

# Humanities

## NEH after fifteen years by JOSEPH DUFFEY

Even at NEH, where sensitivity to the passage of time and the changes it works is one of our highest responsibilities, we can well use occasional reminders of the value of historical perspective. The Endowment's fifteenth anniversary is an eminently noteworthy occasion. Let us use it as a reminder, and try to put into historical perspective some of the basic premises, seldom discussed and always important, which have informed the Endowment's work during those fifteen years.

It is worth reminding ourselves at the start of the very different America in which the NEH was created. The thunder of a distant war was still distant; the nation had embarked on the challenge of space and the race to the moon; our economy was in one of its most expansive periods. In the Congress social concerns were paramount. Legislation poured forth attacking social and economic ills: medical care for the aged, housing, aid to education, highway beautification, immigration reform, cancer research, air and water pollution. But the National Foundation on the Arts and Humanities Act differed significantly from this other legislation of the period. Many of those measures identified distress, and prescribed and administered remedies for social and economic problems. This was not the case with the National Endowments. The inauguration of Federal aid to the arts and the humanities recognized their importance to the country. The prescription was not for an antidote but for a tonic.

The 1965 creation of the Humanities Endowment was very much a product of the 1964 Report of the Commission on the Humanities, headed by the late President Barnaby Keeney of Brown University, later the first NEH Chairman. "Upon the humanities," the Commission had declared, "depend the national ethic and morality or the lack of it, the national aesthetic and beauty or lack of it, the national use of our environment and our material accomplishments. . ." The Congress concurred, and voted that the humanities need and deserve Federal support, as the sciences and technology had long received, lest the nation find itself without that capacity for critical inquiry and those achievements in "the realm of ideas and of spirit" which the humanities foster.

The fact is that the argument for the existence of the Humanities Endowment has always been fundamentally conservative. Put simply, it calls for the preservation of something of value. Few have contested the worth of scholarly work and teaching in the humanities (though some have criticized contemporary products of such scholarship and instruction).

The argument for Federal funding of the

humanities has been equally forthright; the humanities are valuable to America; the humanities need support; the Federal Government should support the humanities.

Both arguments, however, contained then and contain now two fundamental limitations on Federal support for the humanities. One was explicit in the legislation; the other was implicit in the nature of the humanities.

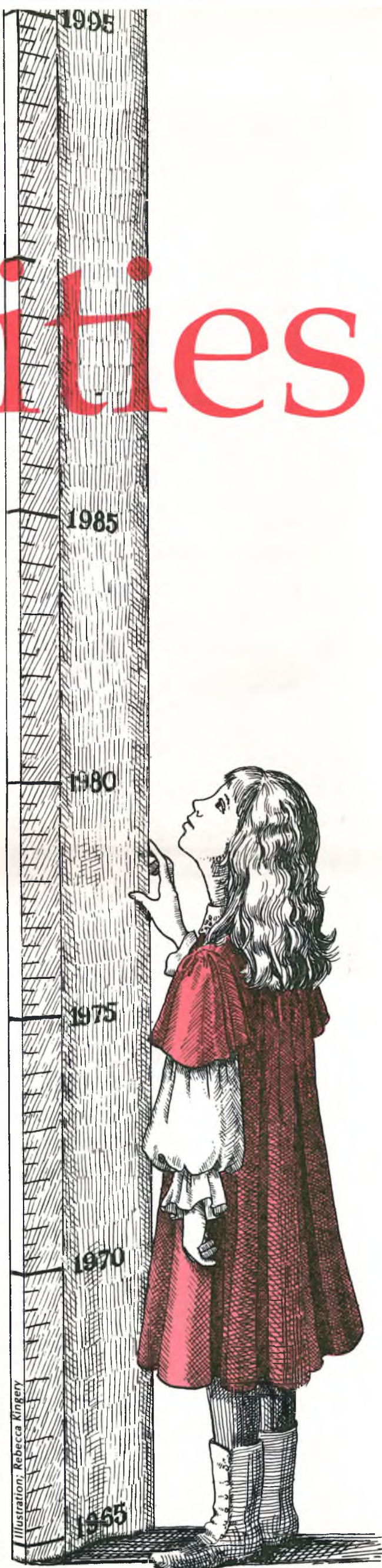
The Act creating the Endowment acknowledged that support for the arts and the humanities is "primarily a matter for private and local initiative." The context of this statement, which is accompanied in the Act by the assertion that such support is nonetheless "an appropriate matter of concern to the Federal Government," requires that it be viewed, if not as a prohibition, at least as an effective inhibition on the NEH playing too active a role in determining the future cultural activity in the United States. The Endowment therefore always has been reluctant to shoulder the burden of being the principal supporter of the humanities even in those few fields where its limited budget might make that role possible. It is often overlooked that even among public agencies, NEH's share of the support for the humanities in America is quite small, far smaller, for example, than the funding voted by State legislatures for teaching and research in the humanities at their public universities and colleges.

The implicit limitation on Federal support concerns basic freedom of expression. Scholarship in the humanities is a form of intellectual expression peculiarly needful of the protection of the First Amendment. It would be dangerous and unwise for the Federal Government to dominate the agenda which determines the areas of inquiry into philosophy and politics, into history and literature, into religion and language—not to mention ethics or the theory of the arts.

Accordingly, the NEH very early on adopted a competitive system of peer review of applications for funding. The most important effect of this system is to protect freedom of expression, to interpose a barrier between inquiry in the vast domain of the humanities and its direction by government. The Endowment in these years has not sought to circumvent this barrier. It has written relatively few contracts to initiate specific projects or activities. Its only brush with a categorical support program has been in the establishment of the state humanities committees, whose citizen members fund and locally administer programs in the states and territories—hardly the heavy hand of government.

The benefits of the peer review process

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# Humanities

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have been reinforced by the ordinary procedure at NEH from the start, namely, to write fairly broad guidelines for programs and to invite applicants to propose particular projects thereunder. The peer review process—evaluation by specialists in the field under consideration, review of proposals competing for the same category of funds by panelists drawn from diverse academic, professional, and public constituencies, the Presidentially appointed National Council on the Humanities' reviews of the staff's compilations of reviewer and panelist judgments and the Council's recommendations to the Chairman—this entire safeguarding process is thereby fed and refined by initiatives from outside, and not from within, government.

I believe this system has worked quite well. To be sure, it has lacked the dramatic excitement of bold policy pronouncements, task force reports, and crash programs. But the combination of NEH's broad guidelines and its peer review process, while fulfilling its function of protecting free expression, has also allowed for constant evolution and change.

Many of the recent proposals for research and fellowship support would have been intellectually inconceivable fifteen years ago. Scholars are asking new questions, in new ways. The pedagogical techniques of our Education Division grantees are now responsive to the vastly different circumstances of higher education in the 1980s. The Endowment's support for interpretive exhibits in museums and for efforts to present history, philosophy, and literature through television and radio have advanced the state of those arts in the last decade and a half. Though the NEH budget is substantially larger than it was in its first year, thoughtful and exciting proposals continue to outpace the funds available. In short, taking as yardsticks the vitality and the independence of the humanities in the United States today, the premises of fifteen years ago were valid.

It has been the good fortune of all that during those fifteen years this quiet process at the Endowment has had the bipartisan support of the Congress and of the various occupants of the Executive Office. The record of the successive Congressional authorization and appropriation hearings, while they are filled with questions about particular funding decisions, are notably lacking in calls for a fixed set of programmatic priorities. Congress has never insisted, for example, that the NEH fund a revision of the freshman "General Education" courses at American colleges or universities, or favor research in the history of the United States rather than of other nations and cultures, or that it fund media projects with a particular political slant. Neither, to my knowledge, has the Executive Branch.

Nevertheless, there is today some questioning of NEH procedures, even in quarters with a good grasp of them. For fifteen years generalized support for the humanities has operated almost entirely through specific project grants. These procedures are now being queried from two sides.

On the one hand, there are those who believe that the humanities, and American culture in general, are in decline, that many humanists are doing work of no clear purpose or value, or work which is unheeded when it is good. This is the view of those who seem always to be measuring the few paces which keep us from Apocalypse, who question whether literacy will survive, whether a consensus of values essential to civilization can be reconstructed, whether a

domain of the sacred can be reestablished in this secular age, and, sometimes, whether anyone will stop watching television long enough to listen.

On the other hand, there are some within the academic community who question whether project grants are useful to academic ventures, given the fundamental economic instability of their institutions and of such vital humanistic resources as research libraries and centers, graduate programs, and university presses. In a small way, the NEH Challenge Grants, offering one Federal dollar to match three private ones, to encourage institutions to begin to address long-term financial problems, are a response to these concerns.

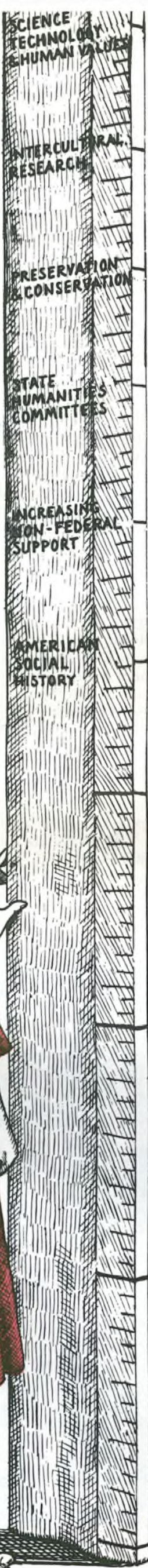
These various criticisms are serious and in some ways correct. But the evidence of every day's mail at the Endowment convinces me that they are not yet cogent enough to warrant abandoning the basic patterns of our first fifteen years. Our project grants, for example, are carefully assessed in terms of their effect in strengthening institutions. We are not in the business of adding on useless frills to universities or museums which cannot carry out their primary responsibilities. Through its grants, the NEH does try to highlight the best work of our constituents, advertise the significance of that work to the national interest, and call forth a stronger public and private sense of how vital it is for Americans to pursue such inquiries.

Nor does the mail show cultural decline. Any scholar of our past knows how frequently the cry of doom has been raised, and any historian would tell us that it is essential to ask who is bemoaning our fate and why. Clearly, many parts of the American intellectual enterprise are undergoing a severe crisis of morale. But there are just as many new voices, unheard in the 1960s, who are speaking loudly and clearly now and who resent the implication that they have arrived at an intellectual feast after the dishes have been removed.

In this domain, I have been heartened to see the progress of the "new social history" in uncovering the past lives of ordinary people. I am delighted to read journals like *History and Theory* or *Critical Inquiry* or *Daedalus*, which have flourished in the past two decades, and to see the way scholars can debate the theoretical premises and social implications of their work. I am delighted to read the new generation of personal narratives—Michael Arlen's *Passage to Ararat*, Maxine Hong Kingston's *The Woman Warrior* and *China Men*, Maureen Howard's *Facts of Life*. When I read a report on the way fifth-graders in Middleborough, Massachusetts, used the resources of the Plimoth Plantation "living museum" in learning history, language arts, anthropology, and even mathematics, I feel more hopeful about our elementary and secondary schools.

America is complex. Its cultural life is not "organized" nationally or regionally, and should not be. Its hierarchies of wealth and taste are always subject to attack by newly emergent expressions of quality. Every current of the world's traditional wisdom, like every current of the world's blood, flows through our people. Let us beware, then, of oversimplification and of an ahistorical sense of ourselves. Nothing is so valuable an antidote to those errors as witnessing the complexity and diversity of the cultural creativity which, originating in the thousands of applications addressed to the Endowment, flows through its review processes. Happily, the pages of *Humanities* now convey some sense of that creativity to others.





Illustration; Rebecca Kingery

## Turning problems into opportunities: Agenda for the eighties

To be a pessimist about the state of the humanities today takes no unusual perception. Nor does one need the mind of a Jeremiah to be pessimistic about the future of man on this planet. All the signals seem to be saying thumbs down; and it appears that, if anybody inherits the earth, it will be the cockroaches, the rats, and the sharks—they have been around longer than anybody else and have shown the best capacity to survive.

Despite these prognostications of gloom, it appears probable that we will survive the eighties. And if the quality of life in our world seems to be deteriorating, we are stuck with this world, to manage with it as best we can. It is my contention that things are not as bad as they seem; the outlook for the humanities is not nearly as bleak and forbidding as we may have imagined.

We ought to approach the coming decade with the assumption that our long-cherished and abiding values still matter, that they should be studied, examined, called upon, exalted and, if possible, embodied in our own lives and actions. That, after all, is what the humanities are all about: the late Denham Sutcliffe of Kenyon College once asked, "What Shall We Defend?" All of us who call ourselves students of the humanities know in our bones what the answer to that question is. But how shall we defend the humanities in the eighties?

To survive the eighties, and beyond, we will have to be like the sharks—aggressive, tough, and adaptable. We will have to be ready to seize those opportunities that do present themselves and use what resources are available. Both are substantial—far greater than our pessimistic assumptions tell us.

The resources, if we weigh and allocate them prudently and rationally, are sufficient to meet the challenges that constitute our agenda for the eighties. That agenda includes:

- continued encouragement of research and writing,
- continued support of publication in the humanities,
- completion of the great historical and literary editorial projects begun in the fifties, sixties and seventies,
- intensified training in languages and other skills that foster scholarship in the humanities,
- improvement of teaching,
- creating new audiences for the humanities,
- keeping underemployed scholars involved in their disciplines,
- collecting and preserving research materials.

We think of the fifties and sixties as the golden age of academic expansion and assume that today's opportunities are meager and to-

day's resources a pale shadow of that palmy era. But our resources now are, in fact, enormous compared to what was available in those supposedly by halcyon days.

In this country we have the largest community of highly educated men and women ever known and a wider variety of educational and support institutions ever imagined, even by the most thoughtful and optimistic educational leaders of the past.

The human resources are unprecedented in numbers and unparalleled in quality of training. Of the 86,000 Ph.D.'s awarded in the humanities since 1920, nearly 45 percent, or 38,420 of the recipients have been out of school only ten years. Nearly 72 percent, or 61,489, have been out only twenty years.

New employment opportunities in academe are, obviously, sharply curtailed compared with the 1960s. But think of the great reservoir of brain power (every year they seem to get brighter as I get dimmer) those Ph.D.'s represent. One of the greatest opportunities—and responsibilities—of the 1980s is to keep all these men and women linked to scholarship and the humanities, if not to academe—to harness all that intellectual energy and talent.

The educational establishment that we put in place in the post-Sputnik decades is also unprecedented. Admittedly, we tend—with a shudder—to single out the possible demise of colleges in the eighties, and brace ourselves at least for curtailed academic budgets and ventures. But allowing for some institutional failures, and even with a slow-growth or no-growth policy, we have in our society as the decade begins the largest educational establishment and, I think, the finest, to be found anywhere in the world.

Granted, the humanities disciplines will have to work to retain audiences and practitioners in languages, history, literature and the classics. We will have to seek new audiences among the out-of-school adult population with greater purpose and imagination than we have in the past. But these strategies should be perceived as golden opportunities. Without a captive audience, one has to become a better teacher and a better scholar to attract people to one's classroom and writing. That is not necessarily a bad thing.

Back in the fifties and early sixties, relatively few humanities centers existed other than the traditional university departments. The Institute for Advanced Study at Princeton, the Institute of Early American History and Culture at Williamsburg, and the very modest programs at the Folger, Huntington and Newberry libraries were, in a sense, humanities centers. All, however, were the preserves of a small number of scholars who conducted their work in a rarefied atmosphere. New research would, in theory,





Chicago's Newberry Library "promotes the acquisition of languages . . . the lifeblood of the scholar."

reach a mass audience one day, much as the nineteenth-century robber barons' money would, it was presumed, trickle down to the masses eventually.

Today, the Rockefeller Foundation has identified a hundred humanities centers in the United States. The most recent, ambitious, and daring is the National Humanities Center in Research Triangle Park, North Carolina.

Also in place, ready to be used, are our peerless library resources, which have been augmented on a vast scale during the past two decades under the aegis of the Higher Education Act of 1966. They are still being augmented—albeit on a lesser scale—under renewed appropriations for that Act. Even the independent research libraries, who until recently were generally ineligible for grants under the Act, were recipients of substantial support from other sources—particularly the National Endowment for the Humanities and such enlightened foundations as the Andrew W. Mellon Foundation of New York. The fifteen libraries who organized to become the Independent Research Library Association, together hold some twelve million volumes and forty-five million manuscripts. They provide more than a million individual research days each year.

Finally, among the premier resources must be counted NEH itself. Its fifteenth birthday, just celebrated, marks a period of unimagined growth and maturity. One need only compare the puny resources at the disposal of NEH when the late Barnaby Keeney was chairman with the resources NEH can marshal today. And NEH's own funding resources only begin to describe the scope of the agency's influence. The leverage NEH provides is far greater than its actual funding capabilities. Through gifts and matching grants and, more recently, Challenge Grants, it has justly come to be considered the main catalyst in stimulating the private sector.

When I contemplate all the resources at our disposal—human, institutional, financial—I can only conclude that in the eighties we should see not a retrenchment of the humanities, but a regeneration; not a blight, but a flowering; not a fall, but a spring.

At my own institution—the Newberry Library—which I use as an example because I know it best, we have been stretching the resources at hand to seize these opportunities. In



interdisciplinary teaching in the humanities at twenty-five midwestern colleges, by holding summer institutes in the teaching of Indian history and the history of Indian-white relations, and by encouraging the use of the new history in colleges and universities to upgrade the study and teaching of local, community and state history.

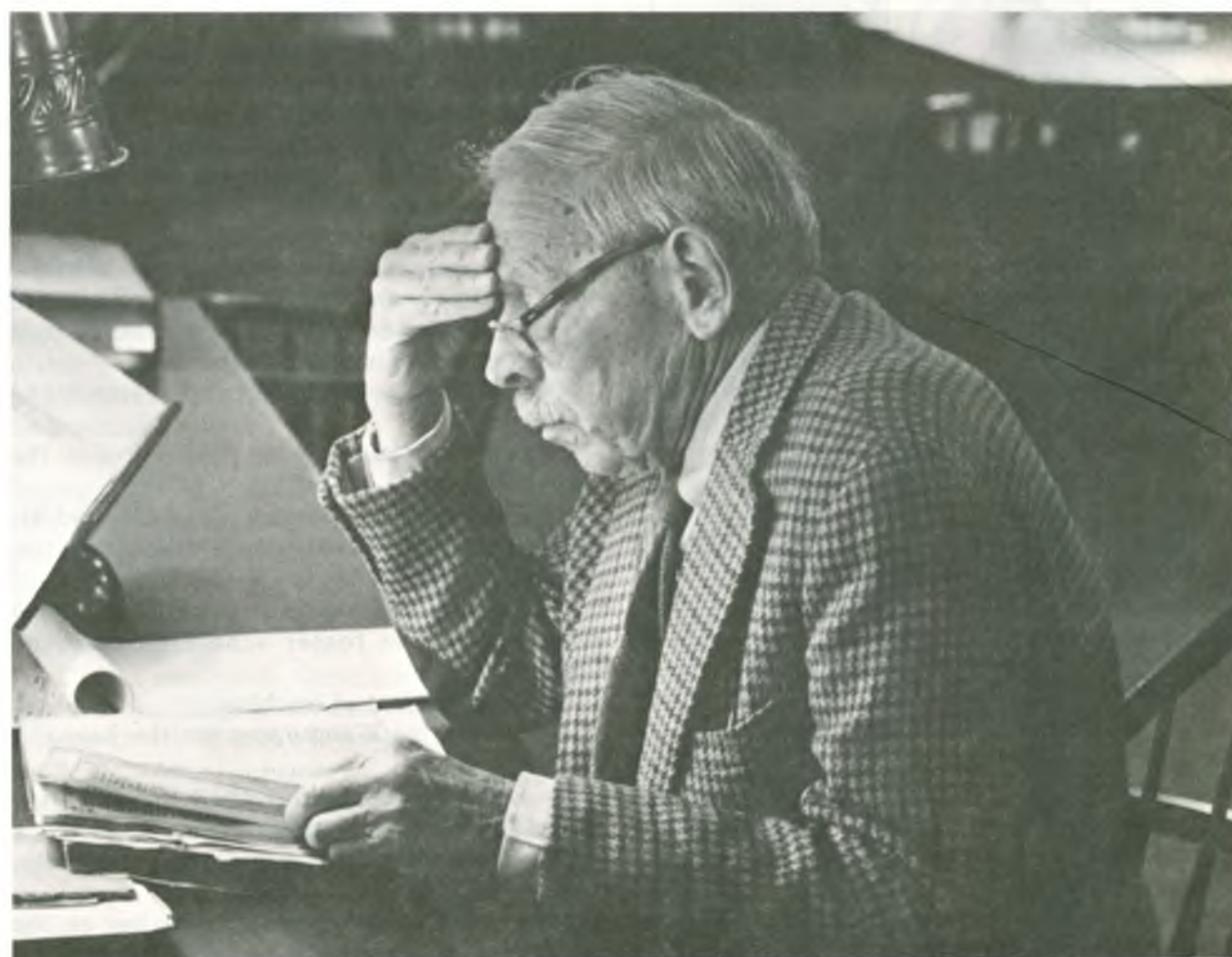
We co-sponsor and house the Chicago Metro History Fair, which exemplifies the new history and shows how it can be taught to high school students; we have worked to re-unite history with genealogy—once its respected ally but a field much disparaged by scholars. All these programs are part of an ongoing effort to attract new audiences for the humanities.

We do our best to keep underemployed scholars in touch with scholarship through a modest fellowship program and by providing access to the Newberry's materials and programs. We make the Library a home to Ph.D.'s who are employed outside of academe—whether as attorneys or taxi drivers—and we hire Ph.D.'s for every possible job, including institutional development.

In short, we are not afraid of the 1980s, and to prove it, we are currently raising \$12.5 million for the new stack building we are erecting in our present facility. When the stack is completed, our "Uncommon Collection of Uncommon Collections" will have the best environment money can buy and man can devise, consistent with the use of the materials. And when the renovation of the old building is accomplished, the Newberry will have new facilities for our outreach program—classrooms, seminar rooms, a multi-purpose conference room, exhibition halls, and a great reference and bibliographical center that will direct serious readers to the world's humanities resources.

At the Newberry, we see our "problems" as opportunities; if we can do it, so can the rest of the humanities community. Vast resources are available. We need only concentrate on seizing the opportunities that set our agenda for the eighties.

—Lawrence W. Towner



Newberry's programs "are part of an ongoing effort to create and attract new audiences for the humanities."



# THE QUIET DISASTER

## Deterioration of Library and Archival Collections



Illustration, Rebecca Kingery



Unlike the Florence flood and other disasters which make headlines, the gradual deterioration of library and archival collections is a non-event. Yet, the destruction that is taking place is another kind of disaster: a vast amount of research material will be lost forever unless we develop conservation and preservation programs. The damage that occurs in America's libraries every year, as books turn to dust, far exceeds the damage that took place in Florence, in terms of extent and restoration cost.

Neglect rarely provokes public outcry. After all, it has a long tradition. The trustee of a fis-

cally lean library or historical society who vetos an estimate for restoration of a rare book has a defensible point of view: the society has a long list of needs, and conservation can be postponed more easily than payroll. The trustee says, "The book has lasted this long; it will last a little longer."

The problem of deterioration of books and records is so massive that it seems to defy solution. The Library of Congress estimates that out of its eighteen million books one-third should be withdrawn from circulation because they are too brittle to be handled. The New York Public

Library estimates that more than half of its books are now unusable. It is probably not an overstatement to assert that 80 percent of all library and archival collections will require some conservation treatment to survive past the end of this century.

Because paper is an organic substance that naturally deteriorates, the pages of a book become brittle and yellow as the paper becomes acidic over time. The decline in paper quality from the mid-nineteenth century onward, together with increased pollution of the air, has accelerated this process many-fold. Books printed in the sixteenth century on good quality, rag paper have endured remarkably well. Paperbacks printed on wood pulp paper ten years ago are turning yellow around the edges.

The scope of the brittle book problem is growing geometrically: the billions of books being acquired by libraries today will be a conservation headache within a generation. The Library of Congress restoration office estimates that at least 11,500 person-years of work will be required to repair its rare book collections, and these are a relatively small fraction of the collection. A study now being contemplated by the National Conservation Advisory Council to quantify the nation's conservation needs would surely produce staggering results. But there are fewer than fifty certified paper conservators in the country, and of these only a handful specialize in treatment of library and archival materials.

Not every library needs to be a repository for material of historical value. Possibly most should not. But how many institutions, once having decided this, are willing to turn over their valuable materials to a suitable repository?

Institutions that amassed valuable collections years ago could not have foreseen that possession of these materials would entail substantial maintenance expenses. Climate control equipment is costly to install and operate. Labor costs for cleaning, repairing and conserving of the materials are no longer trivial. Any library that is presently acquiring rare material, or ma-

Photographs: The Library of Congress Restoration Office



Before and after pictures of a page from a rare book on theatrical costume. Discoloration in the first photograph was caused by dusting for fingerprints. The second photograph was taken after treatment.





A microspatula is used to detach a holograph leaf of Abraham Lincoln's *Second Inaugural Address* from its old mounting, an acidic mat board that is now deteriorating. This manuscript is one of the Library of Congress's most treasured possessions.



Methylmagnesium carbonate is brushed over this folio to neutralize its acidity and to introduce an alkaline salt which will prevent future acid attacks. The Library of Congress estimates that one-third of its books are too brittle to be handled.

Photographs: The Library of Congress Restoration Office

terial that may someday be considered rare, should make provision for its future care. Today no responsible institution would build a new building without planning for additional income to support the maintenance costs of that building. Some institutions insist that for every dollar raised for construction, a dollar must also be raised for the endowment fund. Similar planning is needed for acquisition of collections.

What does it cost to preserve a collection adequately? The Newberry Library of Chicago, for many years the leader in the field, has been allocating about 10 percent of its operating budget for conservation. No other library that I know of approaches Newberry's financial or professional commitment to conserving its books. Some of the most prestigious libraries in our country cannot boast a climate control system, or even air conditioning in the stacks.

Quality conservation is very expensive because it is labor intensive. A large, nonprofit

conservation center, like the New England Document Conservation Center (NEDCC), can achieve efficiency by treating large numbers of like items at the same time and by maintaining a disciplined work atmosphere. Beyond a point, however, corners can be cut only at the expense of the permanence and strength of the objects. "Full treatment" of a book at NEDCC, including disassembly, washing and deacidification of every page, mending and rebinding can cost several hundred dollars or more. This treatment is suitable only for rare or valuable materials. Spray deacidification may cost \$10—\$20 per volume, but will not strengthen a book that is already brittle.

Technology for treating mass materials has simply not been developed. Unless more cost-effective conservation methods are found, it will be impossible to make headway. In the past, the conservation profession has, for the most part, regarded mass conservation with suspicion,

feeling that it implies a mechanical approach to treatment. The question of how paraprofessionals might be trained to perform simple, repetitive procedures has not been fully addressed by conservators. More research in conservation of mass materials is needed as well as discussion concerning the ethical, philosophical and logistical problems that large collections pose.

With our present conservation techniques, it will not be possible to save every book. The librarian is in the position of having to choose what to preserve and, even more difficult, what not to preserve. The average librarian is not equipped to deal with the philosophical and technical issues. Which materials have permanent value and what do we mean by permanent value? Which materials must be preserved in the original, and which can be preserved in another format, such as microfilm? How can treatment alternatives be matched with the condition of a book and the amount of money



Photograph: New England Document Conservation Center

Deteriorating documents are carefully examined over a light table at the New England Document Conservation Center.



Photograph: The Library of Congress Restoration Office

A vapor-phase process is being developed for mass deacidification of books. Experiments at the Library of Congress Preservation Research and Testing Laboratory show the use of diethyl zinc in this process. Technicians must wear face masks and other protective gear and keep a fire extinguisher handy.



available for conservation? How can groups of libraries coordinate their conservation efforts to avoid duplication?

The NEDCC, committed to preserving library and archival collections, believes that public awareness programs are an important first step in finding solutions. If no one realizes there is a serious problem, nothing is going to happen. It is especially critical to educate administrators and trustees who control an institution's purse strings.

A major aspect of NEDCC's work is providing consultation to librarians and archivists to help them make informed choices about what to preserve. A repository's long-range conservation program should include preventive maintenance as well as restorative treatment. Based on a systematic evaluation of the collection, NEDCC provides recommendations for improved environmental conditions, for proper storage and handling, and for priorities for professional conservation treatment. An NEH grant will enable NEDCC to increase its consulting activities over the next three years, adding to its staff a full-time field services director.

Future solutions to the problem of library and archival conservation must include these elements among others:

- training more conservators;
- continuing education about conservation for librarians and administrators;
- including courses on preservation in the regular curriculum of library schools;
- strengthening cooperative conservation centers and developing new ones in regions where they do not exist;
- developing a "phase approach" to conservation;
- researching treatment of mass materials;
- convincing publishers to use acid-free paper for new books that enter libraries.

Unlike museums, most libraries and research institutions do not view themselves as treasure houses, except, perhaps, in rare book departments or special collections. Unlike museums no accrediting body pressures libraries or archival institutions to make a commitment to conservation.

But concern about conservation among librarians and archivists has grown markedly in the last few years. A conservation tour sponsored by the Society of American Archivists at its annual meeting in Chicago had many more subscribers than could be accommodated. NEDCC had to order extra buses for a tour for participants in the Association of College Research Libraries Rare Book and Manuscripts Conference in Boston. Library school courses and institutes on conservation administration have been well attended, as have workshops and conferences sponsored by NEDCC and other institutions throughout the country.

From one point of view, one of the more remarkable events of the last year was the investigation by Congress of preservation efforts at the National Archives, following Jack Anderson's attack on the deplorable condition of the records. For once, the quiet disaster became news. If all librarians and archivists were subject to public scrutiny for care of their collections, who would be invulnerable? But at that point, we might begin to see the rapid percolation of solutions.

—Ann Russell

# Sharing the wealth



Stele from excavations at the ancient Mayan city at Copan, Honduras, which is part of the Peabody Museum's vast collection of artifacts.



Illustration, Rebecca Kingery

Next fall, the Oregon Historical Society in Portland will unveil an exhibit dramatically showing how the arrival of white traders from Europe and America transformed the native North American cultures they found along the Pacific Northwest Coast. Ivory carvings, basketry, fabrics, furs, robes, wooden armor and copper pieces—some of them nearly two hundred years old—will be shown and interpreted.

The exhibit—"Penetrating Exploration of the Pacific Rim: Triumphs and Tragedies of Trade"—at first may seem an attractive, well-conceived and thoughtful presentation, striking perhaps in its regional focus, but not radically different from the kind of imaginative display scores of local museums across the country are mounting nowadays in response to an apparently insatiable public appetite for rediscovering and understanding the past.

The two hundred objects to be seen in Portland, however, represent something special in the museum world: they are coming home to the Northwest for the first time since their removal eastward by the traders who first acquired them. They are returning from the Peabody Museum at Harvard—the oldest (founded in 1866) archaeological and ethnological museum in the Western hemisphere—as part of an unprecedented NEH-supported experiment in collection sharing which includes the Peabody and nine other historical, science, art and general museums from Boston to Baltimore to Fort Worth.

As the costs of all cultural enterprises soar, hard-pressed cultural institutions have no choice but to pinch pennies and cut back on their services to the public. Sharing scarce resources is one way to stretch the dollars received from the Federal treasury or private contributors. Thus opera companies borrow and exchange sets; students and teachers have long relied on inter-library loans for research materials; and art museums have for decades dispatched traveling exhibits of their treasures for wider public viewing.

But museums, which until recently took a fierce proprietary attitude toward the objects in their collections, have traditionally been reluctant to allow their prized possessions outside their walls except on an *ad hoc* basis and under the most stringent control. The fact that an august research institution like the Peabody is not only willing but eager to loan its vast collection

*Ed. note: In Fiscal 1981 the Endowment, for the first time, is initiating a program to support planning and training efforts in the conservation area.*



to smaller, regional museums for a two- or three-year period, is a sign that collection sharing is an idea whose time has come.

The resources in the Peabody are staggering: the museum owns more than two million artifacts documenting vanished civilizations. Many of the objects are irreplaceable, hence priceless. Even if smaller museums had the money to amass their own collections (and they don't), many of these art objects cannot be obtained today in the field, at any price. "Art materials are limited resources—rarer than fresh air," says the Peabody's director, C.C. Lamberg-Karlovsky.

One thing the Peabody does not have—a large and diverse public audience. It is primarily a research-oriented institution, says Fran Silverman, director of the museum's collection-sharing program, and "has maintained only modest exhibition facilities and public education programs which do not permit the use of as much of our material as we wish."

The majority of the artifacts in the Peabody languish in storage, and many are deteriorating, while the public has little chance to see them. The collection-sharing program will, through a kind of cultural partnership with a cross section of the American museum community, open up the Peabody's enormous wealth to a wider audience. Nine exhibits are planned over the next three years.

At Boston's Museum of Science nearly three hundred artifacts excavated at the ancient Mayan city of Copan, including some of the finest pre-Columbian objects in existence, will be the centerpiece of an interpretive display of Mayan culture. The Peabody has already delivered a gigantic cast of a stele to its neighbor across the Charles River. Made in 1880, the cast is now in better condition than the original stone (dated at A.D. 731), which is still at the archaeological site in Honduras.

Boston's Children's Museum will exhibit Peabody artifacts and photographs illustrating American Indian culture of the Northeast.

At the Amon Carter Museum in Fort Worth, the Peabody's famed Bushnell collection of watercolors and drawings by nineteenth- and early twentieth-century explorers of the American

West will document the changing attitudes and impressions of white artists and explorers.

The Science Museum of Minnesota in St. Paul will mount an exhibit depicting Indian life in the Mississippi Valley a millennium ago. "There's a stereotype of Indians as horsemen," says Curator Orrin Shane, "but many of the Indians were farmers. Our exhibit will show how they lived, how they organized their communities, how they made their livings."

The Walters Art Gallery in Baltimore is scheduling exhibits and interpretive programs that feature 200 objects of sub-Saharan African art from the Peabody's collection.

Collection sharing may be the wave of the future, but what is plausible and enticing in theory—the idea of recycling art objects—is not so simple in practice.

The artifacts culled from the Peabody's storerooms needed extensive preparation, and last summer the Peabody installed a conservation lab to work on the hundreds of pieces chosen by the other participating museums. At least half the objects are covered with grime and require painstaking restoration—an incredibly labor-intensive (i.e., expensive) job. The logistics of collection sharing also involve complex arrangements for security and climate control; the artifacts must be cataloged and photographed, their movements plotted and traced, and shipping and unpacking are major enterprises. Collection sharing is costly.

No one doubts that the money spent on collection sharing is well invested. The Peabody itself is a prime beneficiary, since prized objects in its collection will be cleaned, restored and conserved. Museums across the country will be able to present to their audiences rare and important artifacts of peerless quality in quantities they could never dream of purchasing. The goal of stretching the Federal dollar as far as it can go means that everyone wins—particularly the public.

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

"Recycling Scholarly Collections . . . Through Collection Sharing"/C.C. Lamberg-Karlovsky/Harvard U. Peabody Museum, Cambridge, MA/\$150,000/1980-81/Museums and Historical Organizations Program.



This water color of Indian hunters by Peter Rindisbacher is part of an interpretive exhibit of watercolors and drawings by nineteenth- and early twentieth-century explorers in the American West, to be shown in Phoenix and Rochester, New York, as well as Fort Worth's Amon Carter Museum.



The Peabody, America's oldest archaeological museum, will share its collections with nine other museums across the country. Pictured here are (from top to bottom) a woman's hat from the Nootka Sound Indians; an engraved stone disc found near Moundville, Carthage, Alabama; and a maize god from Copan, Honduras. Collection sharing will mean a large and diverse public audience for these treasures.

Photographs by Hillel Burger courtesy of the Peabody Museum



If you want to know how to make a cornshuck hat, a flintlock rifle, a fiddle or a friendship quilt, you can turn to the typewritten pages of a little magazine produced entirely by high school students in Rabun Gap, Georgia. You won't be alone. Over 5,000 subscribers from all fifty states read the accurate, step-by-step, illustrated instructions to these and other Appalachian mountain crafts in the fourteen-year-old and now famous *Foxfire*. Ten times that number read the carefully collected information reprinted in the *Foxfire* books.

The commercial success of *Foxfire* has been equaled by its success in the classroom. For in Rabun Gap and in several hundred other communities in the United States, *Foxfire* and projects like it are teaching students essential skills of communication, while satisfying the yearning for meaning and independence that young critics of the classroom have found missing from their high school careers.

Like many successes, *Foxfire* was born of failure. Eliot Wigginton, the creator of the project and still its prime mover, calls it the failure of public education "to wake kids up and get them to work."

Equipped with a B.A. in English and an M.A. in education from Cornell University, Wigginton returned to the Georgia highlands, where he was raised, to teach English and geography to the ninth- and tenth-graders at the Rabun Gap-Nacoochee School. "For my Appalachian students," Wigginton wrote in the introduction to *The Foxfire Book*, "English was a subject as remote, meaningless and useless as a course in the decoration of subway platforms."

*Foxfire* began as his attempt to show his students that their work in school could affect their lives and their communities.

From the first issue, which appeared in March, 1967, financed by \$400 that the students raised from parents and local businesses, the process of collecting information from the elderly residents of their mountain community and the product in which it is presented have changed little. The students still go to the homes of the people in the community, sometimes into the majesty of the mountain countryside to isolated cabins where they ask their "contacts" questions about their lives and homes and ways. With tape recorders and cameras, they preserve the methodology and philosophy of a remote, self-sufficient Appalachia, of which, before the project began, the students were as aware as of the Georgia cicadas, whose constant, pervasive drone they notice, not so much while it sounds, but after, when the season has chilled it to silence.

To the recipes and advice that fill the pages of *Foxfire*, the students add poetry, student-written or selected by them from the poems that come in from all over the country, and photographs—of the steps in some process, of the mountains around them, of the weathered faces of the men and women they interview.

There is also something that the students call "a personality piece." In these oral history interviews transcribed almost verbatim from the students' tapes, *Foxfire* readers are introduced to the mountain folk.

"People'll look at those pictures," laughs eighty-year-old Hillard Green from the pages of *The Foxfire Book*, "an say, 'What is that crazy old man a'doin?'" Hillard gives the kids an answer:

You tell'em I'm puttin' up 'maters for th'winter, that's what. People might laugh at such stuff as this, but I'll tell y', I'm not about t'let'em rot. And when you've got old, you're not a'goin't'lay down and die



## FOXFIRE FOLKLORE AND ORAL HISTORY LIGHT UP A CURRICULUM



just because you're old. Feller's got t'have somethin' t'do. Well, this is one of th'things I do, and I'm proud I can. Let'em laugh. I'll be eatin' good this winter and laughin' back.

Two small grants from NEH in 1970 and 1971 allowed the students to expand their coverage with updated equipment. With new battery-powered tape recorders, they could interview people who lived in homes without electricity. Battery-powered videotape equipment allowed them to preserve on film scenes such as Bill Lamb making shingles with a mallet and froe, Jake Waldroop using the small bone of a turkey's wing as a turkey call, and Hillard Green telling tales of life in the mountains.

The funding also enabled Wigginton to hire another full-time adviser so that the *Foxfire* staff could help other projects get started. And *Foxfire* spread, slowly at first, to neighboring communities, then picking up speed and the strength of more successes, to other communities, far away and different from Rabun Gap.

To Brian Beun, president of Ideas, Inc., a nonprofit, public service organization that aided the spread of *Foxfire* by sponsoring staff exchanges and commissioning guides to the project, the best thing about *Foxfire* is its adaptability. "We think of 'Foxfire' now as a generic term for community-based, experiential learning programs." Beun was one of the first to sense *Foxfire's* ability to procreate.

Because it had been so successful in motivating students who had been uninspired

by regular classroom fare, Beun's group tailored the project for students "who are not being adequately served by public education." He cites successes with learning disabled, emotionally disturbed, disadvantaged, and predelinquent students as evidence that a *Foxfire*-like project can work where others have failed.

"If you measure grades, attendance, and leadership in other areas of student life, our project has definitely improved students' performance," said Lonna Schafer, who sponsors *Tsa'Aszi*, a magazine produced by students at the Pine Hill School of the Ramah Navajo Tribe in Ramah, New Mexico. The students receive an elective credit in English for their work in producing a quarterly journal of Navajo culture, art and poetry. In addition to basic writing skills and the methods of magazine production, photography and business operations, the students at Pine Hill learn the skill of translating. All of the interviews are conducted in Navajo, but most of the magazine is printed in English.

There are now several hundred cultural journalism programs operating independently from Hawaii to Alaska to Maine. The myriad projects—all student-produced, all painstaking studies of their communities, some boasting paperback compendiums similar to the *Foxfire* books—share news and ideas through a national newsletter (*Foxfire*-initiated) and were christened a "movement" in newspaper reports of their first national convention held at Washington University, St. Louis, last summer.

What is the recipe that Wigginton and "his kids" have handed on to several hundred other





Students learn photography along with oral history and magazine production techniques in projects like *Foxfire*. These photographs, shot and developed by students, were printed in *Foxfire 6*.

Another experiential learning project, *Legado*, is produced by students from the Miami Coral Park High School in Florida. The students explore Miami's different cultures in articles printed in parallel English and Spanish texts. An article about the design and manufacture of a Latin shirt, the *guayahera*, (right) appeared in *Legado*, the Spanish word for "legacy."



groups?

"There are two essential ingredients," Wigginton said. One he feels is a school administration that will allow the project to become an integrated part of the curriculum. Students should be given class time to work on the magazine and should be given academic credit for the work. "It isn't fair to expect kids to work only after school," Wigginton feels.

The second ingredient: "They need a teacher who's willing to run interference for the kids and who's willing to become intimate with the community." Since 1976, Wigginton has been balancing intimacy and interference.

Especially in the early years, a project that engages students so totally that they work in the darkroom through English class, or, staying too long with an interview, they come late to study hall, is bound to draw criticism. Wigginton wrote in his introduction to *Foxfire 2*, "... There is so little joy in the world of most kids. The recognition of worth and accomplishment is so strained and so stingily parceled and our condemnation so freely given that it completely overwhelms the elation of any positive, shared experiences. I find it no mystery at all that kids tune us out.

And if you think I'm exaggerating, you're probably part of the problem."

Richard Jones, a tenth-grader who is interviewing his grandmother, Nora Jones, for a personality piece in this winter's *Foxfire*, described the relationship that students have with Wigginton. "Other teachers—you don't know em, in a way. But Wig . . . he's real nice and he's easy to talk to. You can ask him anything and not be afraid. And . . . he's real smart."

Wigginton still supervises the students' work on the magazine and the resulting books. Now one of a staff of nine, he is still president of The Foxfire Fund, a nonprofit organization that solicits donations and grant support for the expanding projects under its auspices. The projects include Foxfire Video, Foxfire Records, The Foxfire Press, Foxfire Furniture, Environmental Studies, Elementary School Projects, and Photography and Bookkeeping. Each department offers elective courses in some area of the Rabun Gap-Nacoochee curriculum.

And still there are plans for more ways to challenge students, new ways to help the Rabun Gap community. The Foxfire Fund, Inc. received last year a \$300,000 NEH Challenge Grant to bolster the existing endowment fund, established with book royalties, so that the fund's income will be able to sustain the project if the books stop selling. Part of the \$900,000 that the Federal money will generate (a Challenge Grant is made with the requirement that the recipient find three times the amount of the grant from private sources) will build and equip a television studio, printing operation, and sales building.

Eliot Wigginton's students named their magazine "Foxfire" after a native lichen that glows in the dark. They may have sensed that the printed *Foxfire* would also glow and reawaken in them, as well as in thousands of other high school students, the natural desire to learn.

—Linda Blanken

Ms. Blanken is editorial assistant for Humanities.

"The FOXFIRE Folklife Training and Research Program"/B. Eliot Wigginton/The Southern Highlands Literary Fund, Inc., Rabun Gap, GA/\$10,000/1970-71/\$9,401/1971-72/Elementary and Secondary Education Program/The Foxfire Fund, Inc./\$300,000 offer/1980-82/Challenge Grants Program



## America's Minority Reports

It is not the kind of thing we Americans talk about much, but one of our oldest traditions is to fear tolerance. The habit goes back at least to the Pilgrims, who first headed for these shores not to shake off persecution, as we like to think, but to get as far as possible from tolerant people.

What we conveniently tend to forget in the Pilgrim saga is that those determined dissenters made their getaway from England to Holland, where they ran into unaccustomed acceptance. There was the rub: many of their children, who found Dutch society attractive and open, were tempted to join it. The Pilgrims were threatened by assimilation.

As William Bradford recorded in *Of Plymouth Plantation, 1620-1647*, "of all sorrows most heavy to be borne, was that many of their children, by these occasions and the great licentiousness of youth in that country, and the manifold temptations of the place, were drawn away by evil example into extravagant and dangerous courses, getting the reins off their neck and departing from their parents."

Enough of that tolerant society stuff. Off to the New World, where the Pilgrims could protect their religion, culture and kids, where they and many others would inflict tolerance—and much worse—on the peoples already there and yet to come, where group after group has similarly feared that more acceptance and success in the general society would doom its own special ways.

This persistent tension between assimilation and pluralism is at the heart of the Harvard Encyclopedia of American Ethnic Groups, a remarkable collection of 106 ethnic group histories (with 87 maps), plus 29 essays on often controversial subjects which continue to vex our days at home and abroad.

The folks from Harvard have not given us a flawless work; the book misstates twice, for example, that the Supreme Court has required schools to provide bilingual education to children with other languages who have little command of English. The court has done no such thing. But such errors of fact, which presumably will be fixed in future editions to satisfy those of us in the Nitpicker-Americans group, pale beside the immense value of this sweeping volume, six years in the making and the first to attempt to capture the entire mosaic of the American ethnic experience.

There's plenty here for those simply interested in their own groups' pieces of the mosaic, from 22 pages on Afro-Americans to 64 pages for the 173 American Indian nations to slightly more than a page for the little-known Zoroastrians. Southerners and Appalachians may be particularly pleased to learn that they are treated as ethnic groups, joining such other homegrown varieties as the Mormons.

There are also reams on the next guy's experiences, including intriguing material on additional little-known groups. Try, for example, the Wends (centered in Texas, originally from a land tucked in what is now East Germany), the Tri-Racial Isolates (more than 200 small groups of mixed ancestry, like the Brass Ankles and the Bushwhackers, many clustered in eastern swamps and mountain valleys), or the Kalmyks (our only Mongolian Buddhists, about 900 strong and living mainly in New Jersey and Pennsylvania).

Thankfully, though, the 120 contributors—or at least the editors—strive to avoid the these-are-a-terrific-and-proud-people type of ethnic



Photograph: The Bettman Archive, Inc.

sentimentality, and they generally succeed. Nor is the book designed to assist the politically active crowd that periodically pronounces the "melting pot" dead. Indeed, it includes early on a reminder that perhaps a majority of Americans, and certainly a large minority of many millions, no longer identifies with any ethnic group. They are just the "plain Americans."

Moreover, as one of the thematic essays notes, religious and racial intermarriage has been rising significantly in recent years. One might take this as a sign of reduced prejudice, as has customarily been the case, but it is another kind of tolerance that many of those pluralists devoted to preserving the ethnic group understandably would like to do without. People with dual or multiple ancestries tend to swell the ranks of the "plain Americans," that largest of groups which, ironically, we don't know all that much about.

Another entry does take on the seemingly never-ending job of trying to define just what an "American identity" is supposed to be. Although not entirely satisfying, it provides some provocative food for thought. Few realize, for one example, that the "cultural pluralism" argument from its start in 1915 has contained what is politely termed a "racist" element, attributing "the distinctive characteristics of peoples to inborn racial qualities," as the book puts it.

There is also much to chew on in other essays about controversial issues—divided national loyalties, prejudice and discrimination, policies and prospects for languages other than English, immigration and naturalization questions, to name some—that remain unsettled. One of the most provocative aspects of the thematic essays is the mischief that results when ideologically opposed authors are writing on related issues.

As we continue on our way as a nation forever in search of itself, few things about the American ethnic future can be said with confidence. One is that we do not face some stark and simplistic choice between the "melting pot" and "cultural pluralism," as so many have believed. We have long had, and will long continue to have, differing degrees of both integration and separation, with each remaining a powerful force. As another essay aptly concludes, "The variety of styles in pluralism and assimilation suggests that ethnicity is as complex as life itself." Try stuffing that into a catch phrase.

—Noel Epstein

Reprinted from Book World, The Washington Post, where Mr. Epstein is assistant editor of the Outlook section.

## American Self-Portrait

"You cannot change your grandparents. But you can forget them, and many Americans have," declares the introduction to the *Harvard Encyclopedia of American Ethnic Groups*.

But in the last decade, ethnicity has been celebrated in politics, urban life and neighborhood communities, and is now recognized as a growing field of academic study. More and more Americans are trying to remember their grandparents, uncover their roots, and reclaim the ethnic identity that their own parents—often second-generation Americans—struggled to submerge in the mainstream of American life.

Who are we? Where did we come from? What impelled us here? What were we like in language, family structure, religious belief? How did we raise our children? What happened to us in America? How did we get along with each other and with other groups? To what degree did we hold fast to our ethnic identity and traditions; how soon did we renounce or re-

# The Harvard Encyclopedia of American Ethnic Groups



shape them?

These questions cluster around one of the central themes in American history: the interplay between assimilation and pluralism, a theme that is still unresolved. Ethnicity, the *Encyclopedia's* editors remind us, remains very much an open question in American society and policy, with "complex value issues at stake in this emotionally and politically charged area."

To put together the encyclopedia required, first of all, an understanding of what an ethnic group is. The editorial definition was "flexible and pragmatic" and, finally, all-embracing. In addition to obvious characteristics of common geographic origin, language, religion, literature, folklore and music, groups that perceived themselves as distinctive, or were perceived by others as distinctive, were deemed eligible as "ethnic." All of us then are (or were) ethnic Americans.

The contributors—120 American and European scholars and specialists—are as diverse as

the ethnic groups themselves. Many are historians with an extensive knowledge of group origins, but they also include anthropologists, political scientists, economists and geographers. For example, two well-known but very different figures, journalist/commentator Michael Novak and historian/political theorist Michael Walzer wrote back-to-back essays on "Pluralism," each from his own perspective. For "Yankees," Oscar Handlin wrote a valedictory essay on a once powerful group whose identity has now vanished—"blended into the general image of the WASP." Cultural critic Werner Sollors wrote the essay on "Literature and Ethnicity," which ranges from Cotton Mather and Hawthorne to Jean Toomer and Israel Zangwill, whose 1908 novel *The Melting Pot* became a catchphrase for America.

The contributors' names are a roll call of ethnic diversity: Ališaukas, Björnson, Cortés, Fitzpatrick, Ishaya, Jones, Juravich, Kim, Luebke, etc. Eighty-seven maps showing re-

gional origins, all specially commissioned for the *Encyclopedia*, constitute a virtual historical atlas on their own.

The annotated bibliographies for each entry are designed to be useful and accessible. The checklist sent to all the contributors requested a maximum of ten important works "available to the encyclopedia reader in paperback or in a moderate-sized public or college library," and asked them not to list "highly specialized... technical, or difficult to obtain works." The two appendices also reflect the pragmatic goal of the *Encyclopedia*, not merely to present facts, but to help readers interpret data on their own. Appendix I, an essay by Australian demographer Charles A. Price on different and controversial methods of estimating the size of ethnic groups, explains why estimates vary so greatly according to the sources used. The appendix is a lucid guide for the reader trying to make sense out of wildly conflicting statistical evidence. Appendix II includes much of the data itself: facsimiles of statistical tabulations and such hard-to-obtain material as the first survey of foreign born conducted in the United States—the Seventh Census of 1850.

The *Encyclopedia* bears witness to the amazing diversity of the American people and, its editors emphasize the fact that "new elements of diversity are still being added." After decades of restrictive immigration, the United States is once more an immigrant-receiving society. Since the 1950s some eleven million immigrants have entered the country legally—four million of them during the 1970s alone. While the story of America's newest immigrants is yet to be told, the *Encyclopedia* is a resource for studying the ingredients that have thus far given the American ethnic mix its unique flavor.

—Barbara Delman Wolfson

Harvard Encyclopedia of American Ethnic Groups  
Oscar Handlin/Harvard U., Cambridge, MA/\$489,658/  
1976-81/Research Tools Program



## Italians in Chicago

On the feast day of Our Lady of Lauretana, the people in the community wake early for the *fiesta*. The beautiful painting of the Madonna is placed in a small, ornate temple. Some of the men carry the temple to a raised platform while the congregation follows, walking to the solemn rhythm of hymns to the Virgin. A line forms at the dais, and one by one the faithful ascend the stairs to kiss the holy image, to make their donations, to pray for special intentions.

The ceremony takes place every year—not in the balmy Sicilian village of Alta Villa Milicia, where it has its origins, but in the parking lot of a shopping center in suburban Chicago. It is an example of the cultural retention and—in its juxtaposition of Old World tradition and modern suburban location—of the interaction between heritage and environment that have marked the Italian-American experience in Chicago.

The story of that experience will be told through an exhibit scheduled to open at the Chicago Public Library Cultural Center next March. "The Italians in Chicago" will display photographs, documents, and memorabilia showing what neighborhood, churches, language, schools, the workplace, and the labor union meant in the lives of families who, since the turn of the century, were gradually transformed from Italian immigrants to ethnic Americans.

"The Italians in Chicago" is the culmination of an intensive two-years of planning, research and collection conducted by the University of Illinois-Chicago Circle in cooperation with the American Italian Historical Association (AIHA). Project Director Dominic Candeloro calls it "a rare opportunity for members of an immigrant culture to tell their own story and to document their own history, at the same time permitting social historians to learn from direct contact and dialogue with the people."

A committee of community leaders from major Italian groups across the country and of scholars representing Chicago's cultural institutions examined the adjustment of Italian immigrant families to conditions in urban America, through a coordinated series of symposia, archival searches, newspaper research and oral history tapings.

Eighteen symposia and workshops were conducted throughout Chicago, including five special symposia for senior citizens. These events brought together humanities scholars, specialists in Italian-American history and local community residents to discuss family life, food customs, neighborhood, Italians in the professions, "growing up Italian-American," and other issues central to the Italian-American experience in Chicago.

The symposia also served as resources for the collection and identification of historical material. Almost all of the artifacts in the exhibition "came from attics and scrapbooks," said

Candeloro. Over two hundred people donated items—holy cards, banners from mutual benefit societies, wine presses, victrolas, barbers' tools, photographs, letters—for deposit in a permanent archive.

The people of Chicago donated their memories as generously as they gave their souvenirs. Nearly one hundred Chicagoans talked to interviewers over the two years, sharing stories of finding jobs in America, of swinging sledge hammers and lifting ties and rails for the American railroad, of *feste* (celebrations of the feast days of saints and Madonnas), and of "how it used to be in the old neighborhood."

Writer Jerre Mangione, who participated in the project symposium on "Growing Up Italian-American," describes in his book *An Ethnic at Large* the "pain of confused identity" felt by children who lived in homes of Old World tradition encircled by a city of new ways. Projects like "The Italians in Chicago" remove some of the confusion and may make today's children more comfortable in what Mangione calls the "cultural gymnastic stance... with one foot in my Sicilian heritage, the other in the American mainstream."

—Linda Blanken

"Documenting and Sharing the Italian-American Experience in Chicago"/Dominic Candeloro/University of Illinois, Chicago/\$298,874 OR; \$15,000 G&M. 1979-81/Special Projects-Program Development.



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

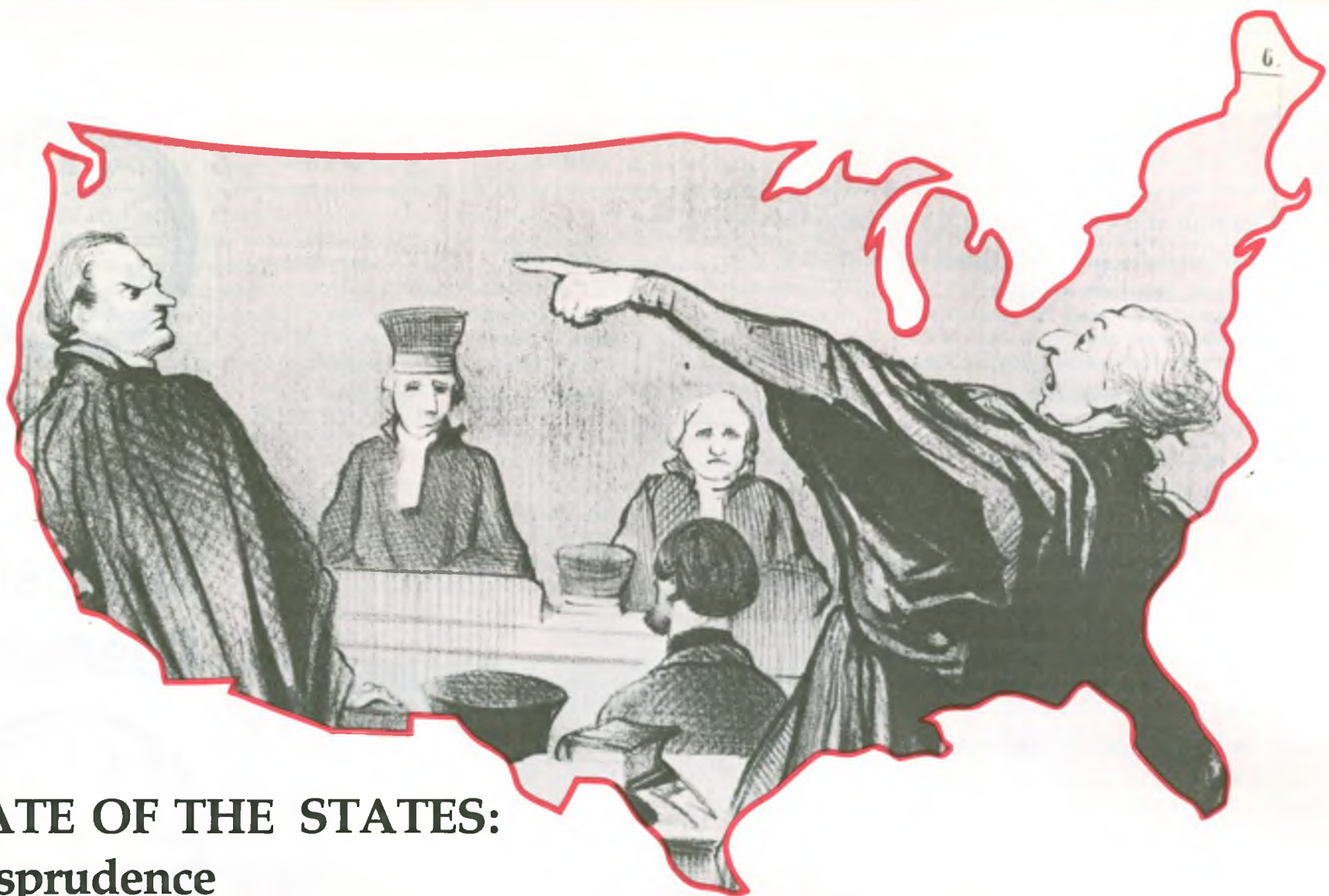
	Deadline in boldface	For projects beginning after
<b>DIVISION OF EDUCATION PROGRAMS</b> — <i>Geoffrey Marshall, Director 724-0351</i>		
Elementary and Secondary Education— <i>Francis Roberts 724-0373</i>	<b>April 1, 1981</b>	October 1981
Higher Education/Individual Institutions		
Consultant— <i>Janice Litwin 724-1978</i>	<b>March 1, 1981</b>	June 1981
Pilot— <i>James Jones 724-0393</i>	<b>April 1, 1981</b>	October 1981
Implementation— <i>Lyn Maxwell White 724-0393</i>	<b>June 1, 1981</b>	January 1982
Higher Education/Regional-National— <i>Blanche Premo 724-0311</i>	<b>January 2, 1981</b>	July 1981
<b>DIVISION OF PUBLIC PROGRAMS</b> — <i>Martin Sullivan, Director 724-0231</i>		
Humanities projects in:		
Libraries— <i>Thomas Phelps 724-0760</i>	<b>January 15, 1981</b>	July 1, 1981
Media— <i>Stephen Rabin 724-0318</i>	<b>January 8, 1981</b>	July 1, 1981
Museums and Historical Organizations— <i>Cheryl McClenney 724-0327</i>	<b>January 15, 1981</b>	July 1, 1981
<b>DIVISION OF STATE PROGRAMS</b> — <i>B.J. Stiles, Director 724-0286</i>		
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.		
<b>DIVISION OF FELLOWSHIPS AND SEMINARS</b> — <i>James Blessing, Director 724-0238</i>		
FELLOWSHIP PROGRAMS— <i>Maben Herring, 724-0333</i>		
Fellowships for Independent Study and Research— <i>David Coder 724-0333</i>	<b>June 1, 1981</b>	January 1, 1982
Fellowships for College Teachers— <i>Karen Fuglie 724-0333</i>	<b>June 1, 1981</b>	January 1, 1982
Summer Stipends for 1982— <i>Mollie Davis 724-0333</i>	<b>October 13, 1981</b>	Summer 1982
SEMINAR PROGRAMS		
Summer Seminars for College Teachers— <i>Dorothy Wartenberg 724-0376</i>		
Participants	<b>April 1, 1981</b>	Summer 1981
Directors	<b>July 1, 1981</b>	Summer 1982
Residential Fellowships for College Teachers— <i>Morton Sosna 724-0376</i>	<b>November 9, 1981</b>	Fall 1982
Fellowships for the Professions— <i>Julian F. MacDonald 724-0376</i>		
Fellowships for Journalists	<b>March 2, 1981</b>	Fall 1981
Seminars for the Professions	<b>April 13, 1981</b>	Summer 1981
Seminars for Law and Medical Teachers	<b>March 2, 1981</b>	Summer 1981
Centers for Advanced Study— <i>Morton Sosna 724-0376</i>	<b>February 1, 1981</b>	Fall 1982
<b>DIVISION OF RESEARCH PROGRAMS</b> — <i>Harold Cannon, Director 724-0226</i>		
General Research Program— <i>John Williams 724-0276</i>		
Basic Research	<b>April 1, 1981</b>	December 1, 1981
State, Local, and Regional Studies	<b>March 1, 1981</b>	September 1, 1981
Archaeological Projects— <i>Katherine Abramovitz 724-0276</i>	<b>October 15, 1981</b>	April 1, 1982
Research Conferences— <i>David Wise 724-0276</i>	<b>February 15, 1981</b>	June 1, 1981
Research Materials Programs— <i>George Farr 724-1672</i>		
Editions	<b>October 1, 1981</b>	June 1, 1982
Research Tools and Reference Works	<b>October 1, 1981</b>	June 1, 1982
Publications— <i>Richard Koffler 724-1672</i>	<b>May 15, 1981</b>	September 1, 1981
Translations— <i>Susan Mango 724-1672</i>	<b>July 1, 1981</b>	March 1, 1982
Research Resources— <i>Margaret Child 724-0341</i>	<b>June 1, 1981</b>	March 1, 1982
<b>DIVISION OF SPECIAL PROGRAMS</b> — <i>Carole Huxley, Director 724-0261</i>		
Challenge Grants— <i>Steve Goodell 724-0267</i>		
Applicant's Notice of Intent	<b>March 15, 1981</b>	
Formal Application	<b>May 1, 1981</b>	Fall 1981
Program Development/Special Projects— <i>Lynn Smith 724-0398</i>	<b>January 15, 1981</b>	June 1981
Youth Programs— <i>Marion C. Blakey 724-0396</i>		
Youthgrants		
Applicant's Preliminary Narrative	<b>October 15, 1981</b>	May 1, 1982
Formal Application	<b>November 15, 1981</b>	May 1, 1982
NEH Youth Projects		
Major Project Grants—Applicant's Preliminary Proposal	<b>Deadlines being determined</b>	
Formal Application	<b>Deadlines being determined</b>	
Planning and Pilot Grants	<b>April 15, 1981</b>	October 1, 1981
<b>OFFICE OF PLANNING AND POLICY ASSESSMENT</b> — <i>Armen Tashdinian, Director 724-0344</i>		
Evaluation and Assessment Studies— <i>Stanley Turesky 724-0369</i>	<b>February 1, 1981</b>	August 1, 1981



# Nearest Grant Application Deadlines







## STATE OF THE STATES: Jurisprudence

"Good laws lead to the making of better ones; bad ones bring about worse. As soon as any man says of the affairs of the state, 'What does it matter to me?' the State may be given up for lost."—Jean-Jacques Rousseau, *The Social Contract*.

"Where laws end, tyranny begins."—William Pitt, Earl of Chatham, *Case of Wilkes*.

"The first thing we do, let's kill all the lawyers."—William Shakespeare, *King Henry VI, Part II*.

The law, legal institutions, and persons associated with those institutions have long inspired both awe and anger. Today, complaints about the legal system are rampant. Newspaper columnists and politicians proclaim that laws and regulations are strangling American freedom and enterprise. The legal system is choked with backlogs and disappointments.

The sometimes mysterious workings of the law and its role in American culture have been the subject of much-needed scrutiny in public programs by state humanities councils, bringing together scholars, professionals from the legal community, and diverse members of the public.

Congress included "jurisprudence" in the definition of the "humanities," suggesting that the Endowment address such things as "comparative law, Roman law, legal history, and legal philosophy." Professional training in the practice of law is not funded by the Endowment or state humanities councils; grants are made for the study of American law, in many ways inseparable from historical and philosophical studies because of the common law's use of precedents evolved throughout history and the analytic reasoning of generations of judges.

Richard Parker, a law professor at Rutgers University in Newark, observes that legal education has been dominated by the explanations of sociology and psychology, but is now increasingly influenced by philosophy and ethics. "The jurisprudence of one generation of lawyers is often the accepted practice of the next generation," he notes. "In twenty years, the techniques of ethical criticism of legal decisions

will, I think, be part and parcel of legal education. Now those techniques are the stuff of jurisprudence courses around the country."

As the content of legal education is evolving, public understanding of the law is being broadened, through examinations of the pervasive role of the law throughout history and the philosophical and ethical dimensions of legal institutions and practices.

Basic civil rights and civil liberties under the United States Constitution have been the focus of many programs funded by the state humanities councils, citizens' groups supported by NEH in all fifty states, Puerto Rico and the District of Columbia.

### Civil Liberties

"Liberty in the Balance: Constitutional Issues in a Complex Society," was supported by the Maine Council for the Humanities and Public Policy, and sponsored by the Maine Civil Liberties Union, the Portland Chapter of the NAACP, and Faiths in Action Together. Ramsey Clark, former U.S. Attorney General, spoke on "The Bill of Rights in Perspective: An Overview." Capital punishment was discussed in a public forum with several lawyers and college faculty members, as was "Discrimination in Reverse? Affirmative Action in Employment." To consider "Miranda, the Courts, the Cop on the Beat, Suspects' Rights," the film *The Wrong Man* was shown in which Henry Fonda plays a character falsely accused of robbery, and a public forum was led by a law professor, the Portland chief of police, and a local attorney.

Civil liberties were also the focus of a radio series on KPFA-Pacific Radio, funded by the California Council for the Humanities. Scholars in history, philosophy, English literature, jurisprudence, and other fields discussed with practicing lawyers, community activists, lobbyists, and physicians such topics as conservatorship laws, deprogramming and religious freedom; political reform legislation and the initiative process; the legal status of mental patients and their right to informed consent; the first

amendment rights of extremist groups; journalists' rights to keep their sources secret; and affirmative action in hiring and education.

### Rights of Minorities

The rights of special segments of the population have been the subject of much recent legislation and attention by the society, presenting difficult questions about the balancing of those rights against the cost to society of providing them. Those issues were examined in a conference on "A New Challenge to the Educational Dream—the Handicapped," funded by the California Council and sponsored by the Society for the Advancement of American Philosophy. Philosophers and officials in education and government considered the dilemmas posed by Public Law 94-142, which required public education for all disabled individuals, but provides no funding for implementation.

The problem of determining legal competency in the elderly was the topic of a project funded by the Connecticut Humanities Council, sponsored by the Danbury Hospital, which brought health care professionals together with scholars in philosophy and jurisprudence. Project director Ian R. Lawson, a medical doctor and Vice President for Medical Affairs at Danbury Hospital, noted that the scholars "discussed John Stuart Mill's concept of personal autonomy, the philosophical and legal dimensions of personal freedom, legal as well as philosophical problems of failing mentation, and the problems of entering into the personal experiences of illness and disability from the professional standpoint of good health and youth."

### Criminal Justice

The criminal justice system is one of the most pervasive and controversial dimensions of the legal system. A statewide series of community discussions on "Crime and Justice in Our Society" has been funded by the Vermont Council on the Humanities and Public Issues. Criminal justice personnel have joined with pro-



fessors in jurisprudence, philosophy, political philosophy, history, and literature to discuss the theory and philosophy of public policies regarding offenders and victims, and other questions facing Vermont as it enters an era of "community-based corrections."

The Association of the Bar of the City of New York and the City University of New York held a conference on "The Summer of 1977: Social Disorder and the Law," funded by the New York Council on the Humanities, to discuss events surrounding the 1977 black-out in New York City. Philosopher Marshall Cohen led a discussion of the breakdown, restoration, and maintenance of social order, and the costs and implications of disorder from historical, philosophical, and other perspectives.

The role of the police in the criminal justice system has also been the subject of several projects. The Maine Council supported two films on "Police and the Public." "Sgt. Tom Keller" portrays the working day of a young police officer in Portland and presents his views of the public he serves. "Proper Authorities" documents the public's view of police as authorities, symbols, and human beings. The films, shown over commercial television in Maine, were developed in conversation with professors in jurisprudence, history, philosophy, and literature.

A historical look at the first sheriff in Clay County, Moorhead, North Dakota, "Jim Blanchard, Pioneer Lawman," was funded by the North Dakota Committee for the Humanities and Public Issues. A college professor, Doug Hamilton, traveled to a campsite of over one hundred Fort Seward Trail riders to enact historic episodes from the life of the early sheriff. Hamilton says the program provided the audience with "some feeling about the justice of their forefathers and the justice we apply today."

### Prison Reform

The latest reforms of the criminal system have also been considered. A conference on "The Prison/Industry Relationship" in California brought together lawyers, former prisoners, prison officials, representatives of the State Department of Corrections, philosophers, historians, and industry officials to explore industry-prison partnerships, in which prisoners work in the private sector while incarcerated.

In an unusual program last year in Los Angeles, 150 new grand jurors spent several days together in a seminar before beginning their one-year service as grand jurors. Joining with elected officials, lawyers, law professors, political theorists, and historians, the group addressed the historical, ethical, and procedural workings of the grand jury system and its impact on society. The grand jurors, ranging in age from nineteen to eighty-three, came from diverse ethnic and occupational backgrounds. One participant, a former grand jury foreman, said, "I came away with a fuller appreciation of the whole Grand Jury concept, with a sense of satisfaction for what our Grand Jury may have achieved, and with a sense of humility as I realized how much more we might have achieved had we all had the benefit of such a conference."

"Teenage Women in the Juvenile Justice System: Changing Values" was the topic of a conference in Arizona, supported by a grant from the Arizona Humanities Council, focusing on the broad questions of the historical treatment of women in society and in the justice system. As noted by project co-director Ruth Crow, "'Equal justice under the law' is not the

same for young females as it is for young males. A thorough understanding of the position of young women in the justice system must rest on an understanding of the legal, social, historical, and economic status of all women in society, because the unequal treatment of girls is not unique to the justice system."

### Ethical Issues

Some of the most difficult legal questions today for all citizens involve ancient and basic ethical questions. The legal definition of death is being challenged as science advances life-sustaining technologies, but the issue cannot be resolved without addressing the age-old controversy over the concept of a "person." The difficult question of abortion also rests ultimately on the philosophical issue of when a "person" comes into existence. The claims of persons to euthanasia and dignified death raise questions of the right of a person to make decisions about continued existence.

These issues have been considered in many projects, such as "Health Care and Human Values," funded by the California Council and sponsored by the departments of Philosophy and of Nursing at California State University at Chico. Doctors, health care personnel, elected officials, philosophers, and scholars in jurisprudence discussed such life-and-death issues, then before by the California legislature.

Newer ethical questions about environmental regulation and the rights of citizens to a safe and healthy environment, balanced against the economic costs of both environmental regulation and pollution, have recently arisen.

In a project conducted by the Vermont Law School, "Does Vermont Have a Constitutional Right to a Decent Environment," law students and legal philosophers conducted a mock trial to ask whether there is such a thing as a right to a decent environment and whether there are natural environmental rights. The mock trial, "The Case of the Mangled Mountain," was videotaped, also with the help of a grant from the Vermont Council. In other projects on environmental issues, Peter Teachout, from the Vermont Law School, has been featured in the Speakers Bureau of the Vermont Council, talking about "Trees and the Law." Richard Brooks from the Environmental Law Center at Vermont

Law School has spoken on "The Farmer in the Middle," raising the constitutional issue of taking of private property in violation of due process guarantees when Vermont restricts the conversion of farmland to non-agricultural uses.

Old legal issues receiving fresh attention include the constitutions of the Indian reservations adopted in the late 1930s following the Indian Reorganization Act, the subject of a conference funded by the Montana Committee for the Humanities. Project director Richard Monteau, from the Northern Cheyenne Research Project, explained that "The key issues of the conference related to the meaning of authentic Indian self-government: How useful today are traditional Indian forms of governance? Is the concept of tribal self-government in direct conflict with democratic representation of all involved interests? What federal and state policies affect natural resource development on or adjacent to reservations? Who has the right to participate in decisions affecting tribal resources? Tribal constitutions are at the very heart of these issues and their resolution." The Committee also funded the publication of the conference proceedings, including the constitutions of seven Montana Indian reservations.

Age-old questions of law and ethics, institutions and individuals, have provided rich territory for public programs by the state humanities councils. Jeffrie Guy Murphy, a philosopher of law at the University of Arizona and frequent participant in programs funded by the Arizona Humanities Council, insists that

... the humanist scholar at least sometimes can bring to bear a valuable perspective on public policy issues like crime control and environmental protection. Ignorance and arrogance are two qualities frequently and obnoxiously conjoined in people who have great political power over our lives. If, in a public setting, we can use our skills to expose this, then perhaps we will make our audience more thoughtful, more sensitive to the complexity of social issues, more able to apply skills of critical thinking and to draw relevant distinctions, and thus less inclined to jump thoughtlessly on the bandwagon of the first plausible demagogue who comes along with some easy answers.

—Julie Van Camp

Ms. Van Camp is an Endowment staff member.



Suffolk County Courthouse (work in progress 1889) Pemberton Square, Boston, Massachusetts.



# Challenge Grants

Insuring a sound financial base for humanities institutions in this country is as important as building a solid foundation for a valuable home.

Over the past four years the NEH has been providing the mortar to help repair, restore, and construct a more stable financial foundation for 457 organizations with programs in the humanities. But it is not the role of the Endowment to be the principal source of aid, and so it has challenged the private sector and state and local agencies to lend a hand—three hands to be more exact.

In 1976 the NEH Challenge Grant Program was created to help stimulate new or increased donations of non-Federal dollars for humanities institutions. Under the Program grantees have received some \$80.5 million from the Endowment to be matched with over \$240 million from outside sources to support their humanities operations.

Specifically, Challenge Grants help non-profit organizations with programs in the humanities (1) create or add to endowments; (2) strengthen fund-raising activities; (3) meet increasing operating costs; (4) undertake capital improvements as well as conservation and preservation efforts; (5) purchase equipment and materials; and (6) support professional staff. In short Challenge Grants foster a public-private partnership that encourages humanities institutions to develop long-term financial plans, strengthen their fund-raising capacities, and more efficiently conduct their programs and services in the humanities.

The idea of providing grants for institutional operating expenses on a challenge basis actually predates the Challenge Grant Program. Beginning in 1972, the New York Public Library received a series of NEH grants (with a two-to-one matching requirement) for generating funds to help cover the Library's operating budget.

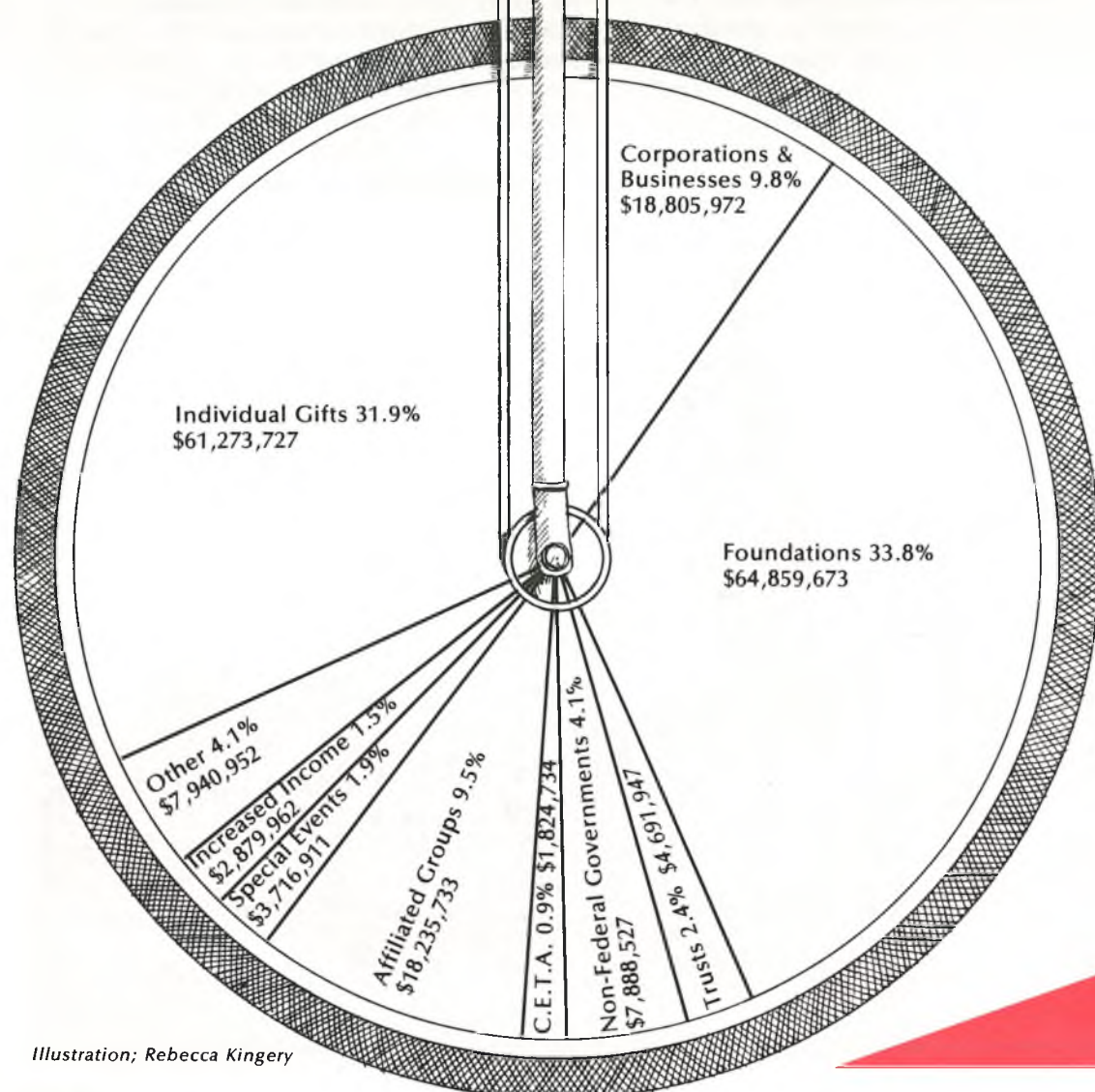
Since then, in the four years of the official Challenge Grant Program, NEH grantees have included colleges and universities; research and public libraries; centers for advanced study; university presses; museums and historical organizations; media broadcast production centers and stations; research institutes; "living history" villages; and local and national cultural organizations in forty-eight states and the District of Columbia.

The Society for Values in Higher Education in New Haven is a typical Challenge Grants recipient. Dating back to 1923, the Society is a network of some twenty-one hundred college faculty, administrators, graduate students, lawyers, physicians, journalists, and other professionals supporting programs that clarify and strengthen ethical values in professional life and higher education.

Around 1971 the continued existence of this



Matching gifts by category of donor, FY 1977, 1978, 1979 combined. Total: \$192,118,138



Illustration; Rebecca Kingery



# A Public-Private Partnership

unique society was endangered by the termination of annual subventions for operating expenses from two private foundations and the reluctance of other foundations to make grants for basic operating costs. The Society immediately initiated annual dues, but this could not begin to meet the cost of its programs.

In 1977, the Society applied to NEH for a Challenge Grant of \$200,000 to be matched with \$600,000 from other sources. It planned to use the NEH portion to cover operating deficits for the three-year grant period and to invest the matching funds to provide an annual income for operating expenses in subsequent years.

The Society was awarded the Challenge Grant and through a variety of fund-raising activities has raised nearly \$500,000 in matching gifts from individuals, foundations, and corporations and is confident of meeting or exceeding the \$600,000 necessary to receive its full NEH award by the end of the grant period.

Another exemplary Challenge Grant recipient is the Pierpont Morgan Library in New York. Just one year younger than the Society for Values in Higher Education, the Library holds invaluable resources for the study of American, European, and Near Eastern civilizations.

The Library also came to the Endowment in 1977 for a Challenge Grant but with problems a bit more concrete than those of the Society. In 1975 a heavy summer rain made it alarmingly apparent that the roof and skylights of the original Morgan Library building of 1906 were in urgent need of major renovation. The roof covered two rooms containing some of the most precious manuscripts and books in the Library's collection. The building itself, one of the first in New York to be designated a national landmark, was also threatened.

The grant proposal outlined additional priorities for use of the Challenge Grant and matching funds, including a modern electronic security and fire detection system to protect the Library's holdings. It has been estimated that the content of the original building, per square foot, is probably the most valuable in America. (A scene in the popular novel *Ragtime*, in which the interior of the Library is hung with dynamite, only reinforced concern over security.)

The Library's grant period ended June 30, 1980, at which time it reported new and increased gifts totalling \$700,582—\$5,000 more than was needed to match the NEH challenge.

The roof has been repaired, work is continuing on the skylights, and the new security and fire detection system is virtually complete.

Like the Morgan Library and the Society for Values in Higher Education, nearly all 457 grantees have indicated that Challenge Grants are helping them to maintain or achieve stability—financial, administrative, and physical—that declining incomes, devalued endowments, and rising costs would have seriously eroded.

In addition to financial benefits, Challenge Grants have less tangible results. The final grant report to the NEH from Trinity College in Washington, D.C., states, "We believe that the whole life of the college has been affected by the confidence and enthusiasm which the Challenge Grant engendered . . ."

Also important to many grantees is the latitude which the Challenge Grant program provides. This was pointed out by the project director for the Hastings Center, Hastings-on-Hudson, New York:

One of the key necessities in our work is the generation of general funds with which we can explore new territory in bioethics; it is this critical exploration that is often so difficult to fund, simply because it is "new" with still vague meaning and relevance for potential funders. The Challenge Grant has greatly assisted our ability to remain at the forefront of researching ethical issues . . .

Indications are clear that humanities institutions are benefitting from the Challenge Grant program. Equally important to note is that Challenge Grants have successfully encouraged non-Federal donations for the humanities at a time when such funds are becoming scarce.

For the 1977, 1978, and 1979 fiscal years (figures for 1980 are not in yet) the aggregate ratio of NEH funds to matching funds has actually exceeded the required three-to-one match. On the average, each Federal dollar has been matched by \$3.57. Furthermore, the instances in which institutions have fallen short of raising three times the Challenge Grant offer have been few (less than 2 percent) and the shortfall small.

Even more significantly, the Challenge Grant program has secured *increasing* corporate giving over the three years—\$2.9 million in 1977, \$7.2 million in 1978, and \$8.5 million in 1979. Proportionate increases have occurred in individual and foundation support and in memberships. The program has also stimulated over \$7.8 million in specially appropriated new funds or increases for the humanities from city, county, and state governments.

Consider the example of Colgate University which applied for a Challenge Grant in 1978 at a time when it was projecting large operating budget deficits for the next five years. In October of that year, Colgate was awarded \$700,000 (conditional upon a \$2.1 million match) to endow four existing humanities chairs, one new chair, and seven humanities departments and to renovate the library.

As of October, 1980, nine months before the end of the grant period, Colgate had raised over \$2.2 million in matching funds, more than qualifying for the full NEH award. By June, 1981, the figure is expected to be much higher.

In the first year of the grant alone, Colgate saw new and increased gifts totalling close to \$800,000 in direct response to the Challenge Grant. During that year, average alumni gifts increased from \$88.96 to \$107.28 and parent gifts from \$70.88 to \$108.06 over the previous year. More than half of the individual donors to the University responded to the challenge by making a new or increased gift.

The experience at Colgate indicates the valuable fund-raising stimulus that Challenge Grants provide. Some further examples of Challenge Grant recipients will help illustrate the range of institutions and efforts which are currently benefitting from that stimulus:

security and fire detection system to protect the Library's holdings. It has been estimated that the content of the original building, per square foot, is probably the most valuable in America. (A scene in the popular novel *Ragtime*, in which the interior of the Library is hung with dynamite, only reinforced concern over security.)

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Institutional Category	Number	% of Total	Miscellaneous		Public Libraries		Advanced Study Centers		National and Local Organizations		Media Organizations		Research Libraries		Museums and Historical Organizations		Higher Education		Total		
Federal Challenge	2	0.1%	\$75,500		12	3.0%	\$1,845,000	15	3.8%	\$2,705,500	21	5.9%	\$3,144,500	22	8.3%	\$17,657,388	135	34.4%	\$22,191,155	356	100.0%
Response			\$118,573				\$7,371,653			\$11,388,438			\$16,027,423			\$66,122,368			\$73,957,774		
Response Ratio			1.57:1				3.99:1			4.21:1			4.21:1			3.74:1			3.33:1		3.57:1

RESPONSE TO THE FEDERAL CHALLENGE  
BY INSTITUTIONAL CATEGORY—  
FISCAL YEARS 1977, 1978, & 1979 COMBINED  
(1980 figures are not yet complete.)

RESPONSE TO THE FEDERAL CHALLENGE  
BY INSTITUTIONAL CATEGORY—  
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(1980 figures are not yet complete.)



The American Judicature Society in Chicago will receive \$150,000 from NEH if it raises \$450,000 from other sources. Founded in 1913, the Society promotes programs to increase citizen awareness of and participation in the administration of justice. The Challenge Grant will help the Society develop its fund-raising capacity and expand its non-lawyer membership for activities relating the humanities, particularly ethics, to the legal system. With two years remaining in the grant period, the Society has raised close to \$400,000.

The University of North Carolina Press in Chapel Hill, the oldest university press in the South, was offered \$100,000 for a \$300,000 match. The Press will use the funds to establish a restricted endowment for the publications of books in the humanities, including subject areas that might otherwise be underrepresented. Some \$120,000 has been raised so far from non-Federal sources.

The Albany County Public Library in Laramie, Wyoming, was also offered up to \$100,000. The Library, with two-thirds of its collection in the humanities, is heavily used by the county's 28,000 residents and 8,000 university students and has strong community support, as evidenced by passage of a \$1.025 million bond issue for construction of a new building. The Challenge Grant and matching funds will pro-

vide additional support for construction of an annex. In the first year of a three-year grant, the Library raised \$315,000 from a capital campaign and new contributions from community members, exceeding the amount required for full NEH funding.

The Center for the Humanities at Cornell University, Ithaca, New York, was offered up to \$252,000 to sustain administration of the Center and reorient its programs and procedures. Each year the Center supports fellowships, research projects, seminars, lectures and colloquia assessing the role of the humanities in national cultural and academic curricula and their relationship to other disciplines and current social issues. In the first two years of the grant, the Center has raised over \$325,000.

WHYY, Inc., a public television station reaching an audience of nearly eleven million in Philadelphia and in Wilmington, Delaware, will be awarded up to \$165,000 to enhance and expand production of programs using area humanities resources and to stimulate coordinated efforts with other local humanities organizations. So far, over \$42,000 has been donated by non-Federal sources.

Tougaloo College in Mississippi, a predominantly black four-year liberal arts institution, was offered up to \$300,000. The NEH grant and matching funds are supporting reduction of

an operating deficit generated by humanities programs, partial salaries and an endowment for humanities faculty positions, library acquisitions in the humanities, and salaries for development office staff. The College has raised some \$740,000 with eight months remaining to qualify for NEH funds.

The Oregon Historical Society in Portland was offered \$500,000 which has generated contributions of over \$800,000 during the first year and a half of the grant period. The funds will be used to establish an endowment for continuing operations at current levels, while meeting increased service demands resulting from a newly expanded facility. Founded in 1873, the Society functions as library, archives, historical society, and sponsor of exhibits, public education programs and publications.

All these institutions, along with hundreds of others throughout the country, are meeting the challenge and improving their economic well-being.

While the Endowment cannot be the sole or even primary source of support for the humanities, through programs such as Challenge Grants, it can play an important role in assuring that our cultural heritage does not fall victim to financial neglect.

—John Lippincott

Mr. Lippincott is an Endowment staff member.

A sturdy, spring-driven Victrola from Union Mills Homestead. Countee Cullen, right, American poet and novelist, played a prominent part in the Harlem Renaissance of the 1920s. His papers are among the treasures of the Amistad Research Center in New Orleans.



Photograph by M.E. Warren courtesy of Union Mills Foundation



Photograph: Amistad Research Center

## MEETING THE CHALLENGE

*Ed. Note: Many well-known cultural institutions have received NEH Challenge Grants. Many, however, are smaller institutions, like Union Mills Foundation and Amistad Research Center, whose efforts to serve and reach out to their own communities are described below.*

In early 1797 two brothers, Andrew and David Shriver, built a small double house on the banks of Pipe Creek along what was then the western frontier of Maryland. They also built a brick grist mill and saw and, in time, a tannery. The settlement, named Union Mills in honor of the united effort of the two brothers, grew and prospered into the late nineteenth century.

Six generations of Shrivvers lived at Union Mills, a rambling twenty-three-room structure. They hosted Washington Irving and James Audubon, and fed the Confederate troops on their way to Gettysburg. The house served as post office, wayside inn, schoolhouse, drygoods store, and political headquarters at various times, responding to the surrounding community's needs.

They were inveterate collectors. As one descendant of the family put it, "No one seems ever to have thrown anything away." They were also careful record keepers. When the house became a museum in 1964, not only its contents—clothing, musical instruments, toys, kitchen utensils—but also diaries, journals, memorandum books, ledgers, and newspaper clippings told visitors of life at Union Mills from its beginning until World War II.

James Shriver, seven generations down from Andrew and David and the current director of the Union Mills Foundation, has never met Clinton Johnson but chances are he would understand Johnson's problems.

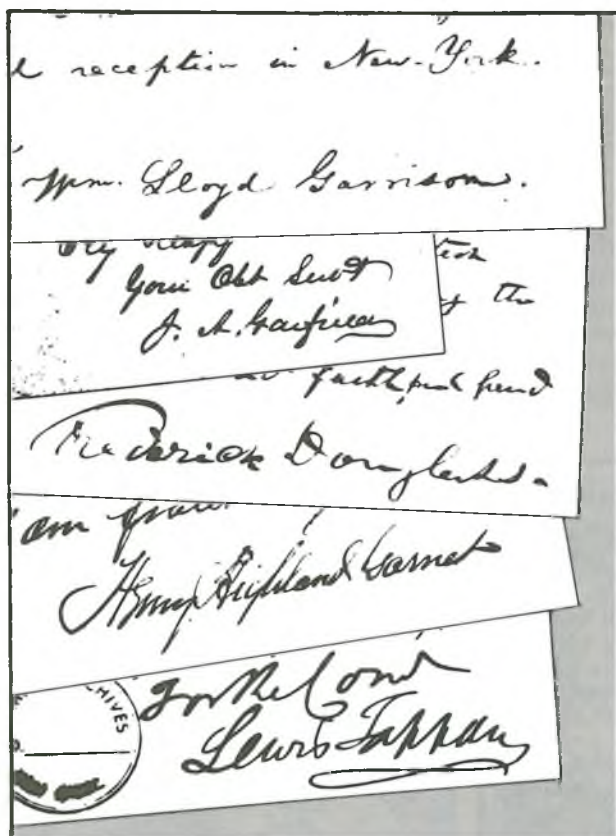
Johnson is director of the Amistad Research Center in New Orleans, the caretaker of over eight million documents, some dating from the early nineteenth century, dealing with the history of America's ethnic minorities, race relations and civil rights. Included in the collection are the writings of the famous—Frederick Douglass, W.E.B. Du Bois, A. Philip Randolph, Ralph Bunche, Whitney Young—and of the

obscure—slaves and early freedmen, minutes of church meetings recording heated discussions of abolition, diaries of teachers and pastors.

The core collection at Amistad is the archives of the American Missionary Association, an evangelical missionary society which, prior to the Civil War, established antislavery churches in the North, West and border states and, during and after the Civil War, pursued educational work among the freedmen. As Johnson describes it, its teachers literally "followed on the heels of the Union Army into the South," establishing schools, among them Hampton Institute, Berea College, Dillard, Talladega, and Tougaloo.

Clinton Johnson at Amistad was concerned about preserving his portion of the past, eight million documents, some rotting from exposure to moisture, some inaccessible in shipping crates because of inadequate shelving space, some eaten away by the ink used to write on them. James Shriver at Union Mills was worried about his ancestors' house and its contents, peeling paint and cracking plaster, fading fabric





Famous signatures from the Amistad collection: William Lloyd Garrison, abolitionist leader; James A. Garfield, President of the United States; Frederick Douglass and Henry Highland Garnet, fugitive slaves who became abolitionist leaders; Lewis Tappan, philanthropist and abolitionist, who founded Oberlin College.

and crumbling brick.

Both turned to the National Endowment for the Humanities and were offered funds under the Challenge Grant Program with the stipulation that the recipients raise three private dollars for one Federal dollar they receive.

Union Mills was offered \$18,000 from NEH in April, 1977. At the end of the grant period in June 1979, the Foundation reported a total of \$54,133 raised to meet the matching requirement. Union Mills had begun its fund-raising effort by mailing solicitations of help to approximately two thousand friends. In addition, local businesses were approached as well as the Carroll County government, a partner with the Foundation in maintaining the site. Additional income was raised from annual events such as a Plant and Flower Sale in May, a Corn Roast held in conjunction with the local Lions Club in August, and a Green Sale at Christmas time.

Some of the benefits of the matching grant money are unseen by the public. Two mortgages were liquidated, freeing up over \$4,000 annually for purposes other than payment of back debt. A furnace that, according to Shriver, "wasn't any good at all and was costing us two arms and two legs for fuel," was replaced. A consultant has been hired to supervise over-all climate control to reduce deterioration of the contents of the home.

But there are other, more visible changes at Union Mills. The old brick grist mill has been restored, although the bricks near the mill door still bear a bullet scar where a soldier was shot a few days after the Battle of Gettysburg. The dining room has been repainted to its original colors, on the advice of conservation teams, and the front parlor will receive the same treatment this spring.

The Amistad Research Center was offered \$80,000. They first sought help from people familiar with the center, graduate students, professors who had come to New Orleans to use its facilities. A second mailing went to people who had not directly used the center but knew of its work. A large grant came from the Board of Di-

rectors of the American Missionary Association, enough to meet the matching requirement. The AMA must contribute to the support of six colleges as well as to the Amistad Center, and Johnson says it was crucial to be able to say to them, "The National Endowment has confidence in our creation and has invested in this."

The Amistad money was originally targeted for the establishment of a conservation laboratory, but in between the writing of the proposal and the awarding of the grant, Amistad was offered new quarters in the old U.S. Mint in New Orleans. Johnson petitioned NEH to use the funds to facilitate the move.

Amistad is now housed in its new quarters where there is good temperature and humidity control. A halogen gas system has been installed; in case of fire, the system removes the oxygen from the air and extinguishes the fire without subjecting Amistad's documents to devastating water damage.

Just as important, there is adequate shelving, ten times that in the Old Center, and space for a staff of twelve and eighteen visiting researchers (three were too many in the old Center).

For both Amistad and Union Mills, the benefits of the grant have outstripped the dollar value of the funds taken in. Clinton Johnson is convinced that the move to the new quarters will improve fund-raising capabilities for Amistad. During a two-day open house prior to the recent move, almost thirteen thousand people toured the site. And the Friends of Amistad, a New York-based support group for the Center, doubled its membership during the grant period.

Union Mills has, both in its own eyes and in the eyes of its community, turned the corner from struggling to flourishing. Attendance is up, programs are being expanded, and this year the Plant Sale, Corn Roast and Green Sale will be joined by an Easter Lily Sale.

On a glorious October Sunday, Union Mills hosted a wine-tasting sponsored by a neighboring vineyard—Shriver recalls that "Cousin Bessie used to make her own wine at Union Mills." But Shriver emphasized that the event was not a fund raiser so much as "an opportunity to get together on the weekend and have a good time," a strong tradition at Union Mills and one as important to preserve as the bricks in her grist mill and paint on her walls.

—Louisa Hart

Ms. Hart is a Washington writer.



A sailor and clowns from a Humpty-Dumpty circus, dating before 1900, are shown at Union Mills.

## ON THE OCCASION OF THE ENDOWMENT'S FIFTEENTH ANNIVERSARY

I assume that the honor of representing the humanities on this occasion has been granted me on grounds of seniority. If I am not the oldest beneficiary of the National Endowment for the Humanities, I am certainly one of the oldest.

... Some years ago a distinguished historian (Carl Becker) predicted that if anyone should be so foolhardy as to attempt a comprehensive biography of Thomas Jefferson, he would enter the labyrinth and never emerge. I was in the middle of that labyrinth when I approached the Endowment, and with their help I have been slowly making my way through it ever since. I am not out yet, but, God willing, shall be soon.

I have often wondered why the Endowment has put up with me so long. The best explanation that I can think of is that Mr. Jefferson is an all-but-perfect symbol of what the National Endowment for the Humanities is all about. If not the complete humanist, he was very nearly that. This was not merely because he read Greek and Latin until the end of his life and found architectural models and inspiration in classical antiquity. It was because he applied to all institutions and activities the test of human value. Man was not made for government, but government for man. So was business and everything else. All public institutions are expected to serve people in some way, but it would be hard to find any other which is as concerned with the problem of human values as is the National Endowment for the Humanities.

Jefferson applied the test of human value to learning, or as he was more likely to say, knowledge. He spoke again and again of *useful* knowledge. This lover of gadgets and inventor in his own right was eager to improve mechanical processes and mundane operations. But he did not equate human and monetary values. They overlap but are by no means identical. To his mind anything was useful and valuable that enlarges and enriches experience, that broadens horizons, that increases well-being in any way. Once, when dismayed by the reluctance of the legislators of Virginia to provide for the University he was trying to establish, he told his sympathetic friend, George Ticknor, that they did not recognize the importance of knowledge. "Knowledge is power, knowledge is security, knowledge is happiness," he said. He believed that the world would be saved by knowledge.

It has not been saved as yet and something else is obviously needed—good will, for instance. But the world will certainly not be saved by ignorance, prejudice, and superstition. Knowledge must be incessantly pursued and promoted. Unfortunately it can be used for sinister purposes; therefore, it must be humanized.

Knowledge must be pursued, promoted, and humanized. How is that for a description of the functions of the National Endowment for the Humanities?

—Dumas Malone

Mr. Malone is the Pulitzer Prize-winning biographer of Thomas Jefferson. These remarks were made during the Endowment's fifteenth-anniversary celebration at the White House.



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## DUSTJACKETS NEH BOOK LIST

"I cannot live without books," wrote Thomas Jefferson. Neither can scholarship. If we had published a list of the hundreds of books resulting from NEH support to scholars over the last fifteen years there would have been room for nothing else in this issue of Humanities. What follows, then, is a list of books published in 1979 and 1980, the fruits of many years of research. Heading the list are the five Pulitzer Prize winners and two National Book Award winners whose work has appeared over time.

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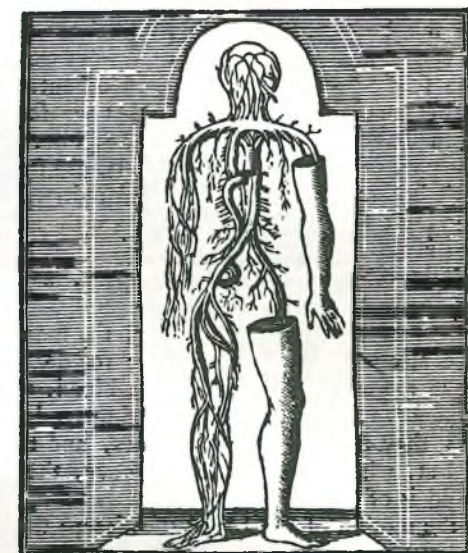
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**Brown, D. Clayton.** *Electricity for Rural America: The Fight for REA*. Contributions in Economics and Economic History, no. 29. Westport, Conn.: Greenwood Press, 1979.

**Durbin, Paul T., ed.** *A Guide to the Culture of Science, Technology, and Medicine*. New York: Free Press, 1980.

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**Rogers, William R. and Barnard, David, eds.** *Nourishing the Humanistic in Medicine: Interactions with the Social Sciences*. Pittsburgh: Pittsburgh Press, 1979.

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**Stultz, Newell M.** *Transhei's Half Loaf: Race Separatism in South Africa.* New Haven: Yale University Press, 1979.

**Vogelsang, Sandy.** *American Dream, Global Nightmare: Human Rights Policy.* New York: W.W. Norton & Co, 1980.

## Archaeology & Anthropology

**American Museum of Natural History,** NYC: Nina J. Root: \$61,950. To inventory and catalog the Anthropology Photographic Archive of the Museum. RC

**American U.,** Washington, DC; Charles W. McNett, Jr.: \$76,995. To enable archaeologists, anthropologists, educators, and a representative of the National Congress of American Indians to prepare and field test a teacher's resource guide and classroom modules on American Indian prehistory and history for grades 5-8. ES

**Archaeology Society of Staten Island,** NY: Leif C. Landberg: \$5,000. To teach Staten Island youth about archaeological excavation and about prehistoric Indian artifacts through constructing a small scale Indian village, digging a simulated site, and visiting on-going professional excavations. AZ

**Arizona State Museum,** Tucson; Ernest E. Leavitt: \$20,000. To present an exhibit of Mexican Indian costumes and dance masks, displayed and interpreted as expressions of cultural values and beliefs. PM

**Bethlehem Center,** Charlotte, NC; Bertrand S. Graham: \$5,000. To teach Charlotte youth, predominantly black and low-income, about life in the early 1900s for low-income black families through small group meetings with the elderly. The youth will compile a booklet and present a program of cultural recollections. AZ

**Bolivar-Zoar Youth Center, Inc.,** OH; John R. Skelly-Watts: \$2,500. To teach youth, 12-18, from Ohio's rural Tuscarawas Valley School District proper methods of excavating and cataloging findings at an archaeological site. AZ

**Brown U.,** Providence, RI; Robert R. Holloway: \$9,503. To support a conference on the archaeology of early Italy to be attended by European and American archaeologists and historians in the presence of a public interested, in part through ethnic heritage, in the topic. RD

**Brown U., Haffenreffer Museum of Anthropology,** Providence, RI; Jane P. Dwyer: \$44,504. To conserve, catalog and make accessible to scholars and the public a collection of some 20,000 images of the archaeology and anthropology of America. RC

**Bucks County Community College,** Newton, PA; Lyle L. Rosenberger: \$2,500. To teach youth, 12-21, techniques and objectives of archaeology through the excavation of a pottery kiln foundation which dates to 1825 and about the social and economic factors which made Quakertown a major pottery center. AZ

**Cherokee Nation of Oklahoma,** Tahlequah; Ron Pitman: \$10,000. To explore ways to introduce Cherokee Indian culture to elementary school children in the Tahlequah area. ES

**Cobb Marietta Girls Club,** GA; Janet M. Millard: \$5,000. To enable young women, 6-18, to develop a display, a festival, and a pamphlet comparing present day life in Cobb County with lifestyles of the last 150 years, focusing on the contribution of women. AZ

**Columbia U. Press,** NYC; John D. Moore: \$5,000. To publish *Generosity and Jealousy: Social and Emotional Structures of the Swat Pakhtun*, a study of the values and psychology of the Pakhtuns, a semi-nomadic Muslim people living on the borderlands of Afghanistan and Pakistan and utterly opposed to foreign domination. RP

**El Centro Cultural y Museo del Barrio,** Taos, NM; Juan R. Navarrete: \$17,387. To plan interpretive programs for the traveling

exhibit "The Enjarradora (Spanish women who work with adobe), A Woman's Role in Traditional New Mexican Architecture." PM

**Heart of the Earth Survival School,** Minneapolis, MN; Bette Skenandore: \$5,000. To involve youth in workshops and field trips centering on cultural artifacts of Native Americans in Minnesota. AZ

**Highgate Road Social Science Research Station,** Berkeley, CA; Ethel D. Dunn: \$40,000. To research for a book and an archive, the history and ethnography of the Molokans in the Russian Empire, their migration to and life in the U.S., and their attempts at setting up new communities in Australia and South America. RS

**High School of Jewish Studies,** Seattle, WA; Lenore M. Zientz: \$2,500. To enable Seattle teenagers to select and research Jewish artifacts, prepare an exhibit and catalog of those artifacts, and act as tour guides to the exhibit which will be shown in several locations. AZ

**Illinois State Museum,** Springfield; Judith A. Franke: \$14,372. To develop an integrated interpretive program for Dickson Mounds State Museum, an important Native American archaeological and anthropological site which has survived almost entirely intact over 1000 years. PM

**John Baptist Center,** New Orleans, LA; John H. Fulwiler: \$5,000. To enable New Orleans black ghetto youth, 14-19, to research and produce a photographic essay, a slide/tape presentation and a brochure for wide distribution on New Orleans history and culture, especially its black urban heritage. AZ

**Knickerbocker Historical Society,** Schaghticoke, NY; David J. Zdunczyk: \$2,500. To hold seminars, workshops, field trips, and discussion groups contrasting urban and rural lifestyles in 19th-century America for 12- to 18-year-olds. AZ

**Leelanau Indians, Inc.,** Suttons Bay, MI; Lucille M. Bennett: \$2,500. To plan a project involving rural and urban Native American youth in the activities, traditions, and history of the annual Leelanau Indian Powwow. AZ

**Michigan State U.,** East Lansing; Charles K. Dewhurst: \$1,500. To support oral history research on the traditions of waterfowl hunting in the Pointe Mouillee area south of Detroit, with emphasis on artifacts, techniques, and lore associated with waterfowling. RS

**Michigan State U.,** East Lansing; J. W. Myers: \$39,102 OR; \$8,100 G&M. To develop an atlas of Minoan Classical sites on Crete, the first volume of a planned series on archaeological sites arranged by culture and region. RT

**Princeton U. Press,** NJ; Sanford G. Thatcher: \$4,300. To publish *Civic Ritual in Renaissance Venice*, which uses structural anthropology to demonstrate that ritualization of society and politics was an important reason for Venice's stability. RP

**Riverside County Parks Department,** Rubidoux, CA; Stephen A. Becker: \$5,000. To involve California fifth- and sixth-grade students in an after-school archaeology project at the Trujillo Adobe, once part of an early Hispanic community to produce an exhibit and public programs for a larger youth audience. AZ

**Rutgers U. Press,** New Brunswick, NJ; Marlie Wasserman: \$6,000. To publish *The Cosmic Zygote: A South American Lowland Cosmological Model*, which examines through ethnology and archaeology 384 representative myths from 69 Amazonian Indian groups, contributing significantly to the theory of myth. RP

**School of American Research,** Santa Fe, NM; Douglas W. Schwartz: \$68,500. To

support a post-doctoral fellowship program. FC

**School District of the City of Berkley,** MI; M. Jane Makulski: \$2,500. To teach Berkley six- through eighth-graders about the dynamics of human cultures through participation in archaeological research and a simulated dig. AZ

**U. of Kansas,** Lawrence; Alfred E. Johnson: \$34,100. To plan an intercultural exhibit using the permanent collections of the Museum of Anthropology at the University, including 100,000 archaeological specimens and approximately 10,000 ethnographic items from Native American groups, Africa, Australia, and New Guinea. PM

**U. of Kentucky Research Foundation,** Lexington; Richard K. Holloway: \$2,500. To enable anthropologists, museum personnel, educators, and students to plan programs to help Central Kentucky youth, 11-14, understand the relationship between anthropological and archaeological theory and their own concepts of culture. AZ

**U. of Maryland,** College Park; Gladys M. Fry: \$15,000. To research and write a book on folk legends of Maryland's Eastern Shore, the District of Columbia, and rural Virginia and the role they play in the lives of blacks there. RS

**U. of North Carolina,** Chapel Hill; Carole L. Crumley: \$33,823. To support research by an interdisciplinary group, predominantly anthropologists, on a spatial-temporal definition of region in relation to a geographic area in southern Burgundy, France, concentrating on the factors which have affected boundary maintenance and dissolution throughout its history. RO

**U. of Oregon for the Museum of Natural History,** Eugene; Alice Carnes: \$6,810. To plan four traveling exhibits on traditional and contemporary Native American cultures of Oregon, including "Harvesters of Land and Sea;" "The Valley People;" "The Salmon Fishers;" and "People of the Western Plateau." PM

**Otoe-Missouria Tribe,** Red Rock, OK; Wallace E. Coffey: \$25,000. To record in book form oral history materials collected over several years from Indian elders on the experiences and philosophies of the Otoe-Missouria Tribe. RS

**U. of Texas Press,** Austin; John H. Kyle: \$6,000. To publish *The Ancient Future of the Itza: The Book of Chilam Balam to Tizimin*, a bilingual edition of one of the prophetic Books of the Jaguar Priests of the Yucatecan Maya. RP

**West Chester State College,** PA; Marshall J. Becker: \$31,131. To research known materials and search for new documents for a manuscript on the ethnohistory of the Lenape Indian bands of southeastern Pennsylvania. RS

## Arts—History & Criticism

**American Harp Society,** Los Angeles, CA; Lucile H. Jennings: \$22,636. To form a special collection for repository in the Library of Congress of harp-related musical scores, documents and manuscripts of historical significance. RC

**American Musicological Society,** U. of Pennsylvania, Philadelphia; Barry S. Brook: \$50,000 OR; \$29,124 G&M. To process and publish the large volume of response to a missing item request as part of the regular subscription series of RILM (Repertoire internationale de litterature musicale). RC

**Assoc. for Recorded Sound Collection,** Manassas, VA; David Hall: \$825,812 G&M. To survey 600,000 pre-LP-era recordings through label filming and high resolution



microfilming of recording surfaces, and to index by author, composer, title, performers, label name, issue number, etc., the items surveyed, now on repository at five public sound archives. RC

**Austin Community College**, TX; Luis G. Guerra: \$36,692. To develop commercial art studio courses, a "History of Commercial Art" course, and a slide library on history of visual communications that will incorporate the humanities in the entire curriculum. EP

**Boys Harbor, Inc.**, NYC; Ramon Rodriquez: \$29,784. To enable youth to produce and distribute a quarterly magazine as a forum for discussion and analysis of Hispanic culture through the exploration of Hispanic ethnic music. AZ

**Brooklyn Museum**, NY; Kathrynne Andrews: \$79,740. To allow young people to work with Brooklyn Museum staff to interpret the cultural and humanistic contexts of the Museum's collections through a film and a guidebook to be disseminated to thousands of local youths. AZ

**Center for Adv. Stud. of PR & the Caribbean**, San Juan, PR; Ricardo Alegria: \$30,000. To edit and complete four films begun under an earlier grant, "The Artisans of Puerto Rico." EH

**Centro de Artistas Chicanos**, Sacramento, CA; Oralia T. Flores: \$5,000. To enable youth, 12-20, from Sacramento's Alkali Flats, a predominantly low-income, Hispanic district, to plan, produce, and disseminate a magazine on the history and interpretation of murals from the area. AZ

**Hoyt Library**, Kingston, PA; Marybeth Evans: \$2,500. To enable youth, 15-21, from the Wyoming Valley region to participate in a survey of historically and architecturally significant buildings in the area. AZ

**Greater Washington Educational Telecom.**, Washington, DC; Toby H. Levine: \$200,000. To develop learning packages and a teacher training model to enhance multicultural education in secondary schools on the history of black American music culture. ES

**International Museum of Photography**, Rochester, NY; Susan D. Peters: \$5,000. To plan a committee to help direct development of a bibliographical dictionary of photographers active in North America from the beginning of this art form to the present. RT

**Learning Through an Expanded Arts Program**, NYC; Ila L. Gross: \$33,067. To enable universities, public schools, the Metropolitan Museum of Art, and the Program to train teachers and develop curriculum materials using art history to enhance the sixth- and ninth-grade history curricula in NYC public schools. ES

**Learning to Read Through the Arts**, NYC; Renata Karlin: \$23,447. To help New York and New Jersey public school teachers develop models for integrating museum exhibits into their humanities curriculum. ES

**Maymont Foundation**, Richmond, VA; Tracy D. Clough: \$2,500. To enable young interns, 18-20, to develop museum education programs in preparation for field trips to the Dooley Mansion by first- to ninth-graders. AZ

**Midwest Museum of American Art**, Elkhart, IN; Mark J. Meister: \$2,500. To involve Elkhart high school students in educational experiences and museum activities relating art history to American history and culture. AZ

**Museum of Fine Arts**, Boston, MA; Cynthia S. Stone: \$30,432. To train young people as junior curators to plan and implement a mini-exhibition at local community sites and to introduce them to art history, art criticism, archaeology, and history. AZ

**New England Council of Latin American Studies**, Storrs, CT; Joyce W. Bailey: \$69,518 OR; \$14,000 G&M. To prepare for publication a *Handbook of Latin American Art* (10 volumes), a basic research tool in Latin American art history. RT

**Northampton County Community Schools**, Jackson, NC; John W. Quinley: \$5,000. To involve youth in Northampton County in collecting, interpreting, and performing traditional black religious folksongs. AZ

**Old Salem, Inc.**, Winston-Salem, NC; Frank L. Horton: \$38,873. To review newspapers, court records, and city directories in eight southern states for references to over 100 early trades and hundreds of artists and artisans working before 1821. RT

**Princeton U.**, NJ; Mary M. Schmidt: \$12,000. To develop a computerized index

to 48 19th-century American art journals. RT

**Rensselaer Polytechnic Institute**, Troy, NY; Pat A. Molholt: \$17,500. To plan development of a standard thesaurus to classify all resource materials in the history and criticism of visual arts. RC

**Rhode Island Historical Society**, Providence; Laura B. Roberts: \$5,000. To teach Providence area youth, 13-15, to identify architectural styles and their sources; to explore issues of architectural preservation; to research and produce a slide show on the topic; and to disseminate their work to youth groups in other communities. AZ

**Southern Illinois U.**, Carbondale; Charles H. Harpole: \$19,995 G&M. To support an invitational workshop/conference for cinema historians to discuss matters of historiography and to plan a ten-volume International History of Cinema. RD

**John T. Spike**, NYC: \$7,000. To compile an annotated, illustrated revision of Vol. XIX of Adam von Bartsch's *Le Peintre Graveur* (1803-21, 21 volumes), the standard reference work for the engravings, etchings and woodcuts of Italian, German and Netherlandish Old Masters. RT

**U. of Illinois**, Urbana; Herbert Kellman: \$100,512. To prepare a census-catalog of manuscript sources of polyphonic music, 1400-1500, to provide greater access tools to Renaissance music scholars. RT

**U. of Kentucky Research Foundation**, Lexington; Gerald J. Munoff: \$6,080. To supplement a grant to organize photographic archives of the University's collections of glass-plate and other antique process photographs, made available to researchers under the original grant. RC

**U. of North Carolina**, Chapel Hill; Daniel W. Patterson: \$19,398. To create a comprehensive edition of American 19th-century tunebook spirituals from songbook records of America's first folk singing. RE

**U. of Washington**, Seattle; Naomi B. Pascal: \$3,700. To publish *A Chinese Zither Tutor: The Nei'an Ch'in P'u*, a complete translation of a handbook to the instrument, including music, annotations, and background materials of value to Chinese scholars and ethnomusicologists. RP

**Virginia Tech**, Blacksburg, VA; Lawrence J. Link: \$4,881. To support a two-day conference on the moral implications of contemporary art, drawing on experts in religion, philosophy, and art criticism and serving a general audience from the Appalachian region. RD

**Wayne State U.**, Detroit, MI; Paul Sporn: \$45,000. To research for a book on Federal support for the arts in Michigan in the 1930s, concentrating on the Federal Theater Project and the Federal Writers' Project. RS

**Women Artists**, Westport, CT; Suzanne Bauman: \$45,000. To complete production for a one-hour documentary film on the lives and works of women painters entitled "A Social History of Women Artists." PN

**Wyoming Girl Scout Council**, Casper; Jane L. Caller: \$2,500. To plan a project to instruct members of the Council, 6-17, in the study of historic sites. AZ

## Classics

**Catholic U. of America**, Washington, DC; Thomas P. Halton: \$1,500. To produce a revised, updated and newly structured edition of Martin R. P. McGuire's *Introduction to Classical Scholarship: A Syllabus and Bibliographical Guide*. RT

**Princeton U.**, NJ; Sanford G. Thatcher: \$2,500. To publish *The Structure of Thucydides' History*, the first history of the Peloponnesian War. RP

**U. of North Carolina**, Chapel Hill; William C. West, III: \$69,632. To continue the long-standing project of bibliographical research in classical studies at the L'Annee Philologique in Paris. RC

## History Non-U.S.

**Brown U.**, Providence, RI; Michael Y.M. Kau: \$62,000. To prepare for publication 16 annotated volumes of the post-1949 writings (in translation) of Chinese leader Mao Tse-tung. RE

**Bund Archives**, NYC; Benjamin Nadel: \$3,385. To develop appropriate finding aids covering European manuscript materials at the Archives of the Jewish labor movement. RC

**Chinese Culture Foundation**, San Francisco, CA; Sue Yung Li: \$75,000 G&M. To complete and release the two remaining films in the series, "Cities in China." EH

**Dartmouth College**, Hanover, NH; Marysa Navarro: \$42,398. To offer new courses in the history and theory of feminism; women's work and culture in industrializing societies; and women, culture and society in cross-cultural perspectives. EP

**Johns Hopkins U. Press**, Baltimore, MD; Henry Y. K. Tom: \$3,817. To publish *Merchants, Landlords, Magistrates: The Depont Family in Eighteenth-Century France*, a three-generation narrative history of the family dealing with the problems of social mobility, family organization, land tenure, and political power. RP

**Johns Hopkins U. Press**, Baltimore, MD; Henry Y.K. Tom: \$3,847. To publish *The English Bill of Rights, 1689: Epitome of the Glorious Revolution*, which identifies the origins of the ideas in the Bill and reveals the strategies of the men who engineered its acceptance. RP

**Newberry Library**, Chicago, IL; Paul H. Saenger: \$35,985. To catalog the pre-1500 North American manuscript collection to complement the teaching program of the Newberry Renaissance Center. RC

**Rutgers U.**, New Brunswick, NJ; Nan J. Hahn: \$20,045 G&M. To create a data bank and information retrieval system on the contents of scientific manuscripts, A.D. 500-1600. RT

**Siena Heights College**, Adrian, MI; Spencer C. Bennett: \$45,835. To train a 12-person humanities faculty in skills needed to design and teach an interdisciplinary basic course on Western civilization. EP

**U. of Missouri**, Columbia; Robert E. Ruigh: \$75,000. To research, edit and publish the British House of Commons debates of 1624. RE

**U. of the Sacred Heart**, Santurce, PR; Bosque H. Gonzalez: \$43,257. To develop a variant of an existing course in Western civilization by implementing a student-centered approach to teaching it. EP

**Villanova U.**, PA; Justin J. Green: \$4,500. To enable selected scholars to attend the three-day International Conference on Philippine Studies at Western Michigan University. RD

## History—U.S.

**American Association for State & Local Hist.**, Nashville TN; George R. Adams: \$168,749. To implement and develop courses for museum and historical agency professionals and volunteers on interpreting historic sites and materials improving exhibits and publications, and using collections in school and public history programs. AP

**American Council on Education**, Washington, DC; Judith P. deSerio: \$34,517. To preserve, arrange and describe the Council's archives, which date from 1918. RC

**American Jewish Congress**, General Council, NYC; Will Maslow: \$1,000. To support a consultancy to analyze and appraise archival collections of the Congress' Commission on Law and Social Action. RC

**Arizona-Sonora Desert Museum**, Tucson; Maurice Wohlgeleenter: \$5,000. To review, organize and assess the papers of the 20th-century American author and critic Joseph Wood Krutch, housed in the Library of Congress, in preparation for a critical biography. PM

**Aspira of New York, Inc.**, NYC; William Nieves: \$2,500. To plan a project in which Puerto Rican high school youth from the Bronx, Brooklyn, and Manhattan will examine the development of Puerto Rican history and culture. AZ

**Assoc. for the Preservation of VA Antiquities**, Richmond; Ransom B. True: \$21,877. To increase the Association's *Bibliographical Dictionary of Early Virginia, 1607-1660* and *Subject and Source Guide to Early Virginia, 1607-1660* from 100,000 to 200,000 entries. RT

**Big Brothers of the National Capital Area**, Washington, DC; Manson Brown, Jr.:

\$5,000. To help youth plan creative approaches to learning about Afro-American oral traditions, including workshops, museum internships, and audio taping or oral histories. AZ

**Bilingual Broadcasting Foundation, Inc.**, Santa Rosa, CA; Francisco J. Hernandez: \$2,500. To support planning by scholars, media professionals, and Sonoma County youth, 15-18, for a series of ten 30-minute radio programs on Chicano history. AZ

**Boys Club of Queens**, Long Is. City, NY; Kenneth J. Doka: \$5,000. To teach members of the Boys Club oral history techniques to trace the historical development of the Astoria community and the ethnic groups within that community, with the assistance of elderly residents. AZ

**Buffalo N. American Indian Culture Ctr., Inc.**, NY; Cheryl A. Ray: \$2,500. To plan a project in which Native American youth will produce a traveling educational exhibit on Iroquois history and culture. AZ

**California State College**, Bakersfield; Jack Goldsmith: \$300,000. To support oral history interviews and transcription, scholarly research, and a series of public programs and media presentations on the "Dust Bowl" migration of the 1930s and its impact on the cities, towns, and rural communities of the southern San Joaquin Valley. AD

**Charlotte V. Brown**, Raleigh, NC; \$89,962. To research the contributions, practices, and social identities of architects and builders who worked in North Carolina, 1650 to the present, focusing on the process of building in its social setting. RS

**Cherokee National Historical Society**, Tahlequah, OK; Martin A. Hagerstrand: \$11,543. To plan for development of an exhibit on 400 years of Cherokee Indian history. PM

**Chicago Metro History Fair, Inc.**, IL; Gerald A. Danzer: \$128,977. To design, implement, and disseminate a comprehensive, interdisciplinary unit introducing secondary students in Chicago public schools to the study of neighborhood history. ES

**City of East Chicago**, IN; Vytenis B. Damusis: \$5,000. To enable youth, many of them black or Hispanic, to learn techniques for gathering oral history data in order to conduct interviews with the elderly on the history of the major ethnic communities in the city. AP

**Clermont County Youth Services**, Batavia, OH; Tom S. Long: \$5,000. To help young people, 12-18, research, prepare, and participate in public programs, videotapes, and brochures for younger children and adults on the cultural and historical background of the Appalachian region in Clermont County. AZ

**Cleveland Public Library**, OH; Thomas F. Campbell: \$15,000. To plan for an in-depth community study, including lectures, discussions, displays, and multimedia presentations, of the historical causes of Cleveland's decline despite its wealth of cultural assets. PL

**Columbia U.**, NYC; Elliott D. Sclar: \$38,900. To initiate, evaluate and if successful, incorporate into an urban planning program a "New York Neighborhood History Seminar" to strengthen the humanities content of the curriculum. EP

**Committee for a New England Bibliography, Inc.**, Boston, MA; Thomas D. Bassett: \$35,800 OR; \$19,500 G&M. To continue editorial work on the multi-volume bibliographies of New England history. RC

**Comm. for Historic and Architectural Preserv.**, Baltimore, MD; Kathleen L. Gilbert: \$18,827. To teach gifted fifth- and sixth-graders in 20 Baltimore neighborhoods methods of learning local history and studying the past, with emphasis on historic preservation, and to hold workshops for teachers. ES

**COMPAS**, St. Paul, MN; Lynnell M. Lohr: \$32,000 G&M. To continue the St. Paul, MN History Theater project by developing new scripts for theatrical productions on regional history as well as disseminating materials to help other communities develop similar programs. AP

**Dakota County Museum**, S. St. Paul, MN; Frances L. Miller: \$2,500. To guide high school students in researching the people responsible for constructing 70 historic sites in the county. AZ

**DeCordova Museum**, Lincoln, MA; Lana L. Branton: \$2,500. To help Boston-area



teenage Scouts and 4-H Club members to prepare a youth-oriented catalog and to give youth tours of the upcoming Museum exhibit, "350 Years of New England Crafts." *AZ*

**Dorchester County Assn. for Retarded Citizens**, Summerville, SC; Linda H.A. Karges: \$2,500. To teach special education students, 11-17, about the historical background of Charleston, black history, and local folklore for presentations to the community. *AZ*

**East Arkansas Regional Mental Health Center**, Helena; Walter A. Darnell: \$5,000. To support youth in researching the contributions of blacks in Phillips County and in writing, producing, performing, and videotaping, a skit based on their findings. *AZ*

**Florida State U.**, Tallahassee; George E. Carter: \$80,000 OR; \$140,000 G&M. To collect and edit the papers of black abolitionists and to publish all the collected documents in microfilm and a selected group of papers in a letterpress edition. *RE* **Richard M. Freeland**, Boston, MA: \$19,874. To research the development of eight universities in the Boston area, 1935-1975, analyzing their evolving relationship with the community and their significance in the general pattern of change among American universities. *RS*

**Friends of the Handley Library**, Winchester, VA; Melvin R. Rhodes: \$2,500. To plan a project in which local youth will conduct oral history and archival research on the personal accomplishments and cultural contributions of the black community in Winchester. Findings will be disseminated through exhibits, workshops, plays and multimedia presentations. *AZ*

**Girls Club of Omaha**, NE; Mary M. Heng: \$2,500. To help minority low-income girls, 12-14, research the history of blacks buried in Omaha's Prospect Hill Cemetery. *AZ*

**Great Basin Studies Center**, Reno, NV; John M. Townley: \$2,500. To plan state and local history programs for adult and youth organizations. *AZ*

**Greater Milwaukee Cnl. of Arts for Children**, WI; Barbara R. Tilney: \$5,000. To enable junior and senior high school students to produce videotapes on growing up in Milwaukee for competition, with winners broadcast on public television and made available to area schools. *AZ*

**Hanford Mills Museum**, East Meredith, NY; Beth M. Parkhurst: \$5,000. To enable youth, 12-20, from Delaware and Otsego Counties to investigate and interpret the social and economic history of their communities at workshops and group meetings, to prepare articles and presentations, and to create a youth resource center. *AZ*

**Harvard U. Press**, Cambridge, MA; Maud E. Wilcox: \$22,500. To publish *The Letters of Henry Adams*, Vols. 1-3, part of a six-volume annotated edition of the letters of the discerning observer of 60 years of American political, social, and intellectual life. *RP*

**Hawaiian Historical Society**, Honolulu; Rhoda E. Hackler: \$3,750. To formulate a system to preserve and make accessible records of the Hawaiian sugar industry, inventoried under an earlier NEH grant. *RC*

**Heartland Productions**, Dayton, OH; Julia Reichert: \$50,543. To complete a production of a 90-minute documentary film about the generation of men and women in the 1930s who devoted their lives to radically changing society. *PN*

**Historic Cherry Hill**, Albany, NY; Cornelia H. Frisbee: \$24,255. To plan an exhibit, catalog, and seminar emphasizing the social, historical and cultural significance of dress and household fabrics of the Rensselaer-Rankin family in Albany. *PM*

**Hopi Organization for Progress, Inc.**, Oraibi, AZ; Eugene Sekaquaptewa: \$100,000. To support oral history research for a bilingual book on the Hopi Indian pueblo village of Old Oraibi, the oldest continually inhabited settlement in the U.S. *RS*

**Howard U.**, Washington, DC; Thomas C. Battle: \$28,904. To plan a major museum exhibit on racial stereotypes applied to blacks in America and abroad. *PM*

**Huntington Galleries**, WV; Randall C. Lawrence: \$120,000 OR; \$160,000 G&M. To support a social history exhibit on the relationship between the coal mine and the

community presenting the community as an expression of the coal mining process, the coal operator's world view, and the mining family's standards and goals. *PM* **Indiana U.**, Bloomington; Ellen Dwyer: \$40,000. To research for a manuscript the social and intellectual history of the categorization and treatment of the insane in New York State, 1843-1890, focusing on the definitions of insanity revealed in asylum records, psychiatric publications, and patients' writings. *RS*

**Indian Youth of America**, Sioux City, IA; Patricia T. Gordon: \$5,000. To enable Native American youth, 10-15, from numerous states and tribes to record oral histories from their tribal elders or research a specific aspect of their tribe's culture and assist in developing a cultural enrichment handbook. *AZ*

**Islamic Community Center of Columbia**, MD; Akil K. Rahim: \$2,500. To plan to involve Arab, Balalian, and Asian Muslim youth, 9-19, in a multimedia project on the various ethnic traditions in the metropolitan communities of the Baltimore/Washington, D.C. area. *AZ*

**Jackson County Historical Society**, Independence, MO; Mary Childers: \$2,500. To help youth recruited by the Mid-Continent Council of Girl Scouts develop skills in research and historical scholarship by comparing mid-continent family life of the mid-19th century with that of the present day. *AZ*

**Johns Hopkins U.**, Baltimore, MD; Jack P. Greene: \$10,000. To support a conference in Oxford, England, at which British, American, and European scholars will review recent developments and research prospects in Anglo-American colonial history. *RD*

**Kelly Institute for Local Historical Studies**, Brooklyn, NY; Arthur J. Konop: \$5,000. To help Brooklyn youth develop and present at various locations throughout the borough a series of youth programs on Brooklyn's history. *AZ*

**Lehigh County Historical Society**, Allentown, PA; Karyl L. Hall: \$50,202. To support an interpretive exhibit to examine the process by which Allentown's 19th-century carpenters combined national, cosmopolitan influences with their strong regional culture to produce unique architectural ornament in wood. *PM*

**Lenawee County Historical Society**, Adrian, MI; Marcia B. Wolter: \$22,775. To support a cooperative program between County elementary schools and the Michigan Historical Museum to introduce local history and folklore into the school curriculum. *ES*

**Lithuanian Institute of Education**, Chicago, IL; Saulius A. Girnius: \$5,000. To train high school students in field research and oral history techniques to trace acculturation patterns in representative Chicago-area Lithuanian immigrant families. *AZ*

**Louisiana State U. Press**, Baton Rouge; Beverly J. Jarrett: \$3,581. To publish *The Afro-American Periodical Press, 1838-1909*, a finding aid needed by American historians working with Afro-American materials. *RP* **Louisiana State U. Press**, Baton Rouge; Beverly J. Jarrett: \$3,732. To publish *The Radical Persuasion, 1890-1917*, an intellectual history on the perception by radicals of the worker in this country and the rhetoric of turn-of-the-century radicalism. *RP*

**Madison YWCA**, WI; Nancy S. McLaughlin: \$2,500. To help Madison youth, 12-19, research black female history and write one-act plays and vignettes depicting women in black history. *AZ*

**Lola T. Martin Scholarship Fund**, Hempstead, NY; Lola T. Martin: \$5,000. To teach Hempstead youth, 11-21, research and oral history techniques in order to conduct interviews with black, Indian, and other minority residents, many of them elderly, for a portable exhibit and a magazine. *AZ* **Massachusetts Historical Society**, Boston, MA; John D. Cushing: \$71,684. To select, organize and catalog 18 to 20 important manuscripts most of which have been on loan to the Society's collection and have recently become the property of the institution. *RC*

**Meadow Farm Museum**, Richmond, VA; Stuart Hallman: \$1,000. To support a consultancy to advise on a project to organize, conserve and preserve archival materials

of the Museum. *RC*

**Memphis Public Library**, TN; Diane Cofer: \$2,500. To support a pilot project in which Shelby County youth, 13-18, will interview and tape record the memoirs of elderly residents, focusing on traditional customs, tales, and sayings and produce a folklore pamphlet. *AZ*

**Montgomery Neighborhood Center**, Rochester, NY; Charles M. Moore: \$2,500. To enable black and Hispanic youth, 16-21, to research, conduct oral history interviews, and prepare films and tapes on prominent black citizens and organizations in the city. *AZ*

**Museum of History & Industry, Historical Society of Seattle & King Co.**, WA; James R. Warren: \$2,500. To plan a project involving Seattle youth, 10-14, in research on neighborhood history and planning. *AZ* **Museum of Transportation**, Boston, MA; Donald B. Gratz: \$46,074. To involve teenagers who have learned oral history and research techniques in instructing younger people in after-school learning activities on the history of Boston, its neighborhoods, and the roles of transportation and communication. *AZ*

**N.A.A.C.P.**, Belton, TX; Joseph E. Bousquet: \$2,500. To enable black youth, ages 12-21, to research and produce an exhibit on Bell County black history to be displayed in the Belton City Library. *AZ*

**New Hanover County Museum**, Wilmington, NC; Janet K. Seapker: \$22,430. To develop an interpretive philosophy for the Museum, identifying historic high-points, developing themes on Cape Fear regional history, identifying special audiences, and suggesting ways to use museum collections. *PM*

**New Jersey Historical Commission**, Trenton; Ronald J. Grele: \$115,848. To prepare booklets, teachers' guides, and learning aids for high school curricula in ethnic studies using the Commission's collection of multi-ethnic oral life histories. *ES* **Newton North High School**, Newtonville, MA; Henry H. Bolter: \$27,654. To utilize the archives and collection of the Allen House in West Newton for elementary and secondary local history study. *ES*

**Next Door Foundation, Inc.**, Milwaukee, WI; John M. Hohl: \$2,500. To plan a project in which youth will investigate the available resources on the cultural, institutional, and economic histories of Milwaukee neighborhoods, study their own neighborhoods, and train other youth in neighborhood investigation. *AZ*

**North Carolina Dept. of Cultural Resources**, Raleigh; Larry G. Misenheimer: \$102,054. To support final editing, layout, and printing of 5,000 "Sourcebooks of Historic Places in North Carolina," covering five periods of social and cultural history. *PM*

**North Carolina Museum of Life and Science**, Durham; William M. Sudduth: \$5,000. To enable high school students to visit area museums and libraries, learn about historical research and exhibit interpretation, and then research and prepare an exhibit, bibliography, and study guide on black scientists, engineers, and inventors. *AZ*

**North Shore Jewish Historical Society**, Marblehead, MA; Stephen G. Mostov: \$41,100. To research for a book, an exhibit, and an audio-visual program the Russian Jewish immigrants in Lynn, MA, and their involvement in the shoe industry since 1900. *RS*

**Ocumlgee Regional Library**, Eastman, GA; Guy D. Chappell, II: \$5,000. To enable Eastman youth, 14-17, to conduct field research and interviews to discover and document sites of historical importance in five counties and present their findings to a larger youth audience and senior citizens through exhibits and workshops. *AZ*

**Office of the Secretary of State, Division of Archives & Records**, Springfield, IL; John E. Daly: \$22,385. To review and edit 720,000 land sales records to complete the Illinois Land Records Computer Conversion Project to identify purchases of public domain lands by women in their own right. *RT*

**Oklahoma State U.**, Stillwater; H. F. Donnelley: \$5,000. To enable ninth-grade Oklahoma history students to explore local, multicultural history by researching information about little-known events, people, and places. *AZ*

**Old Dartmouth Historical Society**, New Bedford, MA; John R. Bockstoe: \$34,845. To research and write a comprehensive history of the whaling industry in Alaska and adjacent waters and its influence on the lands and peoples of the region, with attention to the larger ecological, economic, and social/historical issues involved. *RS*

**Ontario County Historical Society**, Canandaigua, NY; Donald Muller: \$5,000. To develop after-school and weekend local history programs at the Children's Museum for youth, 5-15, and family groups primarily from Ontario County. *AZ*

**Ontario-Montclair School District**, CA; Michael B. Dixon: \$2,500. To plan centennial humanities programs related to the hundred-year history of the cities of Ontario and Montclair for youth and the general public in the area. *AZ*

**Pacific St. Film Projects, Inc.**, Brooklyn, NY; Steven A. Fischler: \$15,090. To publicize a 90-minute documentary film which explores the history and philosophy of anarchism in the United States. *PN*

**Peale Museum**, Baltimore, MD; Dennis K. McDaniel: \$2,500. To plan workshops and internships for young people at the Museum on the history and the life of the city. *AZ*

**Pitt County Community Schools**, Greenville, NC; Joe R. Stines: \$2,500. To enable Pitt County youth to gather, organize, and make accessible a beginning oral history of the county. *AZ*

**Portsmouth Public Library**, VA; Rene L. Brown: \$160,000. To produce audiovisual and other materials presenting the social history of black and white relationships during the last 200 years in lower Tidewater. *PL*

**Princeton U. Press**, NJ; Sanford G. Thatcher: \$7,500 G&M. To publish *Princetonians, 1776-1783: A Biographical Dictionary*, the third volume in a series covering the American revolutionary period and recording the contribution of Princeton students and the college to the formation of the Republic. *RP*

**Regional Conference of Historical Agencies**, Manlius, NY; Finke Hans-Joachim: \$66,432. To administer 38 social history humanities programs for the adult public in central and upstate New York. *PM* **Research Foundation of CUNY**; E. James Ferguson: \$76,000. To prepare and publish a definitive edition of the papers of Robert Morris, Superintendent of Finance, 1781-1784. *RE*

**River Falls Area Schools**, WI; Carol L. LeBreck: \$5,000. To involve high school students in field study, archival research, oral history interviews, and seminars on local and regional historical events and sites in the St. Paul/Minneapolis area. *AZ*

**Rockford Park District**, IL; William J. Graham: \$2,500. To enable Rockford middle-school youth to assist in the production of a booklet on the history of the area as seen from the Rock River to be used as part of a regular boat tour and in classrooms. *AZ*

**Rocky Mount Historical Association**, Piney Flats, TN; Liz M. Johnson: \$2,500. To enable high school youth from the Appalachian Overmountain area of Tennessee to research and produce a 15-minute film on the history of the area, with Rocky Mount as the focal point. *AZ*

**Salem Youth Commission**, MA; Susan E. Taber: \$5,000. To enable Salem area youth, 14-18, to conduct oral history interviews with local senior citizens for an exhibit and a radio series for a larger youth audience. *AZ*

**San Antonio Area Council of Girl Scouts**, TN; Nancy A. Berg: \$5,000. To enable members of the Council to research and produce cassette tapes on historical, cultural and unique sites in the area for audiences including many Hispanic and handicapped Americans. *AZ*

**Sangamon State U.**, Clayville Rural Life Center & Museum, Springfield, IL; Edward L. Hawes: \$26,444. To plan an outdoor museum to interpret traditional cultures and change in Illinois, 1800-2000. *PM*

**Santa Lucia Council of Camp Fire**, Salinas, CA; Kjysten W. Drew: \$5,000. To develop a living history and cultural center at Camp Chaneya in Monterey County to research the cultural and ethnic background of the County and to produce an oral his-



tory journal of the area. **AZ**

**Seneca Falls Historical Society**, NY; Ann M. Hermann: \$3,103. To continue to re-evaluate the Society's purpose and goals, and to develop a comprehensive plan for interpretation of the museum's collections, including the correspondence of Elizabeth Cady Stanton and Susan B. Anthony. **PM**  
**Sheridan County Fulmer Public Library**, WY; Nola F. Lutz: \$5,000. To involve high school youth in teaching children in special education classes the rudiments of photography, oral history, and writing for the preparation of a manuscript to be entitled "A Pictorial History of Sheridan, Wyoming, 1980." **AZ**

**Sleepy Hollow Restorations, Inc.**, Tarrytown, NY; Saverio Procario: \$2,000. To publish *The Van Cortlandt Family Papers, Volume IV: Correspondence of the Van Cortlandt Family of Cortlandt Manor, 1814-1848*, part of a series of family correspondence and business papers of particular interest to New York State historians. **RP**

**Snug Harbor Cultural Center**, Staten Island, NY; Grace Lamb: \$70,215. To support a course of study for fourth-grade students on the history of the Port of New York, including on-site instruction at the Center and at the port facilities. Teachers in the program will be given a graduate course on the maritime history of the harbor. **ES**

**State Historical Society of North Dakota**, Bismarck; James E. Sperry: \$136,000. To exhibit the regional history of the entire human occupation of North Dakota against the background of the natural environment, 1730-1879. **PM**

**Staten Island Children's Museum**, NY; Jo Ann Secor: \$5,400. To plan an exhibit on the ethnic and cultural history of Staten Island, 1400 to the present, which will include the Leni-Lenape Indians, Dutch, black Americans, and Italian-Americans. **PM**

**Stratford Community Services**, CT; Patricia A. Naylor: \$2,500. To enable 9th- to 11th-grade history and English students to plan, research, and produce a slide presentation and a complementary walking tour on Stratford's history for larger youth audiences. **AZ**

**Suffolk County Council, Boy Scouts of America**, Medford, NY; Albert L. Smith: \$5,000. To enable the Nassau and Suffolk County Boy and Girl Scouts to develop historic trails on Long Island and slide/tape presentations for each trail to be used by area youth groups and school field trips. **AZ**

**Sun Prairie Historical Library and Museum**, WI; Peter Klein: \$5,000. To teach Sun Prairie youth, 8-13, historical research techniques in order to produce maps, illustrative materials, vignettes, and a videotape on the history of their community for a larger youth audience. **AZ**

**Syracuse U.**, NY; James M. Powell: \$185,810 G&M. To complete cataloging of the Ranke Library and the Novotny Collection. **RC**

**Temple U. Press**, Philadelphia, PA; Kenneth L. Arnold: \$5,000. To publish *The Notorious Triangle: Rhode Island and the African Slave Trade, 1700-1807*, the first study of its kind in this area of black, American, and economic history. **RP**

**Tri-County Community Action Agency**, Athens, OH; Richard E. Stevens: \$5,000. To teach low-income, rural youth, 12-18, historical research techniques in order to produce publications on the culture and history of Appalachian Ohio. **AZ**

**Union League Boys Club Foundation**, Chicago, IL; Francisco DuPrey: \$2,500. To plan a project on the minority cultural experience involving Hispanic youth 12-15, from the Humboldt Park area. **AZ**

**Universal Jazz Preservation Society**, Altadena, CA; Bill De Laney: \$2,500. To plan a jazz history education program involving youth, 14-18, from the Altadena/Pasadena area. **AZ**

**U. of Alabama**, University; Malcolm M. MacDonald: \$1,752. To publish "D'Iberville's Gulf Journals," containing the French colonizer's descriptions of the Gulf Coast and lower Mississippi River region and its aboriginal population. **RP**

**U. of Connecticut**, Storrs; Sondra A. Stave: \$17,500. To plan for consolidation, development and dissemination of social and ethnic history materials through community libraries in rural Connecticut.

**PL**

**U. of Florida**, Gainesville; Betty A. Camp: \$2,500. To develop a 30-minute pilot audiotape on children's folklore. Senior Girl Scouts from Alachua County, FL, will collect the folklore from field interviews with children. **AZ**

**U. of Illinois**, Chicago; Dominic Candeloro: \$25,000 OR; \$15,000 G&M. To supplement a project documenting Italian-American communities in Chicago. **AP**

**U. of Lowell**, MA; Mary H. Blewett: \$46,000. To research for a manuscript the differing experiences of men and women working in the New England shoe industry, 1820-1920, from the perspectives of family history, labor history, and women's history. **RS**

**U. of Nebraska Press**, Lincoln; Stephen F. Cox: \$3,529. To publish *English America and the Restoration Monarchy of Charles II: Transatlantic Politics, Commerce, and Kinship*, a reinterpretation, from primary documents, of the history of early America, 1660-1685, and its business, family, political, and religious ties with England. **RP**

**U. of New Mexico**, Albuquerque; Manuel J. Justiz: \$70,854. To support an institute for graduate course work in Hispanic colonial civilization, especially for the southwestern U.S., to strengthen elementary and secondary study of Hispanic civilization. **ES**

**U. of North Carolina**, Chapel Hill; Charles G. Zug III: \$37,500. To research for a book historic cemeteries and gravestones in four counties, examining their aesthetic characteristics, iconographical content, and cultural significance for the ethnic groups who lived in the area from the late 17th to the early 19th century. **RS**

**U. Press of New England**, Hanover, NH; Thomas L. McFarland: \$4,000. To publish *The Original Vermonters: An Account of Vermont Indians, Past and Present*, an anthropological and historical account of how people lived in Vermont since before the arrival of Europeans to the present. **RP**

**U. of Wisconsin**, Madison; Stanley I. Kutler: \$90,000 OR; \$176,518 G&M. To support three summer workshops involving interdisciplinary research for working papers, monographs and articles on American legal history, 1870-1970. **RO**

**U. of Wisconsin**, Milwaukee; John Lloyd Taylor: \$83,413. To examine American social history, particularly the movement West, in the 19th century through the medium of Western landscape photographs. **PM**

**Urban Services Branch YMCA**, Kansas City, MO; Barbara A. Blake: \$5,000. To support a pilot project in which Kansas City high school students, predominantly black, will develop a slide-tape presentation on the history of Kansas City jazz for a larger youth audience. **AZ**

**Village of Rockville Center**, Department of Recreation, NY; Mary J. Halley: \$2,500. To teach youth research techniques in order to review photographic archives and record oral histories of elderly residents for a slide/tape presentation on the development of family life in a suburban community. **AZ**

**Washington County Public Library**, Marietta, OH; Phyllis C. Baker: \$1,000. To support a consultancy to develop bibliographic controls in connection with a Library project to restore and preserve its history collection. **RC**

**Washington Neighborhood Center, Inc.**, Sacramento, CA; Rose M. Leal: \$5,000. To teach Sacramento Chicano youth to conduct interviews with older generations in order to develop slides, films, and workshops on their Spanish cultural heritage. **AZ**

**Wayne State U.**, Detroit, MI; Charles K. Hyde: \$25,000. To research the interplay between technology, the labor force, immigrants, and the community in the Michigan copper mining district, 1850-1920. **RS**

**Western Heritage Center**, Billings, MT; Lynda Moss: \$2,500. To introduce youth, 7-18, through workshops and a workbook to the heritage of local architecture, furthering their understanding of history and the significance of historic preservation. **AZ**

**Wheaton Historical Association**, Millville, NJ; Donald C. Pettifer: \$10,500. To praise the present activities, programs and

facilities of Wheaton Village as an interpretive living-history and museum facility. **PM**

**David E. Whisnant**, Baltimore, MD: \$42,036. To prepare research material on the effects of federal and state policies on the traditions and culture of the Appalachian region. **RS**

**Wildcliff Museum**, New Rochelle, NY; Marc Tull: \$5,000. To enable young people to develop and test a traveling model of a permanent exhibit relating to the history and development of the Long Island Sound region. **AZ**

**Worcester Historical Museum**, MA; William D. Wallace: \$32,837. To support a study to develop a social history interpretation of the Salisbury Mansion (1772), the Georgian-style home of one of Worcester's prominent cultural, civic and business leaders. **PM**

**Yale U.**, New Haven, CT; Nancy Cott: \$42,331. To establish four new advanced courses in women's studies including a development seminar, fostering common inquiry about women's studies. **EP**

**Ypsilanti Public Schools**, MI; Judith G. White: \$89,000. To train students and teachers in Ypsilanti public schools in community-centered study of history. **ES**

**YWCA of Easton**, PA; Jane M. Newburgh: \$2,500. To enable Easton youth, 15-21, working with professionals and the elderly, to research and produce a local oral history media presentation. **AZ**

**YMCA of Sumter County**, SC; Sharon E. MacMillan: \$5,000. To enable Sumter youth, 13-18, to research and write a booklet on the contributions of women and minorities in South Carolina. **AZ**

## Intercultural Studies

**American Academy in Rome**, NYC; Sophie C. Consagra: \$60,000. To support a post-doctoral fellowship program. **FC**

**Amer. Assoc. for the Adv. of Slavic Studies**, Chicago, IL; Edward C. Thaden: \$61,997. To compile and publish the *American Bibliography of Slavic and East European Studies* (two volumes). **RC**

**American Council of Learned Societies**, NYC; John K. Fairbank: \$42,657. To continue preparing for publication volumes 13, 14, and 15 of the "Cambridge History of China," 1928-1976, including the People's Republic of China up to the death of Mao Tse-tung. **RO**

**American Council of Learned Societies**, NYC; Jason H. Parker: \$50,000 OR; \$300,000 G&M. To support activities through 1984 of the Committee on Studies of Chinese Civilization, which provides post doctoral research grants and supports research planning and development necessary to the study of traditional Chinese society and culture. **RO**

**American Research Center in Egypt, Inc.**, Columbia University, NYC; Paul E. Walker: \$66,000. To support a post-doctoral fellowship program. **FC**

**American Schools of Oriental Research**, Albright Institute of Archaeological Research, Cambridge, MA; Seymour Gitin: \$40,000. To support a post doctoral fellowship program. **FC**

**American Schools of Oriental Research**, American Ctr. of Oriental Res., Cambridge, MA; James A. Sauer: \$40,000. To support a post doctoral fellowship program. **FC**

**Asian American Research Institute**, Brooklyn, NY; John K. Tchen: \$64,890. To plan for public programming and a permanent community historical agency to help Chinese and non-Chinese Americans learn about New York's Chinatown. **AP**

**Asian Americans for Community Involvement**, Palo Alto, CA; Michael M. Kaku: \$5,000. To teach Santa Clara County youth, 11-18, about the history of Asians in America through active participation in the writing and production of video tapes on significant events and issues, including Asian American elderly. **AZ**

**Asian American Drug Abuse Program, Inc.**, Los Angeles, CA; Patrick L. Ogawa: \$2,500. To support a pilot youth project on the history of the Japanese family in Japan and in the U.S., the present structure of the Japanese American family, and the most common stress situations disrupting

the family unit. **AZ**

**Boricua College**, NYC; Jack Agueros: \$202,416. To document the Puerto Rican migration to the United States since 1901 and the present condition of the Puerto Rican community through photo essays, interviews, a collection of documents and memorabilia, and a major, traveling exhibit. **AP**

**Capital Children's Museum**, Washington, DC; Ann W. Lewin: \$40,000. To design, implement, and evaluate an elementary school curriculum and guides for the study of other cultures using museum resources. **ES**

**College of the Virgin Islands**, St. Croix; Alan S. Oliver: \$2,500. To plan 4-H youth programs that reflect a West Indian philosophical base. **AZ**

**Conference on Latin American History**, San Diego State U., CA; Thomas Davies: \$10,000. To support a conference at the Library of Congress on Hispanic manuscript material in the United States, its nature and accessibility. **RC**

**Cornell U.**, Ithaca, NY; Michelle A. Whitham: \$2,500. To enable Ithaca youth, 13-21, to examine the history and contributions of blacks, Italians, and Greeks in that city through collection of data and the production of a film. **AZ**

**Council on Foreign Relations**, NYC; Alton Frye: \$200,000 G&M. To support a post-doctoral fellowship program. **FC**

**Georgetown U.**, Washington, DC; Robert M. Veatch: \$40,985. To support a seminar for medical and health-care teachers, "Theories of Medical Ethics: Comparative Perspectives." **FP**

**Indiana U.**, Bloomington; Stephen A. Hal-kovic, Jr.: \$97,272. To catalog the Tibetan texts of the Field Museum of Natural History, Chicago, to make the original texts available to scholars. **RC**

**Lander College**, Greenwood, SC; Marvin Cann: \$2,500. To plan a program to develop in South Carolina youth, 14-20, an appreciation of the historic and continuing relationship between their state and France. **AZ**

**Nassau Library System**, Uniondale, NY; Barbara A. Porte: \$5,000. To enable children, grades 3-6, to explore oral tradition by examining and comparing storytelling in their families and in a variety of cultures. **AZ**

**National Council of La Raza**, Washington, DC; Antoinette Breiter: \$47,165. To continue a series of public programs and articles on Hispanic issues. **AP**

**Newark Museum Association**, NJ; Barbara B. Lipton: \$78,500. To complete a one-hour documentary film for television and educational distribution describing historic and contemporary culture of Yuit Eskimos within the context of modern American society. **PN**

**Mississippi State U.**, Miss. State; James R. Chatham: \$82,620. To compile, index and verify a world list of dissertations in Hispanic languages and literatures to complete the two volumes already produced for the U.S. and Canada. **RC**

**Pearl School**, Houston, TX; Diana Dillon: \$2,500. To plan a summer project in which black, Mexican American and Caucasian youth, 5-13, will research, develop, and plan a pamphlet documenting how ethnic cultures have blended together in the Houston Metropolitan area. **AZ**

**Princeton U.**, NJ; Sanford G. Thatcher: \$3,500. To publish *Moscow Workers and the 1917 Revolution*, which provides new insights into the diversity, complexity, and rationality of the revolution from the perspective of the working class in Moscow. **RP**

**Rutgers U. Press**, New Brunswick, NJ; Herbert F. Mann: \$5,000. To publish *Autocracy and Aristocracy: The Russian Elite, 1689-1761*. **RP**

**Southern Methodist U.**, Dallas, TX; Annemarie W. Carr: \$34,435. To support a microfiche edition of a book on the 90-member decorative style group of Byzantine illuminated manuscripts, the largest to have survived from Byzantium. **RT**

**Stanford U. Press**, CA; Leon E. Seltzer: \$4,315. To publish *Early Ming China: A Political History, 1355-1435*. **RP**

**U. of California**, Davis; K. C. Liu: \$10,000. To support a conference on orthodoxy and heterodoxy in late imperial China, at which a large, interdisciplinary group of scholars will examine cultural beliefs, so-



cial divisions, and the ethical basis of dissent in the community. *RP*

**U. of California**, Los Angeles; Barbara G. Cox: \$100,000 OR; \$100,625 G&M. To index, prepare, and computerize information during the final editorial stages of production of the *Hispanic American Periodicals Index*, 1970–74. *RC*

**U. of Illinois Press**, Champaign; Ann L. Weir: \$4,500. To publish *The Urge to Mobilize: Agrarian Reform in Russia, 1861–1930*, important to scholars of late Imperial Russia and of the relations of city and country in underdeveloped nations. *RP*

**U. of Michigan**, Ann Arbor; Donald J. Munro: \$10,000. To support an interdisciplinary conference of Western philosophers and sinologists examining Chinese traditions and writings on the concept of the individual. *RD*

**U. of Southern California**, Los Angeles; Nike M. Kamrany: \$50,000 OR; \$50,000 G&M. To collect, classify, and catalog works on Afghanistan for the first comprehensive reference work on the existence and quality of literature and research in Afghanistan informing and promoting scholarly activity. *RC*

**U. of Tennessee Press**, Knoxville; Carol Orr: \$2,000. To publish *A Russian Cultural Revival: A Critical Anthology of Emigre Literature Before 1939*, including fiction, library criticism, reminiscences, travel notes, one-act plays, and poetry by 37 authors translated into English for the first time. *RP*

**U. of Wisconsin**, Madison; Harold Scheub: \$92,000. To research the first literary history of ten South African literatures, examining their links with the history and culture of southern Africa and with each other. *RO*

**U. of Wisconsin**, Milwaukee; Ronald Podeschi: \$48,849. To implement three new courses to meet the needs of an urbanized population for intercultural education through interdisciplinary humanities training. *EP*

**Villa Itatti Center for Italian Renaissance Studies**, Cambridge, MA; Craig H. Smyth: \$57,000. To support a post doctoral fellowship program. *FC*

**Yale U.**, New Haven, CT; Marvin H. Pope: \$50,000. To support an annotated translation of mythological poems from ancient Ugarit on the coast of North Syria, an important source of information about the history and religion of the ancient Near East. *RL*

**Youth Affairs Office**, Santurce, PR; Carlos Ramos: \$2,500. To plan a project involving young people in a study on the cultural influence of young Puerto Ricans who have returned to the island after living in the United States for more than five years. *AZ*

**YWCA**, Dayton, OH; Deborah A. Burneka: \$2,500. To plan a project for children, 5–11, on the ethnic traditions and cultural history of Dayton. *AZ*

**YWCA**, Lawrence, MA; Teresa Karangioz: \$5,000. To allow English-speaking youth to explore Spanish language and culture through activities developed by area Hispanic youth. *AZ*

**YWCA of Cobb County**, Marietta, GA; Barbara J. Bruegger: \$2,500. To plan a project involving American and Indo-Chinese youth in Cobb County in an examination of their respective cultures. Information compiled by the project will be translated into English, Laotian, Vietnamese, and Cambodian. *AZ*

**YWCA Intervention Program**, Auburn, ME; Sherman Smith: \$5,000. To teach youth, 11–18, historical research and interviewing techniques to investigate and develop a slide/tape presentation on Franco-American cultural influences on the community. *AZ*

## Interdisciplinary

**American Antiquarian Society**, Worcester, MA; John B. Hench: \$132,000. To support a post doctoral fellowship program. *FC*

**American Council of Learned Societies**, NYC; Thomas A. Noble: \$62,450. To support a post doctoral fellowship program for recent recipients of Ph.D. degrees. *FF*

**American Council of Learned Societies**, NYC; Thomas A. Noble: \$74,900. To support a post doctoral fellowship program of

Grants-in-Aid. *FF*

**Association for American Achievements**, Inc., NYC; Harold E. Emerson: \$15,000. To plan a series of town hall forums in major U.S. cities where scholars and public officials will analyze the major trends in the development of American society and the cultural and philosophical issues confronting the U.S. in the next century. *AP*

**Auburn U.**, AL; W. David Lewis: \$20,000. To develop a sequence of interdisciplinary courses in the history of science, technology, and human culture. *EH*

**Augustana College**, Rock Island, IL; Daniel E. Lee: \$20,000. To develop three new courses and an interdisciplinary program in science and technology designed to appeal to students in areas such as business and health care. *EH*

**Berkeley Community YWCA**, CA; Toni Vincent: \$5,000. To support a pilot youth project on the creative contribution of Berkeley's minority women, culminating in the development of radio and performance activities. *AZ*

**Big Brothers and Sisters of Houston, Inc.**, TX; Jill Shaw: \$5,000. To help youth, 11–15, from a low-income, predominantly black Houston neighborhood research, interpret, and document the historical and cultural evolution of black music and art, especially in Texas. *AZ*

**Boston Zoological Society**, MA; Lydia A. Kowalski: \$5,000. To enable Boston area youth to explore the mythological roles of animals in human society as they are portrayed in mythology, literature, and fine arts. *AZ*

**Brigham Young U.**, Provo, UT; Karen Lynn: \$20,000. To plan, teach, and evaluate an interdisciplinary freshman honors course examining a variety of ethical, moral, and religious traditions. *EH*

**California State U.**, Chico; Lynn Elliott: \$49,975. To develop an interdisciplinary course of 15 one-hour taped humanities programs for broadcast over the institution's television system for reception at eight California learning centers. *EP*

**City of Fresno**, CA; Mabelle M. Selland: \$17,492. To assess 60–75 ethnic groups in the Fresno area in preparation for ethnic events and to prepare pilot videotapes on three of the ethnic groups for broadcast on public television. *AP*

**Colegio Universitario del Turabo**, Caguas, PR; Ivonne A. Garcia: \$50,000. To redesign humanities courses taken by the majority of students and develop new courses that follow a "humanities through the arts" approach. *EP*

**College of Mt. St. Joseph**, OH; Thomas L. Seibert: \$49,521. To stress auto-learning for the non-traditional student with a tutorial component. *EP*

**Contemporary Theater Experiences for Youth**, Chicago, IL; Priscilla Smith: \$2,500. To plan a series of weekend seminars for Chicago area youth, 12–16, exploring the effect of the humanities on lifestyles through philosophical, historical and literary viewpoints. *AZ*

**Council for Greater Boston Camp Fire Girls**, MA; H. Rebecca Ritchie: \$5,000. To teach Camp Fire girls, 9–15, from 66 greater Boston towns methods of ethnology, archaeology, and anthropology in order to explore the Native American culture of the Berkshire area. *AZ*

**Delta Ministry**, Greenville, MS; Gail Pearson: \$5,000. To teach black youth in the Mississippi Delta basic historical research techniques through examining black cultural practices in the region, especially uses for indigenous plants, herbs, and animals. *AZ*

**Denison U.**, Granville, OH; David O. Woodyard: \$50,000. To support a freshman studies program comprising three humanities courses as the first phase in revising Denison's general education program. *ED*

**East Mt. Airy Neighbors, Inc.**, Philadelphia, PA; Linda Y. Goss: \$5,000. To support pilot workshops on African artistic and philosophical traditions for black elementary school students. *AZ*

**Emory U.**, Atlanta, GA; Emilia Kelley: \$39,633. To offer two interdepartmental courses: "Europe between the Wars" and "Introduction to Literary Study." *EP*

**F.H. LaGuardia Community College**, Long Island, NY; Neil I. Rossman: \$31,403. To provide students with some of the basic conceptual and thinking skills needed for humanistic studies through a program of

courses, "Critical Thought Skills." *EP*

**Foreign Policy Association**, NYC; Carter L. Burgess: \$300,000 OR; \$100,000 G&M. To support publications and community-level discussion programs that examine international policy issues from a humanistic perspective for the public; from high school students to senior citizens. *AP*

**Fort Berthold Community College**, New Town, ND; Donald Z. Rush: \$5,000. To enable youth from the Fort Berthold Indian Reservation to conduct oral history interviews with tribal elders and prepare an exhibit and workshop on the environmental, cultural, and social impacts of the flooding of the reservation's most fertile land. *AZ*

**Fort Bidwell Indian Tribal Council**, CA; Patricia A. Barry: \$2,500. To plan a project in which northeastern Modoc County youth will learn about Native American tribal units and the environmental adaptations of the Northern Paiute tribe, including survival techniques still useful. *AZ*

**Frederick County 4–H Clubs**, MD; JoAnne D. Leatherman: \$5,000. To involve Frederick County youth, 13–19, in interviewing elderly county residents, in researching archives, in exploring landmarks, and in developing a slide/tape presentation on the urbanization of this formerly agricultural area. *AZ*

**Grayson County Board of Education**, Leitchfield, KY; Imogene M. Belcher: \$10,000. To explore ways to increase effectiveness of teachers in the humanities through consultant assistance and in-service teacher training. *ES*

**Henry E. Huntington Library and Art Gallery**, San Marino, CA; Martin Ridge: \$140,000 OR; \$47,500. To support a post-doctoral fellowship program. *FC*

**Hollins College**, VA; Allie M. Frazier: \$151,000. To support a three-year program of extended institutes for elementary and secondary teachers in rural Appalachia in interdisciplinary subjects, new teaching approaches and new units of study for their own classes. *ES*

**Howard U.**, Washington, DC; Lorraine M. Faxio: \$2,500. To plan a project in which area youth, 13–18, will explore Afro-American culture through 20th-century Afro-American artists and their works. *AZ*

**Indian Hills Community College**, Ottumwa, IA; David G. Harris: \$42,070. To offer team-taught elective courses on history, philosophy, art, and literature as viewed from a technological reference point. *EP*

**Indian Odyssey, Inc.**, Mt. Baldy, CA; Joann Morris: \$5,000. To sponsor a humanities conference at which Los Angeles County Native American youth will participate in lectures and discussions with major Native American speakers and will form ongoing research groups. *AZ*

**Indian Pueblo Cultural Center**, Albuquerque, NM; Jim Trujillo: \$30,000. To increase understanding of the history, culture, and contributions of the Native Americans among Indian youth and other young people through theater, dance, music, story-telling, and the development of a museum exhibit on the Pueblo Indian. *AZ*

**Institute for Advanced Study**, Princeton, NJ; Kenneth M. Setton: \$212,500. To support a post doctoral fellowship program. *FC*

**Institute of Society, Ethics & the Life Sci.**, Hastings-on-Hudson, NY; Daniel Callahan: \$44,000. To support a post doctoral fellowship program. *FC*

**Jackson State U.**, MS; Garrett F. Weaver: \$50,000. To develop an interdisciplinary English/history course revising teaching strategies, content and supportive instructional materials. *EP*

**KYVE-TV**, Yakima, WA; Susan K. Bradway: \$2,500. To plan a series of four television programs on how the humanities can help teens understand and cope with change in today's world. *AZ*

**Los Angeles County Museum of Art**, CA; William Lillys: \$5,000. To involve gifted Los Angeles youth, 13–15, in museum learning programs investigating the connections between literature and the visual arts. *AZ*

**Louisiana State U.**, Baton Rouge; David H. Culbert: \$20,000. To support a faculty seminar and instructional program on the use of audio-visual materials for teaching the humanities in the classroom. *EH*

**Lynchburg College**, VA; James A. Huston: \$49,920. To support a summer planning session and workshop to prepare faculty

from all departments as discussion instructors for a required senior symposium. *EP*

**Lynn Economic Opportunity, Inc.**, MA; Michael Bedford: \$2,500. To plan a project involving youth in the development of a guidebook on the Lynn Woods, an urban park important in the history of the city, its growth, immigrants, and Native Americans. *AZ*

**Macalester College**, St. Paul, MN; Jeremiah Reedy: \$139,458. To establish a Center for the Teaching of Humanities serving secondary school teachers through summer institutes, mini-workshops, regular programs and publications. *ES*

**Marie Brooks Children's Dance Res. Theatre**, NYC; Marie Brooks: \$5,000. To hold five cross-cultural workshops for youth on the history, philosophies, lifestyles, and artistic traditions of Caribbean countries visited by the participants through an exchange program. *AZ*

**Massachusetts College of Pharmacy**, Boston; Amy Kirle Lezberg: \$39,720. To prepare a new course that will infuse humanities values and concepts into health care education. *EP*

**Menominee Indian Tribe of Wisconsin**, Keshena; Gary Lapotka: \$2,500. To plan a project to increase youth understanding of the Menominee Indian culture by analyzing it from an environmental perspective and developing appropriate educational materials. *AZ*

**Mental Health Law Project**, Washington, DC; Susan M. Brown: \$50,000. To enable a group of scholars, professionals, clinicians, and family members to explore the ethical issues that arise when systems outside the family must intervene to resolve disputes and to propose guidelines for handling the attendant legal and social problems. *AP*

**Michigan State U.**, East Lansing; Martin Benjamin, Joy Curtis: \$39,236. To support a seminar for medical and health-care teachers, "Ethical Issues and Inquiry in Nursing." *FP*

**Mississippi Valley State U.**, Itta Bena; Robert E. Young: \$2,500. To plan a project for youth from eight U.S. cities to conduct historical research and oral history interviews on the influence and contributions of black schools in the lives of urban blacks who migrated from Mississippi. *AZ*

**MIT Press**, Cambridge; Laurence Cohen: \$5,000 OR; \$3,000 G&M. To publish *Structure and Spirit: Selected Essays in Art, History, and Science*, a collection of papers by a distinguished metallurgist who has turned his attention to the humanities and the arts, as well as the sciences. *RP*

**Monroe Community College**, Rochester, NY; M. Thomas Cooper: \$39,976. To test a revision of the AA degree program, emphasizing interdisciplinary areas stressing human values and the relationship between the past and present and between different cultures. *EP*

**National Academy of Sciences**, Washington, DC; Frank D. Hansing: \$140,000. To support a post doctoral fellowship program for minorities. *FF*

**Newberry Library**, Chicago, IL; Richard H. Brown: \$180,000 OR; 60,000 G&M. To support a post doctoral fellowship program. *FC*

**New Jersey Department of Corrections**, Trenton; Thomas J. Lynch: \$5,000. To enable youth at the Jamesburg Training School for Boys and Girls to gather institutional folklore about Jamesburg, thereby gaining an awareness of language, literature, philosophy, and psychology and the history of the school. *AZ*

**New Jersey Historical Society**, Newark; John A. Herbst: \$2,500. To plan a project and instructional materials to help youth, 13–19, understand the built environment and to encourage grassroots historic preservation. *AZ*

**New York Grey Art Gallery**, NYC; Robert R. Littman: \$11,080. To plan an exhibit on the development of various techniques and styles of television commercials since the inception of the medium and an analysis of their influence on America's lifestyles. *PM*

**Niagara County Council of Girl Scouts**, Niagara Falls, NY; Edna G. Stubbs: \$5,000. To enable County Boy and Girl Scouts to develop educational programs on culture, art, literature, and history of Native Americans in the area for a larger youth audience. *AZ*

**NSF/American Council on Education**, Washington, DC; Frank J. Atelsek: \$137,212. To support in conjunction with



other Federal agencies, the American Council on Education's Higher Education Panel—a statistical sample of 760 U.S. colleges and universities, the basis of a survey system for policy and planning purposes. *OP*

**NFS/National Academy of Sciences**, Washington, DC; William C. Kelly: \$115,000. To support in conjunction with other Federal agencies, continuation of the Survey of Earned Doctorates and the maintenance of the Doctorate Records File. *OP*

**Old Colony "Y"**, Brockton, MA; Dianne M. Hoey: \$46,909. To help low-income, inner-city youth produce a game/guidebook on the history, built environment and minority and ethnic cultures of neighborhoods in Brockton to further youth understanding of and pride in their environment. *AZ*

**Parent Group of Wavcrest Division, Wavcrest Gardens Community Association, Inc.**, Far Rockaway, NY; Nida Saleem: \$5,000. To introduce youth, 14–16, many of them Hispanic, to South American culture through the examination of literature and history, field trips to museums, interviews with artists and researchers, and production of interpretive media projects. *AZ*

**Queens Botanical Garden Society, Inc.**, Flushing, NY; Ferdinand J. Gerber: \$5,000. To teach Queens youth how the various ethnic groups to which they belong use plants so that the youth may serve as guides to the Queens Botanical Gardens for other members of their ethnic groups. *AZ*

**Quinsigamond Community College**, Worcester, MA; Hannah K. Laipson: \$49,502. To develop two new courses to enable career-oriented students to better understand the function of the humanities in their careers and their involvement in family and society. *EP*

**Rutgers U.**, Women's Studies Institute, New Brunswick, NJ; Joan N. Burstyn: \$35,500. To develop two interdisciplinary courses for graduate students in women's studies. *EP*

**St. Croix Tribal Council**, Webster, WI; Eugene P. Connor: \$2,500. To plan a program to broaden the knowledge of St. Croix Reservation youth, 13–17, of oral history, literature, cultural anthropology, and archaeology as they relate to the St. Croix Chippewa/American Indian culture. *AZ*

**St. Mary's Dominican College**, New Orleans, LA; Rose Bowen: \$48,216. To modify two interdisciplinary courses on humanistic issue and material in concert with technological/business course materials. *EP*

**Salem College**, WV; William R. Runyan: \$50,000. To create a new liberal arts core program offering three thematic courses from the Great Conversation Program during each semester of the funding period. *EP*

**San Francisco School Volunteers**, CA; Georgiana S. Wardie: \$84,497. To develop new third-, fourth-, and sixth-grade social studies and language arts curriculum modules integrating museum collections into existing classroom curricula. *ES*

**Sangamon State U.**, Springfield, IL; Richard J. Sherekis: \$50,000. To develop, promote and deliver three team-taught interdisciplinary courses. *EP*

**Small Tribes Organization of Western Wash.**, Sumner; Linda J. Littrell: \$2,500. To plan a project in which Native American elders will impart knowledge about traditional Indian culture, crafts, and legends to Indian children and youth. *AZ*

**Society of American Archivists**, Chicago, IL; Richard H. Lytle: \$10,339. To define criteria for evaluating automated access systems for archives and manuscript collections by focusing on one aspect of the problem: descriptive elements. *RC*

**Southern Utah State College**, Cedar City; Eugene T. Woolf: \$49,944. To establish a program to provide 14 credit hours of humanities instruction in four separate multidisciplinary courses. *EP*

**Stanford U.**, CA; Lyle M. Nelson: \$265,680. To support a program of humanities fellowships for journalists. *FP*

**SUNY**, Albany; John W. Shumaker: \$40,105. To continue through 1980 a comprehensive program in the humanities for adults. *EH*

**Teachers' Center at Fairfield**, CT; Bena Kallick: \$5,000. To involve youth, 10–16, with humanities scholars in the study of local and national governmental decision-making. *AZ*

**Tucson Public Library**, AZ; Jere Stephan:

\$5,000. To create workshops and educational materials, and identify resources to teach Tucson area youth, 8–15, about urban development and its social and cultural effects. *AZ*

**Tufts U.**, Medford, MA; Jesper Rosenmeier: \$49,154. To establish an undergraduate major in American Studies at Tufts. *EP*

**Tuskegee Institute**, AL; William A. Clark: \$5,000. To enable predominantly black and poor high school youth to research and produce a calendar showing historical contributions of rural black citizens in the humanities, medicine, and business in four rural Alabama counties. *AZ*

**U. of Alabama**, Birmingham; Ada W. Long: \$49,299. To initiate an interdisciplinary course sequence in the humanities and a humanities faculty seminar to counteract overspecialization and course fragmentation. *EP*

**U. of Bridgeport**, CT; Albert J. Schmidt: \$37,030. To offer two interdisciplinary courses in the humanities and social sciences. *EP*

**U. of California**, Berkeley; Jon C. Wagner: \$48,632. To develop six field-based humanities courses offered as three two-quarter sequences and campus colloquia and workshops in cultural literacy. *EP*

**U. of Chicago, Oriental Institute Museum**, IL; John Carswell: \$67,750. To present an interpretive exhibit of Islamic medieval bookbinding showing the art and craft of Islamic book production and the importance of the Islamic book, especially the Qur'an, in Islamic culture. *PM*

**U. of Colorado**, Denver; William A. West: \$49,943. To plan, implement and evaluate two sets of courses with interdisciplinary study of one theme or period of time and a writing seminar on advanced rhetorical skills. *EP*

**U. of Illinois**, Urbana; Gerald M. Browne: \$27,422. To continue development of a permanent photographic archive recording ancient Egyptian papyri in all languages for scholarly research. *RC*

**U. of Illinois**, Urbana; Nancy A. Risser: \$41,522. To support a two-day regional workshop and follow-up activities for selected faculty from the 11-member universities of the Committee for Institutional Cooperation designed to increase knowledge of career choices available to humanities Ph.D's. *OP*

**U. of Michigan**, Ann Arbor; Graham Hovey: \$392,705. To support a program of humanities fellowships for journalists. *FP*

**U. of New Hampshire**, Durham; Warren Brown: \$46,205. To introduce two new courses, "Humanities and the Law: The Problem of Justice in Western Civilization" and "New England Culture in Changing Times." *EP*

**U. of South Carolina**, Columbia; James T. Allen: \$48,308. To develop a three-course program comprised of critical analysis and writing, an interdisciplinary senior seminar in the humanities and an introduction to Western civilization. *EP*

**U. of Texas at Dallas**, Richardson; David F. Channell: \$20,000. To prepare a series of interdisciplinary courses on the relationship between humanistic values and modern technological society. *EH*

**U. of Wisconsin**, Madison; Maurice J. Meisner: \$17,500. To support a visit by Western scholars to the People's Republic of China for research and study at the invitation of the Chinese Academy of Sciences, with access to libraries and archives previously closed to foreign scholars. *RO*

**U. of Wisconsin-Parkside**, Kenosha; Thomas C. Reeves: \$50,000. To test and revise a new extended degree program in the culture of industrial society, designed for persons who, because of location or working situations, cannot attend college in the traditional fashion. *EP*

**U. of Wisconsin**, Madison; Charles Szabo: \$113,000 OR; \$23,579 G&M. To compile a bibliography of Festschriften in the humanities for publication. *RC*

**Ute Indian Tribe**, Ft. Duchesne, UT; Venita K. Taveapont: \$5,000. To expose Native American youth, 13–20, to the traditions, culture, and values of the Ute tribe. *AZ*

**Walker Art Center**, Minneapolis, MN; Mildred S. Friedman: \$137,930. To support an interpretive exhibit and catalog on the "De Stijl" movement which will stress sociological and esthetic aspects and its relationship to the political and social attitudes of the 1920s. *PM*

**Webb County Historical Commission**, Laredo, TX; Sydney Rubin: \$5,000. To enable Webb County youth, 13–18 and predominantly Hispanic, to document the architectural history of local buildings, compile an oral history from elderly residents on old customs, and produce a historical guidebook for walking tours of the County. *AZ*

**Wesleyan U.**, Middletown, CT; Jerome H. Long: \$2,500. To train undergraduates and high school upperclassmen in oral history techniques and in supervising high school students in taping interviews of black senior citizens to produce an oral and religious history of black people in Middletown. *AZ*

**Wichita State U.**, KS; Phillip D. Thomas: \$49,598. To develop and implement a program in the humanities for senior citizens and non-traditional students. *EP*

**Working Women, Nat'l Assn. of Office Workers**, Cleveland, OH; Karen B. Nussbaum: \$199,953. To implement a curriculum on the history and philosophy of working women, including a course, a forum, group research projects, and a curriculum manual to be disseminated through national networks of women's studies programs. *AP*

**WRKF**, Grnwell Spngs, LA; Hardee M. Schmidt: \$5,000. To develop ten 45-minute public radio dramatizations of short stories, poetry, plays, and narrations for predominantly rural southern Louisiana children, including the visually handicapped. Each program will be followed by a panel discussion among selected children. *AZ*

## Jurisprudence

**American Indian Bar Association**, Washington, DC; Alan R. Parker: \$17,500. To research for a workshop the effects of the 1934 Indian Reorganization Act on the traditional and cultural institutions of Indian tribes. *AP*

**Columbia U.**, NYC; R. Kent Greenawalt: \$54,337. To support a seminar for law teachers, "Philosophical Underpinnings of Constitutional Interpretation." *FP*

**U. of Minnesota**, Minneapolis; Donald M. Gillmor: \$10,000. To support an interdisciplinary conference and the publication of proceedings on the impact of the landmark case, "Near v. Minnesota," on the doctrine of "no prior restraint," 14th Amendment limitations on state power, and the concept of seditious libel. *RD*

## Language & Linguistics

**Emory U.**, Atlanta, GA; Claire L. Gaudiani: \$25,991. To support a workshop to bring selected foreign language faculty from colleges across the country so that geographically isolated teachers can receive intensive instruction and retraining in new methods of language instruction. *EH*

**Emory U.**, Atlanta, GA; Lee Pederson: \$177,375 OR; \$106,741 G&M. To edit the Linguistic Atlas of the Gulf States (LAGS), a research project into the folk speech of the South from Georgia to East Texas. *RT*

**Harris-Stowe State College**, St. Louis, MO; Michael Lowenstein: \$26,920. To support an interdisciplinary writing instruction course to improve the writing skills of students at this traditionally black college. *EP*

**Harvard U.**, Cambridge, MA; Horace G. Lunt: \$59,855. To compile a dictionary of unconventional Russian, a reference work of Russian jargon, slang and popular vernacular of "unofficial Russia." *RT*

**Knox College**, Galesburg, IL; Michael G. Crowell: \$50,000. To enhance the writing skills of students at the institution by providing strong preparation in expository writing in all disciplines. *EP*

**Mississippi State U.**, Miss. State; Carmen C. McClendon: \$44,844. To support a summer institute and follow-up workshops for secondary school Spanish teachers on Latin American social and political history, on oral and written Spanish, on new methods and materials

for teaching Spanish, and on careers in the fields of Spanish and Latin American studies. *ES*

**Northeastern Illinois U.**, Chicago; Bonnie B. Busse: \$154,011. To plan and implement two six-week summer institutes for foreign language teachers emphasizing global and career education, audio-visual materials development, and language skills. *ES*

**Northern Kentucky U.**, Highland Hgts; William M. McKim: \$45,525. To improve the writing skills of students by incorporating writing tasks into remedial and regular freshman composition courses. *EP*

**Penobscot Nation**, Indian Island, ME; Frank T. Siebert: \$56,720. To compose and publish a reasonably complete lexicon of the nearly extinct Penobscot Indian language with accurate English definitions and an English-Penobscot index. *RT*

**Polytechnic Institute of New York**, Brooklyn; Duane K. DeVries: \$37,387. To create a two-semester freshman writing sequence that will substitute the humanities (music, literature, etc.) for the collection of essays and literature typically used in freshman English. *EP*

**School District of Philadelphia**, PA; Rudolph Masciantonio: \$58,206. To continue to train elementary school teachers and secondary school English teachers employed in Philadelphia to teach special "language arts through Latin" courses. *ES*

**Suomi College**, Hancock, MI; Laurie A. Anderson: \$47,919. To revise the College's humanities curriculum and to offer a new course at three levels of student competency in communication. *EP*

**Tufts U.**, Medford, MA; John C. Wells: \$5,000. To complete research and compiling for the "Dictionary of Old German Glosses." *RT*

**U. of California**, Berkley; James Gray: \$161,299 OR; \$180,000 G&M. To continue the "Bay Area/National Writing Project," a national network of teacher training workshops to improve secondary school instruction in writing. *ES*

**U. of Chicago**, IL; Erica Reiner: \$123,557 OR; \$123,558 G&M. To complete work on the Chicago Assyrian Dictionary, based on thousands of cuneiform tablets written in Akkadian. *RT*

**U. of Colorado**, Boulder; Zygmunt Frajzngier: \$22,745. To research the syntax of simple sentence structures in Proto-Chadic, work that will be significant to comparative Chadic studies and to the larger field of African linguistics. *RO*

**U. of Illinois**, Urbana; Constance O. Curtin: \$47,307. To develop language review packets for high school students of German, French, Russian, and Spanish for use on microcomputers. *ES*

**U. of Maryland**, College Park; Gregory A. Staley: \$101,421. To train Maryland secondary school teachers and to develop curriculum for incorporating Latin in its historical and cultural setting as a tool for understanding basic ideas and values of Western culture. *ES*

**U. of Massachusetts**, Amherst; James Leheny: \$92,269. To support an extended teacher institute on writing, developing the teachers as writers, expanding their sense of "good" expository prose, and involving them in various teaching methods. *ES*

**U. of New Hampshire**, Durham; Thomas R. Newkirk: \$150,000. To support a three-week summer course in the teaching of writing for New Hampshire elementary and secondary school teachers, followed by implementation of the learned strategies during the school year. *ES*

**U. of Texas**, Austin; Winfred P. Lehmann: \$153,358 G&M. To produce an etymological dictionary updating Sigmund Feist's gothic *Vergleichendes Worterbuch der gotischen Sprache*. *RT*

**U. of Wisconsin**, Madison; Lloyd A. Kasten: \$103,712. To publish and disseminate a citational lexicon of the old Spanish language reflecting the earliest linguistic and cultural heritage of Spanish speakers throughout the world today. *RT*

**Virginia Wesleyan College**, Norfolk; Harold R. Hite: \$49,924. To prepare, implement and evaluate two freshman-year components, "writing skills" and "frames of reference." *EP*



## Literature

**Brown U.**, Providence, RI; Barbara K. Lewalski: \$57,927. To support a Residential Fellowships program for College Teachers in the study of Genre—Theory and the Development of Genre in the Renaissance. *FQ*

**Cinelit Productions**, NYC; Jack Willis: \$500,000 G&M. To complete a two-hour television biography of the American novelist Edith Wharton. *PN*

**Cleveland State U.**, OH; David A. Richardson: \$187,000 OR; \$58,635 G&M. To compile a literary encyclopedia covering the life and works of Edmund Spenser, 1552–1699, for teachers, scholars and general readers. *RT*

**Delaware-Chenango BOCES**, Norwich, NY; Timothy O. McNerney: \$2,500. To plan a project in which rural upstate New York youth, grades K–12, will conduct and videotape forums with noted guest authors of children's and adult literature. *AZ*

**Fauquier County Public Schools**, Warrenton, VA; Thomas R. Davenport: \$5,000. To assist Fauquier County and New York City youth in developing a film on traditional folktales and a guide to increase appreciation and understanding of them. *AZ*

**Kent State U.**, OH; Paul H. Rohmann: \$3,447. To publish *Ormond*, or *The Secret Witness*, the second volume in the Bicentennial Edition of the novels and related works of Charles Brockden Brown, America's first professional novelist. *RP*

**Louisiana State U.**, Baton Rouge; Henry L. Snyder: \$124,903. To convert the Eighteenth-Century Short-Title Catalogue Project, designed to identify every item printed in England, Ireland or its colonies between 1701 and 1800, from its present manual mode of operation to a computer-based mode. *RC*

**Modern Language Association of America**, NYC; Walter S. Achtert: \$96,670 OR; \$24,500 G&M. To complete revision of Donald G. Wing's *Short Title Catalogue of Books Printed in England, Scotland, Wales, and British America and of English Books Printed in Other Countries, 1641–1700*. *RC*

**National Council of La Raza**, Washington, DC; Guadalupe Savedra: \$84,642. To develop scripts for Project SOMOS ("We are"), a five-part "mini-series" for public television depicting the evolution of Chicano consciousness through five literary works. *PN*

**New York U. Press**, Richard Stanley: \$23,000. To publish *Walt Whitman: Notebooks and Unpublished Prose Manuscripts*, three volumes in an edition of the collected works of the 19th-century American poet. *RP*

**Northern Illinois U.**, DeKalb; Martin I. Kallich: \$14,965. To make accessible to scholars and lay readers interested in Anglo-American cultural history a substantial part of the poetry published in Great Britain, 1763–1785, relating to the American colonies. *RC*

**Pennsylvania State U. Press**, Univ. Park; John M. Pickering: \$2,700. To publish the first edited and fully annotated edition of Robert Bage's *Hermesprong; or, Man as He Is Not* (1796), an English "noble savage" novel of significant literary, social, and political interest. *RP*

**SUNY Press**, Albany; Helen Ortali: \$15,000. To publish the first six volumes of the definitive edition of *The Writings of James Fenimore Cooper* containing accurate texts of the 19th-century New York State novelist's work. *RP*

**Syracuse U. Press**, NY; Walda C. Metcalf: \$3,000. To publish *Popular Romanticism in France: Books and 19th-Century Readers*, a study of the widespread influence of French literary life profiling authors, publishers, and readers of the 19th century. *RP*

**U. of Arizona**, Southwest Institute for Research on Women, Tucson; Sidonie A. Smith: \$72,574. To introduce secondary English teachers in the Southwest to new research on women authors and images of women in literature, especially women of the Southwest in order that they may develop new classroom materials. *ES*

**U. of California**, Berkeley; Robert H. Hirst: \$250,000 OR; \$250,000 G&M. To

continue work in a scholarly edition of the works and letters of Mark Twain. *RE*

**U. of California**, Riverside; George C. Peale: \$13,600 G&M. To prepare the first edition of the complete theater of one of Spain's most important and prolific dramatists, Luis Velez de Guevara. *RE*

**U. of California Press**, Berkeley; William J. McClung: \$5,900. To publish *The Poems of the Troubadour Bertran De Born*, a critical edition of the poetry of one of the great Provençal poets, including an introduction and historical background, a newly established Provençal text, new English translations, a glossary, and critical notes. *RP*

**U. of Georgia Press**, Athens; Paul Zimmer: \$4,500. To publish *Metacriticism*, a study employing literary theory and phenomenological philosophy to understand the basis of literary criticism. *RP*

**U. of North Carolina**, Chapel Hill; Thadious Davis: \$9,930. To support a conference of literary critics, cultural historians, and film researchers to assess the contributions of black scholars to higher education and research since 1920. *RD*

**U. of North Carolina Press**, Chapel Hill; Sandy Eisdorfer: \$3,853. To publish *Poetics of "The Holy": A Reading of Paradise Lost*, which considers the unique character of the religious thought that distinguished Milton and his age, integrating the fields of literary history and the history of religions. *RP*

**U. Press of Kentucky**, Lexington; Evalin F. Douglas: \$2,500. To publish *The Literary Correspondence of John Peale Bishop and Allen Tate*, an annotated collection of 223 surviving letters written between 1929–1944. *RP*

**U. of Vermont**, Burlington; Ralph H. Orth: \$99,681 OR; \$19,000 G&M. To continue editing the journals and notebooks of Ralph Waldo Emerson. *RE*

**U. of Wisconsin Press**, Madison; Thompson Webb: \$3,000. To publish *Dr. John Hawkesworth, 1720–1773: Eighteenth-Century Man of Letters*, a literary biography of Samuel Johnson's friend, literary editor of the *Gentleman's Magazine*, author of Captain Cook's "Voyages," and associate of David Garrick, Ben Franklin and Dr. Charles Burney. *RP*

**WGBH Educational Foundation**, Boston, MA; George Morency: \$80,000 OR; \$40,000 G&M. To enable 10-member youth teams of diverse backgrounds to research and present reports, discussions, and interviews for 30-minute radio productions of American literature and storytelling. *AZ*

**Yale U.**, New Haven, CT; Frank Brady: \$130,000 OR; \$130,000 G&M. To edit and prepare for publication Boswell's private correspondence and the working draft of his *Life of Johnson*, never before made public. *RE*

## Philosophy

**Emory U.**, Atlanta, GA; John M. Palms: \$2,100. To publish *The Philosophic Questions and Answers of Hote Ben Shlomo*, a critical edition, with annotated translation and extended analytic introduction, providing significant additions to scholarship in medieval philosophy and Judaeo-Arabic studies. *RP*

**Image Coop, Inc.**, Montpelier, VT; Thomas C. Borrup: \$5,000. To involve Vermont youth, 5–15, in developing and participating in workshops exploring the ethical and moral lessons of popular television programming and their social impact. *AZ*

**Indiana U. Press**, Bloomington; Janet Rabinowitch: \$3,750. To publish *The Basic Problems of Phenomenology*, an annotated translation of a 1927 work by the seminal German philosopher Martin Heidegger in which he first began to answer problems about the meaning of Being. *RP*

**Interfaith Neighbors, Inc.**, NYC; Meg Hertz: \$5,000. To engage youth of various ethnic backgrounds, 13–18, in film-viewing and filmmaking activities designed to help them clarify and express their understanding of ethics. *AZ*

**Lawrence Erlbaum Associates, Inc.**, Hillsdale, NJ; Lawrence Erlbaum: \$5,670. To publish *Condillac's Major Philosophical Works*, a translation of the principal writings on epistemology, education, linguistics,

economics, psychology, aesthetics, and history by the official theoretician to the school of Enlightenment philosophy in France. *RP*

**Princeton U. Press**, NJ; Sanford G. Thatcher: \$3,700. To publish *Kierkegaard and Christendom*, an examination of the Danish philosopher's later work and the social dimension of its worldview. *RP*

**Research Foundation of CUNY**, Virginia Held: \$35,498. To support a seminar for law teachers, "Economic Rights: Property and Welfare." *FP*

**Spelman College**, Atlanta, GA; Diana E. Axelsen: \$40,000. To support a seminar for medical and health-care teachers, "Concepts of Health, Disease, and Illness: Implications for Assigning Responsibilities in Health-Care Delivery." *FP*

**Tufts U.**, Medford, MA; Norman Daniels: \$44,833. To support a seminar for medical and health-care teachers, "Justice and Health Care Delivery." *FP*

**U. of Massachusetts Press**, Amherst; Leone Stein: \$5,000. To publish *The Conceptual Development of Charles S. Pierce*, a translation of Karl-Otto Apel's systematic interpretation of the intellectual contribution of Pierce, the founder of pragmatism and one of America's foremost philosophers. *RP*

**U. of Minnesota Press**, Minneapolis; Lindsay E. Waters: \$4,278. To publish *Certainty: A Refutation of Scepticism*, a significant philosophical study arguing that knowledge entails absolute certainty and that some of our empirical beliefs are absolutely certain. *RP*

**U. of North Carolina Press**, Chapel Hill; Lewis Bateman: \$4,758. To publish *Aristotle and His Philosophy: A Contemporary Reading*, which provides a comprehensive analysis of Aristotle's work and elucidates its underlying conceptual network for scholars and the general reader. *RP*

## Religion

**Ancient Biblical Manuscript Center for Preservation & Research**, Claremont, CA; James A. Sanders: \$17,500. To reproduce, process to current archival standards, and store in a controlled climate the negatives of the Dead Sea Scrolls discovered since 1947, which are rapidly deteriorating. *RC*

**Joseph Eliash**, Oberlin, OH; \$22,000. To translate selections from "al-Kafi" by Kulayni, the earliest of the four Twelver Shi'i canonical collections of tradition and the most complete compilation of the sayings of the Imams, a work of great importance to Islamic studies. *RL*

**Graduate Theological Union**, Berkeley, CA; Diane L. Choquette: \$23,120. To continue processing various papers relating to the new religious groups in America and scholarly papers written about them to provide bibliographic control over the materials. *RC*

**Jacob W. Heikkinen**, Silver Spring, MD: \$11,950. To research for a book the history of the Suomi Synod, the Finnish Evangelical Lutheran Church of America, 1890–1962. *RS*

**Indian U.**, Bloomington; Kenneth R. Gros Louis: \$943. To supplement support for the dissemination of results from the 1979 "Bible as Literature" Humanities Institute. *EH*

**New School for Social Research**, NYC; Allen Austill: \$17,500. To present two public lecture series, 16 non-credit courses, and feature films for the general adult public on the history, religion, and culture of Islam. *EH*

**Princeton U.**, NJ; John F. Wilson: \$40,448 OR; \$36,000 G&M. To edit the works of Jonathan Edwards, an important theologian and philosopher of colonial times. *RE*

**Rhode Island Black Heritage Society**, Providence; Rowena Stewart: \$5,000. To guide youth in studying black history and culture through researching, documenting, and interpreting the evolution of pre-emancipation black spirituals as reflected in the records of six Rhode Island black churches. *AZ*

**Sandra S. Sizer**, Palo Alto, CA: \$30,500. To research for a monograph social developments within the American Protestant evangelical tradition in California since 1850 and its response to lifestyles,

economic situations, ethnic groups and alternative religious traditions in the Far West. *RS*

**Society of Biblical Literature**, Richmond, VA; Douglas A. Knight: \$86,715. To support research for a series of monographs on American biblical scholarship since the late 18th century in light of the cultural context in which it was conducted. *RO*

**U. of Massachusetts Press**, Amherst; Leone Stein: \$4,000. To publish *Gifts of Power: The Life and Writings of Rebecca Jackson*, with an analytical introduction of the complete extant autobiographical writings of the extraordinary 19th-century black preacher, visionary, and founder of a Shaker community in Philadelphia. *RP*

**U. of Massachusetts Press**, Amherst; Leone Stein: \$5,800. To publish *Man and Polis: Contributions to a Post-Individualist Theory of Politics*, an assessment of the individual in contemporary political philosophy, especially that of European theorists. *RP*

**U. of Minnesota Press**, Minneapolis; Richard M. Abel: \$3,000. To publish *Society and Religion in Elizabethan England*, examining Anglican, Puritan, Catholic, and Separatist views of social issues from marriage to funerals and the impact of social matters on the thought and social practice of clergy and lay leaders in Elizabethan England. *RP*

**U. of Pennsylvania**, Philadelphia; Robert A. Kraft: \$10,013. To create a detailed lexicon of ancient Jewish Greek scriptures (the "Septuagint"), including establishment of a computer-generated data base. *RT*

## Social Science

**Cambridge Arts Council**, MA; Cynthia E. Cohen: \$23,100. To help teenage women collect oral histories and develop a slide/tape presentation and a guidebook on "life transitions and choices" among older women in Cambridge. A core group will conduct discussions and training sessions with other youth. *AZ*

**Illinois Benedictine College**, Lisle; Patricia Fauser: \$19,900. To implement an interdisciplinary course on humanistic approaches to aging to be taught by a special consortium faculty. *EH*

**Internat'l Studies in Philosophy & Medicine**, Chevy Chase, MD; Stuart F. Spicker: \$5,086. To support two sessions at the annual meeting of the Gerontological Society on (1) the role of the humanities in geriatric health and (2) the role of the humanities in long-term geriatric care institutions. *AP*

**League of Women Voters Education Fund**, Washington, DC; Sheri B. Lanoff: \$10,000. To plan local citizen education programs on the history, philosophy and social values underlying Congressional processes using the film "H.R. 6161, An Act of Congress" and the publication "Perspectives on Congress: Performance and Prospects," both produced by the League of Women Voters. *AP*

**Meadville Public Library**, PA; Cynthia K. Woodruff: \$2,500. To support a pilot summer program for Crawford County children, grades 3–6, on the historical and socioeconomic evolution of family life there. *AZ*

**Mexican American Legal Defense and Educ. Fund**, San Francisco, CA; Eduardo Marengo: \$5,000. To plan for research on the negative and positive cultural influences—both Hispanic and mainstream—which underlie the decision of foreign-born Hispanics to seek U.S. naturalization or to maintain foreign citizenship. *RS*

**Oregon Historical Society**, Portland; Bruce T. Hamilton: \$15,000. To research and prepare materials for a book on individual and community experiences during and after the eruption of Mt. St. Helens. *RS*

**Research Foundation of SUNY**, Albany; Anthony Preus: \$20,000. To develop a new course, "A History of Organized Altruism" and redesign an existing course, "Ethics and Policy-The Human Services," both interdisciplinary and relating philosophy and history to the social sciences. *EH*

**San Miguel Church**, Los Angeles, CA; Joe Madrid: \$2,500. To plan a project involving predominantly black and Hispanic youth in the Los Angeles area in developing a



multimedia exhibit on the identity crisis experienced by the minority child. AZ

## State Programs

**Arkansas Endowment for the Humanities**, Little Rock; Ben N. Saltzman: \$60,000 G&M.

**Georgia Committee for the Humanities**, Atlanta; N. Gordon Carper: \$155,750. **Humanities Foundation of West Virginia**, Institute; Charles Daugherty: \$357,403 OR; \$50,000 G&M.

**Kansas Committee for the Humanities**,

Topeka; Marion Cott: \$362,000 OR; \$45,000 G&M.

**Kentucky Humanities Council, Inc.**, Lexington; Pat Stewart: \$20,000 G&M.

**Maryland Committee for the Humanities**, Baltimore; Judith O'Sullivan: \$402,000 OR; \$200,000 G&M.

**New Hampshire Council for the Humanities**, Concord; Mary S. McGowan: \$5,640.

**New Jersey Committee for the Humanities**, New Brunswick; Miriam L. Murphy: \$474,000 OR; \$175,000 G&M.

**New York Council for the Humanities**, NYC; Carol Groneman: \$709,000 OR; \$250,000 G&M.

**Oregon Committee for the Humanities**, Portland; Richard Lewis: \$371,683 OR; \$80,000 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

### Fellowship Programs

FA Independent Study

FB Young Humanists

FC Centers for Advanced Study

FF Special Fellowships Programs

FP Professions

FR Residential Fellowships

FS Summer Seminars

FT Summer Stipends

### Planning and Policy Assessment

OP Evaluation 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

## Editor's Notes

In this issue of *Humanities*, which celebrates the fifteenth anniversary of the Endowment, NEH Chairman Joseph Duffey puts the agency in historical perspective and concludes that the combination of the Endowment's broad guidelines and its peer review process allow for constant evolution and change. Mr. Duffey reminds us of America's cultural vitality as well as its fiscal limitations when he compares today's NEH budget (fifty times larger) with that of fifteen years ago and finds that the number of worthwhile proposals continues to outpace available funds.

Lawrence W. Towner, who heads Chicago's Newberry Library, describes the transformation that has taken place at the Newberry and other independent research libraries. These formerly private, closed institutions have gone public. Making a virtue of necessity, they have offered new programs and services to their communities and gained much-needed financial support.

Ann Russell, director of this country's only document conservation center, describes the enormous problem of deteriorating books and records. Yet she cites the growing awareness of conservation needs as decidedly hopeful, and gamely proposes plans to preserve America's cultural heritage.

The topics as well as the projects discussed may well characterize the challenge to the humanities in the 1980s: how to do more with less; how to preserve and stretch the resources at hand; and how to reach an ever wider public.

Who would have thought that a field of inquiry that was just beginning to emerge when the Endowment was born would be so soon established and so clearly defined as it is in *The Harvard Encyclopedia of American Ethnic Groups*? Fifteen years ago, who would have believed that a small NEH grant to a remote North Georgia community would help to launch *Foxfire* and a nationwide movement in learning by doing? Could anyone have guessed that the venerable Peabody—America's oldest anthropological museum—would seek to share its collections with smaller museums across the country? In 1965, who would have predicted that Challenge Grants, a Federal program, would be the catalyst for raising \$400 million in private contributions—an outpouring of support for humanities institutions?

Some of these grants were made years ago; some are as new as last August's National Council meeting. Like the Endowment, they represent both continuity and change. Like our authors, they challenge negative assumptions about the "decline of the humanities" with affirmation, hope, and positive results.

—Judith Chayes Neiman



### Questioning the "Sartre Question"

Over the past several years I have watched with a great deal of satisfaction as the National Endowment for the Humanities has funded more and more projects dealing with the history of working people and their institutions. I was pleased, therefore, to see *Humanities* discuss these projects in the October issue.

However, the issue's lead article ("Labor History and the 'Satre Question'" by Herbert Gutman) exhibited a bit of insecurity on the part of *Humanities*. I had the uncomfortable feeling that *Humanities* for the benefit of the "academic humanists" was invoking the name of a great philosopher in order to legitimate the Endowment's involvement with labor projects. If *Humanities* and the humanities are to reach ordinary citizens, I rather doubt your lead headline encouraged many to read further.

At the same time, Herbert Gutman, in an otherwise laudable attempt to provide a context and a framework for the study of American labor history, also appears to be catering more to academics than to ordinary folk. Does it really take Jean-Paul Sartre to tell us why "changing work experiences of ordinary Americans are central" to a discourse on "the quality or condition of being human" and does the "Sartre Question" really redefine "the important questions we should ask in studying the history of dependent American social classes?" I think not. Certainly Gutman himself was analyzing the reactions of dependent American social classes to what was done to them long before he discovered a Sartre quote that explained why he was doing what he was doing . . .

I heartily applaud Gutman's efforts to overcome the compartmentalization of scholarship and to introduce cross-disciplinary approaches to the study of history. Gutman's NEH seminar "Americans at Work" needs Herman Melville in addition to David Brody, just as William Faulkner and C. Vann Woodward are both necessary for an understanding of the history of the American South. However, the thing can be stretched too far. I would hate to think one's credentials as a humanist are dependent upon having one's context sanctioned by a recognized philosopher.

Fortunately, NEH does not make this a requirement. Joyce Miller ("A Union Between

Labor and the Humanities") noted that "the humanities have become alien and divorced from the lives of our working people" and Leon Stein said "Television, beer and bowling . . . are no substitute for thought and history and beauty . . ." To this NEH has responded well with "Bread and Roses," "Threads," "Life and Times in Shoe City," and Gutman's seminars. However, if a dose of Jean-Paul Sartre were the price of admission to a "Bread and Roses" exhibit, I would go bowling.

—James A. Cavanaugh

State Historical Society of Wisconsin

### Working People Gain "Intellectual Citizenship"

Congratulations on your October issue. . . . You have more than paid long neglected respect to the people whose sweat and skills were the making of America; you have extended the scope of the humanities to embrace all those who, despite their significant presence in our human society, are somehow regularly omitted from the formal studies of human institutions.

Herb Gutman refers to "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." We might—and should—add to that list: street criminals and organized crime, illegal aliens, ward politicians, comedians, jazz musicians, women in the armed services, etc.

Because philosophy and history—the twin parents of the humanities—have traditionally been the turf of the intellectuals, it was inevitable that their interests would, in the first instance, be the personalities, the professions, and the prose pouring from the upper income and educated crusts of the society. Indeed, as Aristotle insisted, the pursuit of philosophy and politics was the proper domain of the master class, who—of course—chose material from their own experiences and filtered conclusions through their own personal prisms.

Histories were the histories of rulers; drama was the drama of kings and queens; literature was belles lettres; and thinking was not really thinking unless it could be stated in Latin.

There have, of course, been histories of labor: most notably, the monumental work by John R. Commons and associates. And there have been books about the philosophy of labor:



Selig Perlman, Frank Tannenbaum, and even two pieces I have done, plus many more. But almost always these have been the works of "specialists," vagrant streams somehow disconnected from the mainstream of the human, especially distinctly American, conditions. (To this day, there is no work—not even one full volume—on the history of labor in American politics.)

By bringing labor under the aegis of the humanities, you have not only admitted working people to intellectual citizenship but have made it easier to understand labor—its movements and its institution, formal and informal—as an integral hunk of humanity.

—Gus Tyler

Assistant President, ILGWU

More on What A College Student Should Learn

... Both Eugen Weber and Edwin Delattre imply in their statements that ... learning has something to do with mastering a single set of texts that can provoke readers to aspire to excellence. Professor Weber, in particular, expresses some dismay that colleges should have any obligation to introduce students to the skills necessary to peruse these texts. "Instruction is about skills," he writes. "Education is about knowledge." I believe that Professor Weber is defining a false, potentially dangerous dichotomy. He is also regarding both skills and education as entities rather than as processes.

If we are to guard against the "mere literacy" that Professor Delattre warns about, higher education must play an essential role in teaching students modes of inquiry as well as presenting them with the best that has been thought and said. Too often higher education presents students with artifacts to be admired rather than teaching students how to interact

with these artifacts and to make them their own.

I am suggesting, therefore, certain fundamentals that every college student should learn and that all of us should gladly teach:

1. Our students should learn how to address absent strangers formally and at length in a tone of polite debate; i.e., they should learn the conventions of scholarly writing.
2. They should learn to distinguish between sincerity and reasoned belief and to see that sincerity is desirable in personal relationships but that reasoned belief is also necessary in all public intellectual exchanges.
3. They should learn how to proceed through those mysterious rites of passage that we call the traditions and conventions of each academic discipline.
4. They should learn that mastery of these conventions means the difference between success and failure in college and in the professional world outside.
5. Finally, they should learn that academic traditions are valuable in themselves. These rites of passage may not always lead to ethical behavior, but they are still the best road to an examined life.

And it is the ability to examine one's life that moves one from the dangers of mere literacy to the potentialities of true literacy. Higher education should be devoted to helping students achieve true literacy, for true literacy is a necessary condition for responsible activity in a democracy.

—Elaine P. Maimon

Director, Writing Program Beaver College

Correction

The photograph of a pre-medical student which appeared in the October issue of *Humanities* was provided by the American University, not the University of Maryland, Baltimore Campus, as credited.

Notes & News at NEH

NEH Publications

Copies of the new Program Announcement, a brochure describing each of the Endowment's grant-making programs and including a calendar of application deadlines and a list of names and numbers for more information, have been sent to *Humanities* subscribers.

Two other brochures describing the Challenge Grants and Summer Seminars Programs and giving instructions for applying to those programs are available on request. Information about 1981 Humanities Seminars for Professional School Teachers and about 1981 Humanities Institutes will be available in January.

Requests for publications should be addressed to NEH, Public Affairs Office, MS 351, 806 15th Street, NW, Washington, D.C. 20506.

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Humanities

*Humanities* has provocative articles by distinguished writers and scholars, information about NEH programs and projects, details of recently awarded NEH grants, discussion of vital humanities issues, Dustjackets—bibliographic essays, and a growing readership of people who want to know what's new in humanities scholarship, public programming, education and research.

Some contributors to *Humanities* are:

James Baldwin • Robert N. Bellah • Bruno Bettelheim • John W. Blassingame • Marshall Cohen • Joseph (Jay) Featherstone • George Barnard Forgie • Eugene D. Genovese • Barbara Haber • Dan Lacy • Robert Jay Lifton • Joyce Carol Oates • Robert E. Osgood • Leslie Howard Owens • Janice A. Radway • Jay W. Ruby • Kathryn Kish Sklar • Catharine R. Stimpson

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## About the authors. . .

**Joseph D. Duffey** is chairman of the National Endowment for the Humanities. A 1954 graduate of Marshall University in his native state of West Virginia, Mr. Duffey was awarded a B.D. degree from Andover Newton Theological School in 1958; an S.T.M. degree from Yale in 1963; and a Ph.D. from the Hartford Seminary in 1969. Among his academic honors are a Rockefeller Doctoral Fellowship and a postdoctoral fellowship in the Society for Values in Higher Education. Founder, director and teacher at Hartford Seminary's Center for Urban Ethics, Mr. Duffey also taught for three years at Yale University's Calhoun College. In 1973, Mr. Duffey became chief executive officer and spokesman for the American Association of University Professors, a position he held until 1977 when he became Assistant Secretary of



State for Educational and Cultural Affairs, serving in that post until he was named NEH chairman later the same year. **Page 1.**

**Lawrence W. (Bill) Towner** is president and librarian of the Newberry Library in Chicago. He earned his Ph.D. in history at Northwestern University and taught history for twelve years, first at MIT (1950-1955), and later at the College of William and Mary (1955-1962). Mr. Towner was also editor of the *William and Mary Quarterly: A Magazine of Early American History*. After a fellowship year at Harvard's Center for the History of Liberty in America, Mr. Towner became chief operating officer of the Newberry Library where he has been credited with turning a virtually private research library into "the swinging dowager on the streets of academe."



An expert at using public funds to generate private dollars, Mr. Towner tells how "problems" become opportunities in his article on **Page 3.**

**Ann Russell** is director of the New England Document Conservation Center, the only conservation center for books in the country. Ms. Russell was graduated from Radcliffe in 1969 and earned her Ph.D. in English literature from Brandeis University. Before assuming her present position, Ms. Russell was assistant director of the DeCordova Museum and a staff member of the Society for the Preservation of New England Antiquities. An associate member of the National Conservation Advisory Council, she sketches the dimensions of the problem of conserving and preserving books, and offers a plan for the future in *The Quiet Disaster*, **Page 5.**



## In the next issue . . .

### BLACK HISTORY: A Ten-year Perspective

examines past achievements and new prospects for research, writing, and teaching the history of the black experience

### SYMPOSIUM: *The Humanities in American Life*

analyzes the report of the Rockefeller Foundation's Commission on the Humanities

### STATE OF THE STATES—

an overview of state programs as reflected by the tenth annual national meeting of the state committees

**DUSTJACKETS—** a bibliographic essay about Endowment publications in the field of women's studies

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