

Humanities

Labor History and the "Sartre Question" by HERBERT GUTMAN

Some may be surprised to find American working-class history defined as part of the humanities. What, they may wonder, can the study of changing employment patterns, work processes, employer practices, and trade union activities tell us about the human condition?

Humanists, of course, vary in their interests. But their concerns often focus on those aspects of everyday experiences which deal with the quality or condition of being human. The changing work experiences of ordinary Americans are central to such discourse.

Jean-Paul Sartre tells us why. "The essential," he observed, "is not what 'one' has done to man, but what man does with what 'one' has done to him." Sartre's emphasis redefines the important questions we should ask in studying the history of dependent American social classes: slaves and poor free blacks, immigrant and native-born wage earners, male and female blue- and white-collar workers, and union and non-union laborers.

What such men and women experienced (that is, what "one" has done to them) retains interest, but how they interpreted and then dealt with changing patterns of economic, social, and political dependence and inequality becomes our major concern. Studying the choices working men and women made and how their behavior affected important historical processes enlarges our understanding of "the condition of being human."

That has become very clear to me in the past few summers when I directed an NEH seminar (Americans at Work: Changing Social and Cultural Patterns) for trade union officials, mostly local and regional staff and officers. This summer, men and women from seven states representing workers in chemical, nuclear, textile, and steel factories, in the building trades and on the docks, and in government employment (teachers and unskilled public service workers) examined the "Sartre Question" by studying American working-class history.

Discussions ranged from examining seventeenth-century English and African work processes and cultures to the late twentieth-century worry over the decline of the so-called "Protestant work ethic." Earlier patterns of working-class life and labor became vivid after visits to Pawtucket (Rhode Island), Paterson (New Jersey), and New York City's Lower East Side. The unionists explored the autobiographies of Frederick Douglass and Nate Shaw, the poems of John Greenleaf Whittier, William Carlos Williams, and e. e. cummings, and the short stories of Lowell (Massachusetts) mill women, Herman Melville, I. L. Peretz, and



A meeting called to protest strikebreaking turned into Chicago's bloody Haymarket Riot, as this 1886 engraving from the Bettmann Archive shows.

Mario Puzo. A regular fare of historical writings fed each day's discussion, including works by Susan Benson, David Brody, Alan Dawley, Nathan Huggins, Lawrence Levine, Edmund S. Morgan, and E. P. Thompson.

These and related materials illustrate how laboring men and women survived and sometimes triumphed in changing American work settings. We learn how new workers use old cultures and how changing conditions of work and life cause working men and women to re-examine and change settled ways. These processes have been a constant in our history but have often been experienced anew by different racial and ethnic groups.

For many reasons, we know too little of the processes that helped shape the American working class and the nation. Excessive emphasis in the popular culture and in academic history on "assimilation" and on "achievement" trivializes explanation and meaning. So does the failure to probe "what man does with

what 'one' has done to him."

Resistance to dependence and inequality has been an irregular but constant theme in our national history. "Dependence," Thomas Jefferson warned, "begets subservience. . . and suffocates the germ of virtue." Americans (especially in this century), however, have associated the escape from dependence much too narrowly with possessive individualism.

Addressing the Sartre Question and re-examining American working-class history reveals a constant if shifting tension inside and outside the workplace between individualist and collective ways of achieving autonomy.

Sometimes a single individual revealed the shifting tension within himself. Abraham Cahan captured that splendidly in his novel *The Rise of David Levinsky*. Levinsky had come to America in 1885 to seek and find his fortune. A man of wealth, Levinsky feared for himself as he aged:

I can never forget the days of my misery. I cannot escape from my old self. My past

In this issue . . .

- 1 Labor History and the "Sartre Question"**
by Herbert Gutman
- 3 The Birth of the AFL/CIO**
- 4 Labor and the Humanities**
- 5 A Century of Working Women**
by Mari Jo Buhle
- 6 Life and Times of Rosie the Riveter**
- 8 The Shoe Workers of Lynn**
- 9 Dustjackets: Translations**
- 10 State of the States:
A Rural Odyssey**
- 12 Deadlines for Grant Applications**
- 13 History Day**
- 14 Dialogue: What Should A College Student Learn?**
by Edwin J. Delattre and
Eugen Weber
- 16 Humanities Education in the 80s**
by Geoffrey Marshall
- 17 An NEH Education Projects Sampler**
- 19 Recent NEH Grant Awards**
- 25 Myths and Realities:
Getting an NEH Grant**
- 26 Letters to the Editor**
- 28 About the Authors
In the Next Issue**



FOR INFORMATION ABOUT
SUBSCRIPTIONS SEE PAGE 31

and present do not comport well. David, the poor lad swinging over a Talmud volume at the Preacher's Synagogue, seems to have more in common with my inner identity than David Levinsky, the well-known cloak manufacturer.

Evidence of cooperative ways of achieving independence regularly dots the national experience. The Philadelphia Journeymen Carpenters explained their opposition to their employers in 1791:

'Tis one of the invaluable privileges of our nature, that when we conceive ourselves aggrieved, there is an inherent right in us to complain. . . . Self-preservation has induced us to enter into an indissoluble union, in order to ward off the blows which are threatened us, by the insolent hand of pampered affluence:—We mean hereafter, by a firm, independent mode of conduct, to protect each other. . . .

That theme was not a new one in 1791, and it would be echoed in later generations by men and women as different as Samuel Gompers,

Eugene Debs, the young Tom Watson, Aunt Molly Jackson, Carlo Tresca, Nate Shaw, Fanny Lou Hamer, and Cesar Chavez.

The recovery of this historic tension among working people—individual vs. collective solutions—should not be misinterpreted. It does not teach "lessons." Nor does it mean that the past should be ransacked for new heroes. Instead, it calls attention to the diverse and competing traditions that have shaped the American working-class experience. "Groups," the British writer and historian David Caute points out, "who lack a sense of their past resemble individuals without knowledge of their parents—stranded, half-invalidated, insecure. The rediscovered past furnishes us. . . with a diachronic pattern which provides an alternative context for thought and action."

Far more important than a "lesson," a context allows us to transform the given in our lives into the contingent. Past and present then merge in new ways and strengthen our capacity to overcome many of the inequities of late twentieth-century America.



A labor seminar participant inspects early industrial machines at Slater Mill Historical Society.

Photograph: Slater Mill Historic Site

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Editor's Notes

This issue's Dialogue asks the question "What should a college student learn?" but never raises the issue of "Who should go to college?" The general assumption in late twentieth-century America is that higher education is for everyone who may want it. The fact that such a view is so widely held is unique.

Despite the projections of declining enrollment, a higher proportion of young people *do* attend college along with a new influx of people who traditionally did not seek higher education in the past. Considering the enormous range of goals, preparation, and abilities in this heterogeneous group, questions about what should be learned are inevitable.

The early medieval definition of the liberal arts curriculum included only seven subjects. The texts were few. And there was general agreement about the nature of knowledge to be mastered, as well as who should learn—a small elite.

Before long, there were questions about content (a long struggle preceded the thirteenth-century incorporation of Aristotle into the curriculum, for example) but no question about the practical value of acquiring a liberal

arts degree.

More recently, the sciences have won a larger place in the curriculum, the social sciences and arts have been introduced, and many forms of vocational and pre-professional training have vied for the attention of students.

There is no consensus among humanities scholars in various fields—or even within fields—about what should be taught and to whom. To make choices even more difficult, entire new fields and subdisciplines present alternative values and competing claims that cannot be easily adjudicated.

Bioethics, women's history, ethnic studies, popular culture, sociobiology, to name a few, are founded on newly recognized ideas, methods, and source material. Each appeals to a vocal and influential constituency. Each enriches the curriculum while making questions of choice and definition more perplexing.

While continuing to "do battle for Aristotle," practitioners of the humanities are also finding ways to incorporate the new scholarship with the traditional—so that higher education continues to be a preparation for life, work, and leisure.

—Judith Chayes Neiman

LABOR PAINS: THE BIRTH OF THE AFL-CIO

With the intimacy that oral history affords, the George Meany Center for Labor Studies is re-examining one of labor history's critical questions: What circumstances caused the American Federation of Labor (AFL) and the Congress of Industrial Organizations (CIO), the two giants of the American labor movement, to become in 1955, the mighty AFL-CIO?

The Center has recently completed an NEH-supported oral history project that scrutinized the historic merger through a series of taped interviews with fifty-two labor leaders active in both unions during the merger negotiations. Designed in part to show today's labor leaders the importance of chronicling the American labor movement, the project has demonstrated the inevitable forces of the individual personality that shape history as surely as the movements which produce them.

Lane Kirkland, current president of the AFL-CIO and an AFL staffer at the time of the merger; Arthur Goldberg, supreme court justice and former U.N. ambassador, who was counsel to the CIO in the 1950s; and Douglas Fraser, president of the United Auto Workers, are among those who retold the drama of the merger.

Project director Alice M. Hoffman, associate professor of labor studies at Pennsylvania State University, says that original plans for the project included interviews with several crucial merger figures, especially Meany himself, who has since died. Former CIO president Walter P. Reuther, A. Philip Randolph and James B. Carey, Secretary-Treasurer of the pre-merger CIO, were also unable to be included.

Hoffman observes that a pre-merger rift between the ruling factions of the CIO played a far more important role in bringing the two giant labor organizations together than had been previously thought.

Conventional textbook explanations of the merger have focused on an apparent feeling among labor leaders at the time that they would have to unite to defend their interests against a growing tide of political conservatism that was increasingly hostile to the labor movement.

The interviews, however, conducted by a group of thirteen former and current labor educators trained and directed by Hoffman, emphasized the behind-the-scenes power struggle within the CIO between president Walter P. Reuther and David J. McDonald, president of the United Steelworkers of America.

The interviews reveal that when autocratic CIO president Philip Murray died in 1952, a fierce conflict ensued between CIO's two biggest unions, the United Auto Workers (UAW), led by Reuther, and the Steelworkers, headed by McDonald. Reuther won a bitter and close election for the CIO presidency over McDonald's choice for the job, Allan Haywood.

Embittered, McDonald used the power of his million-man union to disrupt the CIO. Reuther had difficulty governing the divided organization and it lost some of its effectiveness as a united voice of labor. Many Reuther intimates told interviewers how Reuther reasoned that merger with the AFL was the only way to strengthen the beleaguered CIO.

A second personality clash engaged Reuther once the merger was completed. With what was characterized as fierce antipathy on both sides, Reuther fought with George Meany

of the AFL for control of the new AFL-CIO. His loss brought Meany to the seat of power he held for twenty-five years.

The interviews also revealed other undocumented factors in the merger, say Hoffman and University of Maryland labor historian Stuart Kaufman, who evaluated the project for the Meany Center.

One was the ubiquitous influence of George Meany himself. Many of those interviewed, Kaufman added, praised Meany's ability to assuage disgruntled parties in both groups.

The interviews also uncovered the role of a little-known, AFL-sponsored 1953 study which helped move the two forces toward unification. The 1953 study concluded that the expensive and time-consuming "raiding" (attempts to enroll another union's members) produced no positive results for either the CIO or the AFL. These findings took many on both sides by surprise and weakened opposition to the merger.

The interviews reflect the general easing of differences on issues such as the role of the governing federation in organizing local unions and the question of communism in the union movement, as well as the lessening of tension between personalities in the two federations. The archival leaders of the CIO and AFL, Philip Murray and William Green, died within two weeks of each other in November 1952, three years before the merger.

According to Hoffman, oral documentation of the AFL-CIO merger is especially appropriate because recollections of the participants provide insight into the personal confrontations and the intense behind-the-scenes bargaining that forged the merger; and because there was very little contemporary reporting of internal causes of the merger, oral documentation is the only way to retrieve and preserve this information.

"The interviews are replete with fascinating personal anecdotes of the early days of the American labor movement—of the hardship of being out on strike, of efforts to organize particularly stubborn industries, and of the now-famous negotiations in smoke-filled rooms," says Lawrence Rogin, long-time labor activist and a senior staff associate at the Meany Center.

The Meany Center is an adult education facility providing seminars and institutes to trade union officials and staff. The nine-year-old school offers courses on subjects such as labor law, collective bargaining and psychology of union leadership.

The oral history project, says Fred K. Hoehler, Jr., executive director of the Meany Center, is the first step in the creation of a labor archives, and is intended to stimulate interest among current labor officials for the archives concept.

It apparently succeeded. The executive council of the AFL-CIO at its annual meeting this spring gave final approval to the archives and, according to Hoehler, ground breaking will take place next spring.

—Thomas Toch

Mr. Toch is a Washington journalist.

"AFL-CIO Labor Movement Oral History Project" / Alice M. Hoffman / George Meany Center for Labor Studies, Silver Spring, MD / \$66,998 / 1978-1980 / General Research Program, Division of Research



Phillip Murray



A. Philip Randolph



George Meany



Walter Reuther



AFL-CIO merger, December 1955

Photographs: AFL-CIO News

Photograph: Frank Alexander-Merkle



Cast of *Take Care* from District 1199's "Bread and Roses" project.



New York's United Department Store workers celebrate a 1941 strike settlement.

A new union between labor and the humanities

A new union—between representatives from twenty-seven of California's major labor organizations and humanities scholars and educators—has emerged from an NEH-supported conference at the University of Southern California's Center for the Humanities and Continuing Education. The result, it is hoped, will give Southern California workers a sense of their place in American labor history and of the collective character of the American working class.

Joyce Miller, vice-president and director of Social Services for the Amalgamated Clothing and Textile Workers Union, opened the conference last spring with a reproach. "The assumption underlying our presence at this conference, is that the worker has made important contributions to the . . . fabric of American life," she began. "But over time, the humanities have become alien and divorced from the lives of our working people. Their study has belonged only to people who could afford the leisure to participate in university settings."

This has not always been so. A strong relationship between workers and the academy existed during the early days of the labor movement when immigrant workers struggled to learn the English language and the history of

American institutions, and enriched their personal lives with the literature of their native countries. Herbert Gutman, labor historian, observed that "the gradual change occurred in the first decades of this century when corporate culture came to celebrate America by narrowly identifying it with achievement and success." Blue collar experiences were omitted from American histories because their immigrant status and backbreaking labor did not fit cultural proscriptions. "The working class past has . . . been denied to its descendants," Gutman continued.

Today's social historians, however, searching anew old historical territory, are re-charting a past that includes the lives of blue-collar men and women. As a result, new kinds of histories are being written, among them, the long-denied histories of American workers.

Conferees wanted to know what "practical" difference, if any, this could make for them.

Leon Stein, editor emeritus of *Justice*, International Ladies Garment Workers' Union, and member of the National Council on the Humanities, answered.

There is a need to fill the void in working life, created by the retreat of handicraft and the reassignment of control. . . in work to non-human instrumentalities. That void is being filled, but chiefly by devices that are distractions from the serious business of life. Television, beer and bowling have their place, but they are no substitute for thought and history and beauty. . . .

Unions have found new working-class histories and humanities programs productive means to stress the traditional trade union values of cooperation, solidarity, dignity, and worth of the individual. "Shared values create a sense of solidarity," Miller observed.

Moe Foner, executive director of New York's Local 1199 of the Union of Hospital and Health Care Workers, agreed. Cultural fairs, historical exhibits, publications, and musical productions which characterize the NEH-supported "Bread and Roses" project have replaced a former apathy among Local 1199 members with energetic respect for their work and themselves. "Before 'Bread and Roses' we had difficulty in attracting our membership to union meetings," Foner said, "but new-found pride in the role of the health-care worker, in our union's heritage, and in our cultural programs (many of which are open to all New York City residents) has reversed that trend."

The humanities make connections between

ideas and social realities; they build bridges between people. This is particularly important to unions where the membership has changed and where prejudices can divide members.

"We have had positive results with our 'Threads' program for Spanish-speaking Panamanian and Nicaraguan laundry workers in New York City," said Vicki Leibovics, co-director of the "Threads" project. With NEH support, the Amalgamated Clothing and Textile Workers Union developed this major discussion program to help ACTWU members examine contemporary issues and their own experiences with the vision lent by history and literature and philosophy. "Those two ethnic groups, who did not exchange one word before we instituted our 'Threads' discussion sessions now sit with one another at lunch," reported Leibovics.

Historian Michael Gordon is helping the United Food and Commercial Workers' Union, an amalgam of the retail clerks and meat-cutters unions, to collect a history of both unions and of their merger. The history will provide the basis for a UFCW effort to weigh and record future decisions and achievements. In Gutman's view, such efforts empower workers with a "social memory," the knowledge of their achievements and contributions to society. They also tell the public about the world of working people, and, by making accurate information available, may encourage better representations of workers, particularly blue-collar workers, in mass media.

With such programs as models, the conference participants broke into small groups to discuss history, media, occupational health and safety, labor studies, public policy, union archives and basic education. In some cases, extended discussion of project ideas developed into preliminary proposals for continued associations between workers and scholars: a permanent regional advisory council on Humanities and Labor; research and development of programming for a labor cable television network; and revision of secondary school history books to include the achievements of organized labor.

—Deborah Grossman

Ms. Grossman is the assistant director of the University of Southern California's Center for the Humanities.

"Humanities for Labor Conference" (Rosalind Loring/University of Southern California Center for the Humanities, Los Angeles, CA/\$18,610/1979-1980/Higher Education Projects-Regional and National, Division of Education Programs)



A Century of Working Women

What do women want? Or, to narrow the question, what do American women want from careers and family life? Polls indicate that a majority might prefer to have children instead of careers, but the reality of their economic circumstances dictates both. And if they seek public policy changes, their demands are essentially job-related in an attempt to improve their family lives: flexible working hours, a shorter work week, more sick pay, tax credits for working mothers, and child-care programs. The very real problems of adjustment to a dual role, rather than any supposed anti-family ideology of the "Liberated Woman," are a source of public anxiety—a recognition that the traditional beliefs in woman's undisturbed domesticity are shaken by the financial facts of modern life.

Discussions about the impact of women's wage labor on family life and morality are not unique to our own times. While no one would deny that a major shift has occurred since World War II, we should be aware that our ancestors witnessed a comparable upsurge in the numbers of working women almost a century ago.

There is, however, a crucial difference. Whereas today older women, especially married women with children, constitute the fastest-growing sector of the female labor force, in the late nineteenth century young single women were the prime candidates for employment and forced the most pressing questions about the meaning of their new roles.

As wives and daughters filled many positions vacated by their menfolk during the Civil War, discussion began in earnest. The debate continued over the next decades as unprecedented numbers of women, native- and foreign-born, secured employment in new industries flourishing during the post-war economic boom. Fleeing the countryside for potentially rewarding urban areas, young women congregated in the major manufacturing centers and became dominant in the textile and garment trades; or constituted a welcomed servant population for the rising entrepreneurial classes. By 1890 a local labor statistician esti-

mated that men and women vied in equal portions as the mainstay of Philadelphia's leading industries. In other cities as well, young women represented a new and important factor in the local economy.

Much of the public reaction to this development was unfavorable and associated the rise of the working woman with an imminent decline in family stability, as many do today. Some skilled workingmen and trade unionists predicted disaster. They believed women, who universally received smaller wages than men, would become fierce competitors for men's jobs and force male breadwinners out of work; or, women would lower the overall wage scale and make it impossible for a family to survive on a husband's wage. Many ministers joined the chorus, proclaiming women's unholy exodus from their sphere a threat to the family, a God-ordained institution. Educators and physicians often added the weight of authority to these discussions. They warned against possible eugenic calamities, as women tested their physical and mental capacities in unnatural callings and thereby threatened their most precious gift, the ability to bear healthy offspring.

Amid the clamor, a Boston woman, Caroline H. Dall, penned the first lengthy tract defending women's right to work in 1859. She dismissed the popular notion that women's place was solely in the home; she scoffed at the opinion that physical and mental disabilities made women unsuited for the market place. Women were compelled by the necessity of bread, by a natural ability and need to express their talents, and by the moral wont to abhor idleness, Dall insisted. "Women want to work," she stated, "for all the reasons men want it."

From the Civil War until the turn of the century, hundreds of thousands of women gathered under the banner "equal wages for equal work." A genuine mass movement, similar in size, scope, and elusive organizational structure to the current women's movement, gathered to consider bread-and-butter aspects of women's advancement and rallied to aid all "self-supporting women." In the process



women activists created a multiplicity of institutions—clubs, schools, trade unions, homes—rarely examined by historians more traditionally attuned to the contemporaneous demand for women's suffrage.

Because the majority of women entering the work force were young and single, their allies sought to assure them the protection and guidance formerly provided by their families. They most characteristically created the home for working women, a boarding facility designed to meet young women's physical needs, and simultaneously instituted an array of supplementary programs: employment bureaus, vocational classes, recreation and vacation societies, religious services, and health-care programs.

Although the Young Women's Christian Association, the "Y," offered the most comprehensive set of services, secular organizations, including various working women's cooperative societies and trade unions, contributed their share. The Jane Club, for example, a cooperative household affiliated with Hull House, served as a political and psychological home for Chicago's leading trade union women of the 1890s. At the turn of the century these various efforts culminated in a campaign shrouded by ambiguity: the protective legislation enacted during the Progressive Era.

The troubled campaign for the Equal Rights Amendment speaks to this uncertain legacy amidst a drastically changed situation in the twentieth century. Singles apartments, community colleges, state-run employment bureaus have replaced the former voluntary agencies, although none has successfully met the continuing problems of differentially low wages and occupational hazards. As a social factor, however, single working women stir little controversy. Indeed, the capable young woman who chooses not to earn her keep now seems odd.

Today's questions concerning women's participation in wage labor focus on married women. Although black women had since the



Establishing wage rates for piecework by weighing wire and recording weights in 1919.



A 1912 Boston woolen mill interior shows a young woman operating a finishing machine.

Civil War rarely considered marriage a deterrent to earning a living, they represented an exceptional group; as late at 1940 only 30 percent of all working women were married. World War II thus established a new standard, especially as many older women found relatively lucrative jobs in war industries. Polls conducted toward the end of the war indicated that the majority of these "temporary" workers intended to remain in the labor force. And they did. Despite the massive lay-offs during the reconversion to peace-time production, women between the ages of thirty-five and forty-four accounted for the fastest rate of growth of the various groups seeking paid employment over the next decade.

Sociologists initially explained this surge in women's work force participation in reference to growth in economic sectors typed as women's or "pink collar" jobs, the clerical and service trades which expanded rapidly after the war. Rarely unionized, these jobs paid considerably less than the industrial jobs many women held during wartime. But they were the

major opportunity for the overwhelming majority of women seeking employment.

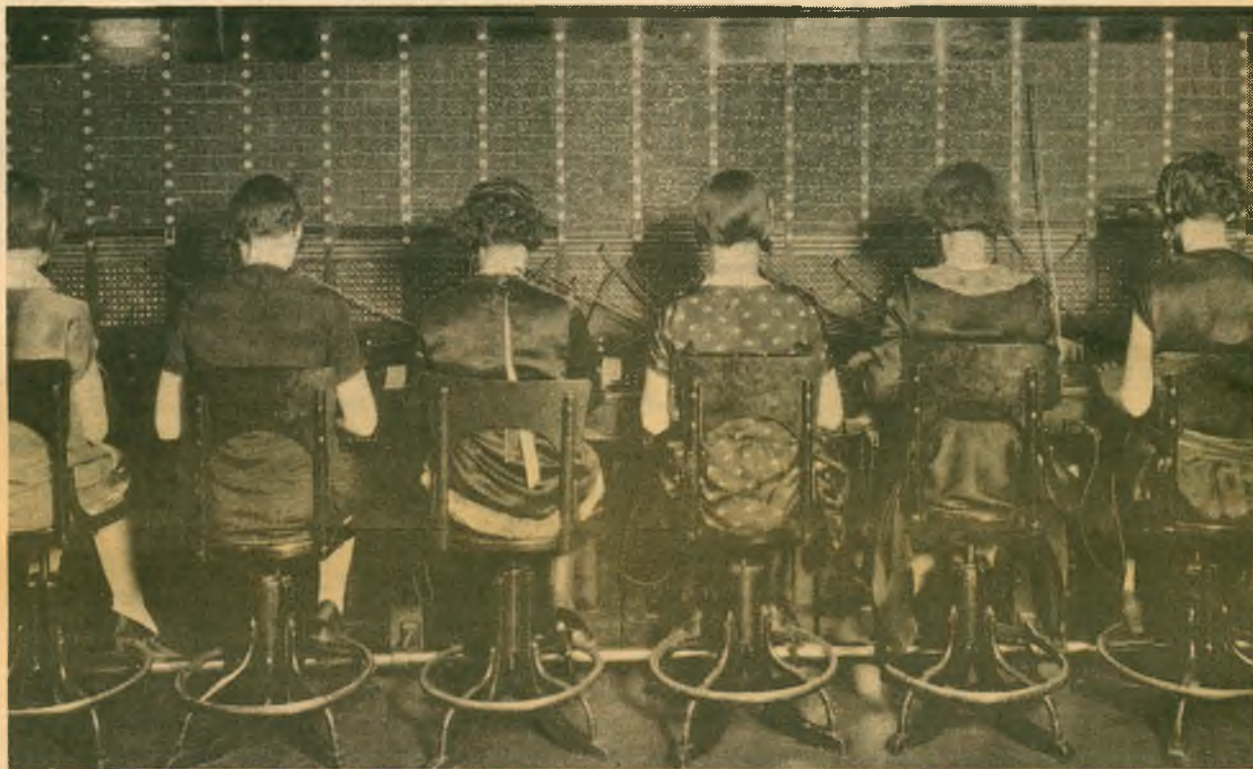
More recently sociologists have emphasized another consideration, the fact that the proportion of women in wage labor, especially married women, increases during periods of economic crisis or stagnation. During the Great Depression, for example, women in paid labor grew by 22 percent, the largest decadal increase known in American history. During times of high unemployment, women apparently take even low-paying jobs to help their families cope with adversity. Especially for women with children, the inability of their husbands to find employment is the most decisive factor in their decision to enter the labor market. This hypothesis is quite suggestive, for it helps explain the impressive 19 percent increase in the female labor force during 1965-1976, the period marking the onset of "stagflation."

Because of expanded opportunity, financial necessity, and the sheer desire to experience a satisfaction and sociability possible only outside

the home—women have made permanent what Daniel Bell called "The Great Back to Work Movement" after World War II.

However, today's expectations are no less poignant than those of a century ago, and for good reasons. Young wage-earning women gained a greater degree of autonomy from parental authority in choosing marriage partners, places of residence, and occupations. Today's married working women obviously gain to some extent greater freedom within marriage, more control over individual decisions and influence over family matters.

If history is any guide, public policy is only one and frequently not the most important effect of social changes. Yet, as the question of protective legislation demonstrates, policy may have far-reaching implications for future generations. Laws can make the transition to paid work more or less difficult; they also reflect our public process of learning about the implications of women's labor, a process now one hundred years in the making. —Mary Jo Buhle



During and after World War I women became welders as well as telephone operators, as evidenced in these photographs from the National Archives.

Life and Times of Rosie The Riveter

*While other girls attend their favorite cocktail bar,
Sipping dry martinis, munching caviar,
There's a girl who's really putting them to shame.
Rosie is her name.*

*All the day long, whether rain or shine,
She's a part of the assembly line.
She's making history, working for victory,
Rosie the Riveter.*

Rosie may well have been making history, as the Four Sergeants sang, but until recently her experiences—those of the six million or so women who flocked to the factories during World War II—have gone largely unrecorded. Now, however, at least five of those Rosies will get a chance to tell their own stories in "The Life and Times of Rosie the Riveter," a documentary film scheduled for release this fall.

Filmmaker Connie Field and her co-workers interviewed about seven hundred women who responded eagerly to advertisements and arti-

cles in local newspapers around the country. In the San Francisco Bay area alone, where the film project is based, 400 former Rosies called in to offer their reminiscences within a mere two weeks. After an interview that might last as long as four or five hours, the filmmakers would always ask the woman how she felt about being part of the project.

"And the thing that we heard over and over again was, 'I feel I'm important for the first time,'" Field says.

Lola Weixel, a former riveter who appears in the film, recalls her excitement when she saw an ad about the project because "I thought, gee, we were nothing but a big joke to everyone I knew. We were forgotten and never appreciated."

Field chose the five women who appear in the film carefully, looking for people who were both representative and who were, as individu-

als, compelling.

"They're used in the film as people, and not to make points," she says.

But she did set out deliberately to portray a Rosie who was typical of most of the women who held wartime industrial jobs—women who had come out of other, lower-paying jobs and not, as the stereotype would have it, from home.

Although 78 percent of the women who entered the wartime industrial work force had held jobs before, wartime propaganda films—some of which Field is incorporating into her own film—were pitched at the housewife. "A woman can operate a drill press just as easily as a juice extractor in her own kitchen," one film cajoled. And when the war ended and millions of women were laid off to make room for returning veterans, popular magazines and documentary films told Rosie just as bluntly to

return to the kitchen.

Many women, however, stayed in the work force, doing less skilled work for lower pay. Gladys Belcher, who had grown up on a farm in Arkansas and had rushed to California to take advantage of wartime employment opportunities, loved her job as a welder and had attended welding classes for four hours every day after work at Kaiser Industries, "so that when I got out of there I could get another job at welding, 'cause I really enjoyed it." But the only job she could find after the war was in the kitchen of the Seashell Restaurant, where she stayed for the next seventeen years.

Black women, whose earnings had skyrocketed 1,000 percent during the war, were especially hard hit. Juanita Allen, a wartime riveter at a Ford aircraft plant in Detroit, found herself living with a sister in Chicago and trying to support her two children with her meager earnings at a restaurant.

"I would come home from work and say, 'You know I used to make this in a day, what I

now make in a week,'" she says.

Field was struck by the number of women who told her that their wartime jobs were the best they ever had in their lives. The enthusiasm of Lola Weixel was typical, she says. Weixel remembers hearing a neighbor's son talking about his training as a welder with the National Youth Administration soon after Pearl Harbor. His description of the work—the fire and the machinery—made it sound so much more important and exciting than the artist's modeling she was doing, she recalls. So when the neighbor's son mentioned there was a woman in his training program, Weixel sent off a letter immediately.

"They told me the woman there was a special case—she was a protege of Eleanor Roosevelt's," Weixel says. "But they must have kept my letter because a while later they called me."

The work more than lived up to Weixel's expectations. She loved the job and finally earned a first-class welding license from the Air

Force.

"The men didn't like us at all," recalls Weixel. "They resented us because there was this myth that you had to be an apprentice for five years."

Juanita Allen had to battle just to get into the factory. She and the other black women in the training program at the Murray body plant in Detroit were not being hired as riveters, even though they had completed more than the requisite ninety hours of training.

When the union shop steward asked for a volunteer to bring charges of racial discrimination against the company, Allen was the only one who stepped forward—the others were afraid that they would never get hired if they made a fuss. So Allen sat in the employment office day after day, counting the number of white women who were getting jobs. After that, the company began finding jobs for black women—but not for Allen. Fortunately, she soon found a job at a Ford plant.

Although Allen was laid off at the end of



the war, she was eventually called back to work on the auto assembly line at Ford, where she spent the next thirty years. The difference between her wartime aircraft work, when the company was guaranteed a certain profit margin, and her later experience, when she was working "on production," was "like night and day," she says.

"It was faster, dirtier, more difficult, there was more pressure, more everything," Allen recalls.

She would much have preferred a secretarial job in an office atmosphere, even at a pay cut, she says, and she took night courses with the hope of eventually finding one. But she adds, "the secretarial jobs open to black women within the plant were always the least desirable."

Lola Weixel, sitting in the high-rise Man-

hattan office building where she now works as a proofreader, compares her two job experiences and says almost without hesitation that she would have continued as a welder if she had been given the chance. She did apply for a few welding jobs after the war, but women were no longer considered suitable.

"But some of the men who are doing construction in the office now," she says over the sound of drills, "tell me they have a few women apprentices."

Connie Field hopes that the film, which began as an NEH Youthgrant, will be shown to union groups and high school students as well as to a public television audience, and will give support to women who hold industrial jobs now and encouragement to younger women who may be considering nontraditional fields.

"They should know that it's an option,"



Photographs: Rosie the Riveter Film Project

she says, "that this is a part of their history that was taken away."

Field now speaks knowledgeably of the differences between welding and riveting, of the satisfactions that can come from the power and craft of the jobs and from the sense of collective effort. But, enmeshed in production and matching fund raising for the film project, she has not had the chance to try her own hand at welding. It is one of the first things she'd like to do when the film is complete, she says.

—Natalie Wexler

Ms. Wexler, a labor historian, is a student at the University of Pennsylvania School of Law.

"The Life and Times of Rosie the Riveter"/Connie Field/Rosie the Riveter Film Project, Emeryville, CA/\$138,951/1979-1980/Media Humanities Projects Program, Division of Public Programs



The shoe workers of Lynn

Lynn, Massachusetts, was once renowned for manufacturing the finest of women's shoes. At the turn of this century, nearly two hundred factories sent twenty million pairs of shoes to fashion-conscious women here and abroad.

But beginning in the 1920s, one by one the factories closed. Some workers followed the shoe trade to new areas while others found employment in the growing electrical industry of Lynn. Lynn became, in the words of poet Vincent Ferrini, "a graveyard of factories/ Monumental tombstones accusing with broken eyes."

The extraordinary story of the flowering and fading of Lynn was told in an NEH-supported exhibit entitled "Life and Times in Shoe City: The Shoe Workers of Lynn" shown at the Essex Institute of Salem, Massachusetts.

The Institute, one of the nation's oldest and most venerable historical societies, has long enjoyed the patronage of New England's old professional and merchant families. But with the story of Lynn, the staff was able to attract a wider audience, the descendants of the nineteenth- and early twentieth-century immigrants who had come from Europe and Canada to work in the then-burgeoning industries of New England. The two-hundred-year history of the Lynn shoe industry is *their* history.

By involving some of the old-timers who remembered working in the shoe factories, and arranging discussions between labor historians and union members formerly employed in the industry, the exhibit served as a magnet attracting many additional artifacts and memorabilia owned by shoe workers' families.

The exhibit paid homage to the ancient shoemaking craft first practiced in colonial America by farmers working on winter nights to

make the family's shoes. In the mid-eighteenth century, Lynn became a center for making women's shoes when a Welsh shoemaker taught Lynn craftsmen how to divide the steps of shoemaking and how to make their products fashionable.

At first shoes were made at home, the men fashioning whole shoes, the women helping out between household tasks by binding or stitching the upper part of the shoe. Gradually, the men moved their work into small buildings near their homes. Fathers worked with sons and fellow shoemakers in these "ten-footers," as they were called, because they measured between ten and fourteen feet square. The work required little concentration and one contemporary observer wrote that every workshop was "a school and an incipient debating club."

But between 1855 and 1865 several machines were developed to do work which had previously been done by hand. The work place now moved from home and backyard to noisy, crowded factories where men and women became semi-skilled machine operators, each performing a monotonous single task.

With industrialization came labor struggles. According to labor historian John T. Cumbler, Lynn shoemakers, rooted in the tradition of the "ten-footers" where they had control over the work process, fought to maintain independence and democracy. Beginning in 1860, with the nation's largest strike to date, the Lynn shoe industry experienced frequent unrest, resulting both from the labor-management struggles and from internal union dissension as the national union often placed the fight for consolidation above the local concerns of the Lynn workers.

In the 1920s with changing consumer demands and competition from other markets, the

Lynn shoe industry began its decline. By 1975 only two shoe factories were operating, and today, many of those old buildings stand in empty desuetude.

In the exhibit, outsize photographs illustrate Lynn's history and the everyday lives of its people, and artifacts, including early hand-crafted shoes made in Lynn, craftsmen's tools and the machinery that revolutionized the industry, depict the changes in the shoemaking trade. A "ten-footer," a Victorian parlor from the home of a manufacturer, and a kitchen from a worker's apartment, are all furnished with such detail that one visitor said "I could really imagine what it was like to live then."

Keith Melder, a social historian who was guest curator, expresses other satisfactions. "Although the exhibit was organized by professionals from outside the Lynn community, the substance came from the people of Lynn," he says. "They provided photographs and objects, and their words captioned the items on display." Melder mentioned a section of the exhibit illustrating how each of the diverse groups of immigrants set up its own community within the city where language and tradition were passed on through church and school.

Melder was also pleased to hear some old timers say they had learned something that they had not thought of before—that "history is about plain working people as well as those who are more famous." —Anita Franz Mintz

Mrs. Mintz is a Washington writer.

"Life and Times in Shoe City: The Shoe Workers of Lynn, 1850-1950" / Anne Farnam / Essex Institute, Salem, MA / \$69,510 / 1979-1980 / Museums and Historical Organizations Humanities Projects Program, Division of Public Programs



Minnie Worth supervises the shoeworkers of Lynn, Massachusetts, from a 1915 photograph exhibited in "Life and Times in Shoe City."



DUSTJACKETS—OTHER VOICES FROM OTHER ROOMS

Translation is a form of teaching. The translator begins with an assessment of the ignorance of his readers as they approach the work in question, and attacks that ignorance with all the weapons available, anticipating difficulty and avoiding condescension. Where the English version cannot clarify fully, there must be lucid annotation. There should be some preliminary interest in the mind of the reader, and the translator must struggle to nourish and increase that interest throughout the work. The reader should be left with a sense of mastery and understanding, with a feeling that the experience has been novel but not strange, demanding but not impossibly obscure.

If all this can be achieved, then the reader will have been introduced to a new and exciting world, as was the poet Keats when he first looked into Chapman's translation of Homer:

Then felt I like some watcher of the skies
When a new planet swims into his ken;
Or like stout Cortez when with eagle eyes
He star'd at the Pacific—and all his men
Look'd at each other with a wild surmise—
Silent, upon a peak in Darien.

Today the Homeric world is known to millions of English readers through the translations of Lattimore and Fitzgerald. Chapman's version is probably no longer obtainable and, if it were, we would not prefer it.

The literature of ancient Greece and Rome has been well served by new translators in this century, and this is generally true of the major primary works of Western Europe. Stendhal and Flaubert are as accessible as Dickens or Melville. Russian novelists and Scandinavian playwrights cannot be excluded from discussions of the novel or the drama, thanks to translators.

But what about the rest of the world? Do we know any more about the Middle East and its literature than a few tales from the Arabian Nights or some verses of Omar Khayyam?

The literature of China and Japan was broached in translation by the pioneering Englishman Arthur Waley. When his translation of the *Tale of Genji* appeared after World War I, the excitement of English readers was certainly Keatsian. In his book *Japanese Literature* (Grove Press, 1955), Donald Keene remarks: "When the first volume of Arthur Waley's translation of *The Tale of Genji* appeared in 1923, Western critics, astonished at its grandeur and at the unsuspected world which it revealed to them, searched desperately for parallels in more familiar literature. *The Tale of Genji* was likened to *Don Quixote*, *The Decameron*, *Gargantua and Pantagruel*, *Tom Jones*, even to *Le Morte d'Arthur*; in short, to almost every major work of fiction. . ."

Waley's excerpted version of the great

mythic Chinese novel *Hsi-yu chi*, titled *Monkey*, did the same for Chinese literature. But since World War II, most of Waley's successors have been scholars in the United States, both Oriental and Western. The demand for, and the supply of, faithful translations of highest quality has increased immensely. Instead of Waley's thirty-chapter adaptation of the *Hsi-yu-chi* we may now read Anthony Yu's full version, a 100-chapter translation, *The Journey to the West*. One reviewer called it "an impious Buddhist version of *The Pilgrim's Progress*."

But even area studies experts—to say nothing of our national interests—are restrained by a language barrier in cultures where English translations do not exist. The very names of principal authors and the titles of their works are meaningless for most of us: the *Popol Vuh* of the Quiche' Maya, the *Memoirs of Wasifi*, the *Divan* of Yunus Emre, *Jamalzadah's Sar u Tah-i Yak Karbas*, the *Book of Chan K'in*, Sijelmasi's *al-ʿAmal al-Mutlaq*.

These are all examples of translations supported by NEH grants. Obscure? Certainly. But when we add that the last-named work is a primary text on Islamic legal practice, the importance of having an English translation is obvious.

The Endowment's program is designed to put new tools of scholarship into the hands of experts; but it may well create fascinating new reading for the general public, where the appetite and need for direct experience of other cultures is already considerable and growing daily.

Since 1977, the NEH has been making some fifty translation grants each year, many of them just reaching the publication stage now. Some examples of the riches soon to be uncovered will illustrate the range, both in space and time.

Three translators are currently working on various texts from the ancient Near East, from the kingdoms between the rivers Tigris and Euphrates (Mesopotamia), where Noah's ark floated. The texts are written in cuneiform on clay tablets found in Sumer, Akkad, and Assyria, dating from the second and third millennia B.C. One large compendium of Sumerian literary works, being translated by Professor Thorkild Jacobson, will relate the kingdom's history through *Epic* and *Lament*, its political ideals through *Royal Hymns*, and its understanding of the universe through *Myths*.

Professor Jerrold Cooper is working on another corpus, Mesopotamian *Royal Inscriptions*, which contains the primary documents for that region's political history. Sally Moren, a resident scholar at the University of Pennsylvania, is translating a collection of nearly ten thousand omens known as the *Shumma Alu* (the title is taken from the opening words of the first line of the Akkadian text—"If a city is set on a height. . ."); these texts illustrate the impor-

tance of divination to ancient Mesopotamians in understanding and controlling their world.

These three projects will consider and interpret many fragments of clay held in libraries and collections round the world; textual uncertainties will be resolved and obscurities clarified in extensive notes. Thus the work of the archaeologist will inform the historian, and bring into clearer focus life in that cradle of civilization until now so uncertainly described.

Five thousand years later, the Middle East is still supplying texts for translators. In modern Egypt there are itinerant minstrels performing popular ballads in colloquial Egyptian Arabic. Professor Pierre Cachia is engaged in transcribing and translating this "literature of the people," which differs considerably from that of the educated Egyptian elite, not only in word usage, style, and subject matter, but in its reflection of different ethical, social, political, and religious values. Mr. Cachia has been collecting and recording this material for fifteen years, but his translation will be of value to scholars and general readers for decades to come.

A little closer to home, but just as "foreign" to most of us, is the literature of the Tlingit Indians of Southeast Alaska. Nora Dauenhauer, one of the elders of the clan, and her husband Richard have recorded and transcribed examples of Tlingit *Oratory* texts. These "memorial potlaches" are the clan's property, and it is thanks to the trust and cooperation accorded to the Dauenhauers by the clan's older members that this translation, which promises to be a major literary and anthropological event, is underway.

The writings of W.B. Yeats are not so unknown or obscure, but his sources may be. His play, *The Death of ChuChulainn* is based on an eighth-century Irish saga of the same title. Professor Maria Tymoczko has just completed her work on this epic, which belongs to the group of medieval "death tales," such as the *Song of Roland* and *Beowulf*, which celebrate the feats and mourn the last defeat of a great hero. The original text is in archaic prose and cryptic alliterative verse. The translation promises to enable comparatists to broaden their understanding of this genre and to give students of modern Irish poetry access to the source of Yeats's drama.

It is hard to choose examples that will be typical when the range is so great, but all these translators have in common the quality of great teachers who can unlock for use those "realms of gold" that staggered Keats's imagination.

—Susan Mango and Harold Cannon.

Ms. Mango and Mr. Cannon are Endowment staff members whose responsibilities include the Translations Program (Division of Research Programs).

STATE OF THE STATES

A rural odyssey

City Man: "Hello boy."

Country Boy: "Hello yourself."

City Man: "Where does this road go?"

Country Boy: "Hain't never seed it go nowheres. It allus stays right where it's at."

City Man: "How far is it to the next town?"

Country Boy: "Don't know. Never measured it."

City Man: "You don't know anything. You're certainly the biggest fool I ever saw."

Country Boy: "I knows I don't know nothing. I knows I's a fool. But I ain't lost."

For Barbara Allen, scholar-in-residence in Yazoo City, Mississippi, story-telling is a "basic form of communication," a way for Yazooans proud of their rural and small town ways of life "to laugh at themselves" and "express a sense of pride in themselves through stories in which they get the best of strangers." Allen spent a year in Yazoo City, helping local citizens explore their own culture, through a grant from the Mississippi Committee for the Humanities.

State humanities councils have funded numerous activities that focus on the special richness of rural America. "It is a paradox of American life that its most obscure people constitute the nation's largest single minority—rural Americans," Larry Van Goethem wrote in the *New York Times*. Although making up about 20 percent of the population, "They have no lobby, reduced political leverage, an antique patina and few spokesmen." Yet, he observed, "Wherever they live, these Americans seem to have preserved some of the character of this country before most of its people marched lockstep into the cities."

Perhaps too readily stereotyped, rural citizens have identities as diverse as their urban cousins, though they may be more difficult to understand because of their relative isolation.

Cities, readily accessible, are assumed to be bustling hubs of cultural wealth and diversity,

while rural areas are sometimes naively assumed to be peaceful, perhaps boring, homogeneous, pastoral landscapes, distinguished only by the type of terrain, mountainous or flat, arid or rich in vegetation. Then too, city dwellers may assume that space-age communication and easy mobility have erased or at least blurred the distinctive character of remote communities. But the diversity of projects funded by the state humanities councils suggests that rural communities have not dissolved into a homogenized mass anymore than have the nation's great cities and metropolitan centers.

Congress has expressed special concern that the Endowment's programming reach citizens who, because of geographical limitations, might not otherwise benefit from Endowment programs, a call to which the state humanities councils have responded with unique success and vigor. Composed of citizens from throughout each state, from rural and urban areas, the councils are ideally situated to identify diverse population groups in each state and tailor programs by, for, and about each of them.

Yet programs for rural audiences remain a special challenge. Separated by great geographical distances from universities, colleges, and scholars in the humanities, rural areas may lack the mammoth institutional resources, the great libraries and museums, of more populous areas. In rural areas, however, the human institutions of schools, community groups, churches, and families have proved a rich source of ideas, values, and talents which rural communities use to explore their own special heritages and cultures.

In South Dakota, where 60 percent of the population of 690,000 is "rural," there are only fifteen institutions of higher education. To participate in a program in Martin (population: 1,248), the nearest scholar must travel three hundred miles round-trip. No towns in the vast mid-section of the state have populations of more than ten thousand; there are few libraries, museums, or local newspapers of any sort. Still, the South Dakota Committee for the Humanities has succeeded, through diligence, in making about a hundred grants each year in all areas of the state. The Committee uses college professors during the summer as program development consultants who travel to rural communities to help local groups plan projects and write proposals for funding. To work with scholars in developing public programming, the Committee has an advisory Council of Humanists, with representatives from each col-

lege and university in the state, and periodically holds a state-wide conference where scholars can share ideas about working with the public.

In Vermont, where the total population is 500,000 and the largest city (Burlington) has only 40,000 people, the image of the state as nothing but a "peaceful, rural landscape" is challenged by the Vermont Council on the Humanities and Public Issues. The state has diverse ethnic groups, including 20,000 French-speaking citizens and 3,000 Spanish-Americans, as well as thirty-six newspapers, an unusually high number per capita. But although Executive Director Victor Swenson admits that "There is some truth to Vermont's image as a place of refuge from the rigors of urban life," the Council funds a wide variety of activities that show the very worldly interests of citizens, such as a program on "Our Towns/Our World: A Symposium on Environmental Interdependence."

Montana has the fourth largest land area in the country, exceeded only by Alaska, Texas, and California. Its population is only 750,000, fewer than six people per square mile. The state has only seventeen towns with populations over 5,000, and only twelve institutions of higher education, most of them in or near the major population centers. But Montanans are fascinated by their own local history, and almost every one of the state's fifty-six counties has a small museum staffed by local volunteers. The state has no educational television system, no adult education association, and no state-wide extension education organization for the humanities, except for the Montana Committee for the Humanities, which makes about fifty grants each year for public programs.



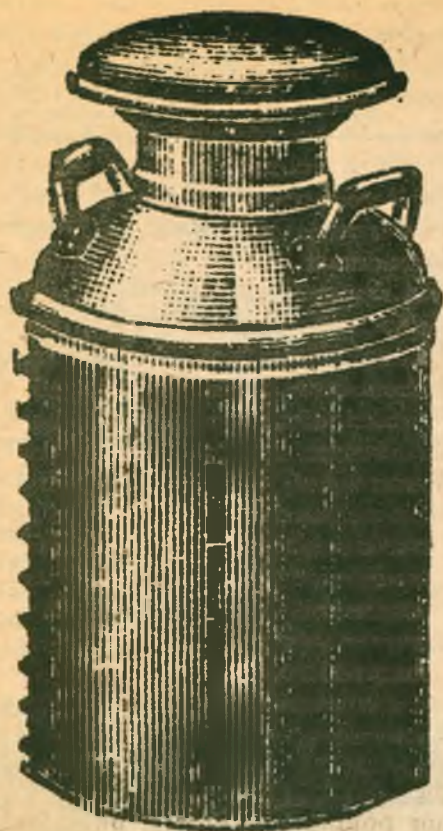
Photograph: Ellen Giampontone, Los Angeles

Because most of Montana's small historical societies and museums lack adequately-trained staffs, have very limited financial resources, and are often located great distances from any college, the Committee has established a special funding program to assist them in using their local collections to provide interpretive exhibits and programs for residents. The Montana Committee also responded to the great interest of its local citizens, especially the many Native Americans in the state, in preserving their traditions through the use of oral history. The Committee conducted a series of five workshops around the state in 1979 to help people understand and use the potential of oral history.

Another effort by the Montana Committee to assist citizens in remote areas of the state was the recruitment last year of seven "field humanists," scholars at colleges across the state, who are available to travel to assist citizens' groups in developing local humanities programming.

The same land that presents such immense obstacles to travel, the land that separates rural citizens from their neighbors, is still valued





above almost all else. Perhaps because of the closeness to the land, the "sense of place" throughout rural America, and the close ties to family and traditions, rural citizens share a strong love of their own history, a longing to know of sources and beginnings.

Typical of the many modest grants made by state committees was a grant of \$300, which made it possible for residents of Dalesburg, South Dakota, to meet with a literature professor to examine their culture and language in depth on Scandinavian Heritage Day. In Mountain City (population: 1,300), in the easternmost county of Tennessee, local residents discussed "Appalachian English: Reality and Myth," with professors of English and linguistics, a project funded by the Tennessee Committee for the Humanities. Participants said it was "wonderful to hear some words I haven't heard since I was a child." "I'm proud of my old mountain speech, but now I understand more about it," said another. "This is the first time I understood the difference between dialect and good old King's English." In Montana, "suitcase exhibits" are bringing historical artifacts and interpretive materials on frontier schools, blacksmiths, and Montana immigrants to remote areas of the state.

Rural citizens, continually confronted with wide expanses of soil and plains, with endless horizons, boundless space and clean air, still fully comprehend today's shortages. It may be easier there to share, even now, a pioneer's confidence in the wealth of the land and in the unlimited potential of the people who came to conquer the frontier. It may be easier to have an intimate understanding of the ideals and dreams sometimes forgotten in cities torn by racial and economic strife, and by severe disparities in poverty and wealth. Yet rural America is coming to grips with shortages, economic pressures, skyrocketing costs for fertilizer and fuel, and the ever-tenuous gamble of relying on the soil.

A sixty-minute film funded by the Montana Committee, "Montana Agriculture: The Economics and The Myth," examines the concept of Western individualism which has both plagued and given meaning to rural life and agriculture in the state. The program, narrated by K. Ross Toole, a respected Western historian, and co-sponsored by Women Involved in Farm Economics (W.I.F.E.), was aired on state-wide tele-

vision. At a two-day conference in Glendive, Montana, local residents, mostly farmers, discussed "The Family Farm: Endangered Species" with eight scholars. Citizens of Fairburn, South Dakota, and a historian discussed the problems of urban sprawl, and how to balance the need for growth with the desire to maintain a quiet, rural lifestyle, and contemplated the experiences of other areas faced with sudden growth. In Flandreau, South Dakota, at programs on "Farming: Get Big or Get Out?" and "The Effects of Industrial Development on a Small Community," residents discussed the history of family farming, and the shifts in lifestyles and values that accompany economic development, with scholars in history, cultural geography, and sociology.

At a major Arkansas state-wide conference on the "Farm Family" earlier this year, such topics as "Farm Family: Image and Fact" were discussed with philosophers, historians, anthropologists, literary scholars, rural citizens, and government officials. Constantina Safilios-Rothschild, a sociologist at Pennsylvania State University, addressed the pressure of current economics on the "very traditional values of small farmers." She noted that "independence was great in the pioneer days for survival, but maybe now what we need is a little diminution of independence. Nobody anymore can live completely on his own, even countries can't anymore. They have to find ways of collaborating with each other in order to stay independent, and maybe that's what the small farmers have to learn how to do also."

In Morton, Mississippi, five state committee-funded programs were held last spring on "Rural Community in a New Age." In Glasgow, Montana, local residents explored the impact on local rural communities of proposed industrial development at the Glasgow Air Force Base.

Traditions of independence and the all-important links to the land and the family may have helped rural citizens resist shallow fads, extremism, and desperate searches for escape, but they are struggling with the same tidal wave of social change that has swept America in recent decades. At programs on "The Roles of Rural Women in a Changing Society," audiences of rural citizens in Onida, Gettysburg, and Watertown, South Dakota, examined with professors of jurisprudence, literature, comparative religion, and sociology the historical



"Pennsylvania Potato Farmers: Portrait of Change."

role of women in rural society and the effect of changing society on their work roles, marriages, and family life. Residents of Eagle Butte, South Dakota, discussed "Violence in the Family" and the impact of changing family roles on the American family.

The strengths of the American Indian family were the subject of a project in Spearfish, South Dakota, with scholars contributing to the consideration of the cultural heritage reflected in the family life of the contemporary Dakota Indian, the history of the Indian family, and the reflection of Indian values in Native American literature. The role of rural women in a changing world was also the topic of a series of six programs in rural Manitowoc county in eastern Wisconsin, "The Farmer, the Housewife, and the Consequences of Powerlessness." The programs "made clear to the women ideas they had already felt," according to Pat Anderson, executive director of the Wisconsin Humanities Committee, which funded the initial series and several follow-up programs. "Farm women have been liberated for a long time, working as partners with their husbands, and the law is



beginning to recognize this for all women in the country. Farm women treasure being rural Americans. They have a great deal of power, even if it is sometimes indirect."

The links to family and land, and the immediacy of the fruits of human labor may contribute to the exaltation of the human spirit in rural Americans, the still-strong faith in the strength of the people, the belief that they are basically good, basically rational, and strong in mind and body. Conservatism for rural citizens seems less like a pro-business free enterprise conservatism, than just the view that government should share in the pioneer values of long ago: working hard, staying solvent, and enabling all people to take care of themselves. Government should function mainly just to keep people from getting in each other's way, a view shared by the philosopher Immanuel Kant, among others.

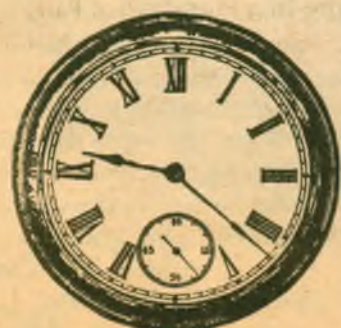
Suspicion of outsiders and especially of scholars was encountered by Miles Orvell, a professor of American studies at Temple University, Philadelphia, who served as an adviser for the project, "Pennsylvania Potato Farmers: Portrait of Change," funded by the Public Committee for the Humanities in Pennsylvania. Three rural grange associations cooperated in the project which examined the shifting economic and cultural environment of potato farmers in the Lehigh Valley through a discussion series and the collection of ninety photographs of three generations of farmers. "The fact of a dialogue taking place between the farmers and scholars was the most significant outcome of the project. The more the clash, the more the eventual understanding," Orvell observed. "Jefferson, with his sense of the farmer as the ultimate humanist, must have smiled in his grave."

—Julie Van Camp

Ms. Van Camp is an Endowment staff member.



Deadlines for Grant Applications



Please note: Area code for all telephone numbers is 202.

DIVISION OF EDUCATION PROGRAMS—Geoffrey Marshall, Director 724-0351

Elementary and Secondary Education—Francis Roberts 724-0373	November 1, 1980	April 1981
Higher Education/Individual Institutions Consultant—Janice Litwin 724-1978 Pilot—James Jones 724-0393 Implementation—Lyn Maxwell White 724-0393	December 1, 1980 April 1, 1981 June 1, 1981	March 1981 October 1981 January 1982
Higher Education/Regional-National—Blanche Premo 724-0311	January 2, 1981	July 1981

DIVISION OF PUBLIC PROGRAMS—Martin Sullivan, Director 724-0231

Humanities projects in: Libraries—Thomas Phelps 724-0760 Media—Stephen Rabin 724-0318 Museums and Historical Organizations—Cheryl McClenney 724-0327	January 15, 1981 January 8, 1981 January 15, 1981	July 1, 1981 July 1, 1981 July 1, 1981
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DIVISION OF STATE PROGRAMS—B.J. Stiles, Director 724-0286

Each state group establishes its own grant guidelines and application deadlines; therefore, interested applicants should contact the office in their state. A list of those state programs may be obtained from the Division of State Programs.

DIVISION OF FELLOWSHIPS AND SEMINARS—James Blessing, Director 724-0238

FELLOWSHIP PROGRAMS—Maben Herring, 724-0376 Fellowships for Independent Study and Research—David Coder 724-0333	June 1, 1981	January 1, 1982
Fellowships for College Teachers—Karen Fuglie 724-0333	June 1, 1981	January 1, 1982
Summer Stipends for 1982—Mollie Davis 724-0376	October 12, 1981	Summer 1982
SEMINAR PROGRAMS Summer Seminars for College Teachers—Dorothy Wartenberg 724-0376 Participants Directors	April 1, 1981 July 1, 1981	Summer 1981 Summer 1982
Residential Fellowships for College Teachers—Morton Sosna 724-0333	November 10, 1980	Fall 1981
Fellowships for the Professions—Julian F. MacDonald 724-0376 Fellowships for Journalists Seminars for the Professions Seminars for Law and Medical Teachers	March 2, 1981 April 13, 1981 March 2, 1981	Fall 1982 Summer 1981 Summer 1981
Centers for Advanced Study—Morton Sosna 724-0333	February 1, 1981	Fall 1982

DIVISION OF RESEARCH PROGRAMS—Harold Cannon, Director 724-0226

General Research Program—John Williams 724-0276 Basic Research State, Local, and Regional Studies Archaeological Projects—Katherine Abramovitz 724-0276 Research Conferences—David Wise 724-0276	April 1, 1981 March 1, 1981 October 15, 1981 November 15, 1980 February 15, 1981	December 1, 1981 September 1, 1981 April 1, 1982 March 1, 1981 June 1, 1981
Research Materials Program—George Farr 724-1672 Editions Research Tools and Reference Works Publications—Richard Koffler 724-1672 Translations—Susan Mango 724-1672	October 1, 1981 October 1, 1981 November 15, 1980 July 1, 1981	June 1, 1982 June 1, 1982 March 1, 1981 March 1, 1982
Research Resources—Margaret Child 724-0341	June 1, 1981	March 1, 1982

DIVISION OF SPECIAL PROGRAMS—Carole Huxley, Director 724-0261

Challenge Grants—Steve Goodell 724-0267 Applicant's Notice of Intent Formal Application	March 15, 1981 May 1, 1981	December 1981
Program Development/Special Projects—Lynn Smith 724-0398	January 15, 1981	June 1981
YOUTH PROGRAMS—Marion C. Blakey 724-0396 Youthgrants Applicant's Preliminary Narrative Formal Application	October 15, 1980 November 15, 1980	May 1, 1981 May 1, 1981
NEH Youth Projects Major Project Grants—Applicant's Preliminary Proposal Formal Application Planning and Pilot Grants	December 1, 1980 January 15, 1981 April 15, 1981	July 1, 1981 July 1, 1981 October 1, 1981

OFFICE OF PLANNING AND POLICY ASSESSMENT—Armen Tashdian, Director 724-0344

Evaluation and Assessment Studies—Stanley Turesky 724-0369	February 1, 1981	June 1, 1981
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In the crowded, noisy Georgetown University gymnasium, Lisa Marks, a sixth-grader from Commack, New York, sat shyly but proudly beside a towering display labeled, "Solomon Marks: My Grandfather's Rise to the Top."

Across campus, in an equally crowded classroom building, Elizabeth Galloway, a tenth-grader from Mackenzie, Tennessee, sat nervously adjusting her vintage 1920s clothes and hat, preparing to deliver a monologue in which she, as Edith Wilson, would explain how she had felt as First Lady in the years during and after World War I.

Lisa and Elizabeth, along with about five hundred fifty other secondary school students and their parents and teachers, had traveled to Washington last May to display their projects and perform their skits in NEH Youth Projects'

effort," said John Moe, one of approximately sixty historians and teachers who judged the contest entries, as he surveyed the gymnasium lined with display boards and scale models. "The Science Fair was a response to Sputnik, to a crisis. But History Day is a response to something else—perhaps to the need for a national heritage."

Many of the students participating in History Day took advantage of the themes to trace their personal heritage as well. While a number of students focused on well-known historical individuals like Leonardo DaVinci or Joseph Stalin, almost as many documented the lives of hometown heroes (like Adolphus Dake Cole, a country doctor in Loretta, Tennessee) or of ancestors and relatives (like Solomon Marks, whose "rise to the top" took him to a district

when he discovered the Justice for Thomas Crapper Society, an organization formed when the Greater London Council refused to put up a plaque honoring Sir Thomas on the grounds that he was not a worthy inventor.

"If it weren't for him," Kent said, sitting near a scale model of what he described as a valveless water closet, "we'd still be going to the outhouse."

Apparently the History Day judges agreed, because Kent walked away with third place in the junior individual project division.

The judges spent the long and sometimes stiflingly hot day listening intently to the students' explanations of their projects—which were often delivered in breathless and excited tones—and asking probing questions that occasionally held the students' enthusiasms in

H I S T O R Y D A Y



History Day contestants prepare for judging. Sven Erik Pihl, a seventh-grader from Minneapolis, constructed a display of family artifacts about his great-aunt and great-uncle, now in their nineties, who emigrated on the Lusitania through Ellis Island.

first annual National History Day, which had as its theme "The Individual in History." All of the students who came to Washington had already won prizes in local and regional contests in twenty states.

The program, which originated on a regional basis in Cleveland, Ohio, in 1974, is designed to rekindle what its organizers see as a waning interest in the study of history—much as the national Science Fair has tried to do for the sciences.

"The discipline of history has been disappearing into social studies in the secondary schools," said Dr. David D. Van Tassel, a professor of history at Case Western Reserve University who conceived National History Day and now serves as its president. "Half of the students in my classes usually have had no European history at all. They don't know the difference between World War I and World War II. And they haven't even heard of Korea!"

History Day, with its emphasis on projects and dramatic presentations as well as more standard written reports, "gives the student some feeling that there is something more to the study of history than just taking exams," Van Tassel said.

Dr. Lois Scharf, executive director of History Day, said that the contest format—although "very easy to critique philosophically" because of its emphasis on competition—"really does get the kids working. And when they all get together, they learn from each other."

"They're obviously responding to something—these kids are willing to invest a lot of

directorship of the Immigration and Naturalization Service).

Heidi McQueen, a tenth-grader from Winona, Minnesota, explored the life of R.D. Cone, a local merchant and community leader, because he founded the store her family now owns. As she gathered information and took pictures of the store and other buildings associated with Cone, she said, she began to see Winona in a new way.

"It's a very small town with a lot of history," she said. "A lot happened there."

Ingrid Brunk, an eighth-grader from Barnardville, North Carolina, discovered much that had happened in her own backyard. Her paper, which won first place in the junior high school division, reconstructed the life of a Pisgah Indian woman based on pottery shards and other archaeological finds she had discovered on the site of a pre-Columbian campsite behind her family's house.

"My father's been interested in the history of our farm," she said. "He's researched it back to 1825 when (white) people first came here. But this made me realize that history goes back beyond that, back to 900 B.C."

Kent Glendening, an eighth-grader from Chillicothe, Ohio, had also chosen a relatively obscure historical individual as the subject of his project—Sir Thomas Crapper, a nineteenth-century inventor who designed the first flush toilet.

Kent admitted that at first he had taken on the project because he thought it was funny. But he changed his mind, he said earnestly,

check.

One troupe of high school students from Memphis, Tennessee, gave a polished and professional performance called "FDR and the ABC's," in which they set acronyms for various New Deal agencies to music and interspersed appropriate songs with a running commentary on the Depression.

After they had finished with a rousing chorus of "Happy Days are Here Again," and the applause had subsided, one of the judges asked soberingly, "Did the New Deal really solve the Depression?"

But for the most part, the judges seemed delighted by the students' eagerness.

"Do I wish I had students like these in my classes?" one judge, a secondary school teacher, muttered to himself. "You bet I do."

Van Tassel said that History Day alone is not enough to improve the quality of history courses at the secondary school level. But he sees it as a device that teachers can incorporate in their planning, and he says that it has already encouraged some students to delve further into the study of history. The "fair" format, he said, might very well be extended to other disciplines—perhaps culminating in a Humanities Fair.

"Why not?" he said. "I started it in history simply because I am a historian."

—Natalie Wexler

"National History Day"/David D. Van Tassel/National History Day, Inc., Cleveland, OH/\$254.141 OR; \$114,398 G&M/1979-1981/NEH Youth Projects, Division of Special Programs



Dialogue: What Should a College Student Learn?

With few exceptions, American universities have long served as remedial institutions (among other things) for the failures of earlier schooling. Now they are also asked to make up for the failures of family and society. Not only do too many of their students not know how to read and write and reckon, they also lack the habits of work, discipline or logical thought that could help them remedy their imperfections.

Having done our share to advance the process, we sit by the waters of Washington and cry. Yet the legislation and the poor schools we rue are, in part at least, the fallout of our teaching. Rather than cry over spilt curricula, let's see what we can do to mend them.

Three score and sixteen years ago that thoughtful maverick, Charles Péguy, argued that a crisis in education is more than just education in crisis, but the signal and witness of a much wider and deeper crisis in society. When a society cannot teach, it is because that society cannot teach itself, cannot present or re-present itself; it is because the society is ashamed or afraid to teach itself. To teach, in all societies, means essentially to teach yourself: to pass on what you are, what you think, what you believe. A society that does not teach is a society that does not like or respect itself. That is precisely what has happened in our society, where one can see it in the fact that, like the nickel on which it is engraved, *E Pluribus Unum* has become a token of increasing anachronism.

Cultures are systems of common references, and no society can hold together without a common fund of knowledge and of values. Traditional school systems, in this country as elsewhere, were meant to develop citizens equipped to use the national language, basic skills needed to function in the economy, and with those crucial attitudes and commitments without which the *civitas* could not survive. Clear aims like these have been abandoned, to be replaced by nothing very much.

Relativism does not a country make, nor keep a family together. It does not even fit the individual it (de)forms to look after himself with any sense of consequence or responsibility. Healthy relativism includes firm understanding of a non-negotiable core: enlightened self-interest extending in concentric circles from me to the history and the society that made me, and without which I am left to rattle in a practical and intellectual void.

Nations that lose sight of this, that shun a clear cultural personality, that encourage bi- or multilingualism, are headed for trouble or are deep in it already. In the United States we have abandoned the culture-affirming role of educational systems, with results that are intellectually flabby and socially shattering. Under the

circumstances, the question I am asked to address smacks of the utopian. One is tempted to inquire, rather, what *could* a college student learn, when so many college students are ill-prepared to learn anything that really *higher* education has to offer; and when more of higher education's slim resources are diverted to jobs others have failed to do.

Instruction is about skills. Education is about knowledge. Colleges now have to inculcate the skills without which the knowledge they offer cannot be acquired, let alone analyzed and assimilated. Ill-reconciled, and rightly so, to our remedial role, we are ill at ease with the educational one, because we have lost any clear sense of what it is. Hence the trend to buffet-offerings, and its uneasy counterpart: the return to "cores."

Curricula should not be left to students, nor, indeed, to "innovative" committees likely to steer a middle course between contending phantasies. Innovation is necessary and natural, but not when it loses contact with its base, and not when practiced for its sake alone. It may be time to admit that the most innovative course would be to stop calling for innovation, and to reaffirm fundamentals as the inescapable social and intellectual base for high endeavors.

We should look first to the language and culture of the nation we live in, to its history, and to its place in time and space. We should supply those points of common reference by which members of a society recognize each other and on which their commonality is based. And we should expose students to the kind of knowledge (and approach to knowledge) that enables its recipients to see themselves and the situations they encounter in context: the context that only history and literature can *begin* to provide. A flimsy identity cannot produce a vital pluralism. Appreciation of other cultures is best based on a firm sense of one's own. Chaos may come naturally. A national history, a national culture are inculcated. Once inculcated, they provide a firm base from which to proceed.

No monument can rise without foundation. It can be fairly argued that basics are not the province of higher education. But that has been argued long enough and it begins to sound like the evasion it is meant to be—if only because the teachers of the lower schools, and the parents of their students, are formed in colleges and universities. If lower schools do not or cannot do their jobs, could we have failed in ours? Where are the Schools of Education situated? *Quis custodiet ipsos custodes?*

It is high time to reaffirm some of the simpler virtues for doubt of which everything sags around us and, sometimes, within: the value of effort, which alone can make great things, and

of work as witness to one's will; of reason (there is no honor in stupidity or self-made limitations!); of responsibility—however ill-made the world, the law . . . or the committee.

Above all, we must try to moderate the extreme of that "individualism" which Tocqueville thought peculiar to democracies, and especially of Americans who "form the habit of thinking of themselves in isolation and imagine that their whole destiny is in their own hands."

The children of parents fitting this description should be offered at least the opportunity for a critical appreciation of their inescapable relation to their land, their vested interest in a common destiny: All this not unexamined but, on the contrary, placed in historical and social context, in the broad perspectives we are equipped to give. Nor is there reason to be ashamed of that, or argue against going back. What I suggest would be a going forward.

Socrates too, in his campaign to tidy up slovenly minds, began by talking about simple things. The operative word here is "beginning": we court frustration when we offer the best we have to classes ill-equipped to assimilate the lyrics along with the mutually lulling song. We skirt disaster when we ignore the vulnerable or the absent values of the society on which our fragile work depends. We must begin somewhere. Why not at the beginning?

The other principle we must keep in mind is equally straightforward. In the most general sense, higher education is the pursuit of knowledge to its farthest boundaries, the communication not only of findings but of the excitement of seeking, the private satisfactions and public profits such enterprise can bring.

Ideally, the widest possible public should be welcomed—but not at the expense of those standards that maintain quality and refine it. We occasionally forget that universities are (also) about standards. We may not be very good at applying them, but we must never cease to affirm them. Good enough is *not* good enough. For ultimately, higher education is about quality. Cut-rate culture at the college level can only perpetuate existing cultural ghettos.

Higher education is not democratic, not egalitarian, not about the intellectual leveling that makes for intellectual irrelevance. It is about excellence—as aspiration, if not as achievement; and, if it leaves a hint of this to those exposed to it, that must be counted profit. So, whilst all should be afforded the opportunity to approach it, its operation must remain selective. Failing that, it will neither attract nor deserve respect—perhaps the reason for our present morose self-evaluations.

—Eugen Weber

College
Learn?



What a college student should learn is a group of questions that are inseparable when taken seriously: What should a college student become? What should a college student study? Under what circumstances should the study be conducted, and with what kinds of teachers? These questions cannot be addressed well without a further question: Is the fact of individual differences among human beings the most important for education; or is sameness among human beings the overriding consideration? Is there anything which all undergraduate students—irrespective of background, age, sex, ability, interest, and aptitude—ought to learn?

The answer to the question of individual differences and human sameness is the key-stone in the arch of every considered position on the subject of what education ought to be. The issue is ancient, it is timely, and it has particular force in America.

The American dream is partly informed by a conviction that the literacy of the citizenry is a necessary condition of the well-being of individuals and of the democratic state. From the limited notion of Thomas Jefferson that three years of instruction, including reading and writing, should be provided at no charge to the children of free parents in Virginia, to the contemporary vision of education for all, literacy has been a principal goal of education—something every student should achieve. But the hazards of mere literacy have become abundantly clear.

Dorothy L. Sayers says of these hazards in *The Lost Tools of Learning*:

... We let our young men and women go out unarmed, in a day when armour was never so necessary. By teaching them all to read, we have left them at the mercy of the printed word. By the invention of the film and the radio, we have made certain that no aversion to reading shall secure them from the incessant battery of words, words, words. They do not know what the words mean; they do not know how to ward them off or blunt their edge or fling them back; they are a prey to words ...

Sayers' insight reveals that while literacy may be a necessary condition of the well-being of the individual and the public order, it is not educationally sufficient. And even though the best education for everyone cannot entirely overcome human frailty and gullibility, the principal safeguards against the hazards of mere literacy, let alone illiteracy, militate in favor of the view that human sameness, rather than individual differences, is the most important fact to be taken into account in undergraduate education.

These safeguards are vaunted in the catalog of St. John's College (1940 and 1941) which de-

scribes the need for "the universal distribution of critical intelligence, a minimum intellectuality which can distinguish between fact and fiction, between principle and case, between opinion and insight, between propaganda and instruction, between truth and falsity. This degree of intellectual training is absolutely necessary for the highest activities of . . . democratic society . . ."

To achieve such critical intelligence is to learn the arts by which human beings come to be objective, rigorous, precise, and to have intellectual integrity. In practice, such learning is the acquisition of the power to learn for oneself, with the measure of reliability possible for fallible beings, and to be minimally at the mercy of ill-considered discourse, however fashionable. Education at its best always stands unequivocally for such intellectual standards.

If this kind of intellectual integrity and power are a part of what the college student should come to possess, what ought to be studied; what kinds of exercises should be included in the course of study?

Whatever is studied, whether in introductory courses, in a departmental major, in service courses, in electives, or in a totally prescribed curriculum, students deserve access to the best, as Matthew Arnold observes, that has been thought and said. They should be expected to study only what can survive the trial of our most abiding and penetrating questions. This places the responsibility for knowledgeable judgment squarely on teachers—an ordeal of judgment which, if students are treated with respect, simply cannot be shirked. Of course the objects of study which are chosen on the basis of such thoughtful judgment are likely to be demanding, much more demanding than the trivial and frivolous materials now used in many courses.

Specifically, student thinking has a better chance to mature in the study of texts which display mature thought than in any other setting. A student who has learned to read the *Crito*, *Madame Bovary*, *The Federalist Papers*, or *A Distant Mirror* with real understanding has entered a world where the relation between ideas and human conduct comes vividly to life.

Students should be expected to accept—and colleges and universities should be expected to provide—the opportunity to participate in dialogue, which hones skills of disciplined speaking and listening through the candid, cooperative pursuit of truth. Preparatory reading should be required, in order to promote skills of comprehension and reflection and establish a common ground of discourse. Lectures ought to be included, to invite careful listening and thinking; contrary to popular dogma, good

lectures do not encourage or even permit passivity. Writing is imperative, for it demands confrontation with a visible record of one's own claims. Translation uniquely calls attention to the features of language itself. Demonstration in logic and mathematics should be studied for the sake of a firm grasp of the use of symbols. Scientific experimentation deserves attention, for it broadens imagination, displays the place of theory in human discovery, and exhibits procedures of empirical testing. The creative and performing arts reveal major avenues of expression open to the human intellect, and should be included in the curriculum. These activities and studies are fundamental means to critical intelligence; in fact, when conjoined with the experience of living generally, they are the activities in which critical intelligence comes to be.

The circumstances in which studies should be conducted are dictated by the human condition itself. Learning is best served by membership in a community of students and faculty, a community of steady and serious companionship, united by recognition that critical intelligence has a tradition and a future. Membership in such a community must entail preparedness to accept one's share of the responsibility for learning through study.

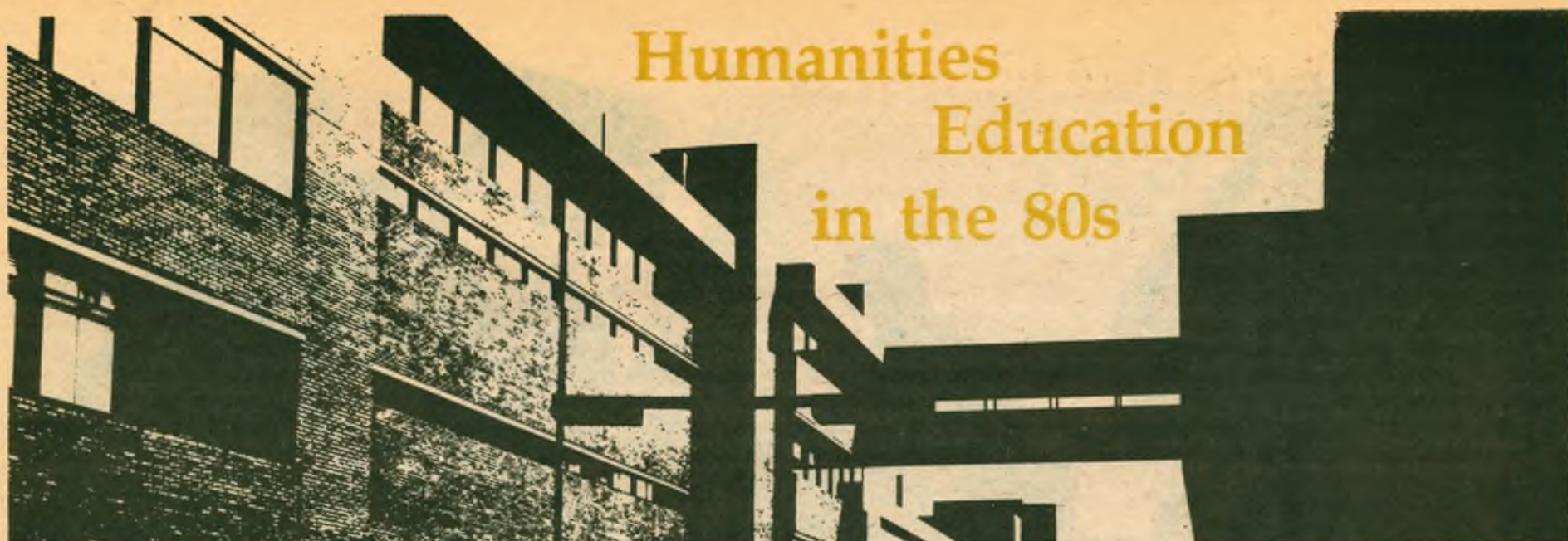
The community should also provide opportunities for play, as in intramural athletics. And above all, it must deliver the message that education cannot be received like a gift. Each student must, as Edward H. Levi explains so eloquently, "reach for it with himself." Such a community is a place where intelligence has a chance to learn how to turn itself to sound action.

The faculty, to make such a community possible, must know that teachers worth having should embody the courage of decisiveness, the humility of finitude, and the self-discipline of civilized intelligence determined to continue to learn.

If human sameness is the central consideration in what a college student should learn; if the development of critical, honest intelligence is the overriding goal of education; if the activities of rigorous study of the best materials and instructive, joyful play in a community united by friendship and shared commitment to learning are the foundations of such critical intelligence, what should a college student learn?

Above all, to recognize, love, and aspire to excellence and to shun less than one's very best in the authorship of personal, social, vocational, and civic life. All of which is to learn to apprehend and to live by informed, considered standards of thought and conduct. In these lessons, colleges and universities have their educational reason to be.

—Edwin J. Delattre



Photograph: Judy Taylor, University of Maryland, Baltimore County

Humanities Education in the 80s

In the original legislation creating the Humanities Endowment, Congress authorized the new agency to "initiate and support . . . programs to strengthen the . . . teaching potential of the United States in the Humanities." This is a good deal easier said than done. How does an agency of the federal government go about strengthening teaching?

The answer is, of course, that we do not know with certainty what strengthens teaching, and so we have shaped and reshaped our programs by drawing on our experience in making grants and on the advice of our applicants, reviewers, and panelists. These programs now concentrate on three related activities: providing humanities teachers with new information and good ideas; developing materials for existing humanities courses, and designing and implementing new courses and curricula.

Operating on the belief that many of the best ideas come from successful applicants to NEH, the Endowment has supported such activities as the development of new resources for teaching about the world of Islam as well as the production of slides showing in detail the art and architecture of classical Rome; the development of humanities courses for students in a vocational community college; the creation of an elementary school curriculum that makes use of a nearby museum collection; and creating a new major in "Language and Mind" at MIT.

Some other ways to strengthen teaching lie beyond us, such as regulating the number of students a teacher sees each day, which is a matter of local decision and control. Others, such as helping young people with the basic skills of reading and writing, are the responsibility at the federal level of other agencies. Still others, such as providing public respect and support for study of the humanities, are beyond the reach of legislation or grant making.

The past few years have been hard ones for humanities teaching. Economic uncertainties have led students away from history and English and philosophy to major in fields that seem to make them immediately employable. The number of humanities majors was cut at least in half between 1970 and 1980. A decline in the total student population is making its way through the elementary and secondary schools and will soon reach the nation's colleges and universities. Inflation has touched schools, colleges, teachers and scholars as it has spread through society. There is broad public dissatisfaction with the quality of education many young people receive, whether that education is measured by standardized test scores or by performance on the first job.

Judging by the applications that come to the Endowment, humanities teachers have responded to these difficult times in direct and imaginative ways. They have sought to stir new student interest by finding new ways to explain the significance of the humanities. Educators have faced up to the fact that there will be very few new teaching positions and have shaped new and more cost-effective ways to teach. Our impression is that they have made more careful studies and decisions about what we mean by education and what students "ought to know" than at any other time in the nation's history.

Throughout the country, in institutions of all sizes, the past few years have been characterized by intense self-study. Often this has resulted in re-design of the "general education" component of an undergraduate curriculum, and Endowment support has helped shape a garden of new courses, including freshman seminars on themes ("The Hero" or "Revolution and Reform") and year-long courses on world civilization (involving, often for the first time, substantial attention to Africa, Asia, and nations south of the Mediterranean). Many new courses bring several disciplines of the humanities together in a single offering, often team-taught. Traditional introductory courses have been modified, and only rarely now is "Freshman History" taught as though everyone in the class is meant to grow up to earn a Ph.D. in history.

Secondary schools, colleges, and universities have made many imaginative efforts to use their immediate surroundings to introduce the general concepts of fields like history, anthropology, and literature. A number of schools and districts have created programs based in local history, in the study of neighborhoods, and in family history.

In Boston, for example, a project studies the history-rich local architecture; in Appalachia, students explore the local craft and cottage industry; in Maine, students probe the Franco-American culture. In higher education, too, regional interests have led to such programs as Great Plains studies, Southern studies, and black Francophone language studies.

Whole new fields are emerging as well. Programs of women's studies are being shaped nationally, often in the context of a strong debate about whether it is intellectually more sound to integrate the experience of women into the curriculum (as for example into a course in the history of the novel) or to develop free-standing women's studies courses: "The Woman Novelist: 1900-1970."

Undergraduate legal studies programs, in

which law is examined as a window into history, philosophy, and cultural change, are appearing from coast to coast. Programs in public history and applied philosophy are rapidly appearing—programs in which students are prepared for nonacademic careers that will employ the skills of the historian or philosopher. Public history and applied philosophy both often involve student internships with government or corporations.

Self-study has not been limited to liberal arts programs. Colleges of medicine have also been examining their curricula and have begun vigorous development of humanities courses for medical students. There are now humanities departments in many medical schools, including the University of Pennsylvania at Hershey and the University of Texas at Galveston.

The Endowment has been able to assist faculty in the creation of history, philosophy, ethics, and literature courses for premedical students, for business majors, for engineers, for nursing and other health science students, for vocational/technical students in community colleges, and for men and women who have full-time jobs and also are interested in returning to school—perhaps for a degree, perhaps not. Encountering the working adult student is a new experience for many humanities teachers, and we are only in the first stages of discovering what sorts of courses are most challenging, most substantial, most satisfying for them.

The "facts" of the next decade—fewer students, older students, older faculty who stay with one institution throughout their careers, incalculable inflation, economic pressure on students to be practical in their studies and vocationally relevant—all suggest a series of challenges to humanities education and to the Endowment.

Limited funds will have to serve to find new ways to use existing resources, both human and material; to help develop and then share ideas, materials and courses that incorporate new information, address a new student body, and improve the capacity to teach the traditional subjects that are the heart of the humanities.

Endowment support is a minor fraction of the more than \$150 billion America spends annually on education. To be coherent and useful, NEH must help activities that are exemplary and critical—that are important to do *now* and unlikely to take place without federal support.

—Geoffrey Marshall

Mr. Marshall is the director of the NEH Division of Education Programs.

A SAMPLER OF NEH EDUCATION PROJECTS

Ed. note: The following examples serve to illustrate how colleges and universities across the country are responding to the unprecedented challenges of the eighties. In these cases, the match between humanities disciplines and new programs have been fostered by NEH grants.

A 30 percent increase in language enrollment

Like many colleges throughout the country, the University of Maryland-Baltimore County, abolished its foreign-language requirement in 1970. As a result, enrollments in foreign language courses plummeted. In 1977, the language units stood to lose faculty unless they found a way to generate higher enrollments.

A total overhaul and restructuring of the language program took place. Although the faculty, all trained in literature, found it hard to admit that students apparently were no longer interested in reading Racine or Goethe in the original, they acknowledged that the old "traditional" approach simply would not work. Now, one omnibus B.A. is offered in modern languages in place of separate majors in French, German or Spanish. Students have the choice of specializing in one language, two languages or literary studies. A core of courses treating language, literature and culture from an international perspective is available in English. While required for all language majors, the courses are designed to appeal to non-majors as well.

The basic core course is a two-semester survey, "The World of Language." An introduction to the concept of language itself, it considers animal, machine and everyday communication—from slang to formal usage. The idioms of science, history, politics, poetry, childhood and magic are treated, as are the social taboos reflected in the language of various cultures.

"Language and Prejudice," "Language and Politics," and "Dictionaries and Usage," are among the topics discussed. "World of Language" has turned out to be one of the most popular courses on campus, regularly enrolling at least 100 students.

The second core course, "Textual Analysis," shows how theories and techniques of

analytical reading and interpretation can apply to all kinds of texts, including newspaper articles, legal and historical documents, medical and scientific writing, as well as literary prose, drama, and poetry.

A third core course introduced this year—"World Language Communities"—is directed at an audience of non-language majors. (More than half of UMBC's students specialize in the sciences.) The phenomenon of language is studied within a broad context of historical, political and social issues. The metaphor of the tower of Babel informs the course, which discusses linguistic diversity, ethnic identity and the role of bilingualism in such arenas of language conflict as Quebec and Belgium.

No one now talks about cutting faculty. Students can be captivated by language courses, concludes the project's co-director, Alan Rosenthal, when they are provocative and substantial. Since the program began, language enrollment has grown some 30 percent and there are now sixty language majors. Rosenthal says that with hard work and a bit of imagination, "any campus could adopt the process."

Humanities at the core of a community college curriculum

In California, where 90 percent of the state's college population is enrolled in two-year institutions, the community college is a way of life. Saddleback Community College, in Mission Viejo, was founded in 1968 to serve central and southern Orange County, whose phenomenal growth rate has outstripped every other area of California. In ten years, enrollment jumped from 1,500 to more than 15,000.

The diverse student body includes recent high school graduates eager to move on to the prestigious state college system, adult vocational students, veterans, women who are completing or expanding their education, military personnel from nearby bases, and senior citizens from Leisure World, the 18,000-person retirement community that is virtually at Saddleback's doorstep.

Many of Saddleback's students are in occupational programs—nursing, auto mechanics, early childhood education—to which humanities study seemed peripheral. An interdisciplinary studies program in Letters and Science was developed to serve as an intellectual focus for the college, a mission exemplified by the program's motto—"In Pursuit of Ideas." Five team-taught core courses systematically present intellectual concepts fundamental to humanities study. They are designed to reach out to the entire student body and maintain uncompromising standards of academic integrity.

Telling students that "you are capable; the humanities are for everyone," does not mean watering down the curriculum, says Jody Hoy, who chairs the program: "We can't afford to have our people get degrees, presume they are educated, and not be able to think."

The course material is solid and demanding. For "Individualism: the Search for Meaning," the reading list includes Virginia Woolf's *A Room of One's Own*, Bronowski's *Science and Human Values*, Thoreau's *Civil Disobedience*, poetry of Apollinaire, as well as videotaped presentations on genetic engineering and extraterrestrial intelligence. "Gods, Clocks and Visions" uses the concepts of time, space and deities to see how different civilizations have sought to interpret the universe. The course is a



Photograph: Courtesy of American University, Washington, D.C.

"Encountering the working adult student is a new experience for many humanities teachers . . ."

blockbuster survey that includes prehistoric and ancient Egyptian art, Stonehenge, the Mayan calendar, Aeschylus and the Greek vision of moral order, the Renaissance worldview (*King Lear*) and relativity and moral ambiguity expressed in Camus' *The Stranger*.

"The Sea: Structure and Symbol," taught by a marine biologist and a literature professor, compares the scientist's view of the sea with the sea as depicted in myth and literature. Reading assignments of poetry ranging from *The Odyssey* and Norse sagas to Coleridge's *Rime of the Ancient Mariner*, alternate with factual presentations about currents and navigation, intertidal communities, sharks and the pelagic realm.

Other courses focus on the city in contemporary life and the "Planet Earth in Contemporary Time," which analyzes current issues including the women's movement, the expansion of the frontiers of biological study, and the effect of media on everyday life. Enrollments in the IDS program have been consistently high, despite a perennial student complaint (appended to enthusiastic course evaluations) that too much reading is required. Undaunted, Jody Hoy insists that "Students must learn to read, write, and reason."

Writing is an integral part of the IDS curriculum. A special section of English composition—The Writing Adjunct—is earmarked for IDS students and assignments are linked to the work in the IDS core courses.

Jody Hoy and her colleagues are now bent on reaching more Saddleback students in occupational fields. (Hoy's own fields are French literature and women's studies.) Working in the IDS program, she says, is well worth the time and effort.

A university teaches non-traditional students

Observers of police training have long bemoaned the intellectual shallowness of police academy curricula.

Police work often means making instant ethical decisions that in turn are shaped by attitudes about law and public opinion, as well as a police officer's own ethical values. Yet police academy courses are almost exclusively technical. The ethical and moral dilemmas inherent in police work are overlooked as new recruits are advised to "go by the book" or rely on veteran officers for guidance on the streets.

Much police work, however, involves settling family disputes, dealing with rambunctious teenagers, or coping with the social, medical, and legal problems of the indigent in an ad



Photograph: Judy Taylor, University of Maryland, Baltimore County

"Colleges of medicine . . . have begun vigorous development of humanities courses."

hoc fashion. Formal rules may not tell an officer how to defuse a family fight without making an arrest or render justice in a gang feud.

At the Law Enforcement Trainer's Institute at Boston University's Metropolitan College, the kind of urban campus where not long ago students were demonstrating against the "pigs," police academy instructors learn how to integrate humanities material into their own classroom teaching. History, literature and philosophy are brought to bear on the daily dilemmas police officers face.

The format is a series of workshops on such topics as "Working Ethics for Police Officers," the roots of Fifth Amendment rights, a historical survey of the evolution of police power and authority, and an examination of cultural stereotyping. Michael Feldberg, a historian who directed the project, now completing its second year, says that everyone—humanities instructors and police trainers—have been gratified by the high level of intellectual attainment. Feldberg's initial expectations had been much lower. "I needed to take a stereotype course myself," he observes.

Howard Cohen, chairman of the Philosophy Department at the University of Massachusetts/Boston, who led the ethics workshop, reports it was the best class he ever taught—better even than his graduate-level classes. Bringing humanities disciplines to a new audience of men and women who work with ethical concepts every day, but have not had the vocabulary to analyze what they do, has been enlightening for everyone. By the end of the institute, one instructor wrote, "it was hard to tell just who was teaching whom what."

Philosophy in the professional schools

Recently, ethical issues—bribery, product safety, the quality of the environment, truth in advertising—have assumed a high priority on corporate agendas.

But the gap between philosophers, business school professors, and businesspeople remains. Stereotypically, the philosopher is seen as a theoretician who could "never meet a payroll," while the philosopher views the business school as "crass and tainted."

If philosophy departments have been isolated from the corporate world, business schools have not made business ethics central to their curricula, nor have businesspeople been concerned with theoretical foundations for dealing with ethical questions.

In response to these circumstances, a group of philosophers, business school professors, and businesspeople, under the auspices of the American Philosophical Association, produced curriculum material for a pilot course on business ethics. The course, taught mainly by philosophers, was tested—and warmly received—at three colleges and three business schools, including the Wharton School of Finance, the University of Delaware (where Norman Bowie, the project director, teaches philosophy), and the School of Business Administration at California State University, Long Beach. "At Delaware," according to Bowie, "the course regularly enrolls over a hundred students even when I schedule it at unpopular times."

Grounded in the case method familiar to business students, the courses require students to consider hypothetical situations—to imagine, for instance, being a lab technician at the Goodhealth Drug Company, producers of a very profitable anticholesterol drug. The employee discovers that lab tests showing that

mice injected with the drug developed cataracts were deleted from a report to the FDA. What should be done? What ethical principles are involved? Other cases ranged from international bribery, to deceptive advertising to whistle blowing.

The rigorous teaching of business ethics represents a new role for a humanities discipline in a professional school. The courses succeeded in bringing the study of philosophy to a new audience, although the introduction of large doses of ethical theory did not always work the way the philosophers had anticipated. Some business school students tended to see different ethical theories as handy alternative tools for solutions to specific moral problems. The temptation was to memorize a definition of Utilitarianism or Kantianism and apply a theory uncritically to the case under discussion.

After evaluation, the philosophers recommended that future courses stress ethical concepts—justice, duty, obligation—rather than pre-defined doctrines.

However, those involved in the project agreed that it was salutary and refreshing to concentrate on businesspeople as moral actors. "To revive the ancient vocabulary of virtue," one philosopher reported, was "a stunning experience for students infatuated with language coated in chrome and formica. The very word 'virtue' hardly squeezed through their lips at first . . ." But, he went on to say, "Virtue was not born in the modern corporation, and many students soon realized that neither were they."

Revitalizing history and literature for secondary schools

While historians lament the erosion of history courses in public schools and English teachers complain about the decline of interest in writing and literature, an ambitious curriculum development project for English and history teachers in high schools and community colleges has been launched at Middle Tennessee State University at Murfreesboro.

Using community resources of the ten-state mid-South region, the project has sparked the study of history, as well as the practice of writing, in schools throughout the area.

The ideal way to teach American history, says Jim Huhta, who conceived and directs the project, is to get students working at the local level to examine their cultural heritage. The im-

portance of community in Southern life is inescapable; perhaps nowhere else in the country are the palpable links to the past so reverently maintained—from Civil War cemeteries to family records to folklore traditions.

The project is designed to help classroom teachers show their students how to make their own regional heritage and history come alive. But first the teachers need to recognize and learn how to use the rich panoply of cultural resources that are all around them.

Professor Huhta and his colleagues compiled bibliographies; collected and inventoried church records, diaries, census records; located unpublished manuscripts illuminating local legends and traditions. They prepared guides for doing oral history and working at archaeological sites. Local libraries, historical associations, folklorists, newspapers and civic groups were asked for help and gladly gave it.

All this was turned into curriculum materials, demonstration projects and summer institutes to bring teachers to Murfreesboro for a crash course that includes learning about family history, exploiting local archives, using historic sites as pedagogical tools, combining history and literature, and studying rural and urban preservation.

A resource guide prepared for Rutherford County, Tennessee, distills the methods and goals of the project. Lively and chock full of information, it makes the distinction between primary and secondary sources at the outset, outlines the county's history from the Indian past and eighteenth-century settlement, through the early nineteenth century when Murfreesboro was the state capital down through the civil war era and into the twentieth century; the guide lists place names, a wealth of local resources, historic sites to explore and write about, and includes a quiz on family history and the origins of family names. It is printed very simply, with only a few line drawings.

Using the guide and other course materials as models, teachers can pull together all that they need to teach an entire course in their own communities for less than \$50.

As students do local history, families are brought together. When a sixteen-year-old who is assigned to write about family origins goes home and interrogates her parents, and they don't know, the whole family is likely to become involved in exploring the past.

The Mid-South Humanities Project, says Huhta, is "trying to create a sense of time, place and belonging" which too many local communities have lost. Thus far, the project has received hundreds of inquiries from teachers and institutions across the country about duplicating the techniques that make history important to a new generation of young people.

—Barbara Delman Wolfson
Ms. Wolfson is a Washington editor and historian.



"First I'm going to read you your rights, then I'm going to read you a brief passage from 'The Merchant of Venice.'"

"Pilot Core Program for B.A. in Modern Languages"/Claud DuVerlie/University of Maryland, Baltimore/\$50,000/1979-81/Pilot Grant/"An Interdisciplinary Studies Proposal"/Nancy Jo Hoy/Saddleback Community College, Mission Viejo, CA/\$98,480/1979-80/Implementation Grant/"Institute for the Humanities and Law Enforcement"/Michael Feldberg/Boston University, MA/\$144,629/1980-81/Higher Education-Regional and National Grant/"Ethics in Business and the Public Enterprise"/Norman E. Bowie/American Philosophical Association, Newark, DE/\$75,000/1977-79/Higher Education-Regional and National Grant/"Mid-South Humanities Project"/James K. Huhta/Middle Tennessee State University, Murfreesboro/\$158,675/1980-82/Elementary and Secondary Education Grant/Division of Education Programs

EDUCATION PROGRAMS FOR 1981

For complete information, write to: Division of Education Programs, Mail stop 202, NEH, Washington, D.C. 20506

Program Description	Funding	Eligible Applicants
ELEMENTARY AND SECONDARY EDUCATION		
Extended Teacher Institutes increase teachers' knowledge in their disciplines and acquaint them with the best materials and approaches through intensive summer programs conducted to help teachers improve courses and curricula.	Average grant: \$75,000 for 50-60 teachers; cost-sharing commitment required.	Any nonprofit educational organization, institution or association, individual school or school system.
General Projects strengthen the teaching of a traditional subject, such as history or a foreign language, or experiment in new areas of study, such as international studies, in one or several school systems or nationally. Often projects entail collaborative efforts among schools, higher education institutions, and cultural institutions.	No fixed amounts; grants range from \$5,000 to \$150,000 or more, depending upon the project.	Any nonprofit educational organization, institution or association, individual school or school system.
HIGHER EDUCATION/INDIVIDUAL INSTITUTIONS		
Consultant Grants provide an institution with experienced assistance in planning new programs or reconsidering existing curricula either to strengthen the entire humanities program or a specific area of the curriculum.	Average grant: \$5,800.	Two- and four-year colleges, universities, and professional schools.
Pilot Grants support the final planning, initial implementation, and evaluation of new humanities courses.	Maximum grant: \$50,000 available over a one- to two-year period; cost-sharing commitment required.	Two- and four-year colleges and universities, and professional schools.
Implementation Grants help to integrate an already-tested humanities program, either a group of related courses or an ordered program of study, into the permanent curriculum.	Average grant: \$200,000 over a three- to five- year period. Cost-sharing 50% over the life of the grant.	Two- and four-year colleges and universities, and professional schools.
HIGHER EDUCATION/REGIONAL AND NATIONAL		
Humanities Institutes bring together college and university faculty to participate in seminars and to collaborate in the development of humanities courses to translate recent scholarship into curricula.	No fixed amounts; grants vary according to the size of the project ranging from \$5,000 to \$200,000 or more.	Any nonprofit organization, institution or association.
General Projects may develop curriculum or curriculum materials, promote interdisciplinary teaching, or bring a new audience to a humanities classroom or undertake any other model activity that will strengthen humanities teaching.	No fixed amounts; grants vary according to the size of the project ranging from \$5,000 to \$200,000 or more.	Any nonprofit organization, institution or association.

RECENT NEH GRANT AWARDS

Archaeology & Anthropology

African-American Exchange Program, Inc., Chicago, IL: Ivan V. Sertima; \$27,000. To plan the script development of a film, "African Presence in the Art of the Americas," that will demonstrate the significance of African influence through anthropological and historical interpretation of art and artifacts. *PM*

Asia Society, Inc., NYC: Ted M.G. Tanen; \$100,000. To support an exhibition of several thousand craft objects juxtaposed with the craftsmen and performing artists to illuminate the world of the child in Indian culture through craft, music and ritual activity. *PM*

Baltimore Zoo, MD: Stefan H. Graham; \$10,360. To plan museum exhibits exploring the relationship between people and animals for display at the Zoo dealing with such topics as the history of zoos and the nature of animal societies. *PM*

Carnegie Museum of Natural History, Pittsburgh, PA: James B. Richardson; \$47,864. To implement interpretive programs in conjunction with the traveling exhibit "Hopi Kachina, Spirit of Life." *PM*

Ctr. for Adv. Studies for Puerto Rico and the Caribbean, San Juan: Amilcar Tirado; \$10,000. To write a three-part television script on the cultural anthropology and

present crisis of Vieques Island, P.R., focusing on the uprooting of cultural behavior in a community accustomed to a traditional way of life. *PN*

East Tennessee State U., Johnson City: Richard M. Kesner; \$15,881. To preserve, copy and disseminate the "Burton Manning Collection" (158 audio- and ten videotapes) and the "Broadside Television Collection" (400 videotapes) on the traditions, crafts, and culture of southern Appalachia. *RC*

Field Museum of Natural History, Chicago, IL: Carolyn P. Blackmon; \$11,600. To present interpretive programs for the Field Museum's "Bronze Age" exhibit to be shown in Aug-Sept, 1980, to correlate the museum's existing collection with the exhibit. *PM*

Foundation for the Promotion of the State Cultural Heritage, Providence, RI: William H. Janowski; \$36,100. To study folklife in three representative communities in Rhode Island. *AP*

Indiana U., Bloomington: Richard M. Dorson; \$77,331 OR; \$100,000 G&M. To provide Indiana residents with a better understanding of folklore and oral history and their use in local projects through Indiana and community libraries, historical societies, museums, and ethnic associations. *AP*

KAET-TV, Arizona State U., Tempe: Patricia Barey; \$250,000. To produce a pilot program for a public television series exploring the Navajo, this nation's largest

native American culture. *PN*

Michigan State U., East Lansing: J.W. Myers; \$70,000 OR; \$23,000 G&M. To prepare materials for an atlas of ancient Crete which will combine balloon photography of archaeological sites with site plans and commentary. *RT*

Michigan State U.—The Museum, East Lansing: Marsha L. MacDowell; \$78,803. To support a three-year program of competitions among local 4-H clubs in Michigan for grants to conduct innovative local folklore projects. *AZ*

Middlebury College, Middlebury, VT: Ronald E. Rucker; \$1,200. To provide consultants to examine the Flanders Ballad Collection of New England folklore and folksong to advise on its care and cataloging to make it more accessible to scholars. *RC*

Native American Center for the Living Arts, Niagara Falls, NY: Richard W. Hill; \$256,155. To support an interpretive exhibit entitled "Voices from the Turtle Island" at the Center's new museum facility on Native American Philosophy, Use and Significance of Cultural Symbols, Traditional Lifestyles and Values, and Iroquois History and Archaeology. *PM*

Oregon High Desert Museum, Bend: Donald M. Kerr; \$95,443. To implement 12 permanent orientation exhibits on the cultural traditions and related natural phenomena of the desert regions of the Pacific Northwest. *PM*

Sokaogon Chippewa Community Tribal Council, Crandon, WI: Robert P.W. Gough;

\$48,194. To establish a tribal archive for the community to build a collection of primary and secondary sources on the tribe's history and cultural identity. *AD*

Transformations Film Project, Santa Barbara, CA: Brian M. Fagan; \$56,725. To develop a documentary script for a one-hour television program on the radical transformation of the land and the native peoples in six world-wide locations as they came into contact with Europeans. *PN*

Tule River Reservation, Porterville, CA: Joe Carrillo, Jr.; \$2,500. To plan a youth project to develop historical resource kits on California Indians, Native American religion, philosophy, and traditional survival skills to be used by Indian youth in workshops and special outdoor camp settings. *AZ*

U. of Arizona, Tucson: Charles W. Polzer, S.J.; \$33,548. To continue developing a computerized index of 10,000 entries on documents in foreign and U.S. archives related to the history and anthropology of the Southwest. *RT*

U. of California, Los Angeles: Wayland D. Hand; \$9,480. To hold a three-day conference on American folk custom which will begin a comprehensive survey of folk custom and usage in North America. *RD*

U. of California, Los Angeles: Wayland D. Hand; \$42,000 OR; \$10,000 G&M. To collect and classify entries for inclusion in a dictionary of American popular beliefs and superstitions, a major resource in the study of American cultural history. *RT*

U. of Pennsylvania, Philadelphia: Alan M. Cook; \$94,357. To organize and preserve the archives of the University Museum including the records of anthropological and archaeological research and expeditions over the past 100 years. RC

U. of Texas, Austin: Elizabeth W. Fernea; \$120,772. To produce three 18-minute documentary films and a 50-page curriculum guide on political and social change in the Middle East from the perspective of three women revolutionaries. EH

Wesley Community Center, Great Falls, MT: Linda Walker; \$2,500. To plan a project to teach 50 Native American youths to research and compile data on traditions, art, religion, and history of Native Americans in Montana. AZ

YMCA of Metropolitan Chicago, IL: Ernest R. Jenkins; \$12,458. To help 250 disadvantaged Black, Puerto Rican, and Chicano youths in Chicago's inner city understand their cultural heritage and roots through basic historical, anthropological, and audio-visual techniques. AZ

Arts—History & Criticism

American Committee for South Asian Art, Columbus, OH: Susan L. Huntington; \$85,162. To produce a microfiche archive of 11,000–12,000 photographs of Eastern Indian art for students and scholars. EH

American Institute of Architects Foundation, Washington, DC: Susan S. Ganelin; \$8,746. To hold a conference that will be the first step toward establishing standards and guidelines for collecting, preserving, arranging and accessing architectural records. RD

Anthropology Film Center Institute, Santa Fe, NM: Carroll W. Williams; \$20,000. To produce the script for a film on historic and contemporary architecture in the Indian Pueblos of the U.S. Southwest. PN

Architectural History Foundation, NYC: Julianne J. Griffin; \$10,000 G&M. To publish a translation of the first of four volumes of the architect Le Corbusier's sketchbooks covering the years 1914–1948. RP

Asia Society, Inc., NYC: Ellen P. Conant; \$10,000 OR; \$35,000 G&M. To hold a symposium on Korean art and culture, to be held in conjunction with the New York showing of the exhibit, "5,000 Years of Korean Art." RD

Aston Magna Foundation for Music, Inc. NYC: Raymond Erickson; \$274,699. To support a series of three Aston Magna Academies on music and other arts of the 17th and 18th centuries and their relationship to their respective cultures. EH

Athenaeum of Philadelphia, PA: Roger W. Moss; \$40,928 OR; \$13,600 G&M. To compile and publish a *Biographical Dictionary of Philadelphia Architects* containing narrative sketches of builders and architects working in the region prior to 1930, along with bibliographies and lists of their known buildings. RT

Brooklyn Museum, NY: Sarah C. Faunce; \$36,200. To present an exhibition examining the Realist school of painting in 19th-century France focusing on the principal figures in French realism. PM

Children's Museum of Boston, MA: Elaine H. Gurian; \$43,113. To support an interpretive exhibit of an authentic, two-story Japanese artisan's shop, home and garden. PM

Willene B. Clark; Kingston, RI: \$15,500. To plan committees and guidelines for a census of stained glass windows in America, 1840–1940, to be used by historians in the fields of art, architecture, culture and technology. RT

Community Action and Research, Miami, FL: Fred S. Licht; \$13,000. To develop a one-hour script for a film designed to enhance appreciation of the values, ideas, beliefs and moral judgments expressed by monumental sculpture and the ambivalent concept Americans have of monuments. PN

Fisk U., Nashville, TN: Samuel A. Floyd, Jr.; \$9,158. To hold a two-day national conference on the state of black American music today in historical research and music business and education. RD

Fisk U., Nashville, TN: Samuel A. Floyd; \$1,000. To provide consultants to examine and evaluate the music collections of Fisk University comprising the principal research source for the University's Institute

for Research in Black American Music. RC

Founders Society Detroit Institute of Arts, MI: Joseph A. Belloli, IV; \$25,000. To plan an exhibition showing the impact of the Cranbrook Art Academy on arts and art education in the U.S. and the counter-influence of the first generation of students at the Academy on post-World War II European art. PM

French-American Foundation, NYC: Arthur K. Peters; \$25,410. To plan a major multimedia exhibition planned for 1982 on the French avant-garde, 1915–65, as seen through collected works of Jean Cocteau and others. The exhibit will include theatrical film, ballet and musical events and literary objects. PM

Christraud M. Geary; Medford, MA: \$14,000. To translate and annotate scholarly German monographs and studies by Drs. Himmelheber and Fischer on West African Art. RL

Handbook of Latin American Art, New Haven, CT: Joyce W. Bailey; \$105,500 OR; \$42,000 G&M. To prepare for publication a 10-volume critical encyclopedic guide to Latin American art. RT

Jean K. Herrmann; Richmond, CA: \$16,845. To further edit and prepare for publication a scholarly, annotated edition of *Songs of the People*, containing over 650 songs and ballads gathered by Sam Henry between 1923–29 in North Ulster, Northern Ireland. RE

Illinois State U., Normal: Jacqueline F. Bontemps; \$35,000. To develop an exhibition catalog for a diverse audience interpreting African-American women's art. PM

Indianapolis Museum of Art, IN: Yutaka Mino; \$7,500 OR; \$5,000 G&M. To hold a symposium, in conjunction with the Indianapolis showing of an exhibit of Tz'uchou type stoneware, featuring lectures and papers by leading authorities on Chinese ceramics. RD

Institute of Contemporary Art, Boston, MA: Stephen S. Prokopoff; \$11,860. To plan an exhibition depicting the interrelationship between the visual arts and dance, especially in 20th-century culture. PM

Jones Memorial Library, Lynchburg, VA: Samuel A. Chambers; \$9,100. To describe, preserve, and arrange 2,000 architectural drawings by two 20th-century Virginia architects for a guide to the collection and a manual for incorporating additional material. RC

Latin American Community Enterprise, Inc., Yonkers, NY: Margarita C. Solano; \$2,500. To plan a project involving 100 youths ages 5–21 in activities focusing on the origin and history of Puerto Rican music. AZ

Vera B. Lawrence, NYC: \$35,000. To investigate and document the evolution of music in New York City between 1824–75. RS

Massachusetts Institute of Technology, Cambridge: Linda I. Solow; \$29,558. To support a model program to collect and document the primary sources of jazz and art music by some 200 contemporary composers in the Boston area. A group of libraries will prepare a bibliographic catalog. RC

Keith N. Morgan; Raleigh, NC: \$30,466. To compile a bibliography of all architectural books published in the U.S. between 1895–1941. RT

The Museum of Modern Art, NYC: Adrienne J. Mancia; \$111,486. To present a three-part program on the historical, cultural and aesthetic developments in the cinema of India. Lectures, symposia, and a brochure will accompany Indian films in six to eight cities nationwide. AP

New York U., NYC: Flora S. Kaplan; \$15,076. To prepare an exhibition on the art work produced at the Royal Benin Court (Nigeria) that show the significance of visual arts in defining parameters of political power and the complexity of African societies. PM

New York U., NYC: Jan LaRue; \$102,131 OR; \$34,000 G&M. To produce a catalog for the identification of 18th-century classical symphonies. Over 25,000 entries, including musical notation, will be typeset by computer. RT

Old Salem, Inc., Winston-Salem, NC: Frank L. Horton; \$57,500 OR; \$19,500 G&M. To compile an index of early Southern artists and artisans to be a companion volume for the *Catalogue of Early Southern Decorative Arts Prior to 1821*. RT

Pueblo of Zuni, NM: Mary J. Young; \$19,420. To continue a project to record and

interpret rock art at Zuni Pueblo, N.M. AP

St. Louis Art Museum, MO: Nora D. Wiseman; \$14,042. To plan a program of courses on "Correspondence in the Arts," in three contexts: historical, technological, and social. PM

Arthur H. Scouten; Phila., PA: \$15,500. To revise and expand volume one of *The London Stage, 1660–1800* to provide researchers with a calendar of performances, casts, box-receipts, and contemporary comment for plays from the Restoration period, 1660–1700. RT

Seattle Art Museum, WA: Cathy E. Stieg; \$17,410. To plan a "Courses of Study" program that will depict the lives of artists as reflected in their works. PM

John T. Spike; NYC: \$28,900. To produce an illustrated revision of volume six of Adam von Bartsch's *Le Peintre Graveur* providing scholars with convenient access to all known engravings and etchings, many of them previously unpublished, by 51 17th-century Italian artists. RT

U. of California, Berkeley: Philip Brett; \$50,000. To complete a critical edition in 17 volumes of the work of 16th- and 17th-century composer William Byrd which will replace a long out-of-print and inaccurate edition of Byrd's music. RE

U. of California, Los Angeles: Jack B. Carter; \$16,923. To plan a traveling exhibition and catalog on the social/artistic history of Yosemite Valley landscape photography. PM

U. of Iowa, Iowa City: Rudolf E. Kuenzli; \$35,000. To expand the University's Dada Archive by microfilming and photographing original documents from this early 20th-century artistic movement. RC

U. of Kansas, Lawrence: Charles C. Eldredge; \$64,253. To present a temporary exhibition, "Tokaido: Adventures on the Road in Old Japan," that interprets travel along the old Tokaido Road in that country through woodblock prints of 19th-century artist, Ando Hiroshige. PM

U. of Michigan, Ann Arbor: Richard Crawford; \$10,000. To present two contrasting performances of and a symposium on Handel's "Messiah," including panels of scholars, critics, and performers discussing the history, significance and performance of the work. RD

U. of Minnesota, Minneapolis: Thomas G. Plummer; \$50,000. To present exhibitions, lectures and symposia as part of an interdisciplinary, inter-institutional festival on socially critical aspects of German art, 1918–33, reflecting the political and economic instability of the Weimar Republic. PM

U. of Minnesota Press, Minneapolis: Lindsay Waters; \$5,256. To publish a book on 17th-century English musical renditions of lyric poetry. RP

U. of Pennsylvania, Philadelphia: Michael W. Meister; \$51,000 OR; \$17,000 G&M. To support archival and editorial work for the first volume of the encyclopedia of Indian temple architecture. RT

Virginia Museum of Fine Arts, Richmond: Susan E. Strickler; \$39,303 OR; \$20,000 G&M. To study southern painting, 17th century to the present, to illustrate its development and describe its relationship to social, historical and economic factors. RS

Wichita State U., KS: Douglas A. Lee; \$3,504. To complete an index of the source materials underlying the works of the Early Classic German composer Franz Benda (1709–1786). RT

Henry Francis du Pont Winterthur Museum, Winterthur, DE: C.F. Hummel; \$85,660. To support joint planning by the Museum and the Philadelphia Museum of Art for a major traveling exhibition of the arts of the Pennsylvania Germans. PM

Yale U., New Haven, CT: Vivian Perlis; \$65,000 OR; \$151,086 G&M. To continue "Oral History, American Music" which collects and preserves memoirs of distinguished men and women involved in 20th-century American music by means of tape-recorded and videotaped interviews. RO

Classics

American Numismatic Society, NYC: Francis D. Campbell; \$18,567. To complete upgrading and expanding subject headings for specialized numismatic collections, based on the card catalog of the American

Numismatic Society to aid researchers of the ancient world who use coins as documentary evidence. RC

Catholic U. of America, Washington, DC: Thomas P. Halton; \$6,000. To continue entering into the computer and editing material for Martin McGuire's *Classical Scholarship: an Annotated Bibliography*, a revised edition of an earlier work. RT

Rutgers State U., New Brunswick, NJ: Christoph W. Clairmont; \$100,000 OR; \$71,976 G&M. To complete the American contribution to an international project to publish a pictorial dictionary of classical mythology (700 B.C.–A.D. 400). RT

U. of California, Santa Barbara: John P. Sullivan; \$6,000. To support the first complete English verse translation of the classical Roman poet, Martial, providing versions of poems drawn from translations of the 15th–20th centuries. RL

U. of North Carolina, Chapel Hill: Philip A. Stadter; \$14,485 OR; \$35,200 G&M. To expand a computer system enabling scholars to study diction and syntax in the works of classical Greek and Latin authors. RT

History—non-U.S.

Alfred U., Alfred, NY: Evelyn T. Ehrlich; \$12,236. To catalog a collection of about 700 books and related materials on Nazi Germany and to prepare a subject guide to the books, many of them rare, with titles translated into English. RC

American Council of Learned Societies, NYC: Frederick Burkhardt; \$54,328 OR; \$40,000 G&M. To edit the correspondence of Charles Darwin, 1846–65. RE

Antillean Project, Urbana, IL: John O. Steward; \$60,000. To produce a script and twelve treatments for a television series on the Antilles starting with the Neolithic period in Caribbean cultural history. PN

Brown U., Providence, RI: Michael Y. Kau; \$62,000 OR; \$5,000 G&M. To complete editing and preparation for publication of the post-1949 writings of the People's Republic of China leader Mao Tse-tung which will comprise 16 chronological and thematic volumes with annotations, indices, glossary and bibliography. RE

Fairleigh Dickinson U., Rutherford, NJ: Margherita F. Marchione; \$100,000 G&M. To produce a two-volume edition of selected, annotated, and translated correspondence of Italian merchant and diplomat Philip Mazzei, important to the study of the relationship between the American and French revolutions. RE

Harvard U., Cambridge, MA: William H. Bond; \$50,500 OR; \$20,000 G&M. To continue revision of Pollard and Redgrave's *Short Title Catalogue*, a bibliographic guide to England from the introduction of printing to 1640, first published in 1926. RT

Knox College, Galesburg, IL: George F. Steckley; \$28,078. To produce a scholarly, annotated edition of letters written between 1648–58 by John Paige, a London merchant. The largest collection of letters by an Interregnum merchant, the work will be an important source for studying the growth of British trade. RE

Lutheran School of Theology at Chicago, IL: Arthur Voobus; \$30,000. To research and unearth new manuscript sources for the Greek, Roman, Syrian, Byzantine, and Islamic cultures in the areas of the humanities to result in the publishing of catalogs of manuscripts and editions of the most valuable sources. RT

Princeton U., NJ: David P. Billington; \$32,000. To research and write the second volume on the life and works of Robert Maillart (1872–1940). The volume will study Maillart's personality and its relation to his work as a structural engineer in Switzerland between 1914–1940. RO

Research Foundation of CUNY: Donald Light; \$7,984 OR; \$33,531 G&M. To translate and annotate a collection of essays on the social history of the German health care system from its origins to the present, with an emphasis on the division of services under a communist and non-communist government. RL

Research Foundation for Jewish Immigration, NYC: Herbert A. Strauss; \$135,077 G&M. To complete the *International Biographical Dictionary of Central European Emigres, 1933–1945*, providing 8,000–9,000 biographies of emigres from Nazi Germany,

post-1934 Austria, and post-1938 Czechoslovakia. RT

Tulane U., New Orleans, LA: Munro S. Edmunson; \$23,000. To produce an annotated and poetic translation of the *Book of Chilam Balam of Chumayel* (Spokesmen of the Jaguar), a well known Yucatecan Maya manuscript assembled from the 16th to the 19th century as a running chronicle of Mayan history. RL

U. of Arizona, Tucson: Stephen H. West; \$17,877. To translate the *Tung-ching meng-hau lu*, a comprehensive account of the customs and practices of the citizens and court of Pien-liang, the capital of Northern Sung, China from 1119-1126. RL

U. of California, Los Angeles: Robert I. Burns; \$10,000. To hold a conference on the parallel reigns of Alfonso the Learned and Jaime the Conqueror in 13th-century Spain to consider the historical significance of the balance between a militaristic and a cultural monarch. RD

U. of California, Santa Barbara: Peter H. Merkl; \$60,000 G&M. To study the role of government and politics in the economic change of post-war Japan and the Federal Republic of Germany to be conducted by an interdisciplinary team of about 30 specialists from the U.S., Japan, and Federal Germany. RO

U. of Chicago, IL: John H. Coatsworth; \$9,500. To hold a conference on "Intellectuals and the State" in Mexican history involving 300-500 historians from Mexico, the U.S., and Europe. RD

U. of Hawaii, Honolulu: G. Raymond Nunn; \$131,694. To complete a guide to American archival and manuscript sources relating to Asia and Oceania. The work, part of a series of archival guides, will include reference to 36,000 collections. RC

U. of Michigan, Ann Arbor: Charles O. Hucker; \$60,000. To complete a historical dictionary of Chinese official titles and related nomenclature as a reference aid for scholars and students who work in pre-modern Chinese materials. RT

U. of Michigan, Ann Arbor: Charles Tilly; \$90,000. To study how changes in the geography of London affected the character of demonstrations, marches, brawls, and other contentious gatherings, 1755-1835. RO

Ehsan Yarshater, NYC: \$112,940 OR; \$37,500 G&M. To produce a six-volume encyclopedia of Iranica dealing with the history and culture of the Middle East. RT

History—U.S.

Adams County Historical Society, Hastings, NE: Barbara J. Minshall; \$24,480. To introduce up to 3,000 12-16-year-olds to the Dust Bowl era by Great Plains historians and instruction in specific oral history techniques. AZ

Adirondack Museum, Blue Mountain Lake, NY: Craig A. Gilborn; \$11,240. To study the economic and cultural history of mining industries on the Adirondacks and to develop a plan for a permanent exhibit. PM

Afro-American Historical & Cultural Museum, Phila., PA: Charles Blockson; \$172,550. To present a historical exhibition, "The Black Experience in Pennsylvania over Three Hundred Years." PM

James Agee Film Project, Johnson City, TN: Ross H. Spears; \$25,000. To produce a two-hour color film covering 50 years of the Tennessee Valley Authority's history focusing on the nature of reform in American politics. PN

Alexander Graham Bell Assn. for the Deaf, Washington, DC: Salomea A. Swaim; \$1,000. To provide a consultant to restore and reorganize the existing historical materials housed in the Alexander Graham Bell Memorial Library, including a rare book collection on deaf education and Bell's correspondence and genealogical research. RC

Allentown Public Library, PA: Loisann Oakes; \$55,000. To present a series of multidisciplinary lectures, exhibits, films, and performances on the ethnic and cultural heritage of Allentown, Bethlehem, and Reading, PA (1910-1945). PL

American Jewish Historical Society, Waltham, MA: Ellen J. Smith; \$141,014. To produce a traveling exhibit on the history of the Boston Jewish community, 1649-1980, interpreting interaction between a minority and a majority culture. PM

Appalshop, Inc., Whitesburg, KY: Helen Lewis; \$98,795. To research seven films on the history of the Appalachian region and to develop a script for a pilot dealing with the history of images of the region in the minds of Americans, mountain people in particular. PN

Assn. for the Preservation of VA Antiquities, Richmond, VA: Ransom B. True; \$31,500 OR; \$10,600 G&M. To prepare 100,000 additional entries for inclusion in the *Biographical Dictionary of Early Virginia, 1607-1660* and *Subject and Source Guide to Early Virginia, 1607-1660*. RT

Avery Inst. of Afro-American History & Culture, Charleston, SC: Lucille Whipper; \$55,130. To research the architectural and social history of Avery Normal Institute, a historic three-building site in South Carolina, to determine its contribution and significance to Afro-American life in S.C. and the surrounding low country. PM

Balch Institute for Ethnic Studies, Philadelphia, PA: Roy H. Tryon; \$59,374. To arrange and describe 11 manuscript collections dealing with immigration history and ethnicity relating to nine ethnic groups. RC

Battle Ground Historical Corporation, Battle Ground, IN: D. Clarke Evans; \$46,428. To develop and test a pilot exhibit at Tippecanoe Battlefield on the history of Native American people in the Old Northwest and to illustrate the cultural changes resulting from their contact with Europeans, and the resistance led by Tecumseh. PM

Brigham Young U., Provo, UT: Paul Hyer; \$15,251. To translate and annotate a key section of Chang Mu's *Meng-ku yu-mu chi* published in Peking in 1867. The work provides insight into the tribal confederations of 19th-century Mongolia and their relationship with China. RL

California Historical Society, San Francisco: Natalie J. Cowan; \$30,292. To process the records of 14 citizen, community, and social groups involved in social change in California to help scholars interpret and document 20th-century social history. RC

California School for the Deaf, Berkeley: Ralph F. Neesam; \$24,200. To appraise and preserve a unique collection of research materials concerning the hearing impaired and the development of education for the handicapped. RC

Center for Migration Studies of NY, Inc., Staten Island: Olha T. della Cava; \$36,285. To microfilm the records of the Office of the Commissioner of Emigration, 1901-1927; and the records of the Emigration Office of the Italian Episcopate, 1920-1952. RC

Chicago Metro History Fair, IL: David N. Ruchman; \$62,900. To conduct two pilot programs for training representatives at large metropolitan areas to establish history fairs, where high school students present original research projects. AZ

Cleveland Public Library, OH: Russell A. Hehr; \$15,000. To plan community study of the historical causes that have led to Cleveland's decline despite its wealth of cultural assets to include lectures, discussions, displays, and multimedia presentations. PL

Columbia U., NYC: Richard B. Morris; \$13,336 OR; \$40,000 G&M. To complete a four-volume edition of the selected unpublished papers of John Jay, American diplomat, jurist, humanitarian, and Founding Father. RE

Committee for a New England Bibliography, Inc., Boston, MA: Thomas D. S. Bassett; \$71,000 OR; \$38,000 G&M. To continue editing the multi-volume *Bibliographies of New England History*, which will make accessible virtually all of the printed historical writings on New England. RT

Dartmouth College, Hanover, NH: Philip N. Cronenwett; \$15,738. To organize and prepare guides to the papers of members of the Cornish Colony of New Hampshire, including the manuscripts of conservationist Benton MacKaye and sculptor Augustus Saint-Gaudens. RC

Dartmouth College, Hanover, NH: Charles M. Wiltse; \$30,005 OR; \$30,000 G&M. To produce a scholarly, annotated edition of selected papers of American statesman and orator Daniel Webster which will be keyed to a complete set of Webster papers on microfilm. RE

Dirksen Center, Pekin, IL: Marie S. White; \$11,555. To research, design, and plan an interpretive exhibit on the concept of Congressional leadership from the 73rd Congress to the 90th Congress. PM

Dubuque County Historical Society,

Dubuque, IA: Jerome A. Enzler; \$16,000. To plan interpretative exhibits for a major new museum in the Upper Mississippi focusing on the cultural history of the Upper Mississippi River. PM

Eleutherian Mills Historical Library, Wilmington, DE: Hugh R. Gibb; \$64,160. To process the Pennsylvania Power and Light archival collection of some 850 preceding and merged companies that served 700 communities from 1850-1950. The records will be of use for studying energy issues and economic, technological, and social history. RC

Essex Institute, Salem, MA: Ellen D. Mark; \$39,569. To evaluate, arrange, and conserve manuscript collections documenting the history of the shipping industry in Salem and Essex County, MA, before and during the height of this region's commercial activity, 1790-1840. RC

Feminist Radio Network, Washington, DC: Jane M. Deren; \$35,000. To produce a series of eight programs for the Feminist Radio Network focusing on the lives of women immigrants to the U.S. in the 19th and 20th century in a format combining oral histories, readings of journals and diaries, live interviews and professional narrations. PN

Film Arts Foundation, San Francisco, CA: Howard R. Petrick; \$100,000. To produce a 58-minute documentary film on the development of the Cold War and the domestic loyalty investigations that followed. PN

Fisk U., Nashville, TN: Jessie C. Smith; \$293,666. To present lectures, demonstrations, and media programs on the life, culture, and contributions of black Americans to the shaping of the nation. PL

Fisk U., Nashville, TN: Jessie C. Smith; \$37,753. To process four manuscript and archival collections on the history of civil rights for the Race Relations Institute at Fisk. RC

Franklin Institute, Phila., PA: Harvey S. Miller; \$35,296. To plan a permanent maritime transportation exhibition at the Franklin Institute to include a special temporary exhibit, possibly dealing with Philadelphia and the China trade. PM

Gibby Productions, Inc., Marina del Rey, CA: Mort R. Lewis; \$43,927. To develop a script for a two-hour documentary based on the books, *The Life of Johnny Reb* and *Life of Billy Yank*, dealing with the common soldier in the U.S. Civil War. PN

Global Village, NYC: Julie M. Gustafson; \$20,000. To plan a public television series exploring the idea of the "pursuit of happiness" in America. PN

Hadassah, NYC: Steven Bayme; \$25,000. To research and publish for public education the 70-year history of the Hadassah, a voluntary women's organization of 370,000 members in 50 states. AP

Hannibal Arts Council, MO: Christine J. Vincent; \$14,562. To plan an exhibition entitled "Hannibal as History," on Hannibal's historic buildings. PM

Historic Augusta, Inc., GA: Lee Ann Swann; \$4,260. To research and plan interpretation of 25 historic sites in the Augusta area, including 15 sites related to black history. PM

Historical Society of Western Pennsylvania, Pittsburgh: John G. Labanish; \$8,250. To plan an interpretative exhibit of the Pittsburgh Historical Society's 600-piece glass collection. "Glass in the Life of Pittsburgh" will depict the impact of the glass industry on the economic, political and social life of the community. PM

Illinois State Historical Society, Springfield: Roger D. Bridges; \$99,266. To provide a consultant to organize the unprocessed manuscript collections of the State Historical Library and to prepare a guide to the materials. RC

Institute for Research in History, NYC: William Kahn; \$21,785. To research, organize and design an interpretative historical exhibition on the Pittsburgh Jewish Community, 1848-1979. PM

Jewish Historical Society of New Haven, CT: Judith A. Schiff; \$36,550. To organize archival collections containing manuscripts, photographs, and other materials dating from the first permanent settlement of Jews in New Haven in the 1830s. RC

Kiowa Tribe of Oklahoma, Carnegie: Gus Palmer, Jr.; \$3,650. To plan and construct a Brush Arbor to depict the ways and customs of the Kiowa People through oral tradition processes. PM

KPFK-FM/Pacifica Foundation, Universal City, CA: Joel Kugelmass; \$12,000. To pro-

duce a series of half-hour radio documentaries, "National Unity and Social Conflict in post-World War II America," on the movement for racial integration. PN

Lafayette Natural History Museum, LA: Beverly D. Latimer; \$12,920. To involve young people in archival and field research on the social history of Lafayette Parish, LA, to result in a traveling exhibit and a workbook detailing the research methodology and data. AZ

Los Angeles 200 Committee, CA: Doyce B. Nunis; \$148,000 OR; \$71,127 G&M. To develop a major photomural exhibit and a smaller mobile exhibit with interpretive programs and guides on the 200-year history of Los Angeles. AP

Maryland Historical Society, Baltimore: Stiles T. Colwill; \$22,470. To reinstall the Radcliffe Maritime Collection of the Maryland Historical Society which interprets the maritime history of Maryland. PM

Metropolitan Museum of Art, NYC: Charles T. Little; \$100,338. To present a major exhibition to re-examine the cultural and artistic significance of the Vikings, including over 500 objects depicting Viking culture between A.D. 800-1500. PM

Mid-Menominee Bicentennial Commission, Inc., Stephenson, MI: Terrance F. Reichardt; \$11,075. To plan interpretive programs at the Reichardt Pioneer Farm Museum depicting daily life of a farm family living along the shores of Green Bay. PM

Monroe County Public Library, Bloomington, IN: Don R. Smith; \$73,417. To train 1,500 youths through a series of workshops to explore their local family history through examination of family archives and artifacts and the collection of oral histories from family members. AZ

Morris County Park Commission, Morristown, NJ: Joseph R. Hovance; \$19,235. To develop an interpretive program master plan for recreation of an 1880-1900 living historic farm. PM

Mountain Plains Library Assn., Vermillion, SD: Andrew J. Gulliford; \$259,375. To produce films, exhibits, oral histories, seminars, and discussions on the rural one-room school experience involving 188 public and academic libraries in North and South Dakota, Colorado, Kansas, Nebraska, Nevada, Utah, and Wyoming. PL

Museum of New Mexico, Santa Fe: Thomas J. Caperton; \$43,785. To plan and research a historical interpretation of Lincoln, a restored 19th-century western frontier town, focusing on the interaction of Hispanic and Anglo communities there. PM

The Museums at Stony Brook, NY: Nancy S. Howard; \$66,894. To involve physically handicapped, blind, and deaf children in learning about the horse-drawn era in America through caring for a horse and wagon and studying historical events. AZ

National Maritime Museum, San Francisco, CA: John Maounis; \$18,452. To catalog four photo collections documenting Pacific Coast maritime history from the Gold Rush to the present day. RC

National Trust for Historic Preservation, Washington, DC: Earl D. James; \$15,000. To study the Woodrow Wilson House for a reinterpretation around the theme, "Woodrow Wilson, the Washington Years." A theme narrative will be developed for a tour guide and orientation film. PM

New Hampshire Farm Museum, Inc., Milton: W. Ross Fullam; \$26,320. To plan for the Museum and the Farm and Forest Museum to obtain expert guidance in developing and conducting their programs and interpretive exhibitions. PM

The Newberry Library, Chicago, IL: Robert W. Karrow, Jr.; \$33,000. To prepare a subject, and title index of 130,000 entries to be used as a companion volume to the *Midwest Map Catalogue*. RT

Newport Historical Society, RI: Wilbur T. Holmes; \$17,574. To plan improved interpretation of permanent Newport collections and to prepare an introductory exhibit on the town's social history. PM

North Carolina A & T State U., Greensboro: Sandra C. Alexander; \$2,500. To plan a project to train young people in researching, interviewing, and writing skills and to engage them in compiling a biographical directory of outstanding blacks who have made significant contributions in the humanities in the Triad area of North Carolina. AZ

Old Salem, Inc., Winston-Salem, NC: Paula A. Welshimer; \$10,300. To plan permanent interpretive exhibits at the Vierling

House, dealing with the history of medicine in Wachovia, the Moravian Administrators of Salem, and horticulture in Salem. *PM*

Old Schwamb Mill, Arlington, MA: Patricia C. Fitzmaurice; \$12,548. To plan a guidebook, wall texts and slide program interpreting 19th-century culture and industry at this historic wood-working and picture-frame manufacturing mill, still in operation. *PM*

Oral History Assn., North Texas State U., Denton: Nancy N. Whistler; \$13,335. To survey existing activities in U.S. oral history to determine what oral history training are services available and how the Association can help improve the field. *AP*

Panhandle-Plains Historical Museum, Canyon, TX: Bobby D. Weaver; \$16,439. To develop a temporary traveling exhibit on the lives of German, Russian, Polish and other European immigrants who established "folk islands" in northwest Texas and to research their histories. *PM*

Portland Museum, Louisville, KY: Nathalie T. Andrews; \$20,000. To produce four exhibits interpreting historical themes at the Falls of the Ohio River, the only natural obstruction to river traffic between Pittsburgh and New Orleans. *PM*

Providence Films, Baltimore, MD: Susan J. Douglas; \$31,000. To research and develop a script for an hour-long documentary on the changing image of women in popular culture, 1940 to the present. *PN*

Providence Public Library, RI: Christie V. Sarles; \$15,000. To plan exhibits, tours, lectures, discussions, and media presentations in Rhode Island's public libraries on the state's history and ethnic diversity. *PL*

Ramsey County Historical Society, St. Paul, MN: Russell R. Menard; \$12,995. To study urban fringe farming, 1850-1920, to provide insight on the relationship between cities and farms as part of an analysis of farming and farm family structure. *RS*

Rice U., Houston, TX: Lynda L. Crist; \$60,000 G&M. To collect, edit, and publish volumes four and five of a planned 12 volumes of the papers of Jefferson Davis. *RE*

St. Bernard Parish Police Jury, Chalmette, LA: Frank M. Fernandez, Jr.; \$13,298. To arrange, microfilm, and index the late 18th- and 19th-century manuscripts of the Clerk of Court's Office of St. Bernard Parish, which details the history of this post in the colonial era. *RC*

Schubert Club, St. Paul, MN: Bruce P. Carlson; \$30,188. To present an exhibition of keyboard musical instruments to illuminate the social history of the American people. Pianos will be shown as an illustration of the business, technological, cultural and family life of America particularly in the 19th century. *PM*

Selma U. Jr. College, AL: Henry O. Dixon; \$28,840. To involve youth in assessing the emergence and course of the civil rights movement in Selma, AL., in 1965 through interviewing, researching, and collecting information and materials for the development of a brochure, archive, and a book on civil rights history in the area. *AZ*

Sierra Club, San Francisco, CA: Ann Lage; \$87,493. To collect and transcribe 40-60 taped interviews of Sierra Club citizen-activists and other environmental leaders of the 1960s and 1970s for manuscript repositories nationwide. *RC*

Smith-Zimmermann State Historical Museum, Madison, SD: Deborah W. Strahan; \$9,567. To support six consultants who will address problems of planning, evaluation and management of the Smith-Zimmerman State Historical Museum. *PM*

State Historical Society of North Dakota, Bismarck: Larry R. Remele; \$41,593. To develop and publish a long-range plan for assisting the Society's Education and Interpretation Division reach potential as the state's historical interpreter. *PM*

State Historical Society of WI, Madison: F.G. Ham; \$9,973. To hold a conference on the development of regional archival networks focusing on improving cooperation among institutions with collections of local and regional historical materials. *RD*

State Historical Society of Wisconsin, Madison: Robert C. Nesbit; \$58,321. To support research for volume III of the *History of Wisconsin, 1873-1893*, a six-volume series on the state's history. *RS*

Swedish Pioneer Historical Society, Chicago, IL: Wesley M. Westerberg; \$71,187. To survey and prepare a guide to unpublished materials relating to emigration from Sweden and the history of

Swedes in the U.S., 1840-1950. *RC*

Teaneck Public Library, NJ: Hilda Lipkin; \$9,633. To plan a program of oral history, videotapes, and a guide on the history of Teaneck's response to population growth and change. *PL*

Temple U., Philadelphia, PA: Fredric M. Miller; \$56,242. To locate, survey, and acquire records relating to labor and business in 20th-century Philadelphia to be part of a comprehensive documentation of the social history of the major urban center. *RC*

United Negro College Fund, Inc., NYC: Gregory S. Hunter; \$25,250. To conduct an intensive one-year oral history project to collect, transcribe, and process interviews with between 16 and 24 elderly individuals, important in the 35-year history of the United Negro College Fund. *RC*

The U. of Alabama, University: Adolph B. Crew; \$2,500. To plan a project to involve youth in researching and developing interpretive materials, tours, and events for the Tannehill Historical State Park on the cultural heritage in west central Alabama. *AZ*

U. of Baltimore Educational Foundation, MD: Adele M. Newburger; \$62,274. To assemble, process, preserve, and index with a computer the records of major housing-related organizations in Baltimore. *RC*

U. of California, Berkeley: Samuel Haber; \$9,394. To plan a traveling exhibit presenting the history of women in science in the U.S., 1850-1980. *PM*

U. of California, Berkeley: Albert Lepawsky; \$28,736. To complete documenting, through oral history interviews and the collection of papers, accounts of political activity and leadership roles of 28 prominent California women who began careers in politics between 1920-65. *RC*

U. of Colorado, Boulder: John A. Brennan; \$31,576. To provide a consultant to arrange and describe the papers of the Women's International League for Peace, including material on the international peace movement, human rights and feminism. *RC*

U. of Colorado, Boulder: William M. King; \$25,210. To continue collection, analysis, and dissemination of documentary evidence and oral histories on the National Institute of Science, responsible for many developments in science and science teaching at traditionally black institutions. *RO*

U. of Florida, Gainesville: Michael V. Gannon; \$92,532. To develop a research guide to the Spanish Florida Borderlands Collection, containing copies of documents on colonial America gathered worldwide, the largest collection of its kind in the U.S. *RC*

U. of Maine, Orono: William H. Pease; \$88,638. To compare the responses of Boston, MA, and Charleston, to the crisis-filled decade of the 1830s. The similarities and differences in the cities' internal structures will be considered. *RS*

U. of Nebraska, Lincoln: Gary E. Moulton; \$72,107. To collect, edit, annotate, and publish the journals of the Lewis and Clark expedition to include an atlas of maps and a volume of natural history notes. *RE*

U. of Pennsylvania, Philadelphia: Jerre Mangione; \$70,000. To study the Italian-American experience of the past century along historical, demographical, sociological and cultural lines to determine what triggered the mass migration of Italians and to what extent their traditions and customs persist in the New World. *RS*

U. of South Carolina, Columbia: David R. Chesnutt; \$50,000 OR; \$17,000 G&M. To develop a computerized text processing system for an edition of the papers of South Carolina statesman, Henry Laurens. *RE*

U. of Texas, Dallas: Larry D. Sall; \$100,000. To process, arrange, and prepare guides to the manuscripts and archives in the History of Aviation Collection at the U. of Texas at Dallas. *RC*

U. of Vermont, Burlington: Connell B. Gallagher; \$67,564. To process Vermont business records in archival collections at the University. *RC*

Utah State Historical Society, Salt Lake City: Jay M. Haymond; \$49,008. To document the history of water rights and management in Utah using the earliest records of water development in the Great Basin and filling in existing gaps through oral history. *RC*

Virginia Tech., Blacksburg: David D. Britt; \$220,000. To enable county residents, aided by librarians and scholars, to collect oral histories, printed materials, photographs, slides, and other library materials to pro-

duce public programs on continuity and change in a rural county. *PL*

Visual Communications, Los Angeles, CA: Steven J. Tatsukawa; \$40,000. To prepare scripts for a four-part television drama on the life and work of Philipino American novelist Carlos Bulson focusing on his novel *America Is in the Heart* which treats 20th-century American history during the early period of immigration to the U.S. *PN*

Volunteers of America, Los Angeles, CA: Marta Melendez; \$2,500. To plan a project in which 200 youth will be involved in research, production, dissemination and evaluation of materials on regional California history, especially the migratory patterns of west coast urban populations. *AZ*

Waioli Mission House & Grove Farm Museum Project, Lihue, Kauai, HI: Margaret R. O'Leary; \$10,800. To prepare and print a descriptive record of the papers of Elsie H. Wilcox (1878-1954) and Mabel I. Wilcox (1882-1978) to supplement the archives of the Grove Farm Plantation owned and operated by a single Yankee family since the mid-19th century. *RC*

Washington State U., Pullman: David H. Stratton; \$9,986. To hold a symposium of 18 leading regional specialists to assess the current state of Pacific Northwest historiography and identify future priorities for research to result in a collection of essays for publication. *RD*

Wellesley College Museum, MA: James F. O'Gorman; \$39,625. To implement a temporary exhibition, "The Railroad in the American Landscape" which through photos, paintings, prints, and publications, will show how the transformation of the wilderness resulting from the railroad was reflected by artists in images of the American landscape. *PM*

Western Carolina U., Cullowhee, NC: William L. Anderson; \$73,340. To provide a consultant to continue to locate, microfilm, and prepare a guide to documents in European archives recording English, French, and Spanish dealings with Cherokee Indians in colonial America. *RC*

Winona County Historical Society, MN: John S. Wozniak; \$48,885. To research and plan permanent exhibits for the Upper Mississippi River Interpretive Center on three themes: River Transportation, Lifestyles, Commerce and Industry. *PM*

Yale U., New Haven, CT: Alan Shestack; \$26,916. To plan an exhibition and catalog of selected American cultural artifacts from 1790-1815, which will help provide an understanding of society at the time furniture-making underwent vast changes. *PM*

Intercultural Studies

American-Scandinavian Foundation, NYC: Mark B. Lewis; \$250,000 OR; \$400,000 G&M. To support symposia, exhibitions, films, and performances in several U.S. cities on Scandinavia. "Scandinavia Today" is the sixth in a series of international symposia. *AD*

Bernice P. Bishop Museum, Honolulu, HI: Barbara A.C. Hunt; \$10,000. To plan a program on the life of a three-generation Hawaiian family, exploring their attitudes toward Hawaiian customs and language and the pressures of modern society on Polynesian culture. *PN*

Black Filmmaker Foundation, NYC: Henry L. Gates, Jr.; \$76,850. To develop a pilot script and treatments for a series on "The Image of the Black in the Western Imagination" exploring how blacks have been viewed in Western art and literature from classical antiquity to the present. *PN*

Chinese Historical Society of America, San Francisco, CA: Him M. Lai; \$19,504 G&M. To hold a three-day, multidisciplinary national conference on Chinese-American studies focusing on new contributions in the field and new areas for research. *RD*

Cultural Council Foundation for the Dry Salvages Film Group, NYC: Robin C. Maw; \$69,887. To research and develop a three-hour television script for "ROANOAK," the story of the first prolonged contact of Elizabethan English with Native Americans focusing on their ethnic relations between 1584-90. *PN*

Cultural Research and Communication, Inc., Emeryville, CA: Howard B. Dratch; \$38,010. To produce the script for a 60-

minute film that documents folk and popular musical heritage shared by the U.S. and Cuba and explores Afro-Cuban and Euro-Cuban roots of music popular in the U.S. today. *PN*

Eastern Washington U., Cheney, WA: Elizabeth L. Cook; \$20,000. To plan approximately 10 half-hour television programs to inform the scholarly community, American Indian communities and the public of the American Indian viewpoint on issues and problems. *PN*

Fred C. Nelles School, Whittier, CA: Marie I. O'Donnell; \$71,953. To involve young people in the production of a guidebook and a series of videotapes narrated in the barrio language on the contributions of Chicano art and culture to American society, language, customs and communities. *AZ*

New Jersey State Museum, Trenton: Suzanne Corlette; \$14,224. To plan an exhibition dealing with the role of mass media in shaping American attitudes towards parts of Asia and Africa between 1880-1925. *PM*

Oakland Museum Association, CA: L. Thomas Frye; \$75,995. To present an exhibit, "Vamos Celebrar," depicting Portuguese-Americans in California and their cultural counterparts in the Azores, presenting religious rituals as a way of understanding culture. *PM*

Nuevo Santander Museum, Laredo, TX: Kenneth A. Wolfe; \$2,500. To plan a program involving 750 youths in workshops, audio-visual presentations, preparation of printed material, and presentation of skits on the contributions of Hispanic/Mexican/Mexican-American culture to the Laredo region. *AZ*

U. of Wisconsin, Milwaukee: Rodolfo J. Cortina; \$72,500. To produce a series of videotapes on Hispanic minority ethnic studies for use by university students and social service agencies. *EH*

WGBH Educational Foundation, Boston, MA: J. H. Maldonado; \$20,000. To plan a major documentary series entitled "The Asians" for public television focusing with cultural emphasis on present-day Asians from different regions and social backgrounds and on the history of Asian civilizations. *PN*

African Studies Association, Brandeis U., Waltham, MA: Jean E. Gosebrink; \$15,100. To complete a 300-400 page directory which will provide up-to-date and concise statements describing libraries, special collections and resources, and information services for African Studies in the U.S. *RC*

Amer. Assoc. for the Advmt. of Slavic Studies, Columbus, OH: Jan S. Adams; \$91,500 OR; \$30,500 G&M. To continue editing three volumes (1980-1982) of the *American Bibliography of Slavic and East European Studies*, the only comprehensive listing of U.S. and Canadian publications in Slavic, Soviet, and East European studies. *RT*

American Council of Learned Societies, NYC: Robert M. Lumiansky; \$2,000,000 G&M. To support programs of the American Council of Learned Societies, a federation of professional and honorary associations with a constituency of some 250,000 scholars. *RC*

Arizona Western College, Yuma: Barbara McCracken; \$33,099. To use library resources, lectures, films, performances, and exhibits for community education programs on the fictional and historical aspects of the Old West and its relation to America today. *PL*

Aspen Institute for Humanistic Studies, Washington, DC: Stephen P. Strickland; \$350,000 G&M. To prepare papers by leaders in the humanities, journalism, and public life and a series of "town meetings" on persistent constitutional questions and contemporary policy issues. *AD*

Birmingham-Southern College, AL: Robert J. Norrell; \$160,000 OR; \$20,000 G&M. To support seminars, discussions, and preparation of media scripts and brochures on Birmingham's neighborhoods, ethnic cultures, and industry for the city's residents. *AP*

California Lutheran College, Thousand Oaks: Sharon F. Smith; \$4,313 OR; \$10,000

G&M. To support a language camp, a course on the history of filmmaking in California's Conejo Valley, and a class on pioneer life and crafts for youth. **AZ** **California State U.**, Northridge: David L. Perkins; \$15,000. To plan a series of ongoing discussions on topics in the humanities utilizing the resources of the university library and encouraging support for local cultural activities. **PL** **Clarion State College**, PA: Bernard F. Vavrek; \$15,000. To plan a series of public service activities in the humanities, particularly local history. Five rural libraries will develop programs to be used as models for other rural libraries. **PL** **Columbia U.**, NYC: Kenneth Lohf; \$158,085. To complete processing of Columbia University's Bakhtmeteff Archive, a collection of manuscripts, documents, correspondence, and photographs important to the study of 19th- and 20th-century Russian and East European history and literature. **RC** **Council of Nat'l Library & Information Assoc.**, Ithaca, NY: Donald C. Seibert; \$13,320. To enable the Council and the Library of Congress to prepare cataloguing manuals for non-print materials covering graphics, manuscripts, motion pictures and videotapes. **RC** **Dropsie U.**, Phila., PA: Joseph Rappaport; \$1,000. To provide consultants to advise on preserving and cataloging the third largest collection of Hebraica and Judaica in the U.S. featuring material on semitic languages, Jewish history, Assyriology and Egyptology. **RC** **Dunlap Society**, Essex, NY: Isabel B. Lowry; \$20,000. To support the final research and preparation for publication on microfiche of 10,000 photographs and descriptive material documenting U.S. county court houses to assist researchers in sociology, jurisprudence, anthropology, and architectural history. **RT** **East Tennessee State U.**, Johnson City: Don Hurst; \$7,148. To develop software programs for automating intellectual and administrative control over archival holdings in small and medium-size repositories using micro-computers. **RC** **Five Colleges, Inc.**, Amherst, MA: Archibald Lewis; \$147,863. To conduct a six-week institute to strengthen undergraduate teaching of medieval civilization in two- and four-year colleges by developing innovative team-teaching and interdisciplinary techniques. **EH** **Fort Mason Foundation**, San Francisco, CA: Robert J. Schwendinger; \$152,790. To continue the annual "Festival of the Sea," monthly forums, oral history panels, lectures, demonstrations, exhibits, and media presentations on the Pacific Coast's maritime heritage. **AP** **Georgia Assn. for Retarded Citizens**, College Park: Michael Morris; \$2,500. To plan a project involving youth in research and dissemination of information on the historical, literary and philosophical background of mental retardation and how it has been regarded in our society. **AZ** **GWETA**, Washington, DC: Pamela J. Brooke; \$85,000 OR; \$78,410 G&M. To produce a series of radio programs, related writing and research projects for children, a curriculum guide for teachers, writing contests for children, and family and community activities to integrate culture, history and ideas with children's experiences. **AZ** **Huntington Library**, San Marino, CA: Daniel H. Woodward; \$20,190. To complete a guide to medieval and Renaissance manuscripts in the Huntington Library, the last volume in a four-part set covering major areas in the library's collection. **RC** **Indians Into Communications Assn.**, Seattle, WA: Terry N. Tafoya; \$30,000. To produce two television programs to convey American Indian concerns on uranium mining on reservations and law and justice for American Indian prisoners. **PN** **Kent Library Assn.**, CT: Marsden Epworth; \$4,913. To plan a public library discussion program. Participants will read books, essays, and articles and view contemporaneous films on major issues of each decade from 1930-1980. **PL** **Library Council of Metropolitan Milwaukee**, WI: Mary J. Cronin; \$162,842. To conduct five programs on themes of interest to Milwaukee's residents to include public forums, media presentations, neighborhood tours, and guides to library

collections. **PL** **Missouri Botanical Garden**, St. Louis: Kenneth O. Peck; \$12,396. To create instructional materials and activities for a youth project on Japanese culture and its relationship to the environment. **AZ** **Mountain Plains Youth Services**, Pierre, SD: Pamela A. Bollinger; \$35,402. To increase youth's knowledge of the humanities through their participation, development and dissemination of a multi-media kit exploring the history and legal status of youth rights and responsibilities in the rural Northern Plains. **AZ** **National Farmers Union**, Denver, CO: William W. Turgeon; \$226,983. To continue a project in which young farm couples with the help of scholars present programs on the land, rural economics, communities, and the rural image to residents of farming communities. **AP** **National Humanities Center**, Res. Tri. Pk., NC: William J. Bennett; \$300,000. To coordinate ongoing interdisciplinary programs of the Center. **AP** **NSF/Robert Baker**; \$18,000. To research the practices of medical units in discontinuing life-sustaining treatments and the philosophical positions implicit in these practices. **AV** **NSF/Taft Broome**; \$18,000. To research ethical issues related to the practices and concerns of engineering school faculty and to the engineering profession. **AV** **NSF/Dudley Burton**; \$24,000. To research the history, theory, and implications of democratic planning in the management of science and technology. **AV** **NSF/Eric Cassell**; \$18,250. To support research and a sustained program of courses at Cornell University Medical College in ethics and values in medicine. **AV** **NSF/Colleen Clements**; \$24,000. To research the problems of medical ethics in the field of psychiatry. **AV** **NSF/Criminal Justice Research Center**, Frederick A. Elliston; \$46,830. To compare five cases in which scientists or engineers "blew the whistle" on unsafe practices of their employers to five cases where they could have but did not. Results will be disseminated through scholarly articles, case studies, workshops, and conferences. **AV** **NSF/Paul Durbin**; \$18,250. To support research and a program of courses at the U. of Delaware in ethical and value issues connected with science and technology, especially in urban affairs, engineering, nursing, and the social sciences. **AV** **NSF/Karl Fezer**; \$12,000. To research the relationships among the ethics and values of scientific thought, other public systems of thought and private beliefs. **AV** **NSF/Bernard Gert**; \$18,250. To support research and a sustained program of courses in medical, engineering, and business ethics in professional schools at Dartmouth College. **AV** **NSF/Maria Ibba**; \$18,000. To research the communication process as it relates to informed consent in medical patient care, seeking ways to improve the language of written forms and verbal exchanges with physicians involved in the patient's consent to treatment and experimentation. **AV** **NSF/Andrew Jameton**; \$12,000. To research judgments made by health professionals about patients' competence to make decisions about their care. Conceptual inquiry and field study in a geriatric ward will result in a paper on judging competence in borderline cases. **AV** **NSF/Clark U.**, Roger E. Kasperson; \$120,814. To research the value issues in society's response to the problems posed by technological risk, examining the validity of current assumptions and moral justifications for the differences in exposure between workers and the public. **AV** **NSF/Helen Longino**; \$12,000. To research the consequences of three views of epistemology for understanding the role of ethical and social values in the development of scientific theories and hypotheses, specifically in the field of biology. **AV** **NSF/Mark Sagoff**; \$24,000. To research the ethical and conceptual problems ecologists confront in gathering data, presenting evidence, building models, and structuring research in public policy areas. **AV** **NSF/Mark Siegler**; \$15,000. To research the ethical and value questions essential to understanding the appropriate relationship between physicians and patients. **AV** **NSF/U. of Wisconsin**, Burr S. Eichelman; \$17,000. To support a symposium, a ques-

tionnaire, a statement of principles, and dissemination of research results on the ethical issues involved in aggression research by scientists. **AV** **NSF/John Vandermeer**; \$12,000. To research the social effects of agricultural mechanization in the Midwest and East, emphasizing the social and value assumptions of the researchers whose findings prompted pervasive mechanization for certain kinds of produce. **AV** **NSF/Morris Vogel**; \$24,000. To research the determinants of morbidity and mortality in Philadelphia, 1850-1900. **AV** **NSF/Washington U.**, Murray L. Wax; \$18,500. To complete development of systems of professional ethics for anthropological and sociological fieldwork. **AV** **NSF/Langdon Winner**; \$18,250. To support research and a program of courses at the U. of California/Santa Cruz on technology and human values. **AV** **New England Document Conservation Center**, Andover, MA: Ann Russell; \$125,000. To support a field services program by the only regional conservation center for library and archival materials in the country to provide consultation, a manual, and a conference on conservation problems and methods. **RC** **NY Public Library**, NYC: Julia van Haften; \$56,530. To identify and document the Library's major holdings of historic photographic prints to make them more accessible to scholars and to serve as a model for preservation of such material. **RC** **NY Public Library**, NYC: David H. Stam; \$4,800,000 G&M. To broaden accessibility to the Research Libraries of the Library through computerized networks, published catalogs and other means. **RC** **Phila. Area Cultural Consortium**, PA: Meridith G. Savery; \$192,645. To present lectures, discussions, exhibits, slide shows, and field trips for the general public on three aspects of Philadelphia's social history—the black community, the tradition of religious pluralism, and historic visions for the future. **AP** **Randolph Technical College**, Ashboro, NC: Glenn Colston; \$14,978. To plan public forums, seminars, photographic exhibits, and videotapes on the history, art, architecture, values and traditions of textile mill villages in Randolph County, NC. **PL** **Research Libraries Group, Inc.**, Stanford, CA: John W. Haeger; \$167,700 G&M. To develop the capacity to include East Asian research collections in the computerized Research Libraries Information Network. This will involve adapting the system to East Asian script. **RC** **Society of American Archivists**, Chicago, IL: Ann M. Campbell; \$157,927. To train and guide archivists in the philosophy and practice of conservation of non-print materials. **RC** **Spelman College**, Atlanta, GA: Pauline E. Drake; \$266,692. To conduct two six-week summer institutes to help 25 humanities faculty representing at least ten black colleges develop or revise interdisciplinary undergraduate courses in southern black culture. **EH** **U. of Iowa**, Iowa City: Gertrud G. Champe; \$2,500. To plan a project to help youth understand how the sky has influenced humanities disciplines such as history, astronomy, archaeology, philosophy, and religion. College campus dormitory residents will work with elementary and high school students. **AZ** **U. of Michigan**, Ann Arbor: Kornbluh Hyman; \$35,474. To define the field of American workers' culture in order to document folklore and other expressive aspects of their culture. **AP** **World Without War Council, Inc.**, NYC: Robert Pickus; \$24,000 OR; \$8,000 G&M. To enable humanities scholars to help organizations active in the peace effort improve educational programs. **AP**

Jurisprudence

Charles F. Bahmueller, Santa Cruz, CA: \$24,727. To produce a new edition of *The Influence of Place and Time in Matters of Legislation* by the philosopher and social theorist Jeremy Bentham to be published as part of *The Collected Works of Jeremy*

Bentham. **RE** **Children's Television Workshop**, NYC: Joan G. Cooney; \$65,000. To produce an adaptation for public television of Richard Kluger's book "Simple Justice" as a three-part series dramatizing the historical evolution of black America's struggle to challenge the legal foundation of racial discrimination. **PN** **GWETA, Inc.**, Washington, DC: Elizabeth S. Brownstein; \$40,000. To research and develop ten one-hour programs for a television series on the law to increase public understanding of the historical, philosophical and social bases of the American legal system. **PN** **Judiciary, State of Hawaii**, Honolulu: Jane L. Silverman; \$75,000. To research the role of the courts in 19th-century Hawaii in creating a new social and economic order focusing on the family and the economic structure. **RS** **Pacifica Radio—KPFA**, Berkeley, CA: Adi Givins; \$158,532. To produce an 18-part radio series on the relevance of the Bill of Rights to Americans today. **PN** **U. of Florida**, Gainesville: Betty W. Taylor; \$44,029. To compile a bibliography of American legal treatises printed in the U.S. from 1860-1899 for both manual and computer use by researchers in American legal development. **RT**

Language & Linguistics

Arizona State U., Tempe: John X. Evans; \$50,000 G&M. To support the 15th International Congress of FILLM (International Federation for Modern Languages and Literatures), bringing together some 200 foreign and 200 American scholars to discuss "Adjoining Cultures as Reflected in Language and Literature." **RD** **Beaver College**, Glenside, PA: Elaine P. Maimon; \$271,796. To conduct two five-week summer institutes and a national conference to train 90 faculty members to use writing more productively in their courses. **EH** **Case Western Reserve U.**, Cleveland, OH: Melvyn C. Goldstein; \$55,000. To produce the first scientific English-Tibetan dictionary, containing 30,000 entries including basic vocabulary and specialized lexical items relevant to research in the religion, philosophy, history, and culture of South Asian and Tibet. **RT** **Columbia U.**, NYC: Frank MacShane; \$20,000. To produce a one-hour pilot film on Vietnamese oral literature as part of a film series on world oral literature. **PN** **Cornell U.**, Ithaca, NY: David K. Wyatt; \$42,068. To microfilm historically and culturally important Javanese-language manuscripts in an Indonesian repository to preserve and make them accessible to scholars. **RC** **German Educational Television Network**, NYC: William Odom; \$95,100. To acquire rights to 50 German television programs and to produce text materials and videotape copies for use in German language instruction in the U.S. **EH** **Harvard U.**, Cambridge, MA: Horace G. Lunt; \$88,500 OR; \$30,000 G&M. To prepare a dictionary of unconventional Russian (argot, jargon, slang, and popular vernacular) in two forms—an authoritative Russian-Russian version and an abbreviated Russian-English version for non-specialists. **RT** **Northern Illinois U.**, Dekalb: John F. Hartmann; \$4,000. To complete a dictionary of Tai Dam, an important minority dialect of northern Vietnam. A computerized text-editing system will be used to integrate new material with the 8,000 entries already completed. **RT** **Ohio State U. Research Foundation**, Columbus, OH: Leon I. Twarog; \$168,736. To conduct a summer institute to train college teachers in the methodology, administration, and development of individualized, self-paced instruction in Arabic, French, German, Latin, Russian, and Spanish. **EH** **Penobscot Nation**, Indian Island, ME: Frank T. Siebert; \$84,500 OR; \$28,000 G&M. To compile and publish a complete lexicon of the Penobscot language (an Eastern Algonquin tribe) with an English-Penobscot index. **RT** **Research Foundation of SUNY**, Albany: Peter M. Boyd-Bowman; \$31,019 OR;

\$10,000 G&M. To select, extract, and file some 350,000 19th-century citations for inclusion in the last of four volumes of linguistic analysis of Spanish-American documents, from the colonial to the national period. RT

Research Foundation of SUNY, Albany: Marianne Mithun; \$45,525. To produce technical and practical grammars of an Iroquoian language, Cayuga. RT

Southern Ute Indian Tribe, Ignacio, CO: Tom Givon; \$118,000. To study oral, traditional tests of the Ute Indian language as spoken in Southwest Colorado to interpret the tribe's cultural traditions through its folklore. RS

U. of Chicago, IL: Erica Reiner; \$250,000 OR; \$250,000 G&M. To prepare for publication a comprehensive Akkadian (Assyrian and Babylonian dialects) language dictionary, combining the functions of a dictionary, thesaurus, and encyclopedia. RT

U. of Michigan, Ann Arbor: Jay L. Robinson; \$507,000 G&M. To continue editorial work on the *Middle English Dictionary*, 1100-1500. This 50-year-old project will supplement the scholarly treatment of the English language begun by the *Oxford English Dictionary*. RT

U. of Montana, Missoula: Anthony Mattina; \$35,500. To continue preparing a computerized dictionary of Colville, a Salishan (North American Indian) language of eastern Washington and southern British Columbia. RT

U. of North Dakota, Grand Forks: Demetrius J. Georgacas; \$175,000 OR; \$50,000 G&M. To continue composing entries and preparing typescript for a comprehensive and authoritative Modern Greek-English dictionary. RT

U. of Wisconsin, Madison: Frederic G. Cassidy; \$123,745 OR; \$390,214 G&M. To continue research for and preparation of the *Dictionary of American Regional English*, a basic reference work for all non-status varieties of American English. RT

U. of Wisconsin, Madison: Lloyd A. Kasten; \$148,500 OR; \$66,500 G&M. To complete a major phase of the *Old Spanish Dictionary* project to include 40,000 entries of medieval Alfonsine prose using a sophisticated computer-based system. RT

Literature

Brown U., Providence, RI: Edward A. Bloom; \$29,000. To complete an annotated edition of selected letters written between 1784-1821 by Hester L. Piozzi, author and member of Dr. John's circle. RE

Carnegie Institute, Pittsburgh, PA: Donald G. Adam; \$50,000. To present an interpretive program of lectures, films, musical performances and theater symposia entitled "Shakespeare Lives!" in conjunction with the showing of the Folger Library's "Shakespeare: The Globe and the World." PM

College of Charleston, SC: Thomas A. Tenney; \$47,500 OR; \$15,500 G&M. To complete research for *Mark Twain: A Documentary Life*, a skeleton biography and indexed daily record of the American author's life. RT

Concord Free Public Library, MA: Rose M. Mitten; \$61,224. To catalog and prepare a guide to a collection of some 2,850 books by, about, owned or used by members of the 19th-century Transcendentalist literary movement. RC

Hofstra U., Hempstead, NY: William A. McBrien; \$57,292. To research and write a critical biography of Stevie Smith, a 20th-century English poet and novelist, focusing on the relationship between Smith and her work. RO

Kent State U., OH: Sydney J. Krause; \$40,000. To complete a six-volume critical edition of the novels and short fiction of Charles Brockden Brown, America's first professional author. RE

Jill L. Levenson, Ontario, Canada: \$16,500. To produce a companion to the Alfred Harbage-S. Schoenbaum *Annals of English Drama, 975-1700*, providing a comprehensive, chronological account of the sources of each play. RT

Louisiana State U., Shreveport: Robert C. Leitz; \$88,950. To produce a comprehensive, annotated edition of some 1,200 letters by the late 19th- and early 20th-century American writer Jack London. RE

National Public Radio, Washington, DC: Joe N. Gwathmey; \$70,000. To produce a weekly series of 52 radio sketches of American writers over NPR's MORNING EDITION, each presenting a writer's work and evoking his environment through drama, documentary and music. PN

Nebraskans for Public Television, Inc., Lincoln: William P. Perry; \$400,000 OR; \$500,000 G&M. To produce a 90-minute dramatization of "The Private History of the Campaign that Failed," and "The War Prayer"; a 90-minute program on "The Tragedy of Pudd'nhead Wilson; and a script for "The Mysterious Stranger"—programs of the Mark Twain series. PN

Ohio State U., Columbus: Thomas M. Woodson; \$68,035. To produce a critical edition of Nathaniel Hawthorne's *English Notebooks*, the observations and records of the author during his residence in Great Britain, 1853-1857 and 1859-1860. RE

Pennsylvania State U., University Park: Harrison T. Meserole; \$94,000 OR; \$31,000 G&M. To extend a cumulative bibliography on Shakespearean scholarship and production for 1900-1958. RT

Pennsylvania State U., University Park: Nicholas A. Joukovsky; \$29,484. To produce a collected edition of the 250 letters of the English novelist and poet Thomas Love Peacock (1785-1866). RE

Princeton U., NJ: Samuel L. Hynes; \$20,000. To complete a five-volume, critical edition of Thomas Hardy's work in verse. RE

Rutland Free Library, VT: Patricia L. Bates; \$110,835. To present two reading/discussion projects, "Women in Literature" and "Myths in Marriage," and a poetry and lecture program, "Vermont Authors," in 20-25 public libraries. PL

SUNY, Stony Brook: Stephen Spector; \$25,000. To complete a critical and authoritative edition of the N-town Cycle of 15th-century English mystery plays, one of only four such collections. RE

U. of California, Berkeley: Robert H. Hirst; \$250,000 OR; \$250,000 G&M. To continue work on a 21-volume scholarly edition of the works and letters of Mark Twain. RE

U. of Illinois, Urbana: Philip Kolb; \$50,000. To produce a critical edition of the letters of French novelist Marcel Proust. RE

U. of Maine, Orono: Carrol F. Terrell; \$43,761. To prepare volume II of a companion to Ezra Pound's *The Cantos* annotating and explicating the numerous allusions in Pound's work. RT

U. of Maryland, College Park: W. Milne Holton; \$10,000 OR; \$800 G&M. To translate and annotate an anthology of 19th- and 20th-century Serbian poetry to include introductions, an appendix, and a bibliography of poems which have had little exposure in the U.S. RL

U. of Maryland, College Park: Shirley S. Kenny; \$40,000. To produce an old-spelling edition of the Restoration comedy plays of George Etherege. RE

U. of Missouri, Columbia: Mary M. Lago; \$37,500. To prepare a calendar that will serve as the only complete directory to the estimated 10,000 letters of 20th-century British novelist, E. M. Forster. RT

U. of Missouri, Columbia: Thomas D. Cooke; \$9,899. To hold a symposium on 14th-century literary studies. Six eminent scholars in medieval English, French, German, Italian, Latin, and Spanish will present papers on the present state of scholarship in their respective fields. RD

Philosophy

American Council of Learned Societies, NYC: Frederick Burkhardt; \$120,000 OR; \$30,000 G&M. To research and edit the final volumes in a complete edition of the works of American philosopher and psychologist William James. RE

Brandeis U., Waltham, MA: Alfred L. Ivry; \$6,000. To produce an annotated translation, with commentary and glossary, of the 12th-century Islamic philosopher Averroes' *Middle Commentary on Aristotle's "De Anima."* RL

Loyola University, Chicago, IL: Thomas E. Wren; \$15,000. To produce a computerized concordance, index, and frequency count of the 18th-century English philosopher

David Hume's *Treatise of Human Nature* to be distributed on microfiche. RT

Texas Tech. U., Lubbock: Kenneth L. Ketner; \$11,340. To prepare a computer-assisted concordance for all published and unpublished books, articles, and correspondence of the Native American philosopher, Charles Sanders Pierce (1839-1914). RT

Religion

American Society for Franciscan History, Washington, DC: Mathias C. Kiemen; \$29,708 OR; \$10,000 G&M. To research and prepare data for publication of a calendar of all U.S. documents in the Propaganda Fide Archive in Rome, containing all correspondence from the 1700s until 1908 between American bishops and Rome. RT

B'nai B'rith Klutznick Museum, Washington, DC: Anna R. Cohn; \$78,171 OR; \$20,000 G&M. To interpret a permanent exhibition of the Museum's collection of Jewish Ceremonial and Folk Art to include 11 permanent units, each one devoted to one of Judaism's major festivals or life-cycle events. PM

Diocese of Pennsylvania (Episcopal), Philadelphia: Scarlett S. Emerson; \$1,000. To provide a consultant to help establish policies and procedures to organize, preserve, and make accessible the records of the Diocese from the early 18th century. RC

Paula Gerson, NYC: \$10,000. To hold an international symposium on Abbot Suger, head of the royal abbey of St. Denis in 12th-century France, focusing on recent scholarship regarding Suger's contributions to art, architecture, literature, theology, and monastic administration. RD

Michael M. Gorman, Massa Lubrense, Italy: \$32,000. To produce a critical edition of Saint Augustine's *De Genesi ad litteram*, one of his major works and the last of several interpretations he offered for the first three chapters of Genesis. RE

Paul J. Meyvaert, Cambridge, MA: \$35,000. To produce a critical edition of Gregory the Great's *Libellus Responsionum*, containing the medieval pope's instructions to Augustine of Canterbury while a missionary among the English. RE

Oklahoma State U., Stillwater: Azim Nanji; \$20,000. To produce an annotated translation of selections from the pious poems, *Ginans*, of the Nizari Ismailis, an Indo-Muslim sect. The *Ginans* remained a living body of religious works from the 14th to the 20th century. RL

Philadelphia Museum of Art, PA: Stella Kramrisch; \$250,000 OR; \$700,000 G&M. To present a multifaceted exhibit of 143 works of sculpture and 52 paintings concerning the Hindu god Siva with an interpretive program including publications, lectures, films, dance and music to expand public awareness of the religious and intellectual texture of life in India. PM

Presbyterian Historical Society, Philadelphia, PA: William B. Miller; \$46,628. To complete processing the archives of the National Council of Churches of Christ in the U.S.—the largest collection of manuscripts, publications, and correspondence on the 20th-century American Protestant movement. RC

Religion and Ethics Institute, Inc., Evanston, IL: Howard M. Teeple; \$20,000. To produce six slide programs with accompanying lectures and bibliographies on the ancient Near Eastern background of the Old Testament. EH

Society of Biblical Literature, Richmond, VA: Gene M. Tucker; \$8,200. To present addresses by nine international scholars at a conference on the present status of biblical studies to be published subsequently as a volume of essays. RD

U. of New Mexico, Albuquerque: Thomas R. Lyons; \$15,000. To prepare a script for a 90-minute documentary film about the Penitente Brotherhood of New Mexico, Colorado and of Spain. PN

U. of Washington, Seattle: John S. Hawley; \$75,000 OR; \$15,000 G&M. To produce a critical edition of the *Sursagar*, a large collection of devotional verse attributed to the 16th-century Hindi poet Surdas addressed primarily to the god Krishna. RE

World Methodist Historical Society, Lk. Junaluska, NC: Homer L. Calkin; \$8,050.

To gather information in 11 East Asian and Pacific countries on manuscript collections relating to Methodist/Wesleyan denominations to result in a directory of repositories and specialized listings. RC

Social Science

Center for Labor Education Film Project, Washington, DC: Lorraine W. Gray; \$40,080. To plan and write a 60-minute script for a film on international investments in the U.S. and abroad of the increasing presence of women in the new international workforce. PN

Cleveland County Technical Institute, Shelby, NC: Rebecca A. Howard; \$12,997. To plan a country-wide, multimedia program in public libraries using lectures and the media to explore the relationships between community values and technological change. PL

District Council 37 Education Fund Library, NYC: Ken Nash; \$15,185. To plan a project to foster worker exploration of their working lives through library resources and programs including media presentations, seminars, discussions and exhibits. PL

Fairbanks Museum and Planetarium, St. Johnsbury, VT: William G. Brown; \$41,805. To plan an interpretation of significant regional museum collections in the context of Vermont's resources, geophysical characteristics, values and aspirations. PM

Indiana Library Association, Indianapolis: Elbert L. Watson; \$13,260. To plan adult programs in selected Indiana public libraries on the theme of "conservation ethics" conducted by scholars, public librarians and community leaders. PL

Jewish Museum, NYC: Vivian B. Mann; \$9,906. To produce a 30-minute documentary film in conjunction with the "Treasures of Danzig" exhibit dealing with genocide, ethics and the transmission of culture. PM

Metrocenter YMCA, Seattle, WA: Matt Cullen; \$35,000. To support an event by Seattle's Cityfair Project to celebrate the accomplishments of America's cities in finding approaches to solve U.S. urban problems. AP

The Middletown Film Project, Inc., NYC: Peter F. Davis; \$1,042,208 OR; \$900,000 G&M. To complete a series of six filmed documentaries for a national audience on Middletown, IN, focusing on family, leisure, education, and other aspects of American life. PN

Northern Illinois U., Dekalb: Paul J. Kleppner; \$43,710. To explore significant changes in voter turnout and partisanship between 1893-1930 in R.I. and the implications for the currently low voter turnout in that state. RS

Rutgers U., Piscataway, NJ: William K. Powers; \$58,677. To support a study of Sioux (Oglala) music and dance for an interpretive culture-history of music and dance styled of the Pine Ridge Indian Reservation in South Dakota. RS

SANE Education Fund, Philadelphia, PA: Robert K. Musil; \$14,805. To produce the pilot for a series of 13 half-hour radio documentaries on Americans at Work which will examine how and where Americans work and how beliefs and values about work shape our institutions. PN

Southern Growth Policies Board, Res. Tri. Pk., NC: E. Blaine Liner; \$100,000. To bring together leading public and private officials for the articulation of fundamental social and political issues. AP

Syracuse U., NY: K. C. Morrison; \$35,568. To study Afro-American participation in rural electoral politics in Mississippi to test hypotheses relating to differences in political activities in rural communities with Afro-American leadership. RS

U. of Hartford, CT: Gwen Anderson; \$82,849. To produce a 30-minute film and a study guide examining the issues of location, regionalism, and the disparities that divide city and suburbs as typified in the Greater Hartford region. AP

U. of Missouri, Columbia: William B. Bondeson; \$8,000. To hold a national symposium on "The Concept of Person and Its Implications for the Use of the Fetus in Biomedicine" to result in publication of a volume useful to the humanities,

medicine, and the public health field. **RD** U. of New Mexico, Albuquerque: James B. Wright; \$50,153. To document the changes in the social, psychological, economic and spiritual fabric of Hopi and Navajo Indians as they deal with the disputed Congressionally-mandated relocation. **AP** U. of Pennsylvania, Philadelphia: Thomas P. Hughes; \$7,619. To hold a conference to plan editing and publication of the papers of Elihu Thomson, an inventor and industrial scientist at the turn of the century. **RD** Yale U., New Haven, CT: Leonard Thompson; \$149,842 G&M. To continue scholarly research into the problems of racial conflict in southern Africa and to disseminate the results to the general public and American decision-makers. **RO** YWCA, Oklahoma City, OK: Lillie M. Richardella; \$23,331. To involve multi-ethnic youth in developing a slide program and project manual presenting an investigation of the American woman's changing role in society and her emergence into the professions. **AZ**

State Programs

Delaware Humanities Council, Wilmington: Judy G. Just; \$309,000 OR; \$60,000 G&M.
Indiana Committee for the Humanities, Indianapolis: Alan Shusterman; \$430,000.
Massachusetts Foundation for the Humanities, U. of MA, Amherst: Nathaniel Reed; \$439,000 OR; \$20,000 G&M.
Mississippi Committee for the Humanities, Jackson: Cora Norman; \$363,000 OR; \$30,000 G&M.
Missouri Committee for the Humanities, St. Louis: Robert Walrond; \$418,000 OR; \$30,000 G&M.
Montana Committee for the Humanities, Missoula: Margaret Kingsland; \$333,682 OR; \$20,000 G&M.
North Dakota Committee for the Humanities, Bismarck: Everett Albers;

\$323,000 OR; \$200,000 G&M.
Public Committee for the Humanities in Penn., Philadelphia: Carol L. Brown; \$581,151 OR; \$150,000 G&M.
South Dakota Committee for the Humanities, Brookings: John Whalen; \$324,000 OR; \$150,000 G&M.
Texas Committee for the Humanities, Arlington: Robert O'Connor; \$602,000 OR; \$300,000 G&M.
Utah Endowment for the Humanities, Salt Lake City: Delmont Oswald; \$318,000 OR; \$40,000 G&M.
Vermont Council on the Humanities, Hyde Park: Victor R. Swenson; \$320,000 OR; \$50,000 G&M.

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

Special Programs

AD Special Projects
AP Program Development
AV Science, Technology and Human Values

AY Youthgrants
AZ Youth Projects
Education Programs
EC Consultants
ED Implementation
EH Higher Education/Regional-National
EP Pilot
ES Elementary and Secondary
Planning and Policy Assessment
OP Planning and Assessment Studies
Public Programs
PL Libraries
PM Museums and Historical Organizations
PN Media
Research Programs
RC Research Resources
RD Conferences
RE Editions
RL Translations
RO Basic Research
RP Publications
RS State, Local and Regional Studies
RT Tools

MYTHS

and

Realities:

Getting an NEH Grant

Ed. note: Ms. Peacock, who recently directed the Montana Multicultural History Project, was an NEH staff member from 1974 to 1978. A writer and consultant, she now resides in Missoula, Montana.

Once upon a time, when I was an NEH program officer, there were proposals that revealed all too clearly how powerful myths about grant making and grant getting are. Many months, miles, and long conversations about NEH later, people have convinced me—even more than their proposals once did—that many of them are befuddled by the NEH grant-making process. Through their candid questions and comments, they have made clear that there is much confusion in many places about what constitutes a good proposal in general, and in particular, what NEH will think is good enough to fund.

Most of us like mythology; some of us prefer it to reality. But, when it comes to writing successful grant proposals, believing in myths can be genuinely damaging. Left un-debunked, they can diminish the motivation to apply or can impair the ability of planners and writers to think clearly or write persuasively when they do apply.

Some of the most common and powerful of the myths about submitting proposals to NEH will be identified and separated from reality here, so they can be scratched forever from your list of things to do to obtain funding.

MYTH: "Grantsmanship is an art."

REALITY: The times I have heard this phrase cannot be counted. Knowing how to find the proper funding source for a proposal and then how to write it persuasively requires thought and work, not art or magic. It is The Myth Ubiquitous, uttered and believed from the halls of universities to the stacks of little libraries in rural towns. It is another way of saying "we don't know how to do it; therefore, it is mysterious."

Unfortunately, this myth is strengthened and perpetuated by grantspeople, who make their livings knowing how to do it. Abandon the idea as it may discourage you from working toward your goals.

MYTH: "What really matters is who you know."

REALITY: This is simply wrong. It can be said and believed only by someone who is uninformed about or who completely misunderstands the NEH grant-making process. Or who finds it an easy explanation for having failed to obtain an award. The results of accepting this idea as truth are almost always destructive: you may not apply at all, assuming the cause is hopeless because you have no strings to pull, or you may apply assuming that "someone" will be able to carry a weak proposal successfully through the system.

In many meetings of panels and of the National Council on the Humanities, I saw proposals funded that had only the support that really counts—that of the individuals, reviewers or panelists from organizations or com-

munities that understood the need for the project, thought that it would work and, in the process, strengthen the humanities in some way. Others, supported by even such important folks as members of Congress, were often rejected. The key to remember is that success or rejection depends upon the intrinsic worth of the project as it is indicated in your proposal.

Keep in mind that at NEH decisions about funding are not made by staff. They are made by people like you—from across the country—who have only one purpose in reviewing a proposal: to discern its merits as an NEH project. These people have no self-interest in the projects before them, and they are very much aware that they are recommending use of tax dollars from the very few available for work in the humanities.

Briefly, from near or far, by mail, phone, or in person, directly or by surrogates, arm twisting doesn't work. Quality does.

MYTH: "You have to know the right jargon."

REALITY: You do have to know the right language, intelligible prose—the clearer and more concise, the better.

In this regard, not much has changed since Jonathan Swift advised the proper words in the proper places. If the idea is good and has been well thought out, the words will surely follow. A clearly written proposal should be your goal.

Forget the idea that you must define the humanities and convince people—over and over again—of their value.

Notes & News at NEH

Give your peers credit for knowing their profession and for believing in it. Most of your "gentle readers" operate full time on the premise that the humanities are crucially important. If you are puffing up your prose with unnecessary terms ("humanistic perspectives," "lay humanists," "neighborhood humanists," "philosophical" thises and thats), you are wasting your time and undercutting your own chances to succeed. You are also doing your readers a disservice, and you risk taxing their patience and good will. Some proposal writers seem to be convinced that the more times the word "humanities" (or a form of it) appears, the greater their chances are of obtaining a grant. That equation doesn't work. As always, good ideas, clearly stated, are far more persuasive.

MYTH: "If you can get to know the staff personally, you've got it made."

REALITY: Wrong. NEH staff do not decide who will get awards. They do not advocate for or against proposals to panels or to the National Council. They simply present proposals to reviewers, and subsequently, summarize those peoples' judgments and recommendations for consideration by the National Council and the Chairman of the Endowment.

For better or worse, your proposal will be judged on its own merits—or lack of them.

MYTH: "Contact with NEH staff is pointless, so why bother?"

REALITY: Wrong. It isn't pointless at all. Early contact with NEH staff—and it need not be in person—enables you to take advantage of the open invitation in most divisions to discuss applications prior to submission. The main reason for doing this is that you can benefit from the staff person's knowledge of objectives and priorities, as well as procedures. Based on their experience with many proposals and projects, they can give you valuable advice that can result in a stronger proposal.

Writing proposals consumes time, and rejection is, for most people, demoralizing, if not embarrassing. You can better avoid delay and rejection if you tend to matters the staff know are important to those who will recommend funding and strengthen your argument for federal support in advance of NEH action.

For example, staff know what panelists and the National Council are likely to look at closely, and to consider strengths or weaknesses. They might tell you that some of your budget items will appear to be unrealistic in comparison with other, similar projects. Responding to this advice is up to you. In any case, staff contact will give you the opportunity to improve the odds of applying successfully.

In addition, staff may refer you to another program, division, or agency whose goals more nearly coincide with your own; you may be informed about others working on similar projects from whom you can learn. And, **SURPRISE.** You may discover that, behind that bureaucrat's desk, there is a real person who also cares about the humanities and the work you consider important.

MYTH: "NEH doesn't give awards for ____." (Fill in the blank: your discipline, approach, institution, etc.)

REALITY: Distribution of funds is not rigidly predetermined on the basis of institutions, disciplines, geographical locations, etc. It is true that certain amounts of money are earmarked

for the programs. However, proposals are not rejected merely on the grounds that they are in an area that is either new to NEH or of a type that already has received substantial funding.

Good proposals in competition with excellent ones sometimes fail, because there just isn't enough money to fund them. But, proposals judged excellent by reviewers are almost always funded (sometimes with less funds than were originally requested) even if monies need to be shifted within the NEH budget.

MYTH: "The amount and kind of money requested has a lot to do with getting an award."

REALITY: The budget should be appropriate—reasonable and necessary to meet the goals of the project.

It is your responsibility to inform yourself of the game's rules. If, for example, there is a stated upper limit on grants of the sort you want, it is foolish to exceed that limit. Watch out for two misconceptions that may confuse you: 1) the fewer dollars you request, the more likely you are to get an award; and 2) if you ask for Gifts and Matching, rather than Outright, dollars you are more likely to succeed. The availability of both types of money varies from quarter to quarter and from one fiscal year to another.

Whatever you decide to do, remember that your budget should reflect a responsible approach to spending, and recognition of what is necessary to deliver an excellent project. The Endowment, of course, wants dollars to go as far as possible, but it also seeks to support and encourage excellence.

A cheap project that promises to accomplish little is unlikely to succeed, as is a project with an unrealistically high budget. Your odds are not improved by concentrating on the budget's size as much as they are by devoting yourself to designing the best possible project at the lowest possible cost.

MYTH: "If you fail, give up. You can't beat the system."

REALITY: Wrong again. There is no conspiracy to prevent you from getting funding. There is no diabolical plot to make you waste your time or suffer. Although it isn't flawless, the system is designed to avoid capriciousness and bias, and to spend the people's money wisely.

If you believe your project is needed and intrinsically good, and can work if funded, then find out why it was rejected. Sometimes good proposals aren't funded because others are even better. Sometimes, the proposal contains serious, but correctable flaws. You may or may not agree with the explanation you get, but you can make an informed judgment about revising your proposal and trying again. And if you do revise and resubmit, you may be able to improve your chances of success.

However, if *you* have doubts about the need for or excellence of your proposal, then do give up. Scrap it. Please. Efforts to obtain money just because it is there are obvious, as are those that reflect lack of thought and planning. Processing applications costs time and money: not a bit less for a feeble effort than for a model application.

Save tax dollars, and spare yourself and others distress, if you really don't think your idea and your plan of action are more than just "OK," if *you* don't believe that it is excellent and genuinely worthy of public support.

—Valerie S. Peacock

Challenge Grants

New guidelines in the Challenge Grant Program now permit three types of humanities institutions to apply for a second Challenge Grant. Until now, institutions have been limited to a single, three-year grant of up to \$1.5 million.

The three types of institutions eligible for additional grants are major research libraries, repositories of important humanities records and collections with special conservation needs, and independent centers for advanced study in the humanities.

Second Challenge Grants are intended to achieve the same goals established for first-time awards: to broaden the base of support, secure financial stability and provide the means of more effective financing of an institution's programs and activities. They are limited to \$750,000 over three years. Grants for conservation projects are limited to \$150,000 over three years.

An institution must complete its first Challenge Grant before applying for a second.

The next deadline for Challenge Grant applications is May 1, 1981; applicants should submit a notice of intent by March 15, 1981. Awards will be announced in December, 1981.

Admission to NEH-supported exhibitions

Museums applying for temporary exhibition support may now suggest a reasonable public admission fee to help defray the cost of the exhibition. Applications for grant support should indicate the proposed fee in order to enable the Endowment's panelists, staff and Council to determine whether the fee is reasonable enough to permit broad attendance by the general public.

Cultural institutions will be encouraged to provide at least some hours each week for free admission. The policy change is effective January 15, 1981, the next application deadline for the Museums and Historical Organizations Program.

Division of Fellowships and Seminars

With a reorganization of its administrative structure this summer, the Division of Fellowships became the Division of Fellowships and Seminars. The reorganization emphasizes the two-fold offerings in that division: support for independent study and opportunities for study in seminars under the guidance of noted scholars.

The Division has changed only in its administration, not in the number or kinds of programs offered. Division Director James H. Blessing and Deputy Director Guinevere L. Griest are now aided by Maben Herring, assistant director for fellowships, and will eventually obtain an assistant director for seminar programs.

Letters

"Revising America" Revisited

My own experience in teaching history for twenty-five years confirms FitzGerald's (March/April *Humanities*) observations and judgments at almost every point. I read with satisfaction FitzGerald's conclusion about pedagogical thinking: "that definite answers are much more attractive than indefinite ones, even if the questions are indefinite . . . and that . . . it is practically impossible to prove or disprove any educational proposition in a scientific fashion . . ." The skeptical humanist's observation, that in pedagogy as in preaching, success is largely dependent on the degree of conviction and certitude with which pronouncements are made on matters of faith surely applied, and such skepticism is appropriate as we assess the N.E.H. panel discussion of history texts.

Sklar suggests the "politicized and mythic components" of the textbooks are a proper concern of the American Historical Association's Teaching Division. Lacy notes in his wise comments that a federally funded and endorsed course of study in American history would un-

doubtedly make all members of the "academy" feel discomfort, and, one might add, it is not likely that they would be much more comfortable with a course of study endorsed by the A.H.A.'s Teaching Division. But even if all of "the mythic and politicized" components were miraculously removed, the problem of what positive elements to include remains.

Featherstone concludes his comments by emphasizing the importance of the teacher in this problem of texts. I believe his observations are absolutely sound. He says,

There is a sense that teachers are passive and what comes across in the classroom is only what the textbooks have to offer . . . My sense is that . . . the teachers make a good deal out of the text. The variety of teaching practice dealing with these materials is extremely great . . . Lurking in the background . . . is a sense that the really best curriculum materials would be, in some way, teacher-proof—that an endrun by scholars with ingenious materials would get around the basic relationship between teachers and children in a classroom.

The key question is: who should decide the content of the text and of American history classes? The answer is an old one and the only one. Parents and teachers must decide. Those who would prescribe textbook and history course content obviously feel that parents and teachers are incompetent to make those decisions. But as Jefferson said many times in many different ways, ". . . legislators and rulers . . . have set up their own opinions and modes of thinking as the only true and infallible . . ." only to have history prove them false. And, "sometimes it is said that man can not be trusted with the government of himself. Can he then be trusted with the government of others?" Can there be any doubt that Jefferson also would have argued that parents must pre-

serve the right to decide what their children should be taught in their public schools? This is not to say, of course, that parents and teachers are not as "fallible and uninspired" as bureaucrats. But clearly they are the least of many evils.

Parents are, properly, the final determiners of history class content, but that does not mean that history classes must indefinitely go on in the bland, one-damn-thing-after-another, all too common fashion.

There is hope because the most important determinant of the history content of any class is not the text, not the state board of education or state legislature, and certainly not the A.H.A.'s Teaching Division, but the teacher. Where bureaucrats intrude in order to insure that particular points of view are presented in a history class, whether the views represent ethnic minorities, democratic free enterprise, the United Auto Workers, or the Sierra Club, it is only the teacher who can save the course from the "confused and divided social portrait drawn by the texts."

We may all take heart from the fact that whatever the failings of our particular bureaucracies may be, it is no small virtue of bureaucratic systems that the intent of the persons at the top can be modified or frustrated by those at the bottom. It follows, therefore, that the thrust of history teaching reform should be directed not toward the history texts or the curriculum demands of special interest groups, but toward the traditional humanistic education of teachers and their students. In that direction we have a long, long way to go, but at least the road and the goals are clear.

—Graham P. Hawks

Department of History,
Western Michigan University

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About the authors . . .

Herbert G. Gutman is professor of history at the Graduate School and University Center of the City University of New York. Among his major publications are *Work, Culture and Society in Industrializing America* (1976), *The Black Family in Slavery and Freedom* (1976), and *Slavery and the Numbers Game* (1975). A pioneering labor historian, Mr. Gutman has been called one of the social historians "who has done the most to question the specialized compartments of historical scholarship and to propose new conceptual models that cut across the divisions of labor history, urban history, (and) immigration history, and so on." "Sartre's emphasis on 'what man does with what 'one' has done to him,'" says Gutman, "redefines the important questions we should ask in studying the history of dependent American social classes." Mr. Gutman both asks and answers some of those questions in his essay on **Page 1**.



Mari Jo Buhle is assistant professor of American civilization and history at Brown University. Since receiving her Ph.D. from the University of Wisconsin in 1974, she has taught and written about the history of women in American society with special emphasis on the role of women in the American labor movement. Her first book, *Women and American Socialism: 1870-1920*, will be published by the University of Illinois Press next year. Ms. Buhle says that the "public anxiety" generated by the contemporary women's movement is not unique to our own times. She compares and contrasts the upsurge of the number of women in today's labor force with a similar occurrence almost a hundred years ago. The public reaction to the impact of women's wage labor on family life and morality then and now is also discussed in "A Century of Working Women," **Page 5**.



Eugen Weber has been dean of the College of Letters and Science at the University of California, Los Angeles, since 1977. Educated at Cambridge and the Paris *Institut d'Etudes Politiques*, his writings include a study of French royalism, *Action Francaise* (1962), *Varieties of Facism* (1964), and a textbook: *A Modern History of Europe* (1971). His most recent work, *Peasants Into Frenchmen* (1976), won a Phi Beta Kappa's Ralph Waldo Emerson Prize. A Fellow of the American Academy of Arts and Sciences, Mr. Weber is also professor of history at UCLA, where he teaches and writes mostly about nineteenth- and twentieth-century Europe. As both teacher and dean at one of the nation's largest undergraduate liberal arts colleges, he is in a unique position to comment on "What Should A College Student Learn?" **Page 14**.



In the next issue . . .

Challenges of the Eighties

JOSEPH D. DUFFEY, NEH chairman, on the challenges in public support for the humanities,

LAWRENCE WILLIAM TOWNER, director and librarian, Newberry Library, Chicago, on using public funds to generate private dollars,

ANN RUSSELL, director, New England Document Conservation Center, Andover, Massachusetts, on preserving and conserving the humanities in print . . .

plus

Thoughts on stretching the federal dollar • **DUSTJACKETS** • **THE STATE OF THE STATES** • more **RECENT NEH GRANT AWARDS** • **DEADLINES FOR GRANT APPLICATIONS** • and more features on NEH plans, projects and programs.

Edwin J. Delattre is the newly elected president of St. John's College, Annapolis, Maryland, and Sante Fe, New Mexico. This small, liberal arts college has deliberately limited its enrollment to create a "community of scholars" and, since 1937, has devoted its curriculum to a study of Great Books. Mr. Delattre was formerly director of the National Humanities Faculty, whose mission is to improve the teaching of humanities in schools and colleges. His articles and lectures have emphasized the responsibilities of the educator and are drawn from his experience in teaching ethics, epistemology, and American philosophy. Mr. Delattre offers a plan for the acquisition of "critical intelligence" in his answer to the question "What Should a College Student Learn?" **Page 15**.



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