do we really believe that reason is a divine attribute? The Founding Fathers thought reason was vital to a democracy. Do we accept that?

Man: What do they mean by "divine reason?" A person can use reason through natural ability without formal education.

Howe: That isn't far from the divine right of kings idea, where certain persons are specially endowed by God to rule over men. Can the ideas in the Declaration be made to apply?

Man: I wonder if the Declaration would pass today.

Chorus: No!

Woman: People would say it's too radical, that it would upset the system. We should train people to govern.

Man: We train people to be politicians and public relations men, why not leaders? We're awfully apathetic voters.

Woman: When an issue affects our pocketbooks we become interested.

Dawson: Education does not necessarily mean college. It means to be able to read, write, and know how government works. One person can do a lot on some issues.

Woman: About these nursing home scandals--I'm grateful to the Sentinel for publicizing them.

Man: I object to the government closing up these nursing homes. Taxpayers would carry the burden. We should demand improvements. In Milwaukee they're fixing prices.

Howe: One reason for this crisis is self interest. Many nursing homes are run by greed, not humanitarianism. The Founding Fathers never thought that self-interest would be so strong.

Dawson: Why don't we have the leadership to solve these problems?

Man: We have twenty guys running for one office!

Dawson: Do we use reason? I think we've substituted gut reaction, emotion and prejudice. This is bad. Isn't this why leadership has suffered? Did anyone see "60 Minutes" last week on nursing homes? I was amazed by the statistic that 21% of these homes operate on Medicare and Medicaid alone.

Sister Margaret: This chart shows the number of nursing homes over time, public and private. The small homes that give good care are the ones that won't last. They are overburdened by government regulations.

Dawson: That old man in the "60 Minutes" program lived in his own home. He valued his independence. The Declaration of Independence assures the right to pursue happiness. In the program they said that 57% of the expenses of private homes is for paperwork required by government regulations.

Woman: Only five percent of the people in those homes really need to be there. People dump senior citizens. We've lost the extended family concept.

Dawson: How many in this class had a mother or father who needed nursing home care? Who should be responsible for those who definitely need it?

Woman: Those cases are rare.

Man: They aren't so rare.

Howe: Will we be forced into centralized control?

Man: It's hard to believe that church-supported nursing homes are non-profit.

Dawson: Sometimes they charge those who can afford to pay more to compensate for those who can't.

Sister Margaret: Religious homes are better because the sisters receive low wages--keeping the cost down--and they are highly motivated.

Woman: In one Methodist home they must have 15 Title 19 people who try to get government funding.

Dawson: "60 Minutes" had a segment on a Minneapolis doctor who became so disgusted with Medicare that he went to a hospital and asked them to sign it over to him as a private corporation. Wallace asked him how he felt about a national health plan. He said he was against it because his hospital could provide treatment for two-thirds of the cost, without the red tape, and still make a profit.

Woman: Hospital bills are so high. How can we pay them without medicare?

Woman: The malpractice business is part of it.

Howe: That goes back to greed and self-interest.

Dawson: Has American promised its people too much? We have to wrestle with this.

Howe: We never did promise people everything they need. That is a recent idea. But let's get back to our subject. Can capitalism control the economy, or are we being pushed toward increased governmental management?

Woman: How did we get out of other recessions?

Dawson: When did we ever come out of a recession without war? Gearing up for World War II ended the Great Depression.

Howe: Government took on new responsibilities which it has continued today.

Woman: Our problems began when we went off the gold standard.

Howe: We are part of a larger world economy, and we are affected by global trends.

Woman: We need strong government controls. France and Germany have them.

Dawson: But are we able to accept constraints on our liberty? Security and liberty aren't compatible. We must decide.

Howe: The machinery for economic planning is being set up now by Galbraith, Leontief and Woodcock. This article says that business needs recessions to keep labor in line. Why do prices stay so high in a recession?

Woman: Because of the cost of labor.

Dawson: There are three economic philosophies: Marxism, laissez-faire, and government control. We're ready for a fourth philosophy--government capitalism. The world's most stable standard of living is in Russia. If we want freedom we are going to have to accept ups and downs in the economy.

Howe: Churchill said that democracy is the worst system of government except for all the others which have been tried and failed. I want to say that I've enjoyed this tremendously.

Woman: Let's make it a lecture course next time.

Howe: That isn't what we want. You all have contributed more information than we have.

Dawson: I wish you would read Jack Anderson's column in the morning paper. He says that CBS wouldn't run any of the one hour interviews another network did with President Ford because none of its reporters were there. Ford said our future was the brightest in years, but we would have to make sacrifices.

(2:30--adjournment)

Afterwards, several people approached me to say how much they enjoyed the cracker barrel discussions. Most said that it "really got me thinking again," or words to that effect. Pat Dawson said he hoped I wasn't bored. Cecelia Howe told me that she and Pat did not have set agendas for the meetings. Instead, they did background reading and tried to have a general topic for discussion in mind. She said she enjoyed doing the preparation, and that attendance had increased steadily since the first session at Holy Rosary School, when ten people came.

Subsequent Activity:

A second project, of a similar nature was funded by the Wisconsin Committee for 1976 in the southeastern Wisconsin area.



Questionnaires Mailed : 10
 Questionnaires Completed : 8

1. Which of the following phrases best defines what the term "the humanities" means to you?

#	%	
		Study of the art, history, language and culture of ancient Greece and Rome;
<u>1</u>	<u>12.5</u>	Concern for improving the welfare of mankind
<u>4</u>	<u>50</u>	System of thought in which human interests, values, and dignity are of primary importance;
<u>2</u>	<u>25</u>	Forms of learning concerned with human culture
<u>1</u>	<u>12.5</u>	Creation and performance of music, dance, poetry, drama and art.

2. Were you involved in developing the proposal for this project that was submitted to your state humanities program?

<u># 1</u>	<u>12.5%</u>	Yes
<u>7</u>	<u>87.5</u>	No

3. Did you receive an honorarium for your participation in the project?

<u># 8</u>	<u>100 %</u>	Yes
<u></u>	<u></u>	No

4. Which of the following factors motivated you to participate in this project?

<u># 2</u>	<u>25 %</u>	I am always eager to have a chance to talk about my area of competence.
<u>5</u>	<u>62.5</u>	I am interested in relating the humanities to public policy issues.
		My participation was arranged by a colleague.
<u>1</u>	<u>12.5</u>	I was attracted by the honorarium.
<u>2</u>	<u>25</u>	I participated as a favor to the project director.
<u>3</u>	<u>37.5</u>	I thought it would be a good learning experience for me.
<u>1</u>	<u>12.5</u>	I feel an obligation to help solve state or community problems.
<u>1</u>	<u>12.5</u>	Other

5. Did the project director give you any instructions concerning your role in the project?

<u># 8</u>	<u>100 %</u>	Yes
<u></u>	<u></u>	No

- b. If the project director gave you instructions, how would you characterize the guidance you received?

<u># 8</u>	<u>100 %</u>	Helpful
<u>5</u>	<u>62.5</u>	Specific
<u></u>	<u></u>	Restrictive

STATE-BASED PROGRAM PARTICIPANT SURVEY

5.c. If the project director gave you instructions, which of the following phrases describes the role prescribed for you?

#	%	
<u>5</u>	<u>62.5</u>	Impart information on your particular area of competence;
<u>3</u>	<u>37.5</u>	Express a humanistic perspective on the issue(s);
<u>8</u>	<u>100</u>	Advocate a particular point of view;
<u>4</u>	<u>50</u>	Clarify values;
<u>1</u>	<u>12.5</u>	Stimulate audience participation by raising issues;
		Serve as moderator;
		Other

6. What was your actual function in the project?

#	%	
<u>2</u>	<u>25</u>	Panelist
<u>1</u>	<u>12.5</u>	Discussant
<u>2</u>	<u>25</u>	Speaker/lecturer
<u>7</u>	<u>87.5</u>	Moderator
<u>1</u>	<u>12.5</u>	Discussion group leader
		Other

7. How many hours did you spend preparing for your participation in this project?

#	%	
<u>3</u>	<u>37.5</u>	less than 2 hours
<u>5</u>	<u>62.5</u>	2 to 5 hours
		5 to 10 hours
		10 to 20 hours
		over 20 hours

8. How many members of the audience at this program did you know?

#	%	
<u>7</u>	<u>87.5</u>	None
<u>1</u>	<u>12.5</u>	Less than half
		About half
		More than half
		Nearly all

9. When you participated in the project, were you aware that it was partially supported by funds provided to your state humanities program by the National Endowment for the Humanities?

#	%	
<u>8</u>	<u>100</u>	Yes
		No

10. Had you heard of the National Endowment for the Humanities before you participated in this project?

#	%	
<u>4</u>	<u>50</u>	Yes
<u>4</u>	<u>50</u>	No

STATE-BASED PROGRAM PARTICIPANT SURVEY

11. Have you participated in other projects sponsored by your state humanities program?

#	%	
8	100	No

- b. If "yes," how many?

#	%	
		1
		2
		3
		4-8
		9-15

12. Have you participated in projects sponsored by other states' humanities programs?

#	%	
		No

- b. If "yes," how many?

#	%	
		1
		2
		3
		4 or more

13. How would you characterize your participation in state or community affairs?

#	%	
7	87.5	Active
1	12.5	Not Active

14. Have you ever heard of the American Issues Forum?

#	%	
6	75	Yes
2	25	No

15. Do you think the concept of involving academic humanists and members of the general public in discussions on public policy issues is sound?

#	%	
8	100	Yes
		No

16. What is your age?

		17 and under
		18-24
		25-34
		35-49
		50-64
8	100	65 and over

STATE-BASED PROGRAM PARTICIPANT SURVEY

17. What is your sex?

5 62.5% Male
3 37.5 Female

18. What is the highest level of education you have completed?

High school		College		Post graduate	
#	%	#	%	#	%
<u>8</u>	<u>8</u>	<u>1</u>	<u>1</u>	<u>5</u>	<u>62.5%</u>
<u>9</u>	<u>9</u>	<u>2</u>	<u>2</u>		All but dissertation
<u>10</u>	<u>10</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>12.5</u>
<u>11</u>	<u>11</u>	<u>2</u>	<u>25</u>		Ph.D.
<u>12</u>	<u>12</u>				Other

19. What were your occupation and title at the time you participated in the project?

6 75% Retired
1 12.5 Executive
1 12.5 Unknown

Other _____

20. Are you currently a teacher?

1 12.5% Yes
7 87.5 No

b. If you are, at which type of institution do you teach?

_____ % Secondary school
 _____ 2-year college
 _____ 4-year college
1 100 University
 _____ Other

21. If you are not presently teaching, have you ever taught school in the past?

7 100% Yes
 _____ No

b. If you have taught in the past, at which types of institutions did you teach?

5 71.4 Secondary school
 _____ 2-year college
1 14.3 4-year college
2 28.6 University
 _____ Other

STATE-BASED PROGRAM PARTICIPANT SURVEY

IF THE ANSWER TO QUESTIONS #20 OR #21 IS YES:

22. What subject(s) do, or did, you teach?

# 4	66.7 %	Langs-Lit: Eng
1	16.7	History
1	16.7	Bio Sci: Gen

Other _____

23. Do you think that your participation in this project improves your opportunity for promotion or tenure?

# _____	% Yes
3	100
_____	No
_____	Not sure

24. How many books, articles, or scholarly papers have you had published or accepted for publication in the last two years?

# 7	87.5 %	None published
1	12.5	1-2
_____	_____	3-4
_____	_____	5-10
_____	_____	11-15
_____	_____	16-85

25. Have you encouraged any of your colleagues to participate in projects funded by a state humanities program?

# _____	% Yes
5	100
_____	No

26. Please rank the following items according to their importance to you in pursuing your career. (1=most important and 4=least important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Scholarly research	1-25%	2-50%		1-25%
Teaching students		2-50%	1-25%	1-25%
Educating the general public	1-25%			3-75%
Relating field to contemporary issues	1-25%			1-25% 2-50%