



National
Endowment
for the
Humanities

Division
of
Education
Programs

January 1988

Humanities Instruction in Elementary and Secondary Schools

ELEMENTARY AND SECONDARY EDUCATION IN THE HUMANITIES

The NEH's Division of Education Programs is pleased to announce the projects that will be supported in 1988 through grants awarded in the Elementary and Secondary Program. Whether addressed to a national, a regional, or a local audience, each of these projects offers school teachers and administrators an opportunity to study substantive texts and topics in the humanities.

This booklet, summarizing all of the 1988 projects, is designed for two purposes:

1. To give teachers and administrators from the nation's schools an opportunity to identify programs in which they would like to participate.
2. To give prospective grant applicants an overview of the kinds of programs that have been funded in recent grant cycles.

Unless other dates are specified, all of the projects described here begin in the summer of 1988, with activities continuing through the following academic year. Although specific dates are listed for most of the institutes, potential applicants should be aware that these dates are subject to change and should be verified with the project directors.

Several types of programs are summarized in this booklet.

Institutes for Teachers and Administrators usually consist of four weeks of intensive summer study on a college or university campus, with a variety of additional activities during the following academic year to help participants apply the summer's work to their school settings.

Collaborative Projects take place over a period of several years and enable institutions of higher education, cultural organizations, and schools within a geographical area to work together on efforts to improve humanities education. Planning grants are available to support the formative stages of collaborative projects.

Conferences occur over a period of a few days and bring humanities scholars and educators together to discuss substantive issues in humanities education.

Summer Humanities Programs for High School Juniors at historically black colleges and universities (HBCUs) bring promising high school students to HBCU campuses for intensive study.

The NEH/Reader's Digest Teacher-Scholar Program offers one teacher from each of the fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands an opportunity to enjoy an academic year of full-time independent study.

The Independent Study in the Humanities Program, administered through the Council for Basic Education, gives high school teachers an opportunity to undertake six weeks of full-time independent study during the summer.

In the first section individual institutes, collaborative projects, conferences, and planning grants are listed topically under five categories: History, Bicentennial of the U.S. Constitution, Literature, Languages and Area Studies, and General Humanities Topics. The summer programs for high school juniors are described in the second section. The programs for independent study are discussed in the third section.

For specific information about application procedures and selection criteria for the programs listed in this booklet, applicants should write or call the project or program director. Names, addresses, and telephone numbers are given for each project and program.

For general information about the Elementary and Secondary Education in the Humanities Program or other division grant opportunities, write the Division of Education Programs, Room 302, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506, or call 202/786-0377. For information about other Endowment programs, write the Office of Publications and Public Affairs, Room 409, at the same address, or call 202/786-0438.

Projects funded under the Elementary and Secondary Education in the Humanities Program are designed to strengthen instruction at the precollegiate level by deepening educators' knowledge and understanding of the disciplines of the humanities. Grant applications to the program may be developed by individual schools, school systems, colleges, universities, cultural institutions, professional organizations, or groups of institutions that plan to work in collaboration.

In addition to the Division of Education Programs, the Endowment's Division of Fellowships and Seminars also supports education at the precollegiate level through the Summer Seminars for School Teachers Program. Through this program, groups of fifteen teachers study particular texts in the humanities under the

fifteen teachers study particular texts in the humanities under the guidance of one scholar. For information about Summer Seminars, write to the Division of Fellowships and Seminars in Room 316 at the address given above.

Definition of the Humanities

In the act establishing the National Endowment for the Humanities, the term humanities includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; literature; archaeology; jurisprudence; the history, theory and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

Equal Opportunity

The Code of Federal Regulations, Title 45, Part 1110, implements provisions of Title VI of the Civil Rights Act of 1964, and, along with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, provides that the National Endowment for the Humanities is responsible for ensuring compliance with and enforcement of public laws prohibiting discrimination because of race, color, national origin, sex, handicap, and age in programs and activities receiving federal assistance from the National Endowment for the Humanities. Any person who believes he or she has been discriminated against in any program, activity, or facility receiving federal assistance from the Endowment should write immediately to the director, Office of Equal Opportunity, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

TABLE OF CONTENTS

Projects for Teachers and Administrators.....	1
History Projects	2
Projects on the Bicentennial of the U.S. Constitution	9
Literature Projects	11
Projects on Languages and Area Studies	21
Projects on General Humanities Topics	24
Summer Humanities Programs for High School Juniors at Historically Black Colleges and Universities	33
Opportunities for Individual Study in the Humanities	36
Indexes	
By Grade Level Taught by Participants....	39
By Geographical Region.....	42

PROJECTS FOR TEACHERS
AND ADMINISTRATORS

HISTORY PROJECTS

Social Change in America 1790-1840: A Training Institute for Teachers of Grades Three through Eight

Old Sturbridge Village
Museum Education Department
1 Old Sturbridge Village Road
Sturbridge, Massachusetts 01566-0200
617/347-3362, ext. 284

Director: Peter S. O'Connell

Over a three-year period, Old Sturbridge Village will host three institutes of three weeks' duration for ninety New England elementary and middle school teachers. Participants will study significant primary and secondary sources on the early national period in American history and examine the exhibits and artifacts of Old Sturbridge Village. Extensive follow-up activities will include humanities seminars, conferences, and staff visits to the participants' classrooms.

August 8 - August 26, 1988

The Young Republic: American Life and Culture, 1783-1830. A Four-Week Institute for Secondary School Teachers

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
303/492-1600
303/492-8154

Directors: Fred Anderson
James R. Giese

In this four-week institute, designed for forty-five secondary school teachers from throughout the country, teams of two to four teachers will study the early national period in American history. The approach will be interdisciplinary, and the focus will be on political culture, religion, art, architecture, and the social fabric of the new nation. Participants will read such works as the Constitution, essays from The Federalist, Bernard Bailyn's Ideological Origins of the American Revolution, and John Bole's Black Southerners. The project staff will visit each team during the academic year following the institute. Meanwhile, participants will organize in-service workshops on American history and culture in their own school districts.

July 6 - August 12, 1988

Tocqueville and Democracy in America

Kalamazoo College
1200 Academy Street
Kalamazoo, Michigan 49007
616/383-8574

Director: David S. Scarrow

Forty high school teachers of American literature, history, and government from Michigan, Ohio, Indiana, Illinois, and Wisconsin will read Tocqueville's Democracy in America and analyze his conclusions in the light of a variety of other primary and secondary sources. The four-week institute will emphasize five themes: equality and tyranny, association and individualism, habits of mind and heart, the status of women and minorities, and equality and class. Participants will be involved in a variety of lectures, small group discussions, writing assignments, and individual presentations. During the follow-up activities, participants will submit two reports commenting on how the institute materials are being used in their classrooms and on the effectiveness of the materials. These reports will be assembled and distributed to all participants.

June 20 - July 15, 1988

The Age of Franklin D. Roosevelt, 1929-45

Bard College
Annandale-on-Hudson, New York 12504
914/758-6822

Director: Mark H. Lytle

This four-week institute will focus on the economic, diplomatic, and social history of the Depression and the New Deal. Thirty secondary school teachers from around the country will have an opportunity to explore the nature of historical investigation, research, and interpretation through work at the nearby Franklin D. Roosevelt Library. During the following academic year, participants will come together at a conference to share perspectives on their work and its impact on their teaching.

July 24 - August 19, 1988

**Native Americans in American History: Summer Institutes for
Secondary School Teachers and Reservation College Teachers**

The Newberry Library
60 West Walton Street
Chicago, Illinois 60610
312/943-9090, ext. 476

Director: Lawana Trout

The D'Arcy McNickle Center for the History of the American Indian at the Newberry Library will sponsor a six-week summer institute in 1988. Open to twenty secondary school and reservation college teachers from around the country, the institute will use the lens of tribal history to study American history from the precolonial period to the present. Participants will emerge with ideas and classroom materials for teaching native American history in the context of general American history courses. During the following year, participants will share information about their classroom practices through a newsletter.

July 4 - August 12, 1988

**Harvard Graduate School of Education Summer Institute for Secondary
School Teachers: American History--The Female Experience**

Harvard Graduate School of Education
Gutman 339, Appian Way
Cambridge, Massachusetts 02138
617/495-3572

Director: Sally Schwager

Harvard University has designed this program to acquaint twenty-five New England secondary school social studies teachers with the historical material on women's lives that scholars have brought to light over the last two decades. The four-week institute will focus on important primary and secondary sources from the colonial period to the present. Extensive follow-up workshops will familiarize the teachers with new methods and resources for integrating women's history into broader courses on the American experience.

July 5 - July 29, 1988

Exploring the City, Understanding the Nation:
American History through the Philadelphia Experience

PATHS
Suite 400
Suburban Station Building
1617 J. F. Kennedy Boulevard
Philadelphia, Pennsylvania 19103
215/665-1400

Director: Carol Parssien

The Philadelphia Alliance for Teaching Humanities in the Schools and the Philadelphia School District are engaged in a three-year project to increase teachers' knowledge of American history and to improve the teaching of American history in grades five, eight, and eleven. Teams comprised of two teachers and an administrator from each of ninety schools will explore American history through Philadelphia history in six summer institutes directed by scholars from local universities and cultural institutions. There will be two institutes each summer, one on a general topic in American history and the other on a topic in Philadelphia history. Follow-up activities will include colloquia, workshops, and the development of teaching materials.

September 1986 - August 1989

The New York University-New York City High Schools
Collaborative on the Age of the Democratic Revolution

New York University
Office of Academic Affairs
Room 1104
Elmer Holmes Bobst Library
70 Washington Square South
New York, New York 10012
212/998-2300

Director: Leslie Berlowitz

In 1988, as part of a two-year project in conjunction with the city's high schools, New York University will offer a four-week institute on the French revolutionary era. The thirty-five secondary school participants will study significant primary and secondary sources and develop curricular materials on the French Revolution for their classrooms. Follow-up activities will include workshops, lectures, and visits to cultural exhibitions.

July 5 - July 29, 1988

Republics, Ancient to Modern

National Humanities Center
7 Alexander Drive
P.O. Box 12256
Research Triangle Park, North Carolina 27709
919/549-0661

Director: Charles Blitzer

The National Humanities Center (NHC) is offering a three-week national institute in which twenty high school social studies teachers will consider the theory of republican government from the ancient to the modern period. The three faculty in the institute will work with the participants in their reading of Homer, Xenophon, Aristotle, Plato, Aquinas, Machiavelli, Hobbes, Locke, and Paine. Each day the mornings will be devoted to seminars and the afternoons to reading, formal and informal group discussions, and writing assignments. A spring meeting in the following academic year will reassemble the group. The NHC will be hosting a literature institute simultaneously with this one.

June 20 - July 9, 1988

Soviet and East European Language Area Center Teacher Institute on Russia/Soviet Union

Harvard University
Coolidge Hall 507B
Cambridge, Massachusetts 02138
617/495-4055

Director: Edward L. Keenan

Over a five-week period, Harvard University will offer thirty-two secondary school humanities teachers from around the country an institute on the history and culture of the Soviet Union. The institute will focus on the following topics: Russian society in the medieval period, continuities and departures in Russia from Peter the Great to the Revolution, the Russian Revolution, and the development of Soviet society. Follow-up activities will include two-day workshops and curriculum development projects.

July 5 - August 6, 1988

**The Islamic Historical Experience and its Legacy in the
Contemporary Near East**

Princeton University
Department of Near Eastern Studies
108 Jones Hall
Princeton, New Jersey 08544
609/452-3629

Director: Norman Itzkowitz

During this five-week institute, thirty-six elementary and high school social studies teachers from around the country will study the role of Islam in the Near East from the nineteenth century to the present. Topics to be covered will include Muhammad and the rise of Islam; Shi'ism and Sunni Islam; the Ottomans, nationalism, and the demise of the Ottoman Empire; World Wars I and II; the mandates and nationhood; Zionism and the rise of Israel; and the contemporary Near East. During the institute the participants will prepare curricular units for their social studies classes. The follow-up activities will include a conference, a newsletter, and sustained contact between the institute staff and the participants.

July 5 - August 6, 1988

A Cultural History of the Modern Middle East

Fordham University
Middle East Studies - DE 640
Bronx, New York 10458
212/579-2314

Director: John P. Entelis

During this three-week institute, thirty New York state secondary school social studies teachers will study religions, ethnic groups, and political ideas in the modern Middle East. Major works to be studied include Marshall Hodgson's The Venture of Islam, Kemal Karpat's Political and Social Thought in the Contemporary Middle East, and Raphael Patai's Society, Culture, and Change in the Middle East. Following the institute, there will be two workshops on the teaching of the Middle East in the schools.

July 11 - August 5, 1988

Teaching Africa in the Context of World History and
Civilization: Institute for Secondary School Teachers

University of Florida
Center for African Studies - 470 Grinter
Gainesville, Florida 32611
904/392-2183

Director: Richard Hunt Davis, Jr.

The thirty secondary school social studies teachers from around the country who join this four-week institute will attend a lecture series on "Africa in World History and Civilization." In addition, each teacher will participate in a seminar on an aspect of African history or culture. The follow-up program will include conferences in 1988 and 1989, to be held in conjunction with the national meetings of both the American Historical Association and the National Council for the Social Studies, and visits to the participants' schools by the project staff. Participants will be incorporated into the extensive network provided by the university's Center for African Studies.

July 10 - August 6, 1988

Teaching India and China in the Context of World History

Colorado State University
Dean's Office
College of Arts, Humanities, and
Social Sciences
Fort Collins, Colorado 80523
303/491-5421

Director: Loren W. Crabtree

In this five-week institute for nine Wisconsin school districts, thirty secondary school humanities teachers will study the history and culture of India and China with a focus on the modern era. Participants will take a seminar either on Asian art or on Gandhi and Mao. The institute will be followed by in-service workshops to help participants integrate Asian materials into their classroom lessons.

June 13 - July 8, 1988

THE BICENTENNIAL OF THE U.S. CONSTITUTION

The Constitution, Its Roots and Significance:
A Summer Institute for Elementary School Faculty,
Administrators, and Teacher-Educators

Oklahoma State University
509 Edmon Low Library
Stillwater, Oklahoma 74078
405/624-6433

Director: Carolyn J. Bauer

In this four-week institute, forty-five elementary school teachers, librarians, administrators, and teacher-educators from around the nation will study the historical, philosophical, and political dimensions of the constitutional era. Reading such primary sources as The Federalist and Madison's Notes of Debates in the Federal Convention of 1787, the participants will examine important issues related to the background, writing, and ratification of the Constitution and develop plans for teaching about the Constitution. During the following academic year, each participant will submit a written summary of teaching strategies that have proven effective and contribute articles to a newsletter on the subject.

June 20 - July 15, 1988

Catholic University Summer Institute on the Constitution

The Catholic University of America
Department of Education
Washington, D.C. 20064
301/635-5805

Director: Linda Valli

In this four-week institute thirty secondary social studies teachers from around the country will study the Constitution and its impact on American society. The topics to be covered include the Constitution, the first federal Congress and the implementation of the Constitution, the operation of the three branches of the national government, and major constitutional crises. Participants will also visit important historical sites and research institutions in Washington, D.C. Following the institute, curricular materials developed during the project will be integrated into the participants' classrooms.

July 11 - August 5, 1988

Constitutionalism: Two Centuries of Freedom Under Law

University of California, Berkeley
School of Education
Berkeley, California 94720
415/642-3726

Director: Bernard R. Gifford

In this institute forty-five high school social studies teachers, drawn primarily from California, will spend four weeks exploring the historical roots of the Constitution, its framing and ratification, and the subsequent development of constitutional law. Academic year follow-up activities will include workshops and the dissemination of curriculum materials developed by participants.

July 5 - July 29, 1988

LITERATURE PROJECTS

American Literature and Culture in the 1920s and 1930s

University of Alabama
Department of American Studies
P.O. Box 6291
Tuscaloosa, Alabama 35487-2846
205/348-7947

Directors: Ralph Bogardus
Myron Tuman

During this four-week residential institute, forty-eight eleventh-grade English teachers from western Alabama will study four American novels of the 1920s and 1930s: Sinclair Lewis's Babbitt, F. Scott Fitzgerald's The Great Gatsby, John Dos Passos's The Big Money, and John Steinbeck's The Grapes of Wrath. Each work will be examined both on its own terms and as a reflection of its time and cultural milieu. The participants will write weekly essays and design follow-up projects for applying the work of the institute to their teaching. During the academic year following the institute, the two directors will visit the teachers in their schools and organize several two-day workshops to bring the group back together for study and discussion.

June 6 - July 1, 1988

American Literature in the Schools

University of Virginia
Center for the Liberal Arts
P.O. Box 3697
Charlottesville, Virginia 22903
804/924-7654

Director: Harold H. Kolb, Jr.

Through a variety of activities, literature professors and secondary school English teachers in Virginia will work together in an effort to improve the teaching of American literature throughout the state. Project activities will include in-service workshops led by the University of Virginia literature faculty, colloquia involving both teachers and professors, special graduate courses which emphasize significant texts in American literature, and scholar-in-residence programs designed especially for secondary school teachers. Project faculty will also visit the secondary schools to help teachers integrate American literary works into the classroom.

February 1986 - January 1988

**Cultural Values in American Literature: A Project for
Educators in the Southern Highlands**

Appalachian Consortium
Appalachian State University
University Hall
Boone, North Carolina 28608
704/262-2064

Director: Barry M. Buxton

This project calls for a series of three three-week institutes to be held during the summers of 1986, 1987, and 1988. In each institute twenty-five secondary school English teachers from Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia will study major texts in American literature. Texts will include Walden, The Scarlet Letter, The Great Gatsby, and The Dollmaker, with an emphasis on the cultural values of family, community, and work reflected in those texts. Participants will explore techniques for incorporating the content of the study into their regular school curricula. Follow-up activities will include one-day seminars, staff site visits to participants' schools, and regional meetings of teachers and scholars.

June 20 - July 9, 1988

Writers and Readers: Literature and its Public

National Humanities Center
7 Alexander Drive
P.O. Box 12256
Research Triangle Park, North Carolina 27709
919/549-0661

Director: Charles Blitzer

The National Humanities Center (NHC) is offering a three-week national institute for twenty high school teachers of English. Readings in the first week will be selected from among the works of Pope, Johnson, Defoe, Fielding, and Sterne. The second week will focus on English romanticism, especially Wordsworth, Mary Shelley, and Blake. American literature will be the subject of the third week, with readings such as Franklin's Autobiography, Stowe's Uncle Tom's Cabin, Rebecca Davis's Life in the Iron Mills, Dreiser's Sister Carrie, and Wright's Native Son. The morning sessions will be devoted to seminars and the afternoons to readings, formal and informal group discussions, and writing assignments. A spring meeting in the following academic year will reassemble the group. The NHC will be hosting a history institute simultaneously with this one.

June 20 - July 9, 1988

The Teaching of Literature, Writing, and Critical Thinking

University of North Carolina, Charlotte
Department of English
Charlotte, North Carolina 28223
704/547-4215

Director: Anita W. Moss

In collaboration with the Charlotte-Mecklenburg Schools, the University of North Carolina at Charlotte is conducting a three-year project in which 104 teachers of grades kindergarten through twelve will study classic British and American texts. Activities will deepen participants' knowledge of literature and help them gain more critical insight into the literary modes of romance, comedy, satire, and tragedy. Works to be studied during the first summer include Jane Eyre, The Secret Garden, Great Expectations, and Northrop Frye's Anatomy of Criticism. Extensive follow-up activities will take place during the academic year, including a professors-in-the-schools program and the development of curriculum materials for teaching literature in grades kindergarten through twelve.

January 1988 - December 1990

Teaching Shakespeare in the Schools

Shakespeare & Company
The Mount
Lenox, Massachusetts 01240
413/637-1197

Director: Beatrice K. Nelson

In this four-week institute, staff of Shakespeare & Company and faculty from the University of Massachusetts at Boston, Harvard University, and Brown University will work with Boston area teachers on the language of Shakespeare and the moral dimensions of drama. The institute will focus on two plays, King Lear and As You Like It, with lectures and small group discussions. There will also be training in techniques that teachers can use to help their students appreciate the plays as scripts. Participants will design course materials, and staff members from Shakespeare & Company will continue to work with them throughout the academic year.

June 27 - July 23, 1988

Shakespeare Institutes for Secondary School Teachers
in New York City

Queens College, City University of New York
65-30 Kissena Boulevard
Flushing, New York 11367
718/520-7239

Directors: Richard McCoy
Leeds Barroll

Through its English Department and its School of Education, Queens College will conduct two four-week summer institutes in 1988 and 1989 for teachers of Shakespeare. These will focus on the history customs, and culture of Shakespeare's time; deal with the problem of teaching Shakespeare's language; and help teachers develop a comfortable familiarity with the texts of Shakespeare's plays. A major component in the project will be a series of activities during the academic year following each summer program. Additional teachers from the New York area will be invited to many of these activities.

June 26 - July 23, 1988

Teaching Shakespeare's Language

Folger Shakespeare Library
210 East Capitol Street, S.E.
Washington, D.C. 20003
202/544-7077

Director: Margaret H. O'Brien

The Folger Shakespeare Library will offer a four-week national institute to help thirty secondary school teachers of Shakespeare deal more effectively with Shakespeare's language. Participants will spend two weeks on Macbeth and two weeks on the Tempest; they will also discuss other plays, but less intensively. Each day will begin with a lecture, followed by a discussion of how to present Shakespeare's language to students. The schedule will also include time for independent reading and research. Shakespearean actors will provide participants with experience in performance techniques. Follow-up activities will include a six-day conference in June 1989 to evaluate the success of the methodology devised during the institute and implemented during the school year. The most successful plans will be made available to teachers across the country.

June 25 - July 23, 1988

Victorian Novels of Selfhood: Great Expectations and Jane Eyre

University of California, Santa Cruz
155 Kresge College
Santa Cruz, California 95064-1016
408/429-2704

Director: John O. Jordan

In this four-week institute, twenty-five high school English teachers from California, Washington, and Oregon will study Great Expectations and Jane Eyre. Participants will consider the novels in terms of narrative theory, psychoanalytic theory and theories of subjectivity, feminist theory in the context of social history and genre theory focusing on the novel and on dramatic form. Films of the works will be shown and discussed. The follow-up activities will consist of three regional reunions in the spring of 1989. In addition, the institute will involve participants in the program of the Dickens Project, which focuses on collaborative research on Dickens, other nineteenth-century authors, and the Victorian era in general.

July 5 - July 31, 1988

The Coppin-Hopkins Humanities Project
in the Baltimore City Schools

Coppin State College
2500 West North Avenue
Baltimore, Maryland 21216
301/333-7841
301/338-7558

Directors: John J. Furlong
Lowell Edmunds

Coppin State College, John Hopkins University, and the Baltimore City Schools are engaged in a multi-year collaborative project to train all the city's secondary school literature teachers to teach Plato's Republic. Each summer for three years, fifty teachers will spend five weeks studying the Republic with philosophy and classics faculty. During the academic year the participants will meet bimonthly to study other works and topics related to the fifth and fourth centuries in ancient Athens. A curriculum guide to be produced will be used throughout the school system. The three institutions involved view this project as the beginning of an ongoing effort to organize humanities instruction in the Baltimore schools around focal texts that illuminate the history, literature, and philosophy of an era.

September 1986 - August 1990

Literature Institute for Teachers

University of California, Santa Barbara
Department of English
Santa Barbara, California 93106
805/961-2510

Director: Sheridan Blau

As part of a three-year project to improve the teaching of literature, twenty-five teachers from the tri-county region surrounding Santa Barbara will attend a four-week summer institute on The Tempest, Paradise Lost, and Walden. Some of the teachers will be drawn from elementary and secondary schools; others will come from community colleges. Participants will analyze the texts, discuss the problems of teaching them to their students, use the most advanced techniques in composition to write about the texts, and develop teaching strategies that will integrate the teaching of literature with the teaching of composition. Follow-up activities will include workshops, colloquia, and publication projects.

January 1987 - December 1989

Literature and Writing: Rhetorical Categories in Oedipus Rex, The Canterbury Tales, Middlemarch, and Invisible Man

Brookline Public Schools
333 Washington Street
Brookline, Massachusetts 02146
617/730-2446

Director: Naomi Gordon

Over a four-week period the Brookline Public Schools will host a nonresidential institute for forty public and private school teachers from the Brookline Public Schools and from other schools in the Boston area. The institute will focus on four classic texts: Oedipus Rex, The Canterbury Tales, Middlemarch, and Invisible Man. Each morning the participants will consider the texts and their rhetorical issues. In the afternoons, small group seminars will be conducted by four Brookline teachers with support from university staff and institute consultants. Follow-up activities will consist of study groups for participants and a one-day conference.

July 5 - July 29, 1988

Western Literature Summer Institute for Teachers

City College, City University of New York
Convent Avenue at 138th Street
New York, New York 10031
212/690-5491
212/690-5407

Director: Saul N. Brody

In this four-week nonresidential summer institute, thirty-five New York metropolitan area secondary school English teachers will examine classic works and literary genres from the ancient world to the present. Authors to be studied will include Aeschylus, Apollonius, Shakespeare, Kafka, and Soyinka. Follow-up activities will include a conference for the participants and a newsletter.

July 6 - August 2, 1988

The Center Alliance for Secondary School Teachers in Maryland

University of Maryland
1120 Francis Scott Key Hall
College Park, Maryland 20742
301/454-2740

Director: Adele F. Seeff

Over the next three years the University of Maryland at College Park, in conjunction with its Center for Renaissance and Baroque Studies and the Maryland State Department of Education, will sponsor a variety of scholarly programs for secondary school teachers in Maryland. The three year-long institutes to be offered at different locations throughout the state will provide teachers the opportunity to study major literary texts, such as Agamemnon, Oedipus Rex, Othello, and Death of a Salesman, under the direction of a scholar from the university. In addition to the institutes, the project's activities will include curriculum workshops, master-teacher demonstration sessions, student drama festivals, an annual study tour to Stratford, Ontario, and other activities designed to strengthen the teaching of literature in the schools.

January 1988 - July 1991

Literary Criticism and Literature: Knowledge and Application

Auburn University
Haley Center 5040
Auburn University, Alabama 36849
205/826-4434

Director: A. Douglas Alley

In this five-week institute forty-five high school English teachers from Alabama and neighboring states will study five schools of literary criticism: formalistic (neo-Aristotelian theory and New Criticism), psychological, archetypal, feminist, and reader response. They will then apply the theories to several major works of literature, noting how each theory affects the reading of those works. The works to be examined include Sophocles's Antigone and short stories and poetry by such authors as W. H. Auden, Willa Cather, Dylan Thomas, William Faulkner, and Gwendolyn Brooks. Participants will write a weekly critical paper, prepare a study guide, and keep a journal. After the institute, the project faculty will visit participants' classes. Follow-up activities will also include a spring conference and a newsletter.

June 21 - July 18, 1988

The Creative Process in Prose Fiction: Connecting Writing and Literature

Illinois State University
Department of English
Normal, Illinois 61761
309/438-7893

Director: Ronald J. Fortune

Through a variety of activities over a three-year period, secondary school English teachers in Illinois will study selected works of fiction and improve their ability to combine the teaching of literature with the teaching of writing. Under the direction of literary scholars, the teachers will examine four major works of fiction to gain a better understanding of the invention, drafting, and revision process as it applies to significant works from the European and American canons. Each year four different works will be studied. Choices will include Bleak House, Crime and Punishment, and The Sun Also Rises. Follow-up activities will focus on a series of one- and two-day conferences and a two-day school residency conducted by a member of the project faculty.

January 1987 - December 1989

Strengthening the Humanities through Western Literature

Austin Independent School District
6100 Guadalupe
Austin, Texas 78752
512/451-8411, ext. 370
512/471-5742

Directors: Sherilyn Howze
Karl Galinsky

The University of Texas and the Austin Independent School District will offer a collaborative project that focuses on major texts in Western literature. Over two summers, 100 Austin secondary school humanities teachers will spend four weeks studying such authors as Homer, Vergil, Dante, Chaucer, Goethe, Tolstoy, and Chekhov. Activities will include lectures, discussions, films, and pedagogical sessions. After the institutes, faculty will visit the participants' schools, hold four workshops, and meet with school administrators to help develop curricular materials for Austin's secondary schools.

July 5 - July 29, 1988

Writing About Literature: An Institute for Secondary School Teachers

University of Colorado
English Department
Campus Box 226
Boulder, Colorado 80309-0226
303/492-5387

Directors: Paul M. Levitt
Elissa Guralnick

This four-week institute will be open to participants from around the country in the summers of 1988 and 1989. Each year fifty high school English teachers will study the techniques of description and argument by analyzing literary classics that give voice to recurring themes in Western civilization. Activities will include lectures, discussions, writing seminars, curriculum development workshops, and a variety of cultural events. In the semester following the summer institute, the project staff will assist teachers with their own writing, organize two on-campus conferences, and travel to high schools to meet with participating teachers and visit their classes.

June 27 - July 22, 1988

Teachers Institute on Children's Fantasy Literature

East Tennessee State University
Department of English
Box 22990A
Johnson City, Tennessee 37614-0002
615/929-6682

Director: Roberta T. Herrin

Teachers and librarians serving children in grades two through seven in the Appalachian region of North Carolina, South Carolina, Tennessee, Virginia, and West Virginia will participate in this three-week institute. They will read children's fantasy literature (Alice's Adventures in Wonderland, Charlotte's Web, and The Hobbit) along with adult literature by Jonathan Swift, Henry David Thoreau, and Alfred Lord Tennyson. After examining the philosophical and theological concerns of the works, they will discuss ways of teaching them and evaluate a variety of media that could be used in the classroom. Follow-up activities will include two workshops to be conducted on a regional basis by local specialists in literature. The institute faculty will also visit participants' classes to assist them in using the ideas and materials examined during the summer.

June 1 - July 1, 1988

PROJECTS ON
LANGUAGES AND AREA STUDIES

Pax Romana: Roman Literature and Culture in the
Post-Augustan Age

Westminster College
Department of Foreign Languages
New Wilmington, Pennsylvania 16172-0001
412/946-7263

Director: Albert Dwight Castro

This four-week national institute will provide thirty teachers of Latin an opportunity to examine the literature and culture of the post-Augustan age. Topics of the institute will include the Roman Empire of the late first and early second centuries of the Christian era; the Roman social structure; works by Petronius, Martial, Pliny, and Seneca; Roman art and architecture; and Roman law. There will also be sessions devoted to pedagogical concerns and curriculum development.

June 20 - July 22, 1988

**French through the Humanities in the Middle Schools:
Planning Grant**

The French Library of Boston
15 Claremont Street
Newton, Massachusetts 02116
617/266-4351

Director: Vera G. Lee

The French Library of Boston is working with Boston College and several Boston middle schools to plan a project in French language, literature, and culture that will improve the French program in the area's middle schools. The goal is to offer language study in the context of a coordinated program in the history and culture of France, using Paris as a focal point. During each of the five morning sessions, the planning group will study an aspect of the literature, art, or history of Paris. In the afternoons, participants will consider how to structure the large project devoted to that content area.

Winter - Spring, 1988

**Institutes, National Network, and Symposium
on Russian Language and Culture**

Friends School of Baltimore, Inc.
5114 N. Charles Street
Baltimore, Maryland 21210
301/435-2800, ext. 524

Director: Zita D. Dabars

The Friends School of Baltimore is offering four-week summer institutes at Bryn Mawr College in 1988 and 1989 for twenty-five teachers of Russian from around the country. Each will begin with a brief look at the medieval period in Russia and then move on to Peter the Great and the nineteenth and twentieth centuries, including the Soviet period. Participants will read works by Pushkin, Lermontov, Dostoevsky, Turgenev, Solzhenitsyn, and others. Several films will be shown, and participants will be responsible for individual writing projects. Participants will also have opportunities to discuss methodology and to improve their language proficiency. Follow-up activities will include visits by the faculty to the participants' classes, a seminar, and a two-day workshop during the academic year after the institute. Finally, a symposium in 1989 will provide an opportunity for participants in both institutes, as well as those from a previous institute in 1987, to consider ways of improving the teaching of Russian culture and language throughout the nation.

June 26 - July 16, 1988

**Literature, Writing, and Language Institutes for High School
Teachers of French, German, Latin, and Spanish**

Fairfax County Schools
3705 Crest Drive
Annandale, Virginia 22003
703/698-7500

Director: Maria G. Wilmeth

All the foreign language teachers in the Fairfax County Schools will participate in this series of summer institutes on the literature of their target languages. The summer study will be based on the literature curriculum of the Advanced Placement examinations. The German section, for which there is no AP exam, will focus primarily on twentieth-century literature. The teachers will meet daily for four weeks, with some evening activities, and all sessions will be conducted in the target languages. During the institutes the teachers will also consider teaching for oral proficiency. There will be a follow-up meeting each spring.

January 1988 - July 1990

A Novel Learning Community for Rural Teachers of Foreign Language

Kansas State University
Department of Modern Languages
Manhattan, Kansas 66506
913/532-6760

Director: Loren R. Alexander

In this project thirty-two secondary school teachers of Spanish and German from rural Kansas will expand their knowledge of the two languages and deepen their understanding of Spanish and German culture. A four-week summer institute will focus on the reading of selected poems and short stories in the original language and in the context of the culture that produced them. Workshops and a series of TELENET sessions before and after the summer institute will further extend the work of the project. Participants will develop curriculum materials for use in basic foreign language classes.

June 13 - July 9, 1988

INSTITUTES ON
GENERAL HUMANITIES TOPICS

**The Struggle for Freedom and Equality:
Life Stories of Great Americans**

University of Nebraska
114C Henzlik Hall
Lincoln, Nebraska 68588-0355
402/472-1992

Director: Lynn L. Mortensen

In 1988 the University of Nebraska-Lincoln and the Lincoln Public Schools will offer a five-week institute on the search for freedom and equality in American life. The sixty junior high school teachers participating in the institute will study biographies and autobiographies of Americans such as Roger Williams, James Madison, Frederick Douglass, Elizabeth Cady Stanton, Red Cloud, William Jennings Bryan, Willa Cather, George Norris, Louis Brandeis, and Upton Sinclair. Each teacher will develop a curriculum unit for classroom use. After the institute there will be extensive follow-up activities.

June 13 July 15, 1988

**Individualism and Commitment in American Life:
Characters and Concepts**

Elmira College
Center for Mark Twain Studies at Quarry Farm
Elmira, New York 14901
607/734-3541

Director: Darryl Baskin

The Elmira College Center for Mark Twain Studies at Quarry Farm is sponsoring a four-week American studies institute for forty high school English and social studies teachers from throughout the nation. Participants will engage in a series of discussions about the kinds of individuals and the types of individualism that must be nurtured in order to sustain a viable civic life. Readings will include Tocqueville's Democracy in America, Robert Bellah's Habits of the Heart: Individualism and Commitment in American Life, and Mark Twain's Adventures of Huckleberry Finn and A Connecticut Yankee in King Arthur's Court. Participants will maintain follow-up contact through correspondence and newsletters.

July 11 - August 5, 1988

The American Association of School Administrators Humanities
Initiative: A Planning Project to Develop Institutes for
Educators from Small and Rural School Districts

American Association of
School Administrators
1801 N. Moore Street
Arlington, Virginia 22209
703/875-0734

Director: Walter G. Turner

The American Association of School Administrators, the oldest and largest professional organization of school superintendents and central office administrators, will use an NEH planning grant to begin work on a project that will involve three years of institutes in American history and literature for high school teachers and administrators from small and rural school districts. One of the planning meetings will include a day-long mini-institute in which the planning committee will consider the idea of the frontier in American history by studying the Lewis and Clark expedition as well as the novel Desert Solitude by Edward Abbey.

Winter - Spring 1988

Polis and Res Publica: Classical Political Theory and
the U.S. Constitution

College of the Holy Cross
Political Science Department
Worcester, Massachusetts 01610
617/793-2252

Directors: David L. Schaefer
Marie Cleary

In this four-week institute for thirty secondary school teachers from around the country, approximately twenty in social studies and ten in Latin, participants will study the U.S. Constitution in relation to classical Greek and Roman political theory. The major modern authors to be read include Locke, Montesquieu, and Hume, plus documents such as the Declaration of Independence, the Constitution, the records of the Convention, and the Federalist and anti-Federalist essays. Ancient sources will include Thucydides, Plato, Aristotle, Polybius, Cicero, Tacitus, and Plutarch. Regional follow-up meetings will permit participants to discuss their use of the institute's work in their teaching and to present the results of their post-institute research.

July 10 - August 5, 1988

The Eighteenth Century: An Age of Revolutions

Central Missouri State University
Department of History
Warrensburg, Missouri 64093
816/429-4404

Director: David Rice

This summer institute is designed for forty-five secondary school teachers of the social sciences, literature, philosophy, art, and other humanities disciplines. Participants will be drawn from Kansas and Missouri, and they will study works by Locke, Rousseau, Paine, and Jefferson. Four core instructors, representing history, art, philosophy, and literature, will integrate lectures, seminars, panels, and audiovisual presentations to explore the concept of revolution as it emerged in the eighteenth century. The institute will also include a one-day field trip to the Nelson-Atkins Gallery of Art in Kansas City. Follow-up activities will focus on staff visits to the participants' classrooms.

June 20 - July 15, 1988

The World of Leonardo da Vinci: A Teacher Institute

Arts Foundation of New Jersey
P.O. Box 352
New Brunswick, New Jersey 08903
201/463-3640

Director: Joyce M. Maso

During this four-week institute, forty-five New Jersey teachers and administrators of history, art, music, literature, and humanities programs will undertake a study of Renaissance Florence with an emphasis on the world of Leonardo da Vinci. While reading and analyzing a variety of primary and secondary sources, including The Prince and The Book of the Courtier, participants will develop strategies for teaching about the Renaissance in their classrooms. Follow-up activities will include seminars, in-service training presentations, and visits to schools by institute faculty.

July 10 - August 5, 1988

The Cultural and Intellectual Crisis of Fifth-Century B.C. Greece

Vanderbilt University
Box 1814-B
Nashville, Tennessee 37235
615/322-6237

Director: George J. Graham, Jr.

Vanderbilt University will conduct a four-week summer institute for twenty-five secondary school teachers from around the country in which they will trace the decline of Homeric/Hesiodic ideals and the variety of responses to the decline in fifth-century B.C. Athens. The participants will study works of Sophocles, Plato, Thucydides, and Euripides as well as Greek art and architecture. A variety of follow-up activities are planned for the academic year.

June 17 - July 16, 1988

Brown Teaching Institutes: Summer Humanities Institutes for Teachers

Brown University
Box 1938
Providence, Rhode Island 02912
401/863-2407

Directors: Robert Shaw
Paula M. Evans

In 1988 and 1989 Brown University will offer three summer institutes for fifteen Providence secondary school teachers in the fields of literature, history, and foreign languages. Topics include "Self and Society in French Literary Masterpieces," "New Approaches to English and American Poetry," "The Rise of the Scientific Worldview," "A Comparative Look at the Literature of the Americas," and "Cultural Perspectives of the New World." Each institute will be preceded by four seminars in the spring that will give teachers background for the summer academic study. In the fall, five follow-up seminars will help teachers integrate the ideas of the institutes into their high school courses.

January 1988 - December 1989

Central Michigan University Collaborative Humanities Program

Central Michigan University
College of Arts and Sciences
218 Anspach Hall
Mt. Pleasant, Michigan 48859
517/774-3139

Director: Stacy Thompson

Central Michigan University will offer a program to improve and update the academic preparation of 100 secondary school teachers from selected central and northern Michigan public schools. Project activities will include an integrated track of graduate courses concentrating on "Classical Greek and Roman Culture," "The Rise of Industrial Society," and "Ideas and Images of the Self." In addition, there will be workshops in the schools, faculty symposia, and two summer institutes.

September 1986 - August 1989

Classic Texts in Literature and Political Science

St. John's College
The Graduate Institute
Santa Fe, New Mexico 87501
505/982-3691

Director: Lynda L. Myers

This project calls for two eight-week institutes to be held during the summers of 1987 and 1988. In the 1988 institute fifteen Colorado social studies teachers will study Western politics and society. Authors to be studied will include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and American political thinkers. Following the institute, the project faculty will visit the participants' schools.

June 19 - August 11, 1988

**Religious Traditions and the Modern World:
Christianity and Buddhism**

University of Florida
Dauer Hall
Department of Religion - 125 ASB
Gainesville, Florida 32611
904/392-1625

Director: Austin B. Creel

To help Florida high school social studies teachers with the state's newly required course in world history, the religion department at the University of Florida will provide an opportunity for sixty teachers to attend a four-week summer institute on Judaism and Hinduism. Participants will read a wide variety of works on those religions and their historical contexts. In workshops during the following academic year, they will discuss the application of this material to their teaching and will share materials.

July 11 - August 5, 1988

Oregon Summer Institute in Asian Studies

Oregon International Council
999 Locust Street N.E.
Salem, Oregon 97303
503/378-4960

Director: Robert T. Willner

This four-week institute for thirty elementary and secondary teachers from Oregon is designed to help teachers acquire the academic background and knowledge of curricular materials they need to teach Asian culture and society. Readings will include the Confucian Analects, Manyoshu, Tale of Genji, Dream of the Red Chamber, works of Mao, and writings by other twentieth-century thinkers and literary artists. Each day three to four participants will be selected to prepare a brief presentation. Writing assignments will include two short essays. Follow-up plans include conferences in the fall and spring and visits to the participants' classes.

June 19 - July 15, 1988

Improving Washington State Teachers' Understanding of China and Japan

University of Washington
Academic Programs for Teachers, GH-21
Seattle, Washington 98195
206/543-2300

Director: Nancy Murphy

The University of Washington is offering a summer program to acquaint ninety Washington teachers with the culture of China and Japan. Project activities will include five institutes: Chinese history, Chinese literature, Japanese history, Japanese literature, and Chinese and Japanese art. There will also be museum workshops on Asian art and Asian studies curriculum materials. Two follow-up meetings will be held in the academic year.

June 20 - July 15, 1988

School-University Partnership in the Humanities

CUNY Graduate School
M.A. Program in Liberal Studies
33 West 42nd Street
New York, New York 10036-8099
212/642-2312

Director: Renee Waldinger

The CUNY Graduate School and the New York City Board of Education are engaged in a two-year project to improve secondary school teaching in the humanities. Eighty New York City public school humanities teachers will participate in the project, which centers around four three-week seminars in world literature, American history, Latin American literature, and French literature. The seminars will be followed by extensive academic-year activities to help teachers incorporate the summer's work into the curricula of their schools.

September 1987 - June 1989

Yale-New Haven Teachers Institute

Yale University
P.O. Box 3563, Yale Station
New Haven, Connecticut 06520
203/432-1080

Director: James R. Vivian

The Yale-New Haven Teachers Institute is a collaborative program of Yale University and the New Haven Public Schools. The project strengthens teachers' knowledge of the humanities through rigorous academic study directed by a scholar from the Yale faculty. Each year, groups of ten teachers participate in five humanities seminars that examine important literary and historical texts. After the seminar, each participant prepares a curriculum unit based on the academic study. Annual conferences provide an opportunity for the results of the project to be shared with a national audience.

January 1988 - December 1989

Fifth-Year Teacher-Training Program in the Humanities

Harvard University
224 Longfellow Hall
Harvard Graduate School of Education
Cambridge, Massachusetts 02138
617/495-3498

Directors. Katherine K. Merseeth
John Ameer

This program will provide a year of teacher training for college graduates who want to teach English, history, modern languages, or Latin. Participants in the project will take intensive graduate course-work at Harvard University and at the Graduate School of Education. The course of study will emphasize depth of knowledge in humanities subjects, critical thinking skills, research and writing skills, and the substantive issues involved in the shaping of sound curricula in the humanities disciplines. Graduates of the program will receive the master of education degree.

August 1988 - June 1989

Creation of Early-Level General Knowledge Tests

Cultural Literacy Foundation
2012 Morton Drive
Charlottesville, Virginia 22903
804/924-7071

Director: E. D. Hirsch, Jr.

Over a one-year period, the Cultural Literacy Foundation will create and publish general humanities knowledge tests for elementary and middle school students along with source books that disclose the information sampled on the tests. The purpose of the tests is to improve the humanities curriculum in the schools by identifying important people, events, and ideas that students should know.

October 1987 - July 1988

SUMMER HUMANITIES PROGRAMS
FOR HIGH SCHOOL JUNIORS AT
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Literary Perspectives on the Impact of War in the Western World

Langston University
P.O. Box 837
Langston, Oklahoma 73050
405/466-2231, ext. 244

Director: Joy Flasch

In this four-week institute, thirty high school juniors from the Langston, Oklahoma, area will examine the Iliad, Henry IV, Part 1, The Red Badge of Courage, and A Farewell to Arms. Activities will help students ponder the complexities of war and the response to war over the ages. Sessions will emphasize the development of skills in interpretation, analysis, writing, and oral expression while providing a broad array of cultural activities.

June 26 - July 24, 1988

The Constitution and its Cultural Context

Tennessee State University
Department of Language, Literature,
and Philosophy
Nashville, Tennessee 37209-1561
615/320-3018

Director: Clayton C. Reeve

This institute for thirty-two high school juniors will provide four weeks of intensive study on the U.S. Constitution. The Constitution will be approached through primary and secondary sources both as a document that defines the powers and structures of our federal government and as a historical artifact that reflects late eighteenth-century European and American culture. The institute will also provide a rich variety of cultural activities.

June 12 - July 9, 1988

**The Origins of the U.S. Constitution
and the Quest for Equality**

Jackson State University
1400 J. R. Lynch Street
Jackson, Mississippi 39217
601/968-2191

Director: Dernoral Davis

Jackson State University is conducting a four-week summer institute for twenty-five high school juniors from throughout the state of Mississippi. Participants will study the U.S. Constitution, focusing on its intellectual origins and on the constitutional quest for equality in post-revolutionary America. A field trip to Philadelphia will enable participants to view the setting for the Constitution, the Bill of Rights, and The Federalist. The students will also attend workshops and lectures sponsored by the Philadelphia school system and the University of Pennsylvania. The students then will travel to Washington, D.C., to see the original documents and to participate in workshops sponsored by the Library of Congress and the National Archives.

July 11 - August 5, 1988

**A Summer Humanities Institute in French and Afro-Francophone
Literature and Culture for High School Juniors**

Howard University
Department of Romance Languages
2400 Sixth Street, N.W.
Washington, D. C. 20059
202/636-6758

Director: Filisha C. Camara-Norman

During this four-week institute, thirty high school juniors with two or more years of high school French will study French language and Francophone literature and culture. Participants will be drawn from the District of Columbia, Maryland, and Virginia. During the mornings they will be involved in an intensive oral proficiency-based language program. The afternoon sessions will introduce them to various aspects of Francophone culture through the study of Francophone Africa and the Caribbean, traditional and modern aspects of family life in Senegal, and African and Caribbean literature. In small study groups participants will read and analyze poems and traditional and modern short stories.

June 19 - July 16, 1988

**The Individual and Society:
Exploring Variations in our Poetic Heritage**

Albany State College
Department of English and Modern Languages
504 College Drive
Albany, Georgia 31705
912/430-4832

Director: James L. Hill

This institute will offer thirty high school juniors from Georgia the opportunity to study forty poems, write four critical papers, and participate in creative writing and dramatic activities. The institute will allow students to work with noted scholars in the field and will improve their ability to read, discuss, and analyze poetry. A variety of cultural activities will supplement the classroom study.

June 20 - July 15, 1988

OPPORTUNITIES FOR
INDIVIDUAL STUDY IN THE
HUMANITIES

THE NEH/READER'S DIGEST TEACHER-SCHOLAR PROGRAM
FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS

As part of its effort to improve the content and quality of humanities education in the nation's schools, the National Endowment for the Humanities--in partnership with a fund established by DeWitt Wallace, founder of Reader's Digest--has instituted a new Teacher-Scholar Program to provide independent study opportunities for elementary and secondary school teachers. Teachers of the humanities are invited to submit proposals for an academic year of full-time study in the humanities disciplines.

The Teacher-Scholar Program will allow school teachers who are interested in doing scholarly independent study to increase their knowledge and understanding of texts, topics, and issues central to the humanities. The program is governed by the conviction that students benefit most when their teachers have a mastery of their disciplines and are themselves actively engaged in the excitement of learning.

The Teacher-Scholar Program will (1) recognize teachers as professionals interested in undertaking sustained and sophisticated intellectual study in the humanities disciplines; (2) demonstrate to the nation that the study of academic content is a valuable means of professional self-renewal for teachers; and (3) raise the status of teachers and the humanities within the educational community and in society as a whole.

The program allows for one award in each state, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. The stipend of each award will be based on the teacher-scholar's salary, less any sabbatical support from the recipient's school or from other sources, up to \$27,500. There will also be an award of \$500 to purchase books for the teacher's school. In addition, a \$500 honorarium will be provided for a mentor should the recipient elect to work with an expert in the field of his or her study.

For further information about the NEH Teacher-Scholar Program for Elementary and Secondary School Teachers, write or call

NEH Teacher-Scholar Program
Division of Education Programs, Room 302
National Endowment for the Humanities
1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506
202/786-0377

INDEPENDENT STUDY

IN THE HUMANITIES

The Endowment has awarded grants to the Council for Basic Education to support a program of summer fellowships for secondary school teachers. The principal purpose of the program is to encourage serious independent study in the humanities by individual teachers and thereby to nourish the intellectual life of the nation's schools. To date, the program has awarded approximately 700 fellowships of \$3,000 each. To qualify, teachers must have at least five years of experience, and they must offer a plan for six weeks of independent study in one of the disciplines of the humanities. The deadline is December 1 for the submission of applications for the following summer.

For information about this program write to Independent Study in the Humanities, CN 6331, Princeton, New Jersey 08541-6331.

INDEX OF INSTITUTES AND
COLLABORATIVE PROJECTS
BY GRADE LEVEL TAUGHT BY PARTICIPANTS

Elementary School

History

Old Sturbridge Village	2
PATHS.	5
Princeton University	7

Bicentennial of the U.S. Constitution

Oklahoma State University.	9
------------------------------------	---

Literature

Brookline Public Schools . . . . .	.16
East Tennessee State University. . . . .	.20
University of California, Santa Barbara. . . . .	.16
University of North Carolina, Charlotte. . . . .	.13

General Humanities Topics

Oregon International Council29
--	-----

Middle School

History

Old Sturbridge Village.	2
PATHS	5
Princeton University.	7

Literature

Brookline Public Schools.	16
East Tennessee State University	20
University of California, Santa Barbara	16
University of North Carolina, Charlotte	13

Languages and Area Studies

French Library of Boston.	21
-----------------------------------	----

General Humanities Topics

Oregon International Council.	29
University of Nebraska, Lincoln	24

High School

History

Bard College.	3
Colorado State University	8
Fordham University.	7
Harvard University.	4, 6
Kalamazoo College	3
National Humanities Center.	6
Newberry Library.	4
New York University	5
PATHS	5
Princeton University.	7
Social Science Education Consortium	2
University of Florida	8

Bicentennial of the U.S. Constitution

Catholic University of America.	9
University of California, Berkeley.	10

Literature

Appalachian Consortium.	12
Auburn University	18

Austin Independent School District.	19
Brookline Public Schools.	16
Coppin State College.	15
City College, CUNY.	17
Queens College, CUNY.	14
Folger Shakespeare Library.	14
Illinois State University	19
National Humanities Center.	12
Shakespeare & Company	13
University of Alabama	11
University of California, Santa Barbara	16
University of California, Santa Cruz.	15
University of Colorado.	20
University of Maryland.	18
University of North Carolina, Charlotte	13
University of Virginia.	11

Languages and Area Studies

Fairfax County Schools.	22
Friends School of Baltimore	22
Kansas State University	23
Westminster College	21

General Humanities Topics

American Association of School Administrators	25
Arts Foundation of New Jersey	26
Brown University.	27
Central Michigan University	28
Central Missouri State University	26
College of the Holy Cross	25
CUNY Graduate School.	30
Elmira College.	24
Oregon International Council.	29
St. John's College.	28
University of Florida	29
University of Washington.	30
Vanderbilt University	27
Yale University	31

INDEX OF
INSTITUTES AND COLLABORATIVE PROJECTS
BY GEOGRAPHICAL REGION

National

History

Bard College.	3
Harvard University.	6
National Humanities Center.	6
Newberry Library.	4
Princeton University.	7
Social Science Education Consortium	2
University of Florida	8

Bicentennial of the U.S. Constitution

Catholic University of America.	9
Oklahoma State University	9

Literature

Folger Shakespeare Library.	14
National Humanities Center.	12
University of Colorado.	20

Languages and Area Studies

Friends School of Baltimore	22
Westminster College	21

General Humanities Topics

American Association of School Administrators	25
College of the Holy Cross	25
Cultural Literacy Foundation.	32
Elmira College.	24
Harvard University.	31
Vanderbilt University	27

Regional

History

Midwest.	Kalamazoo College . . . . .	.3
New England.	Harvard University. . . . .	.4
.	Old Sturbridge Village. . . . .	.2

Literature

Alabama.	Auburn University	18
Appalachia	East Tennessee State University.	20
.	Appalachian State University.	12
West Coast	University of California, Santa Cruz.	15

General

Kansas, Missouri.	Central Missouri State University.	25
---------------------------	---	----

State and Local

History

New York.	Fordham University. . . . .	.7
.	New York University . . . . .	.5
Pennsylvania.	PATHS . . . . .	.5
Wisconsin	Colorado State University . . . . .	.8

Bicentennial of the U.S. Constitution

California.	University of California, Berkeley.	10
---------------------	--	----

Literature

Alabama	University of Alabama	11
California.	University of California, Santa Barbara	16
Illinois.	Illinois State University	19
Maryland.	Coppin State College.	15
.	University of Maryland.	18
Massachusetts	Brookline Public Schools.	16
.	Shakespeare & Company	13

New York.	City College, CUNY . . . . .	.17
.	Queens College, CUNY . . . . .	.14
North Carolina.	University of North Carolina at Charlotte. . . . .	.13
Texas	Austin Independent School District . . . . .	.19
Virginia.	University of Virginia . . . . .	.11

Languages and Area Studies

Kansas.	Kansas State University. . . . .	.23
Massachusetts	French Library of Boston . . . . .	.21
Virginia.	Fairfax County Schools . . . . .	.22

General Humanities Topics

Colorado.	St. John's College. . . . .	.28
Connecticut	Yale University. . . . .	.31
Florida	University of Florida. . . . .	.29
Michigan.	Central Michigan University. . . . .	.28
Nebraska.	University of Nebraska, Lincoln. . . . .	.24
New Jersey.	Arts Foundation of New Jersey. . . . .	.26
New York.	CUNY Graduate School . . . . .	.30
Oregon.	Oregon International Council . . . . .	.29
Rhode Island.	Brown University . . . . .	.27
Washington.	University of Washington . . . . .	.30

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**
WASHINGTON, D.C. 20506

OFFICIAL BUSINESS
Penalty for Private Use, \$300



POSTAGE AND FEES PAID
NATIONAL ENDOWMENT FOR THE
HUMANITIES
NEH-636