

Report of the Teaching and Lifelong Learning Working Group

National Endowment for the Humanities
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Introduction

When the National Endowment for the Humanities was established in 1965, Congress justified the existence of the agency by stating that “Democracy demands wisdom and vision in its citizens.” Seeking to fulfill that sagacious mandate, the Endowment has, since its beginning, devoted a large percentage of its funds to providing substantive opportunities for lifelong learning for Americans in all parts of the nation. Indeed, one could make the case that these two topics are the very nexus of the activities of the Endowment, since all projects funded by the agency—whether they be for the preservation or digitization of texts, basic research, or Challenge Grants to cultural institutions, for example—have the same ultimate goal, that is, to benefit the American people, helping them to maintain “wisdom and vision.” The grants made by the state humanities councils, most often in the area of public education in the humanities, complement and extend the work of NEH at the state and local levels, thus creating a national network of lifelong learning opportunities for Americans, wherever they might live.

In taking these varied activities into account, the Working Group on Teaching and Lifelong Learning addressed itself to the very core of the Endowment’s mission. The history of NEH in teaching and lifelong learning is immense and complex, involving scores of programs over the years and thousands of grants. Those grants—and, therefore, the work of the working group—of necessity included the topics of the other working groups, that is, international education, regional studies, and science and the humanities.

The members of the working group, including representatives of the Divisions of Education, Research, and Public Programs, the Offices of Challenge Grants and Federal-State Partnership, the Enterprise Office, and the Grants Office, have scoured past records and probed their colleagues’ memories in order to report on the history of NEH’s activity in these areas. Those reports were melded into the survey of **Trends and Accomplishments of the National Endowment for the Humanities in Teaching and Lifelong Learning (1965–99)** that opens this report (Part I). The directors of the Divisions of Education and Public Programs are responsible for the summaries of the current picture of **Teaching and Lifelong Learning in the Humanities in the United States at the End of the Twentieth Century** (Part II). Finally, the members of the working group, working individually or in pairs or groups, have applied their entrepreneurial skills to devising potential programs with outside partners. These projects, which are referred to, as is appropriate, in Part II, make up the **Appendices: Recommended Projects** to the report. It should be noted that some of these recommended projects would fall within the sphere of the Division of Education, some are intended for the Division of Public Programs, and some would involve joint undertakings between the two divisions.

As our working group reviewed the past achievements of the Division of Education Programs and the Division of Public Programs, the leadership roles that the Endowment has played in many humanities initiatives became evident. From large projects on professional ethics and one of the earliest digital databases—the Perseus Project—to the Library of America, Endowment programs have engaged the American people with the humanities in myriad ways. Focusing on the more recent past, it is equally evident that our role has been seriously diminished by Congressional budget cuts. Our work is still

excellent and extremely important, but the scope of our accomplishments is necessarily reduced. We would respectfully submit, therefore, that even as we plan for new endeavors, first priority must be given to restoring funding for many of the now crippled core programs that have served the American people so well.

The Working Group on Teaching and Lifelong Learning would like to point out that we see this report as a work in progress. Given the enormous scope of the topic and the rapid changes that are taking place in these fields, driven by the advances that occur almost daily in technology but fueled as well by internal changes within institutions of formal and informal education in this country, we would hope to be able to add information to the report over the coming months. Finally, we would like to acknowledge that the preparation of this report is due to the hard work and creative thinking of many people, both on the working group and those ancillary to it; special thanks go to Frances Yeh, who applied her fine editing and computer skills in order to produce the report.

PART I: TRENDS AND ACCOMPLISHMENTS OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES IN TEACHING AND LIFELONG LEARNING (1965–99)

Formal Education

The primary goal of the National Endowment for the Humanities is to advance knowledge and understanding of the humanities in the United States. One of the key means of achieving this goal is through strengthening teaching and learning in the humanities in schools and colleges across the nation. This has meant providing opportunities for teachers to renew and deepen their knowledge in content areas of the humanities in addition to encouraging and investing in curricular efforts. In recent years, the Endowment has also begun providing support for the use of new interactive multimedia technology in American classrooms.

General Trends and Patterns

In the area of formal education, NEH has listened to the field, responded to perceived needs, and nurtured and led the field in many areas. Throughout its history, however, certain precepts have remained constant.

- All projects are grounded in the best scholarship available in any particular humanities field or fields. They build bridges between research in the humanities and classroom education in K–12, community colleges, and four-year colleges and universities.
- Even for younger students, such as those in grades K–12, excellent humanities content is central to all projects. Excellence of humanities content is always the first criterion in any competition for awards.

- Because NEH believes that the core of all formal education is fine, content-rich teaching, NEH's education projects focus on teachers at all levels, enriching their intellectual experience and knowledge, providing them with exemplary materials, and encouraging them to explore the best practices in their particular humanities field.
- To ensure this excellence, all projects require the participation and collaboration of humanities scholars. Current NEH-funded education projects are collegial. They provide opportunities for teachers to deepen their knowledge of humanities subject matter, texts, topics, approaches, and issues and allow their college and university colleagues to explore their fields with teachers who bring a rich base of experience and knowledge to the exchange.
- NEH has attempted to democratize the field of formal education by offering an array of grant opportunities for the needs of different kinds of institutions and by intensive staff work with applicants, especially those who have never received an award, to put forward the most competitive application possible.
- NEH education programs are innovative and take a wide variety of forms, from individual and group study, seminars and institutes, comprehensive school reform efforts, and development and dissemination of exemplary materials. These projects make a significant difference in the teaching and learning of humanities in the United States.
- The ultimate goal of NEH education projects is to benefit American students in all settings, as teachers develop strategies to translate their new knowledge into the classroom, engaging students in active learning.
- The state humanities councils also play an active role in addressing major issues in elementary and secondary education, consistent with the Endowment's goal to strengthen teaching and learning in the humanities in schools and colleges across the nation. Many of these efforts help teachers at the local level respond to new, statewide initiatives and requirements that provide little or no resources to educators for the successful implementation of the initiatives. State councils are helping create networks that link institutions of higher learning, secondary schools, state departments of education, and cultural institutions such as museums and libraries.

Accomplishments in Elementary, Secondary, and Higher Education

The following examples illustrate the variety, range, reach, and staying power of NEH-funded education projects. From early leadership and sustained support, NEH has fostered prestigious and effective programs that are now self-sustaining.

Innovative Approaches to Active Learning through Local Culture: Foxfire

Now a national nonprofit education organization, Foxfire, began in the classroom of Eliot Wigginton, a teacher in Rabun, Georgia, in the early 1970s. Wigginton worked with his high school students to record Appalachian oral history and culture and to see the relevance of humanities to their lives. In 1974, NEH awarded Foxfire funds for a magazine project. As word of this approach to humanities began to spread, Foxfire encouraged teachers to develop strategies that give students critical thinking skills, initiative, and a view of the world beyond their classroom walls. Foxfire materials have been used in documentary films produced by Georgia Public Television, with support from the Georgia Humanities Council. Today, through teacher networks, programs, courses, and a museum, a magazine, and a book series, the Foxfire Fund, Inc. supports teachers in creating active, collaborative, learner-centered environments with rich, local cultural content.

School-University Partnerships: The Yale-New Haven model

From an NEH start-up grant in 1974 came the Yale-New Haven Teacher Institute, which links New Haven public schools with the university, and both with the larger community. Through NEH grants in outright and matching funds, culminating in a Challenge Grant in 1989, the Yale-New Haven Institute continues to fulfill its three main goals: to strengthen academic teaching and learning in the public schools, to provide Yale faculty with a deeper insight into American education, and to engage the university and the local community in ways that foster a sense of common ground and civic pride. Today, the institute is an endowed and permanent part of the university and a national model. The Yale-New Haven Institute has also parlayed their success into a mentoring role for other institutions across the country that want to develop similar school-university partnerships.

Inspired by this success, NEH has nurtured other such partnerships, including one between the University of Houston and the Houston Independent School District and one between the Columbus, Ohio, schools and Otterbein College.

National Models and Networks for the Improvement of Teaching: The National Writing Project

Begun in 1974 at the University of California at Berkeley, the Bay Area Writing Project was a local response to the national concern about student writing abilities at all levels of education. Over the next ten years, with NEH support, this project became the model and administrative center for the National Writing Project, which provides collegial, voluntary, sustained staff development. At five-week summer institutes, teachers are guided by outstanding teachers in exploring the research that undergirds best practices; these teachers then offer staff development workshops for other school and college teachers.

From a single site serving twenty-five teachers, the National Writing Project grew to 154 sites serving 87,494 teachers in 1987, the last year of NEH funding. In 2000, the National Writing Project received \$9 million in federal support through a line item in the United States Department of Education budget. In 1996–97, it generated \$6.47 for every federal dollar and served 117,932 teachers and administrators.¹

Now that the National Writing Project has become a part of the fabric of American education, NEH has supported the project in a new direction—linking writing with the study of literature. In a two-year grant in 1996, NEH supported a major national institute on “Making American Literatures,” which brought K–12 teachers together in the summer of 1997. Using the National Writing Project model, these teachers continued the project over the next years at three regional centers: University of California at Berkeley, University of Michigan, and Kennesaw State University in Georgia. <http://www.outreach.umich.edu/amlit/index.html>.

Engaging Students in Active Learning: National History Day

National History Day garnered early support from NEH for its exciting approach to studying history by engaging students in research and writing projects on an annual theme. Begun in 1978 at Case Western Reserve University, National History Day is currently a national project housed at the University of Maryland. A series of district, state, and national competitions promote academic achievement and intellectual growth.

Supporting the work with students is a significant collaboration among teachers, professors of history, and museum professionals. In workshops across the country, History Day coordinators and teachers share ideas on the year’s theme, bibliographies, and topics. Three-week summer institutes and curricular aides enhance the project. National History now enjoys the sponsorship of the cable television-based History Channel. In addition, state humanities councils in Nevada, Hawaii, New Mexico, and Georgia serve as state sponsors for History Day.

Content-Based Teacher Professional Development: Summer Seminars and Institutes for College and School Teachers

The college teacher seminar program was one of the first grant opportunities offered by the Endowment, beginning in 1973. In 1982, this opportunity was extended to school teachers. Since then, NEH has supported teachers from across the nation who meet with scholars for four to six weeks at a college or university to explore significant humanities themes, texts, and topics.

As they read, write, and discuss, the intellectual excitement of their learning is multiplied by their interactions with other teachers and scholars. Seminars are typically led by one scholar and generally allow for deep reflection on a specific topic in the humanities; teachers may work on their own research projects if they wish. Institutes are led by several scholars, provide new avenues for intellectual engagement, and bring in a variety of perspectives on the study topic; as part of the institute, the teachers discuss strategies for integrating their new knowledge into their teaching. In both seminars and institutes, participants have an opportunity to encounter new humanities scholarship for both their professional growth as well as their classroom teaching.

Two institutions that have offered many fine summer institutes and seminars are the Folger Shakespeare Library in Washington, D.C., and Southern Oregon University, home to the Ashland Shakespeare

Festival. These institutions offer different resources—a premiere research library and a summer repertoire of Shakespearian plays—but both emphasize critical analysis, historical scholarship, and classroom-based performance as a teaching strategy for introducing the single most widely taught author in America.

In addition to national seminars and institutes, state and local workshops, seminars, and institutes for teachers are currently offered by over forty state humanities councils, including the Florida Humanities Council with its Florida Center for Teachers, the Minnesota Humanities Commission with its Humanities Education Center, and the Georgia Humanities Council, which has responded to state board of education policy for teachers by supporting character education training.

Strengthening Foreign Language Teaching: Special Opportunity in Foreign Language Education

Between 1991–95 NEH launched a five-year Special Opportunity in Foreign Language Education (SOFLE) in response to four critical needs in the field: (1) a focus on four major world languages not commonly taught in the United States (Chinese, Arabic, and Russian); (2) the development of resources needed to incorporate authentic materials from the target culture into beginning language courses; (3) a focus on articulation arrangements needed to ensure that the study of the language is continuous and cumulative and is not interrupted by transition from one institution to another; and (4) the development of resources that would make materials available to teachers or students who would not otherwise have convenient access to them. In addition, NEH fostered seminal languages-across-the-curriculum projects and innovative Spanish for native speakers (heritage speakers) programs. Many of these projects contributed greatly to the teaching of language in the U.S. and many outstanding digital materials were developed under this opportunity and are widely used: the *Tanabata* (Star Festival) CD-ROM for teaching Japanese; *Dans un Quartier de Paris*, for immersing students in Parisian culture while they acquire listening skills; *No recuerdo*, for the teaching of Spanish; and the Navajo Place Names Project, for the teaching of Navajo language and culture. In each case, language learning is natural and interactive, as the student’s curiosity to know and understand the native culture drives the acquisition of language skills. The approaches to language learning embodied in all of these projects continue to be considered best practices and are used as models.

Integrating Science and the Humanities: Leadership Opportunity in Science and Humanities Education

From 1992–95, a collaborative effort with the National Science Foundation (and for several years with the U.S. Department of Education’s Fund for the Improvement of Post-Secondary Education) supported projects to create courses that crossed disciplinary boundaries, revealing connections between the natural sciences, social sciences, and the humanities. Many of these courses continue to exist and represent models of cross-disciplinary studies.

Grants to Individual Teachers

Over the years, NEH has supported opportunities for individual teachers to study a major text, topic, or issue in the humanities. With these small grants teachers can sustain their own love of learning, which is contagious to their students, keep up with new knowledge in their fields, and provide models of lifelong learning for their students. Teacher-Scholar Awards, for example, from 1989–94, allowed teachers a year of independent research in a humanities subject. Additional support was provided by the DeWitt-Wallace/Readers' Digest fund. From 1989–96, Connecticut College Foreign Language Fellowships provided teachers with opportunities for travel and study abroad. The Geraldine R. Dodge Foundation provided additional support. From 1974–94, the Council for Basic Education (CBE), with NEH support, awarded individual teacher stipends for summer study and research.

Small Group Grants for School and College Teachers

To complement opportunities for individual teachers, the Education Division acknowledges the value of sustained study of and reflection upon humanities texts, topics, and questions among colleagues at a single institution or nearby schools and colleges. Small grant programs to teams of faculty, such as the Masterwork Study Grants (in the former elementary and secondary program), the Planning Grants and Faculty Study Grants (in the former higher education program), and the current Humanities Focus Grant program, allow joint study involving outside experts and workshops on scholarly issues and related curricular questions. Since 1995, NEH has supported CBE in awarding teams of teachers with university mentors a similar opportunity. In 1999, through pilot funding from the Dodge Foundation, NEH was able to offer teams of teachers in New Jersey an opportunity to partner with a humanities scholar to explore a topic in the humanities through a series of face-to-face meetings and continued discussion. Encouraged by the early results of this grant program, the Division of Education adopted a slightly modified version to use as its contribution to the NEH-wide Extending the Reach Opportunity for the years 2000 and 2001 in an attempt to reach teachers and school in underserved states.

Opportunities for Younger Scholars

For over a decade, from 1983 to 1995, support was offered for research in the humanities during nine weeks of the summer to outstanding high school and college students. Winners of these awards worked on a project under the supervision of a project adviser, usually a teacher/scholar, in a tutorial setting. Younger Scholars awards were made to young people in all parts of America, from rural areas to inner-city neighborhoods. Synonymous with intellectual excellence, the awards introduced promising students to the rigors and seriousness of scholarly research, resulted in many publications, and helped create the next generation of teacher-scholars in the humanities.

Distinguished Teaching Professorships

In the early 1990s, this Challenge Grant program acknowledged that many inspiring undergraduate professors were not rewarded for their fine teaching by tenure or promotion. This program thus supported endowed chairs for professors who exemplified the best and most inspiring teaching for undergraduates.

Supporting Important New Work in Education and Scholarship

The Division of Education has supported a number of seminal conferences over the years that encompassed excellent scholarship, shaped emerging or changing disciplines, and addressed issues important to the teaching of the humanities. Examples include the Wingspread Conference on graduate education in women's history, directed by Kathryn Sklar and Gerda Lerner, and the Vassar Conference on new directions in American Studies.

Ensuring Excellence in Undergraduate Education

Among the many programs that support college teachers in strengthening the undergraduate learning experience, the core curriculum project provided a common core of subjects that anchor an undergraduate education. Beginning with St. Anselm's core curriculum in the late 1970s and spanning dozens of similar projects funded between 1986 and 1992, a majority of these programs, according to an independent evaluation conducted in 1995 by Projects for Education, are still in place, evolving and adapting to changing needs.

Disseminating Knowledge and Best Practices in Undergraduate Teaching

Through partnerships with and grants to the major American education associations, NEH has been able to maximize the impact of its work. Dissemination grants starting in the late 1970s were made to the American Council on Education, the Association of State Colleges and Universities, the American Association of Community Colleges, the National Continuing Education Association, and the National Association for Equal Opportunity in Higher Education. This dissemination strategy ensures that the projects and educational materials supported by NEH reach a large number of American institutions to benefit their faculty and students.

Strengthening Humanities Teaching and Learning in the Nation's Community Colleges

About 50% of all college students spend some time at community colleges.² Over the years, the National Endowment for the Humanities has played a unique and important role in strengthening the humanities and liberal arts programs in these diverse institutions. Through these many grants, including some especially directed toward non-traditional learners, NEH fosters the democratization of excellence in education. Community college faculty receive all types of Division of Education grants: for example, they actively participate in Seminars and Institutes, Humanities Focus Grants, and National Education

Projects. The president of the Community College Humanities Association, David Berry, has been a strong ally in these efforts—he was honored with a National Humanities Medal for his work in 1997.

Education and Technology

The boundaries of cutting-edge technology have changed quite rapidly in the past few years and the Endowment has been a leader in ensuring that teachers of the humanities have not been left behind. In 1995, the fact that a project included the development of a website in their plans or used e-mail as a way for project participants to communicate was seen as quite innovative. However, those technologies are now widely available and humanities scholars and advocates are becoming more comfortable with using these tools. Many of the grants funded in 1994 are just coming to a conclusion and are now posting the results of their projects on the World Wide Web (for example, California Polytechnic University's *India and China in Comparative and Global Perspective*.) This possibility was not even mentioned in their application for Endowment funding. The three-year Teaching with Technology Special Initiative, launched in 1996, focused the efforts of the Division on integrating digital technology in humanities teaching and learning. It also served to alert applicants that NEH was interested in creative uses of technology to improve the teaching of the humanities. We no longer find it necessary to have a separate initiative to encourage technology-rich proposals.

The public-private partnership that resulted in the EDSITEment project is another example of the Endowment identifying a need in the field and developing a solution. In this case, the need was the increasingly bewildering array of available web-based materials and no mechanism for teachers to sift through to find the best and most appropriate materials for classroom use. EDSITEment has been recognized by the Computerworld Smithsonian Innovation Awards and is included in its Innovation Network.

Increasingly the Endowment is supporting projects that provide training and develop Internet-based networks to widen the audience of teachers who are able to take advantage of new technologies within a humanities setting. The Division of Education has funded several projects that resulted in electronic networks of scholars, educators, and the general public, such as Michigan State University's *H-NET: Humanities and Social Sciences Online* (first funded in 1994), the Education Development Center's *Nubianet*, and SUNY, Cortland's *FL-TEACH* (for foreign language teachers) funded in 1997.

And finally, the Division seeks to provide professional development opportunities for teachers to help ensure that they are confident using technology. We have learned that technology training for teachers is often most successful when set within the context of a particular humanities subject area. For example, the New Media Classroom's workshops focus on American history and culture, while a current project from Middlebury College promotes partnerships between middle and high school teachers and higher education faculty that have at their core the study of literature. Increasingly, the Division is also seeing digital materials incorporated or resulting from its Seminars and Institutes Program. Finally, the Division is in the midst of a new initiative, Schools for a New Millennium, that will help groups of teachers within a single school become more competent and comfortable with both excellent humanities content and

new technology. We hope that these schools will be “models of how teachers, principals, librarians and the community can fully incorporate [technology] in their everyday teaching.” Initial results from the first two rounds of planning grants have been very encouraging.

Fellowships for the Professions

During the 1970s, the Endowment provided opportunities for professionals other than teachers to study the humanities and bring the insights of the humanities to bear on their professional work. The first program, year-long residencies at major universities, was open to practicing journalists, who took courses in the humanities and attended special seminars. The program was later expanded to include other professionals—such as lawyers, health care professionals, public school administrators, and business people—who attended month-long summer programs on topics in the humanities.

Linking the Humanities to Professional and Vocational Education.

In the late 1970s, NEH awarded several grants of \$1 million to schools of medicine, law, and business to integrate the humanities, particularly ethics, into professional training and to address the needs of faculty and students in vocational programs. The program also awarded grants to the American Association of Community and Junior Colleges, and then to individual two-year institutions to strengthen humanities in their occupational curricula. In many instances courses and programs remain in place twenty years later.

Informal Education/Lifelong Learning

It is a deeply held belief in America that the well-being of a democratic society depends in large measure upon the intellectual vitality of public discourse, and this belief was reaffirmed by Congress when it established the National Endowment for the Humanities. Since the very beginning of its history, the Endowment has directed a large part of its programming efforts toward this end, assuming that reflection on the fundamental ideas and perennial questions addressed by the humanities remains important throughout a person’s life, not just during the years of formal education. In addition, the agency has made the assumption that the humanities can be presented to and engaged in by the general public in ways that are both stimulating and substantive.

General Trends and Patterns

Over the thirty-five years of its history, the work of NEH in the field of lifelong learning demonstrates some of the following **trends and patterns**:

- The Endowment has listened to the needs of the field, responded with appropriate programs, and disbanded those programs when the need was met. For example, responding to the belief of the museums field that upgrading the competence of curators and professional staff was “the most critical need in the museum world,” the first grants to museums and historical societies were for

internships, fellowships, and seminars and institutes. When it became clear that interpretive exhibitions, based on fine scholarship, were the next big need among museums, and as museum studies programs began to flourish, the Endowment began funding such exhibitions in order to reach a broad public.

- NEH efforts have been aimed at the democratization of learning, by supporting projects in the nation's cultural institutions and on public television and radio, where they are offered free and commercial-free to the public.
- National funds have often been used to extend outstanding projects funded at the local level by state humanities councils and others to Americans throughout the country. A current example is the *Connections* humanities literacy project begun by the Vermont Humanities Council and is now being offered to needy families at forty libraries in twenty-seven states.
- NEH has ensured that its grants for the public go to projects firmly grounded in the best available scholarship, especially new and interdisciplinary scholarship. We are "the content people." Projects supported are required to examine a topic from several points of view, placing it in a broad context and presenting a balanced approach.
- During the course of its history, the Endowment has encouraged cultural institutions to focus Americans' attention on such matters of public policy as the environment, civil rights, and immigration. A current example is the *Choices* library reading and discussion program, which is engaging citizens in thoughtful discussions of American cultural values underlying U.S. policies on such issues as international trade and the global environment. When the state humanities councils were established in the early 1970s, their programming was intended to help the Endowment fulfill its congressional mandate to "draw particular attention to the relevance of the humanities to the current conditions of national life."
- NEH has helped create the twentieth-century American "public intellectual" by encouraging scholars on campuses throughout the country to lead reading and discussion programs, be interviewed for film and radio programs, contribute to museum exhibitions and catalogs, and provide research for CD-ROMs and websites, for example.
- NEH grants to public cultural institutions are recognized throughout the country for producing projects of an extraordinarily high level of merit. The peer review process for humanities projects for the public is often cited for its objectivity and its excellence.
- NEH grants to public cultural institutions levy many times their monetary value in local, regional, and national contributions to projects. While the Endowment very rarely supports the entire cost of a project, its funds are often the first awarded and then become a magnet for additional funding from both public and private sources.

- NEH Challenge Grants undergird the nation’s public cultural institutions, from small public libraries to large museums and television stations, for educational activities for the general public as well as for long-term infrastructural support. America’s museums, libraries, and other public cultural institutions, with their archival and material culture collections, also benefit from grants from the Endowment’s Division of Preservation and Access, so that research can be undertaken that ultimately benefits the American public. Many fine public humanities projects are based on scholarly studies funded by the Endowment’s Division of Research; for example, work on the Duke Ellington archives produced a major traveling exhibition on Ellington’s life and music that reached Americans in hundreds of public libraries. In addition, Laurel Ulrich’s Pulitzer Prize-winning study, *A Midwife’s Tale*, supported by an NEH Fellowship, became the basis for a film of the same title as well as an innovative website, using the collections of three history museums; both projects were funded by the Division of Public Programs.

The Endowment accomplishes its major goal of ensuring that the perspectives, ideas, and benefits of the humanities are available to as many Americans as possible by supporting projects proposed by the nation’s public cultural institutions. Over the years, Endowment leadership has made a difference in the way that these institutions view themselves and their work. For example, most art museums in the country now consider the interpretive exhibition as the backbone of their programming, and public libraries see their role as centers of public education and programming. Endowment grants have spurred that view. In addition, the NEH-funded documentary film now sets the standard for depth and analysis for the entire field of television, commercial and non-commercial. Taken in tandem with the work of the state humanities councils, the work of the agency has engaged Americans of all backgrounds and experience in using the tools of the humanities—analysis, interpretation, and making connections—to probe what it means to be human.

Accomplishments

The outline below of **accomplishments** in offering opportunities for lifelong learning to the public is arranged by type of public cultural institutions, since the Endowment’s programs have usually been organized in that manner.

Museums and Historical Organizations

- The Endowment’s grant programs have succeeded in encouraging all kinds of museums—art, history, science, and children’s, for example—to mount **interpretive exhibitions** based on the best available scholarship. NEH has made an enormous difference in this area, from blockbusters such as *Treasures of Tutankhamun* and *The Sun King* to current traveling exhibitions on George Washington and the Gold Rush.
- NEH has encouraged the use of a **team approach** to the development of museum exhibitions—using curators, scholars, educators, designers, and evaluators—to take humanities scholarship to the public in engaging ways. This approach is now standard in museums of all kinds.

- Our guidelines have helped museums focus on **public education programs**—family and intergenerational programs, public symposia, traveling trunks, lecture series, etc.—to complement museum exhibitions. Such public programs are now standard at most museums.
- The Endowment has emphasized **traveling exhibitions** in order to make fine, nationally funded exhibitions available to institutions in all parts of the country. This emphasis is resulting in major museums’ offering both large and small versions of their shows to the benefit of Americans everywhere. State humanities councils play a vital role in supporting such exhibitions.
- Our guidelines have encouraged museums to put **interdisciplinary scholarship** at the base of their exhibitions. In recent years, this has been especially true of the re-interpretation of the permanent collections of major museums, resulting in increased public access to the ideas and cultural connections of “difficult” art.
- The Museums Program at NEH was one of the first sources of support for the **documentation of collections**, collections sharing, and conservation.
- NEH has encouraged **multi-media components** in exhibitions as well as computer enhancements, such as CD-ROMs and websites, again, increasing public access to excellent content. Recent grants have been made for “virtual exhibitions” on the World Wide Web, enabling several museums to “display” objects and relate to an exhibition’s themes without ever sending out their precious collections.
- The Endowment has funded a wide array of outstanding **catalogs**, especially in such areas as Native American history and culture, which are permanent extensions of the exhibitions upon which they are based. In the early 1980s, the Endowment also established an initiative to publish catalogs of permanent collections.
- Awards to enable museums and historical organizations (called **Self-Study Grants**) to examine their collections with the aid of humanities scholars and other professionals were successful in strengthening institutional commitment to humanities programs whether further grant funding was received or not. This program was eliminated in 1996 because of reduced funding.
- In recent years, the Endowment has emphasized the quality of the **visitor experience** as well as excellence in content as criteria for the review of applications for museum exhibitions. In other words, deep intellectual content is not enough; it must be expressed in ways that appeal to, engage, and stimulate the audience.

Libraries and Archives

- The goals of the Humanities Projects in Libraries and Archives program, from the very beginning, was to help libraries become **centers of informal learning** in their communities through the humanities. The success of the Endowment's efforts is recognized by the field, as witnessed, for example, by the recently created, separate division of public programs at the American Library Association.
- NEH provided funding to launch the **Library of America** editions, the U.S. equivalent of the French Pléiade series, thus collecting the best of American literature in excellent editions at a reasonable price.
- Endowment grants have expanded the model of **scholar-led reading and discussion programs** in libraries, begun by several state humanities councils, to national audiences. All fifty states, the territories, and the District of Columbia have been and are actively involved in such regional and national library-based programs.
- Many programs in public libraries for such **special groups** as senior citizens have been funded by NEH as well as by state humanities councils.
- Endowment grantees have developed a model for **small traveling exhibitions**, accompanied by public programs, to reach hundreds of libraries throughout the country. Some of the finest include *The Frontier in American Culture*, *The Many Realms of King Arthur*, and *Beyond Category: The Musical Genius of Duke Ellington*, and, most recently, *The Great Experiment: George Washington and the American Republic*.
- NEH support has resulted in the establishment of new models for lifelong learning programs in libraries, such as **call-in radio programs** on regional literature and film viewing and discussion programs.
- NEH has also expanded statewide **adult literacy programs** in the humanities to reach regional and national audiences.

Media—Television and Radio

- NEH grants to talented (often independent) producers have ensured that the short- and long-form **documentary series** became the intellectual mainstay of public television. Imitation of this form (in a less complete and deep way) is now standard on cable and commercial television as well.
- Endowment-funded media projects have made **meticulous scholarship** accessible to millions of Americans and engage viewers and listeners in critical analysis and interpretation. Scholarly hosts such as Shelby Foote (from *The Civil War* series) have become household names in America. Through its media programs, the Endowment has enabled **scholarship and research** funded in other parts of NEH to become available to the American public—examples include Kerby Miller's

award-winning book, *Emigrants and Exiles*, as the basis for the film *Out of Ireland* and Robert Dallek's research as key to films on *LBJ* and *FDR*. Archival research and preservation activities (of photographs, documents, etc.) are of crucial importance to history series such as *The West*. Many of those projects got their start with grants from state humanities councils.

- Endowment grants have created **new funding models** for the support of public television—dramatic historical series, such as *The Adams Chronicles*; dramatized literary series, such as *The American Short Story*; animated short stories for children, such as *Long Ago and Far Away*; and single programs in history or literature, such as *Divided Highways* and *Booker*, for example.
- NEH has used media grants as a catalyst to promote working **partnerships between scholars and media professionals** as well as to raise private support. Prior to FY 1996, NEH was the third largest funder of public television (after CPB and PBS).
- Over the years, NEH has established programming initiatives, such as the **Children's Media Initiative**, to change the face of public radio and television. The results are such programs as *Spider's Web*, a series of sixty thirty-minute radio programs that dramatized major works of nineteenth-century American literature; *Booker*, an excellent film on the childhood of Booker T. Washington; and *Sesame Street at the Metropolitan Museum*. More recently funded programs for children, such as David Macauley's *Castle, Cathedral, and Roman City*, accompanied by teachers' guides, are still in continuous use in schools.
- Endowment-funded television **history series**, such as *The Civil War*, the *Presidents* series, *Liberty*, *Africans in America*, *The Great War*, and *The Great Depression*, have set the standard for the medium. Often copied by such recent cable channels as Discovery and The History Channel, NEH-supported series are recognized by scholars and the public alike as offering the deepest analysis and finest scholarship to the American people. These films traditionally win every major award offered to television programs, from Primetime Emmys to the DuPont Awards. Many films supported at the national level also receive grants from state humanities councils.
- Some of the finest **long series on public radio** to be presented received major support from NEH. For example, *Wade in the Water*, a series on African American spiritual music, and *Will the Circle Be Unbroken?*, on the Civil Rights Movement, have been broadcast and rebroadcast to critical and public acclaim.
- In order to increase the presence of the humanities on radio, NEH recently held a special competition to fund humanities segments for insertion in ongoing programs with established listenerships. We succeeded in placing **humanities segments** in NPR's *Fresh Air with Terry Gross*, *All Things Considered* (*Africans in America* and *Lost and Found Sound*), and *Pulse of the Planet* and PRI's *The World* and *This American Life*.

- Through **partnerships with state humanities councils**, local events and programs have been planned around the broadcast of NEH media programs. Councils in Oregon, Utah, and Rhode Island, for example, scheduled special programs and demonstrations on African American history and culture to coincide with the national broadcast of the six-hour series, *I'll Make Me a World*.

Special Projects (also known as “Program Development” and “Public Humanities Projects” in the past)

- This program was established to support projects that did not fit well into other programs at NEH and to encourage new ways of thinking about humanities programming. Over time the program has evolved to focus on **non-traditional and underserved audiences**, such as senior citizens, at-risk youth, and rural residents.
- Through this program, the Endowment has encouraged organizations not traditionally associated with the humanities, such as Girls, Inc., the American Bar Association, and OASIS Institute (which has centers in 26 cities that are located in May Company Department Stores), to mount successful **public educational programs** in sites throughout the United States. The current program, *Girls Dig It: An Archaeology Program for Girls Ages 12–14*, is proving to be a new model for engaging young people, many of them at-risk, in the disciplines of the humanities in a way that is both challenging and fun.
- For several years the Endowment offered **Youth Grants** and **Youth Projects** programs in order to foster increased awareness of the nature and perspectives of the humanities among young people. The former awards were made to individuals to conduct humanities research, and the latter, awarded to such institutions as libraries and museums, were for out-of-school programs for different groups of youth. These two programs introduced young people to a wide range of ideas, resources, and activities in the humanities and encouraged a lifelong interest in the disciplines and perspectives of the humanities as well as in learning itself.
- **Created models** for projects for the general public, such as special programs to commemorate national events (“Scandinavia Today”); “Courses by Newspaper,” in which nationally known humanities scholars wrote articles for newspapers that were subsequently used in discussion groups in libraries, community centers, and other public gathering places; oral history projects for the public; cross-cultural community projects (La Raza); lecture/reading and discussion programs in the workplace (the United Auto Workers project, for example); and discussion programs to accompany theatre and music presentations (Arena Stage, for example).
- Through the “**National Conversation on American Pluralism and Identity**,” a special initiative of the Endowment, the agency supported community discussions on themes related to the project’s title in large, small, urban, and rural venues throughout the country. Many of these discussions were held in partnership with state humanities councils.

- Current emphases include interactive **multimedia projects**, such as websites and CD-ROMs. NEH is taking a leadership role in the funding of public humanities programming using digital media by creating national models, such as a website and CD-ROM (DVD) on the challenges of producing historical narrative, with *A Midwife's Tale* as a case study, and online exhibitions on maritime history, changing views of childhood, and the history of the disabled in America.

It should be noted that the almost 60% reduction in the Congressional appropriation to the Endowment for humanities programs for the general public has had severe consequences for our efforts to engage Americans in the humanities. The Division of Public Programs has had to eliminate funding for several previously successful types of projects in order to focus on those offering the highest benefits to the American public, such as major traveling exhibitions and documentary series on television and radio. For example, NEH no longer funds self-study or professional development projects for museums, nor do we offer support for temporary exhibitions at only one site, no matter how compelling the topic or presentation might be. In addition, we do not support historical dramas (such as the acclaimed *Adams Chronicles*, funded in the early 1980s) or literary adaptations like the *American Short Story* series, since such productions are among the most expensive on television. The loss is significant, resulting in far fewer such series' being produced. Current guidelines emphasize regional or national scope or impact for all projects recommended for funding, with the result that individual libraries or library systems no longer apply for our national funds. Instead, grants in our Libraries and Archives Program are usually awarded to organizations capable of mounting programs in libraries over a large area or throughout the country, such as the American Library Association, the YMCA, or large research libraries. The new emphasis on regional or national impact has had a similarly diminishing effect on numbers of applications from small museums and historical organizations. In both the museum and library fields, the majority of NEH support (especially via large grants) now goes to large institutions, primarily in urban centers.

Given the shrinking resources and increasing competitiveness of our grant review process, NEH has sought in the past year to provide a richly balanced array of opportunities for funding by introducing two small grant programs. The first, **Consultation Grants**, is intended to enable professional staff at smaller institutions or those new to humanities programs to consult with humanities scholars, curators, film producers, or others who can help them exploit their ideas or collections through the humanities. These pre-planning grants can also be used for onsite consultation visits to institutions already presenting humanities programs. The **Small Grants to Libraries** program enables individual libraries across the country to participate in national reading and discussion projects, such as the new iteration of "Let's Talk About It," organized by the American Library Association and offering four different series on such topics as Latino and African American literature. It is too soon to tell if these kinds of capacity-building grants will produce the desired impact of expanding the reach of the humanities to institutions throughout the country, but first indications are extremely positive. At the outset, these small grant programs appear to be involving a wide variety—much broader than in the past—of institutions, audiences, and geographical areas in substantive humanities programs of broad appeal to the American public.

Finally, mention should be made of a major study of public attitudes to history led by Roy Rosenzweig, Professor of History and Director of the Center for History and New Media at George Mason

University, and David Thelen, Professor of History at Indiana University and editor of the *Journal of American History*. In this sweeping survey conducted over nearly a decade, the authors asked 1,500 Americans about their connection to the past. The results were published in *The Presence of the Past: Popular Uses of History in American Life*. The authors found that while textbook history leaves many people cold, the past is neither distant nor insignificant to Americans. Instead, it is a pervasive part of Americans' everyday lives—something that provides a foundation for understanding the present and anticipating the future. Rosenzweig and Thelen found that while many Americans feel unconnected to the history they were taught in school, they feel strongly connected to history they learn from family members and through museums—findings that have immense implications for all institutions committed to public understanding of the humanities. As John Gillis, Professor of History at Rutgers University, stated: “This is a book of stunning revelations with huge significance for all Americans. Rosenzweig and Thelen provide irrefutable survey evidence of how deeply ordinary people are engaged with the past, but at the same time are alienated from the history they have been taught in school and encounter in the media.” The findings of this study have already been discussed at major sessions at the annual meetings of the American Association of Museums and the American Association of State and Local History, and museums are working to incorporate ideas from the project into their long-term interpretive planning. We see the latter in applications to the Division of Public Programs now and expect to see these findings playing a larger role in public humanities programming in the coming years.

PART II: TEACHING AND LIFELONG LEARNING IN THE HUMANITIES IN THE UNITED STATES AT THE END OF THE TWENTIETH CENTURY

Formal Education

Education—Trends and Highlights

This is truly an exciting time to be part of education reform. It is a time when more than one-fourth of the population, approximately 72.1 million people, are enrolled in regular schools—nursery through college.³ It is a time of transition, experimentation, new tools, new players, new partnerships, and, perhaps most important, a recognition by the public that the future of the country lies in the excellence of its schools and colleges. Among the many ideas and trends in education, in which the National Endowment for the Humanities has been both a leader in the field and responsive to the needs of the field are the following:

Elementary and Secondary Education

Subject Matter-Based Professional Development for Current In-Service Teachers

Perhaps the most profound realization of the K–12 policymakers is that excellent teachers are truly the backbone of the K–12 school and, further, that being a good teacher means more than practicing good pedagogy. Most important, in fact, is the broad and deep mastery of the subject matter that is being

taught. This wisdom is not new. Since the report, “A Nation at Risk,” produced by the National Council on Excellence in Education in 1983, educators have acknowledged “poorly prepared teachers as an obstacle to learning among primary and secondary students.” This wisdom, however, has been honored more in the breach than in the observance. For example, the National Center for Education Statistics reported in 1996 that “over half of all public school students enrolled in history or world civilization classes in grades 7–12 ... were taught by teachers who did not have at least a minor in history.”

But subject matter mastery is undergoing a revival. It is, for instance, one of the major themes of the publication, “Breaking Ranks,” issued by the National Association of Secondary School Principals last year. It is also the subject of a new program developed by the National Foundation for the Improvement of Education (funded by the National Education Association), entitled, *A Change of Course in Teachers’ Professional Development*. One of the major goals of this initiative is “to improve teachers’ subject matter learning.” Most recently, the American Council on Education, the country’s largest association of colleges and universities, issued a report entitled, *To Touch the Future*, which criticizes the nation’s current teachers as too often unqualified and unprepared to teach in their subject area and that only one in five teachers feel prepared to integrate technology into their teaching. Although harsh in its criticism, the report was endorsed by the leaders of the two largest teachers’ unions, who agreed that there is a need for better in-service professional development and particularly for better teacher preparation.

The National Endowment for the Humanities’ education programs for school teachers, since their inception, have largely focused on enriching and enhancing teachers’ knowledge and understanding of the fields in which they teach. NEH Summer Seminars and Institutes for School Teachers have been, since 1982, perhaps the premier opportunity for American teachers to expand and enhance their knowledge of humanities texts, themes, and topics. Lasting four to six weeks, created by noted scholars, these collegial and high-intensity experiences are viewed by many teachers as high points of their professional careers. They renew teachers as individuals and contribute to their sense of growth and lifelong learning as well as revitalizing them as professionals able to bring a new depth of knowledge to their classroom work. In the words of Lucila O. Dypiangco of Montebello, California, a teacher who studied Romantic poetry at an NEH seminar at Kenyon College: “I know that I have become a better teacher because of my NEH summer with [Professor] Ronald Sharp. My students will surely benefit from the many insights into poetry and the creative process which I learned from him and my fellow seminarians. I can truly say that this seminar has been the biggest professional boost I have ever had in my forty years as a classroom teacher.” In the summer of 1999, there were twenty-nine seminars and institutes for school teachers, which will eventually affect approximately 87,000 students on such subjects as Shakespeare, contemporary jurisprudence, Anglophone African writers, and cartographic traditions in world history; all subjects that can be incorporated into literature, history, civics, social studies, and geography courses. (Sadly, this number of seminars and institutes represents a large decline from 1995, when NEH offered ninety-seven school teacher seminars and institutes, eventually reaching about 280,000 students.) Many state humanities councils conduct or support institutes for teachers in their states. Twenty-seven seminars and institutes are being offered in the summer of 2000, serving approximately 500 school teachers. Although this number is a small fraction of the roughly five million

teachers in America's schools today, it will nonetheless have an important impact on those students touched by the teachers' experience. In addition, in FY 2000, NEH will be offering Teacher Leadership Awards of \$2,000 to teachers who have just completed a summer seminar or institute and can demonstrate an action plan to share their learning with other teachers in their school or district. This dissemination effort is currently being tested with a pilot grant program in New Jersey supported by the Geraldine R. Dodge Foundation.

In addition to offering summer seminars and institutes, the Division of Education at NEH offers many other opportunities for teachers to study their subject areas in collegial groups often in collaboration with college or university faculty or representatives of cultural institutions such as museums and historical associations. In almost every case, Humanities Focus Grants, based in one or more local schools, result in the reinvigoration of teachers and the enrichment of the curriculum of their schools. A Humanities Focus Grant of \$25,000 to Lehman College supported a study project on folk literature for New York City elementary and middle school teachers, reflecting the rich variety of ethnic and racial backgrounds of their students. A Humanities Focus Grant to the Portland, Oregon, public schools supported a comprehensive staff development program for elementary school teachers in Japanese language and culture. Efforts such as these, growing from state and local curricular needs, encourage deep and collegial learning and sharing in important subject matter areas.

National Education Projects serve a larger teacher base and support materials development, curriculum development, and national dissemination projects. A National Education Projects grant to Loyola University in Chicago supports an online community of educators and students who will participate in real-time virtual environments and other activities to build the teaching resources of Romantic Circles, an existing website on nineteenth-century British literature (<http://www.rc.umd.edu/rchs/>). Millersville University of Pennsylvania is using a National Education Projects grant to coordinate professional development activities and cooperation activities and collaboration among a regional team of educators and staff of nonprofit organizations to study and develop new digitized resources for teaching and learning about the Underground Railroad.

There is still a great deal to be done for the classroom teacher during his or her career. The most recent report from the National Center for Education Statistics, "Results from the Schools and Staffing Survey" (August 1999), showed that of five professional development areas (Teaching Methods in Field, Student Assessment, Cooperative Learning, Educational Technology, and In-depth Study of Subject), by far the lowest percentage of teachers (33.7%) chose to develop their knowledge of subject matter. Moreover, only half of the teachers participated in programs of any sort that lasted more than one day. NEH programs for teachers, in contrast, provide for sustained learning and opportunities to explore teaching methods over time, rather than as a one-time experience.

Subject Matter-Based Competencies for Pre-Service Teachers

As the public and the educational establishment has come to embrace the value of the well-trained teacher as the basis for student achievement, emphasis has also been placed on the teacher in training—

undergraduate students preparing to teach in elementary and secondary schools. Because of the aging of the current teacher population, the National Center for Education Statistics projects that the United States will need approximately 2.5 million new teachers over the next decade and an acknowledgement that their training should be well grounded in the subject matter that they will teach as well as in pedagogy and theories of child development and learning. At this auspicious moment, many more schools of education are becoming partners or joining with liberal arts departments, exploring the possibilities of rich cross-fertilization.

The United States Department of Education has clearly acknowledged this need with a grant program of \$33 million dollars to universities to improve the next generation of classroom teachers. As Terry Dozier, teacher/adviser to Secretary of Education Richard Riley commented, “We have been emphasizing the idea that the preparation of a teacher is the responsibility of the entire university. The content background [is what a teacher gets] in arts and sciences.”⁴

NEH has also sensed this willingness to collaborate across the divide of education and liberal arts. In 1999, it made a \$250,000 award to the World History Association, which is working with three universities in New York, Illinois, and California, where scholarship on world history from history departments is informing methods courses in the teacher preparation programs. Three different models will be developed for preparing teachers of world history to meet the staffing crisis in this subject, which is fast becoming a requirement in many states’ standards. The Division of Education is encouraging such applications and hopes to fund more projects that demonstrate collaboration between schools of education and liberal arts departments, with the expectation that such partnerships will prepare new teachers to have both methods-based and content-based knowledge when they enter the classroom.

This is of course, a highly complex area, in which no one solution will be adequate. As Professor of Education at Stanford University Linda Darling-Hammond wrote in the fall 1999 issue of the National Council for the Accreditation of Teacher Education newsletter, “Raising standards has highlighted shortcomings in teaching policy and practice. Meeting the standards requires system change—change in recruiting policies and teaching policies.”

Use of Digital Technologies in the Classroom

Clearly, one of the most visible trends at all levels of American education is the use of digital technology in the classroom. According to a report from the National Science Foundation entitled “The Presence of Computers in American Schools” (August 1999) “more than 90% of schools now have some level of access to the Internet, and nearly a majority of all fourth through twelfth grade teachers have access in their own classrooms.” Within the last years, educators have been taking a more realistic look at the value of technology in teaching. It is less likely to be viewed as either a useless gimmick or alternatively as a magic bullet to cure all educational ills from student apathy to teacher burn-out. Rather, digital technology is viewed by more and more educators as a useful tool in the classroom and not as an end in itself. In particular, humanities teachers are realizing that digital resources can have a highly positive effect on humanities teaching and learning in the classrooms at all levels of education, encouraging the

natural curiosity of students, a more active style of learning, a familiarity with primary sources that were once available only in research collections, and a greater facility with comparative analysis, hypothesis, and synthesis. Of course, even proponents acknowledge the many obstacles to the desired results: inequality of access; a welter of slipshod, inaccurate, and inappropriate materials on the World Wide Web; and a large number of humanities teachers who lack adequate time, training, preparation, and equipment to take advantage of the best digital tools available to enrich their curriculum.

NEH has been at the forefront of digital technologies for education, having contributed to the development of such now classic materials as *The Valley of the Shadow*, a website and CD-ROMs that bring to life two communities divided by the Civil War, through extensive primary sources; the *Perseus Project*, with its maps, texts, translations, photographs, and commentary on the ancient world; and *Oyez, Oyez, Oyez, a Supreme Court World Wide Web Resource* that provides court opinions and background on major constitutional cases. NEH has supported a number of projects especially designed to support active learning through a “constructivist” approach to classroom work. San Diego State University, for example, in collaboration with local fourth-grade teachers, are creating a *Virtual Mission* online in which students will be able to explore a mission’s history and architecture, and, using what they have learned from their observations, to act as docents on virtual tours.

More recently, NEH has created, in partnership with MCI WorldCom, the Council of the Great City Schools and the National Trust for the Humanities, a meta-website for teachers and lifelong learners, called EDSITEment. This project, located at <http://edsitement.neh.gov>, seeks to ameliorate the problems of quality and access. Using NEH’s multitiered peer review process—building on the advice of scholars, teachers, principals, superintendents, PTA members, and others—NEH has culled seventy-two sites from among the 66,000 so-called educational sites on the World Wide Web (with more to be added in the future). The selected sites are excellent in content, design, and usefulness in the classroom. In addition, for teachers and lifelong learners hesitant to put their feet into alien waters, the site includes learning guides, which tackle such issues as how to assess a site for accuracy and how to use a search engine. The guides also include step-by-step lesson plans keyed to subject areas and skills acquisition for how to use the particular sites to enrich classroom learning. In the future NEH hopes to index the lesson plans to state content standards to increase their usefulness to teachers.

EDSITEment has been an exceptional success by many measures. Research by MCI WorldCom shows that in September 1998, EDSITEment had logged 29,399 user sessions, a number that has grown monthly. At the last survey, September 1999, EDSITEment had logged a record 56,000+ user sessions. In addition, EDSITEment had over 600 external sites linked to it, which suggests the value of the site and its growing reputation. EDSITEment was featured in March 1998 in the journal of the National Council for Social Studies and was the subject of a long article in March 1999 in *Leading and Learning with Technology*, the journal of the International Society for Technology in Education. In addition, the site was one of five finalists in the prestigious Smithsonian Computer World Awards of 1999 in education. Most important has been the enthusiasm of teachers, reflected in the typical comments written to the “Talk to Us” feature of the site. Joyce Taaffe of Marietta, Georgia, wrote, “... I have struck a gold mine of great information. Thank you tremendously for the splendid work you are

doing. I really appreciate you and will definitely recommend you to my colleagues at Wheeler High School.” Elizabeth Lay of Oakland California wrote, “I ... am most impressed with the Internet connections, the integrated curriculum, and the thoughtfulness of the lesson plans.” Lee Baker of Greensboro, North Carolina wrote, “This sort of site has been needed for a long time. I wish you all success in maintaining a list of links to the humanities.” And Patti Blackshear of Newfield, New Jersey wrote, “I am the technology coordinator in a K–8 private school. I’m always surfing the net looking for great sites for the teachers and students. Your site is excellent.”

Most telling about NEH’s support of digital technology is a comment from a high school teacher in Highland Park, Illinois. The teacher attended an NEH-sponsored workshop to research collaboratively the resources on the NEH-funded New Deal Network, a web-based compendium of materials on the Great Depression, which is also to be found on EDSITEment. After the workshop, Connie W. Kieffer wrote to NEH Chairman, Bill Ferris, “I want to commend the NEH for providing the opportunity for educators from across the country to share their ideas on the creating of student-developed websites related to the study of the New Deal era. Without NEH’s insight in funding this project, this type of interactive student and teacher study of an important period of American history could not happen.” In this project, the NEH ideals of using technology for enriched classroom learning as well as providing opportunities for teacher professional development and lifelong learning—both in their subject matter and in the use of the new digital materials—come together in creative ways that will have great impact.

Whole-School Reform and Site-Based Management

Another major theme in K–12 education is whole-school reform. As distinguished educator TheodoreSizer noted recently in an address at NEH, two movements are prominent in American education today: systemic reform and whole-school reform. Both, according to Professor Sizer are important and useful. Systemic reform tends to move from the top down through state, district, and school. Whole-school reform often starts with a school, teachers, and a principal who wish to work intensively in a smaller unit. The latter is the basis for the momentum of the Charter School movement, the cultivate-one’s-garden approach to educational reform.⁵ In other cases, larger units such as high schools have divided themselves into more manageable and collegial parts to foster a more intimate, community atmosphere. In a forward-looking district such as Memphis, Tennessee, Superintendent Gerry House has successfully combined systemic reform and whole-school reform. Her approach requires each school in the district to implement a suitable and appropriate whole-school reform model framework, chosen by the principal, teachers, and if possible, parents at that school.

In 1998 NEH embarked on a new three-year initiative based on the principles of whole-school reform and site-based management. To these principles NEH added its fundamental requirement for content-based and continuing teacher professional development and the integration of digital technology into the curriculum. These Schools for New Millennium Grants enable whole schools, in partnership with local colleges, the community, cultural institutions, and local businesses, to design professional development activities for a critical mass of teachers in the school around a given humanities theme, subject, or set of texts. In addition, the professional development will integrate digital technologies in this subject area into

the classroom curriculum. NEH has awarded thirty-four planning and ten implementation grants to schools across the country, including a high school in Fresno, California, whose teachers will study such subjects as Steinbeck in California, and a school in Memphis, which will attempt a history of the Civil Rights Movement in collaboration with the neighborhood, community, and city. NEH staff has visited nearly twenty of the schools, and the results are heartening. Although each has a unique school culture, all show the excitement of collaborative learning and school improvement. In future years NEH hopes to make these opportunities available to a greater number of schools across the country.

State and District Standards and Accountability

In keeping with the public's demand for higher achieving students, forty-nine of the fifty states (Iowa excepted) have instituted state standards of learning with testing at various grade levels. In each case, the states set goals for what students should know and be able to do in different subject areas. If students fail to achieve the standards set forth (for example, in the first year, 98% of students in Virginia in grades three, five, eight, and eleven failed parts of the test), states have different modes of accountability, targeting in some instances, schools, teachers, and/or principals. Some systems reward high-achieving schools; some target additional resources to schools in need. For teachers across the country, the newly launched state standards are often considered a new burden, as they struggle to understand them and to develop their lesson plans and curriculum to help students fulfill the required standards. On the positive side, a measure of uniform standards will require all schools to expect high achievement from all students. These state standards are linked to other trends in K–12 education including a shift to ending social promotions, moves to lengthen the school day and school year, and reducing class size, particularly in the earlier grades. The focus on standards is also an opportunity for teachers to identify their needs in the area of content-based professional development.

While NEH has not been party to setting of any state, local, or district standards, we will over the next year, work with our partners at MCI WorldCom to use technology to cross-reference the lesson plans on EDSITEment to state standards, beginning with three representative states: Virginia, California, and Florida. In addition, the professional technology development of teachers that NEH supports contributes to teachers' augmenting their subject-matter knowledge and being able to teach to the high standards required of them.

College and University

Universities and the Wider Community

One major trend in higher education, one that makes projects like the Schools for a New Millennium project possible, is an increased interest in institutions of higher education in becoming more involved with their communities and particularly with their local schools. Often referred to as University-School partnerships, the movement, often encompassing communities as well as schools, has been growing for many years. Exemplary projects such as the Yale-New Haven cooperative venture, funded in part by NEH's Division of Education and then endowed with an NEH Challenge Grant, have expanded to other

regions of the country. Other institutions, such as the University of California at San Diego, have become partners with local schools. Their motivations include, in part, their desire to encourage disadvantaged students to move on to higher education and, in part, their need to take some responsibility for the quality of preparation of students who will move on to higher education at their own institution. Once again, NEH continues to support University-School partnerships through Schools for a New Millennium, Humanities Focus Grants, and National Education Projects. In the case of NEH awards, both the high school teachers as well as the university and college faculty attest to the value of these partnerships in enriching their teaching lives.

More Extensive Use of Technology and Distance Learning

Like K–12 schools, colleges and universities are also making more extensive use of technology. A somewhat controversial requirement in at least one university is a mandatory website for every course. Distance learning on a large scale—such as the Western Governor’s University from the Western Governors’ Conference—is also controversial and has not yet had as wide an impact as originally predicted. Other experiments are the for-profit based Phoenix University and Microsoft’s recent grant to Massachusetts Institute of Technology to create a “virtual university” based in part on the fruits of such NEH-supported resources as the digital Shakespeare archive. Clearly the possibilities and the drawbacks of distance learning in the digital age have not been fully explored. For students, in rural areas or those holding full-time jobs or staying at home with children or other family members, distance learning offers important opportunities. On the other hand, it is not at all clear that digital technology can replace the benefits of face-to-face, student-teacher interaction. In addition, serious questions of accreditation and reducing the number of faculty members as cost-cutting measures must be fully addressed. Both the Mellon and Pew Foundations have recently launched competitions to study these aspects of educational technology. NEH has not entered this contested arena at the current time, but has concentrated on the uses of technology to deepen and enrich educational experience in all venues.

Digital materials are also in greater use in higher education; sometimes CD-ROMs are published with textbooks to supply a multimedia component to a study of history. In this area, NEH support is limited to those projects where digital materials add demonstrable value to the teaching and learning experience. As one staff member said, a CD-ROM or a website needs to be more than a book on a computer. As an example of NEH support for excellent and value-adding digital materials, we have supported a CD-ROM on the French Revolution, developed by George Mason University. Soon to be published in conjunction with a textbook on the French Revolution, the CD-ROM allows students to explore, analyze, and interpret a large number of primary sources from French archives, including—in RealAudio—songs of the revolution, and many contemporary pictorial representations of it. Noted scholar Lynn Hunt’s emphasis in designing the materials, in fact, is to increase students’ ability to “read” pictures, portraits, political cartoons, and other physical artifacts to enhance their understanding of political and social history. Other NEH-supported projects, such as the web-based archive from the State University of New York (directed by Katherine Sklar and Thomas Dublin) on the women’s reform movement, allow students access to numerous primary sources. These projects also allow professors to engage their students in the same primary research tasks—sifting facts, testing hypotheses

against data, and arriving at reasoned conclusions—which historians employ in their work. The uses of technology in the college classroom are still in their infancy, and NEH continues to encourage innovative and challenging projects.

Cross-disciplinarity in Higher Education

Cross-disciplinary and multi-disciplinary scholarship has proliferated over the last few decades. Historians, anthropologists, literary scholars, who are pushing the boundaries of their research, have discovered the richness of other scholarly disciplines and methods for their work. The boundaries of the traditional disciplines seem to be becoming more permeable. In higher education, however, these trends encounter the deeply entrenched departmental structure of the institution, which fosters competition between these divisions for students, grants, and institutional resources. In many cases, newer approaches to humanities scholarship and teaching, such as Women’s Studies, Regional Studies, African American Studies, or Area Studies, are housed in new departments, programs, or centers. A recent report of The Boyer Commission on Educating Undergraduates at the Research University advocates strongly that “Breaking the Disciplinary Molds” should be a major focus of reform, noting that “... [B]ecause all work will require mental flexibility, students need to view their studies through many lenses.”⁶

While NEH continues to support a full complement of education programs in the traditional disciplines, we are seeing an increasing number of projects that seek small Humanities Focus Grants to rethink their curriculum in relation to interdisciplinary studies. Some institutions are attempting to place their area studies programs within a global studies framework. Other institutions are broadening the boundaries of their departments. A recent Humanities Focus Grant to the State University of New York at Stony Brook will be used to bring South American Studies and what is now called American Studies together in one department, so that the history, literature, and culture of both Americas can be studied as a whole. Another recent Humanities Focus Grant was awarded to University of Maryland, Baltimore County. This grant supports professors of French and Spanish in a study of Caribbean literature, language, and culture, with an eye toward offering a new course in this subject as well as incorporating Caribbean studies into existing courses. This interest reflects in part a growing number of students on campus from Caribbean countries.

Trends in higher education are notoriously ephemeral. Within literature and history in particular, new specializations have appeared such as the history of the book and the study of civil society while old subjects such as rhetoric and the history of state power, once out of fashion, have been revived. NEH’s multitiered peer review system ensures that the best of the old and new approaches to higher education will be encouraged and supported.

The Changing Demographics of Faculty and Students

Humanities professors and departments continue to be somewhat endangered on many campuses, as students wish or need to prepare directly for careers without benefit of a traditional liberal arts

education. In one community college, for example, a required freshman literature course of one semester could be justified only as a means of teaching the students to prepare research papers.

Another problem of humanities faculties results from cost-cutting requirements: that is, the number of non-tenure-track adjunct or part-time faculty members with low pay, little job security, and, in most cases, no employment-related benefits. This phenomenon is beginning to be documented in several humanities fields. Most recently, NEH awarded the Modern Language Association a small grant to conduct research on the extent and effects of the use of adjunct faculty in humanities departments. The American Historical Association is conducting a similar survey of its members.

Beyond support of such studies, NEH must continue to make its case through the support of scholarship, teaching, and public programs of the importance of the humanities to the life and soul of the nation.

Another major trend in higher education is the continued growth of community colleges. According to recent studies, approximately 5.4 million students are enrolled in the nation's 1,132 community colleges. Another five million are enrolled in continuing education classes but are not pursuing a degree. The United States currently has 2,267 four-year institutions, which enroll 8.8 million students. The research further suggests that community colleges are the GI Bill of the 1990s, a way in which higher education is accessible to all who have the tenacity to pursue it.⁷

NEH has supported community colleges from its early days. Working with the American Association of Community Colleges and the Community College Humanities Association, among other entities, the Endowment has supported projects including Challenge Grants, Seminars and Institutes, Humanities Focus Grants, and National Education Projects involving community colleges and their faculty. In 1998, for example, NEH funded a project for the community college system of the University of Wyoming to provide support for five two-year colleges that feed into the university. This project attempts to address the preparation of all the students who enter the university by developing a universal course in the field of American Studies. Montgomery College in Rockville, Maryland, (the state's oldest and largest community college) has received a Challenge Grant of \$500,000 to be matched 3:1 to create the Montgomery College Humanities Institute, an endowed, college-wide center for faculty pursuit of intellectual growth and the enhancement of teaching in the humanities, in partnership with the Smithsonian Institution to use its world-renowned collection in support of the humanities. Amarillo College in northwest Texas is using an NEH Challenge Grant to create a humanities endowment for students, faculty, and community enrichment. Activities funded through the Endowment include lecture series, faculty seminars, K-12 Teacher Seminars, and humanities education for retired persons. For many years, state humanities councils have worked closely with community colleges. Faculty members and administrators often serve as board members for councils. They are project directors for council-funded projects, and community colleges are frequent partners and collaborators with councils on local and statewide humanities programs both for teachers and for the public. And finally, a grant to the Community College Humanities Association is supporting a national dissemination conference on best practices in the use of technology in community college humanities courses. NEH views the community

college system as a vital part of the higher education structure in the United States and will continue to work closely with community colleges to promote the best possible humanities education for all Americans. To assure that the Endowment remains attuned to the needs of two-year colleges, an advisory meeting with community college leaders will convene this fall, 2000.

Lifelong Learning

The role of public cultural institutions, such as museums, libraries, and public television and radio stations, has changed enormously since the advent of the Endowment in 1965. Although the changes have been gradual for the most part, involving, primarily, an increasing commitment to the educational mission of such institutions, they have accelerated exponentially with the rise to dominance of the computer in American life and, especially, in that of its institutions. In addition, the distinction between lifelong and formal education is becoming more and more blurred, as content-based programs intended for both kinds of learning (such as CD-ROMs, films, and websites) are produced and as exciting collaborations take place among museums, libraries, and schools, for example. Although the digital challenge is present for all types of public cultural institutions, each is facing and rising to it in slightly different ways, and each demonstrates other characteristics and changes as well.

At the end of the twentieth century, statistics show that **museums** are extremely popular, attracting visitors of all ages and interests (over 850 million of them in 1997, an increase of almost 50% in the space of one decade).⁸ In fact, the American Association of Museums (AAM) reports that more people go to museums annually than attend sporting events. Children's and science museums are especially popular, but art museums report that their attendance has more than doubled in only five years. On the other hand, visitorship at history museums, even at such venerable institutions as Colonial Williamsburg, is dropping, even though museums and historic places are increasingly chosen as travel destinations, ranking at the top for family vacations and, thus, playing a large role in cultural tourism in the United States. It should be noted at this juncture that, for all their popularity as destinations for families, history museums and historic sites have few sources for funding their programs beyond the National Endowment for the Humanities and the state humanities councils. The new Consultation Grants offered by the Division of Public Programs are proving especially popular among history museums, historic sites, and other historical organizations. In order to ensure that excellent exhibitions in history and other subjects reach the American people wherever they live, NEH is undertaking a new initiative involving traveling exhibitions for mid-size and small museums.⁹

Museums are big news these days, perhaps more so than at any time in the twentieth century, for many reasons besides their popularity for visitors. A good example of the kind of media interest focused on museums is the "Arts and Leisure" section of the *New York Times* on Sunday, January 10, 1999, which was completely devoted to articles on museums. Just three months later, the *Times* also published a special section on museums (April 21, 1999), which explores myriad aspects of the museum world, including the new populism in museums. Another case in point of this media attention is the special issue of *Daedalus* (Summer 1999), the journal of the American Academy of Arts and Sciences, devoted entirely to the role of America's museums in the past fifty years; supported in part by NEH, the volume

raises provocative and interesting questions about the future of museums. In addition, reporters throughout the country wax eloquent on the beauties of new museum buildings, sometimes temples on the hill (like the Getty) or means of revitalizing a waterfront area (like the Guggenheim in Bilbao, Spain), and architects of museum buildings are often lionized or villified in the press. This building boom is well documented, and it is estimated that between \$4 and \$5 billion dollars has been spent on museum construction in the last decade.¹⁰ Another issue that is currently receiving much media attention is the provenance of objects, especially those looted during the Nazi era; museums, like private collectors, are currently under intense scrutiny. In sum, museums in America have the public's attention as they play an ever-increasing role in the public sphere.

Part of the public's attention is focused on **exhibitions**, their intellectual bases and biases. The 1990s have seen the advent of several major exhibition controversies, such as those surrounding the *Enola Gay* fiasco at the Smithsonian Institution and the *Back of the Big House* exhibition at the Library of Congress. American visitors to museums generally want to see their own experiences reflected in exhibitions, especially history exhibitions, thus raising the level of expectations for curators, or, increasingly, exhibition planning teams, who must decide on a particular point of view, however subtle, in guiding visitors through a show. Multiple perspectives on a particular topic, era, event, or figure are being embedded more extensively in current exhibitions. In addition, visitors are increasingly demanding some kind of interactive museum experience, whether of a technological nature or simply a space for them to record their responses to an exhibition. Such responses are sometimes folded into the fabric of the exhibitions, as curators make changes in display and labeling to accommodate visitors' ideas. This move away from a single curatorial vision in exhibitions is being played out not only in the large, urban museums but also in small and local institutions, which make up 75% of the nearly 15,000 museums in this country. The changing nature of exhibitions is the subject of a fascinating essay in the *Daedalus* issue referred to above.¹¹ The rising cost of exhibitions is a challenge to NEH, as our Congressional appropriation remains flat, thus increasing the burden on the museums to raise the rest of the funding.

The questions of just who visits museums and why are key issues in the museums field these days, and there is much data available through visitor surveys and studies. A recent Museums Communications initiative and report by the American Association of Museums is a good source of information on how museums relate to their public(s). It is clear that, just as the face of the museum visitor is changing, so is the museum "experience," as museums react to the challenges from the entertainment industry. Most American museums do not charge admission fees, and even those that do offer free days, making museums not only stimulating experiences, but a bargain to boot. In order to meet visitor demand—and attract new ones—major museums are staying open many more hours, some as many as sixty hours a week. Intriguing shops, fine restaurants, and wonderful, welcoming buildings, when combined with the outstanding collections that museums have to offer, make a visit to an American museum a more complete experience than has perhaps ever been true in the past.

Most Americans do not know that there are more **libraries** in this county than McDonald's; in addition, 3.5 billion people visit libraries each year, nearly three times the attendance at movie theaters (facts compiled by the American Library Association). And a recent study reports that nearly nine out of ten

libraries offer some form of cultural activity, most often literary programming, to the public, thus drawing visitors for more than merely checking out books.¹² It is fairly clear why Americans flock to libraries—to obtain information, borrow items (more than 1.3 billion per year), and, increasingly, to participate in such public programs as lecture series, reading programs for children, and lifelong learning opportunities for adults. For libraries, some of the major challenges include the drop in local government support, often resulting in fewer staff and hours of operation, and the competitive services, such as book clubs, now being offered by such major bookstore chains as Barnes and Noble (though it should be noted that this nationwide business recently gave funding to an NEH-supported call-in radio program mounted by the American Library Association). Many public libraries in America, especially those in rural and inner-city areas, have limited resources for purchasing books, especially the classics, such as the *Library of America* series. The Endowment has recently received a grant from the Carnegie Corporation to place the most recent fifty volumes of this outstanding series in 800 libraries across the country.

Besides providing access for students and others to the resources housed in their own buildings, libraries are one of the most-used sources of access to the almost limitless information available on the Internet. As libraries embark on strategic planning efforts, they are increasingly studying such issues as demographics, outreach, and service to youth as part of their planning. Librarians are seeing the connections between success in school and access to the Internet for children and young adults, while at the same time facing the issues of unsavory material available online as well as the costs of digital equipment. A recent report by the Benton Foundation on the relationship between **libraries and the new technology** notes: “Online technology, combined with Americans’ willingness to trust strangers, have created a primary industry of information access and distribution—the new glue holding together our new society. As Americans carve out person-centered, individualistic, information-heavy approaches to daily life, they are bypassing the library. Librarians who pride themselves on the personal nature of the reference relationship will have to contend with the tendency of Americans to seek information from distant electronic sources, thereby diminishing their traditional dependence on the neighborhood library.”¹³ The report goes on to outline ways for librarians to address this problem. Clearly, libraries will be at the forefront in offering public access to electronic information, and, indeed, most librarians see the Internet as the natural extension of the public library. An interesting article in the *Washington Post*, for example, examined this issue in “The Changing Mission of Libraries.”¹⁴

Museums and libraries alike are actively **collaborating with schools**—both individual schools and entire systems—to transform the face of public education. A recent report by the Institute for Museum and Library Services, which has played a major role in encouraging such collaborations, notes that the vast majority of museums (88%) provide K–12 programming, nearly four million hours of it per year.¹⁵ Museums offer a wide variety of learning activities, such as teacher training and education, traveling/learning trunks or traveling exhibits at schools, docent guided tours, and museum staff visits to school classrooms. NEH-funded exhibitions, such as the recent *Wrapped in Pride: Ghanaian Kente and African American Identity*, have produced innovative and exciting ways of working with students in both the classroom and the museum setting. Libraries, as well, see schools as a major partner in their mission to provide learning opportunities for all Americans. Public librarians work closely with K–12 teachers and curriculum personnel in order to provide resources, reading lists, and a wide variety of

materials that supplement school curricula. The area of museum/library/school collaboration is one that NEH might explore for funding possibilities that combine the resources of the divisions of Education and Public Programs.

Parents and other caregivers for children often view the nation's libraries and museums as "safe places" for their children. Concomitantly, these institutions are looking at **after-school programs** as ways to involve young people in their work and resources on an on-going basis. As America's problems with drugs and street violence intensify, interesting partnerships are being developed by schools, cultural organizations, and other community groups to combat these dangers and provide students with substantive, interesting, often computer-based learning experiences that give them opportunities to participate in meaningful activities that are valued by their family and community. Storytelling, reading programs, archaeological digs, explorations of material culture, oral history documentation, and interactive multimedia projects are just some of the kinds of humanities-based programs being offered by public cultural institutions for young people. Funded by NEH, Girls Incorporated has created a nationwide archaeology program for girls ages 12–14. This research-based informal education program encourages girls to study the cultures that came before our own, learning more about the possibilities for human community and expanding our sense of what it means to be human. The challenge in America of creating imaginative, intellectually sound after-school programs is one that the Endowment may wish to further address in the future.¹⁶

One way to confront this challenge—especially for low-income, at-risk families—is through **humanities literacy programs**. The state humanities councils—led by Louisiana, North Carolina, and Vermont—have created powerful models for working with parents and children in exploring the ideas, values, and themes in fine literature. These models have been deepened and extended through NEH funding, and public libraries have been key to the effort. However, much additional funding is needed to make this a truly national effort, and this should be a priority for the Endowment as we move into the new Millennium.¹⁷

Public television and radio, as well, have recently been accused of capitulating to market and entertainment interests, with a consequent lowering of the quality of their programs. Trade journals and newsletters regularly feature articles on this issue, and national leaders in both areas are under pressure by their constituent stations and by their viewers/listeners to maintain standards while simultaneously generating larger audiences, increasing revenue, and finding new sources of funding. With that in mind, fed by a soaring economy and led by a talented entrepreneurial president, PBS increased its revenues 70% between 1995 and 1999. With increasing "commercials" on its programs, with its very successful home video market, and its connections with stores marketing "learning materials," public television has forged a course that partakes of the commercialism of the networks, the successes of museum shops, and the interests of its viewers in leisure time activities of high quality.

At the end of the twentieth century, **television watching** is dropping among Americans, as they spend more of their leisure time on the Internet, going to museums, attending sports events, and other activities. When one looks only at the television industry itself, one finds that one of the biggest challenges is the

rise of the cable industry. With literally hundreds of choices—from channels devoted only to food shows, biographies, or women’s programming, for example—Americans are watching more “niche” television, and audiences are consequently becoming fragmented. The result is that the “big three” commercial networks (ABC, CBS, and NBC), now joined by Fox, are experiencing a large decrease in viewers.¹⁸

The good news is that PBS has maintained a steady viewership. This speaks well for scholar-based documentaries on history and literature, among other disciplines of the humanities, since most of them find a home on public television. Ken Burns’ *Civil War* series set the standard for this genre in the early nineties; watched by over thirty-nine million people, the most ever to watch a PBS series, this program has sold thousands of video packages and is still a large draw whenever rebroadcast. PBS’ slogan, “History’s best on PBS,” has proved true over the years, since cable channels devoted to “history” have customarily presented programs that lack the complexity and analysis of those on public television, especially those supported by NEH. With low budgets, no royalties to filmmakers, and statements from executives that cable “doesn’t need” the high quality of documentaries broadcast on public television, the cable stations generally have presented short, snappy programs on interesting figures that do not demand a great deal of reflection by viewers. Still, the **rise of cable** is a major feature of current American life, and it offers many opportunities for lifelong learning. Cable is changing the landscape of the television industry and may well begin to erode PBS viewership as well; in addition, cable channels may well become appropriate venues for well-produced, analytical documentary features as we move into the new century. The teachers channel recently launched by the Corporation for Public Broadcasting is just one of the means for delivering excellent content to a large audience via cable.

The second major challenge to and opportunity for television is the onset of **digital broadcasting**. The Federal Communications Commission has set a digital conversion timeline, which requires that by May 2002 all commercial television stations must convert to digital broadcasting. In addition, all public television stations must convert by May 2003. Thus, the race is on, involving a more dramatic shift in broadcasting than that from black and white to color a generation ago. Television will soon make the transition from the 50-year-old analog signal to the digital technology that has brought us the Internet and the rise of the computer in communications and in everyday life. As recently noted in *U.S. News and World Report*, “Technology is radically transforming the economics of the television industry in ways that tradition-bound TV executives can hardly fathom; they had better adapt, or watch their profits start flowing to those who are hip to the changes.”¹⁹

More important for the question of lifelong learning, however, is the fact that digital television will transform viewers’ experience with broadcast media through **enhanced, interactive content**. PBS is leading the way in this arena. Seven stations were among the first in the nation to begin digital service. In addition, the first enhanced programming (Ken Burns’ *Frank Lloyd Wright*, which received early Endowment support) and the first national program shot and broadcast in high definition television were offered by PBS. The convergence of the Internet and broadcasting will allow for multicasting (different streams of broadcasting simultaneously) as well as for programs enhanced by web content, video streaming, interactive games, curriculum materials, and so forth. In other words, lifelong learning

activities, free to all who have television (98% of the American households have access to PBS), will be available virtually twenty-four hours a day through television. The possibilities are endless.

In order to ensure that humanities films are at the forefront of this aspect of the communications revolution, NEH is collaborating with the Corporation for Public Broadcasting (CPB) on a special initiative to provide “digital parallel production” grants to producers of films on history and other topics. Such grants will allow for a deepening and broadening of humanities content, as producers and technology experts devise new and provocative ways to utilize material that could not be used in the film itself. In addition they will be challenged to think in creative ways about how to use material freed from the constraints of the film format. Viewers will be able to take “tours” of archaeological sites, experience being inside a room or part of an orchestra, and converse with scholars; in other words, the television of the future will allow for active learning rather than mere passive watching.²⁰

Much is uncertain in this area. Standards are not yet devised. New technology is being developed every day, and the innovation of today is the failure of tomorrow. Americans in the future may spend an entire evening watching one program and manipulating the data related to the content, data that they may receive via their television set or their computer (or, most likely, a combination of the two). On the other hand, they may choose instead to participate in E-Commerce via the broadcast media and spend their entire evening emptying their pocketbooks. Only time will tell where digital broadcasting will lead us, but it is clear that it will be in new directions.

As television moves into the digital age, the challenges for independent producers, many of whom produce the finest documentaries on television, will increase. Funding sources for historical documentaries are already extremely scarce, and the need to convert to digital television and to add parallel digitized content will increase costs. It is clear that the Endowment’s Media Program will continue to be a major source of some of the most important educational programming on television in America.

Public **radio** is also poised to face the digital future. The conversion to digital radio is being hailed for its ability to deliver more high quality programming and services to Americans nationwide. Digital audio broadcasting will offer near-CD quality sound on FM radio, and AM broadcasts will also sound better. In addition, it will allow for a larger volume of data to be displayed on the radio itself, which will most likely be part of a computer and, perhaps, attached to small television screens. As Canadian Broadcasting Corporation executive Mark Starowicz noted at the 1998 Public Radio Conference: “. . . digital radio is partly a newspaper, partly a CD player, partly a pocket encyclopedia, partly a survival information instrument.” Although, as is true with television, the technology is being developed with dizzying rapidity, most leaders of the radio industry see the coming digital revolution—and consequent freeing of the aural medium from linear time—as an opportunity for radio to become a more content-rich medium. The cost of converting the public radio system to digital is estimated to be \$60 million, as stations add digital transmitters to existing towers. Many in public radio are relishing the challenge of digital, seeing it as an opportunity to deepen public service to existing audiences and find new ones. Yet, radio executives, like their counterparts in television, face bewildering choices. As CPB President Bob

Coonrod recently stated: “Over the coming decade, public radio can expect major competitive challenges. New media will saturate listeners with a virtually limitless array of educational, informational, and cultural programming. The result will be shifting audience expectations, increasing audience fragmentation, and potential deposition of existing audio media, including FM stations.”²¹

Strategies for meeting such challenges currently occupy much of the agendas at public radio’s professional meetings. Digital alliances are being launched (such as the recent one between National Public Radio and CD Radio, a satellite broadcaster), and online networks are being established by both of the major production and distribution systems, National Public Radio and Public Radio International, with most of the stations waiting to see how the digital challenges play themselves out at both the local and national levels.

While keeping these challenges in mind, public radio at the end of the twentieth century is quite aware of the fact that it is enjoying a kind of boom—audiences are increasing, and many of them are younger and more diverse than in the past, especially for weekend programming. Radio has always been a system that depended on niche audiences, and it is very adept at determining the demographics of its listeners. It should be noted that the audiences for public television and public radio are far more different than might be expected. For example, only 8% of public radio audiences view PBS during a typical day, and only 12% of PBS viewers tune in to a public radio station. In addition, radio audiences are more well educated, younger, more representative of America’s ethnic diversity, and have higher annual incomes.²²

Public radio has traditionally enjoyed a high degree of trust among Americans, especially for its national news programs. For instance, a 1994 survey showed that some 75% of members of Congress and their aides rely on National Public Radio for information.²³ Radio is also an extremely local medium, however, and the tension between local, regional, national, and even international interests and programming is one that all public radio stations must address. It is therefore difficult to arrive at a shared vision of the future and to take risks together in the public radio marketplace. As was stated in the 1997–98 report of Public Radio International: “. . . sea changes in the communications field are clearly underway. Over time, they could marginalize public radio or they could allow it to become a much greater force in American life. The question before us is whether we can imagine what might be and then reinvent ourselves to make it possible.”

Although lifelong learning and public radio are natural partners, there has been a dearth of “**cultural programming**” other than those focused on the performing arts. Analysis of literature, history, and other areas of the humanities is extremely rare on public radio. Although there are interesting short programs on science and geography that engage national audiences, accompanied by websites that allow for further interaction with the material, the humanities lack such a prominent niche. In order to help fill that gap, the National Endowment for the Humanities launched a special initiative for “Humanities Radio Programming” in 1997 and 1998, which has resulted in humanities segments’ being inserted in some of the most listened-to programs in the country. Thus, at the end of the century, public radio is becoming accustomed to scholar-based programming that is cost effective and attractive to listeners. Now that digital radio broadcasting and parallel datacasting via the Internet are taking over the world of public

radio, there are many more opportunities for information based in the humanities to be shared with the American people through an accessible and trusted medium.

Regional studies is a fruitful area to explore via radio, since it is of obvious interest to people at the local and regional level, in addition to being directly related to cultural tourism and to the Endowment's initiative to establish ten regional centers throughout the country.²⁴

There are many other areas of the humanities that are of interest to Americans at the end of the twentieth century. For example, more of us than ever are studying our **family history/genealogy** in both informal and formal ways. The Endowment's initiative on "My History is America's History," launched in November of 1999, will help focus and expand that interest. The country's libraries, museums, and such organizations as those devoted to senior citizens will be partners in this effort, and the Endowment anticipates applications for public programs in this area to become mainstays of its grants. In addition, many of the nation's long-established organizations, such as Girls Inc. and the YMCA, are seeking ways to engage young people, many of them considered at risk, in afterschool programs that involve the humanities.²⁵

Multimedia programs (such as CD-ROMs) are proliferating for the general public, but questions must be raised as to the accuracy and quality of the content contained therein. There is obviously a lot of room for historically accurate programs, including the games that are so popular among America's youth, in the interactive multimedia, but it remains to be seen whether the market will bear products of such high quality. A recently funded project called *Bringing History Home* may provide a model immersive environment or virtual world in which users engage in an interactive historical narrative and the resources of three history museums to explore the theme of growing up in changing times.

It is clear that the dawning of the new century brings with it a variety of challenges, some of them technological, many of them human, for the humanities in America. As our cities go through their cycles of decay and revival, as our schools continue to face the issues of violence and drugs, and as Americans become increasingly disaffected against government at all levels, there is a crying need for the kind of introspection, both public and private, fostered by the humanities. Part of the solution lies with our public cultural institutions, as they increasingly claim the mantle of centers of community interaction and dialogue. The National Endowment for the Humanities, along with its partners, the state humanities councils and the other institutions that encourage lifelong learning in America, is prepared to move into the twenty-first century with a vital vision and a strong sense of purpose, determined to increase access to public humanities programming of outstanding quality to all Americans.

APPENDICES: RECOMMENDED PROJECTS

1. After-School Programs: Three Models

Description

As more and more students enroll in programs during after-school hours, there is an urgent need for carefully designed and delivered after-school activities. Working parents are particularly concerned that their children not be “warehoused” or left to fend for themselves in libraries, but instead are engaged in a range of activities that are both educational and fun. NEH has supported a number of after-school programs, many of them conducted by state humanities councils, that are rooted in the local community.

These include the well-regarded “City Lights” program in Washington, D.C., and “Prime Time” in Louisiana, which involve parents, children, and storytellers in library settings. The Division of Education Programs recently made an award to Motherhead Inc., a nationally known organization based in Raleigh, North Carolina, that supports humanities-based literacy education for parents and children through its work with educators in community colleges, elementary schools, and family support and childcare centers.

Through the Office of Educational Research and Improvement, the Department of Education is currently supporting “Twenty-first Century Community Learning Centers” to provide educational, recreational, cultural, and social services to rural and inner-city school districts.

NEH is vigorously exploring ways to join the efforts of its different divisions to promote excellent after-school programs built around content-based resources and activities. We propose the following three projects in collaboration with the Department of Education.

A National Conference on After-School Needs, Content Resources, and Best Practices

This conference, which would focus on at-risk youth, would bring together representatives of regional and national organizations that provide services to young people: Community Learning Centers, state humanities councils, subject matter organizations (e.g. the National Council for Social Studies, the American Studies Association), teachers, librarians, museum professionals, foundation personnel, church leaders, and others interested in finding and sharing good models in this area.

This diverse cross-section of stakeholders, funders, and community representatives would create a national forum to assess needs, create networks, share good ideas, and fund organizations and program providers alike. They would learn how after-school programs can become an important vehicle for enriching the lives of millions of young people. Such a conference would also lay the groundwork for further collaboration between NEH and the Department of Education in this area.

- Impact: Proceedings of this conference would create a blueprint for best practices and an action plan to address the needs of the nation’s school population.
- Cost: Approximately \$50,000.
- Staffing: This initiative could be implemented with existing NEH staff.

A Joint RFP for Content-Rich Resource Modules for After-School Program Use

NEH and other educational groups have supported a variety of materials that could provide the long hours after the school day with enriched activities and structured leisure time. Some resources are on the World Wide Web, such as the lively compendium of federal agency websites constructed by the Department of Education’s FREE project. Other resources include EDSITEment, the content-rich, website created by NEH, MCI WorldCom, and the Council of the Great City Schools. A new interactive and engaging website, “My History is America’s History,” was unveiled in November 1999. Created by NEH and The Learning Company, it will allow students to trace their family trees using the World Wide Web and other sources, place their histories on a shared site, and connect them with other family stories and with larger movements in American history. Other NEH-supported products such as CD-ROMs (for example, “Art and Life in Africa,” published with an activity guide by the University of Iowa Press,) and films for young people, such as “Pyramid,” “Castle,” and “Roman City,” would also be available for educational use.

The use of technology-based products would be particularly appealing to students as well as to their parents, who have expressed a desire for more extensive technology training for their children. This exposure to technology is particularly important for students who do not have access to personal computers, with or without Internet connections, in the home.

The RFP would ask applicants to design packages of programs in different content areas using the above-mentioned and other materials, which would be fun and engaging as well as educational. Applicants would also be required to write simple guides for their easy use in many settings. These media packages could be easily and cheaply replicable, and the project would be scalable and cost effective.

- Impact: Resource and guide packages such as these could be valuable in enhancing and enriching after-school programs at all levels and in many settings.
- Cost: An RFP would probably seek to fund the development and distribution of at least five modules at up to \$200,000 each, totaling \$1,000,000. The cost would be equally divided between NEH and an outside partner, such as the Mott Foundation or J.C. Penney.
- Staffing: This RFP would be a joint effort of NEH’s Division of Education and Division of Public Programs. One new staff person and one support person would need to be assigned to this project.

A Joint RFP for the Development of Content-Rich Activities for After-School, Weekend, or Summer Programs

NEH through its Division of Public Programs has funded an innovative and model program for after-school use called *Girls Dig It: A Nationwide Archaeology Program for Girls, Ages 12–14*. Through this program, up to 100,000 adolescent girls, most from low income, minority families, will explore aspects of archaeology, from hands-on technical skills to interpretation, with scholars over the coming five years.

NEH proposes an RFP with an outside partner for the development and testing of such subject-based after-school activities. Professional academic subject area organizations would be especially targeted to design these programs. For example, the American Studies Association might propose a set of activities to discover and document the local history, architecture, and popular culture of a neighborhood or city. The Oral History Society might develop activities for sixth through eighth graders to record the histories of their families or communities. These activities should be easily replicable in many settings, and the proposing society would provide mentors for the program participants at several sites.

- **Impact:** While the primary impact of this program would be the development of intellectually rich and engaging content-based after-school activities for youth, this RFP would have significant impact upon the national organizations with specialties in various subject matters. Many of these organizations are currently planning programs that would provide them greater impact outside academe and in the community. This RFP would provide them with an opportunity to make a difference in young peoples' lives by engaging them in meaningful activities. It would also allow their members across the country to become personally involved with young people as mentors and role models.
- **Cost:** An RFP would seek to fund the development and testing at multiple sites of ten national projects at \$100,000 each for a total of \$1,000,000.
- **Staffing:** At NEH, the RFP would be a joint effort of the Divisions of Education and Public Programs. One new staff person and one support person would need to be assigned to the project.

2. Families Reading and Thinking Together

Description

The National Center for Education Statistics estimates that one out of every seven adults in the United States is unable to read at any level. Although NEH must follow its mandate to support projects using the disciplines of the humanities at the core, it must find its place in promoting a literate society. As Thomas Jefferson said, "Democracy demands wisdom and vision in its citizenry." But if the citizens

cannot read and think critically, they are less likely to bring wisdom and vision to the democratic process. NEH does not have to be involved in the mechanics of teaching reading, but it should be involved in teaching new readers to think about what they read and to discuss it in a meaningful way. Concerned about critical thinking, NEH is equipped to support programs that focus on reading books and talking about ideas. NEH can make a difference in the lives of many Americans by encouraging new readers and their families to read simple books with complex ideas and then gather together to talk about those books with someone trained in the disciplines of the humanities.

Working with “literacy partners,” libraries have used the reading and discussion program model as a means to encourage adult new readers to read books with their families. These programs have changed the lives of many Americans.

With support from funding agencies, public librarians, collaborating with literacy providers and teachers from nearby schools, can reach out to underserved, low literate community members, bring them into the library’s literacy programs, furnish well-selected books, a comfortable place for discussion, and a trained discussion leader. This kind of programmatic activity has been tested. It works.

- **Impact:** Collaborating in this effort with other funding, NEH could make a difference in the lives of many Americans by providing scholars in the humanities to lead discussions of books read by newly literate adults and their families. With sufficient support, it would be possible for such programs to take place in every public library in the United States. Most public librarians are willing to take on the challenge of creating opportunities for adult new readers, but they have neither the time nor the resources. With only a little support, many librarians and literacy providers could come together to make these programs happen. Many public and private funding agencies are concerned with the literacy problem in America and many are dedicating support to help eradicate the problem. Several such funding agencies are already contributing support for programmatic efforts that combat this National Problem. The Lila Wallace-Readers Digest Fund, the Robert Wood Johnson Foundation, the National Council on Literacy, Kettering, and other sources of support have expressed interested in working with NEH to enable such programs to occur at many libraries throughout the United States.
- **Cost:** To place a program for newly literate adults in ten or more libraries in every state and territory would cost \$2 million.

Combined sources of funding from several foundations interested in supporting programs that would address this Nation’s literacy problem could provide as much as \$1 million. These funds would be used for the selection and purchase of texts, support for literacy providers who teach the mechanics of reading, and support for librarian and scholar training for the implementation of model programs conducted in our nation’s libraries in collaboration with the American Library Association.

Public library matching funds would be mostly in-kind contributions for administrative time, space, and operations. They would be the equivalent of \$300,000.

NEH's \$700,000 would provide scholar training and honoraria and contributions toward community involvement in the project.

Potential partners: Lila Wallace-Readers Digest Fund, the Robert Wood Johnson Foundation, and local funders for program implementation.

- Staffing: This initiative could be implemented using existing NEH staff.

3. Traveling Exhibitions for Small- and Medium-Sized Museums

Description

NEH seeks to launch a traveling exhibition program to present in small- and medium-sized communities and museums with the same rich intellectual themes and range of material as the stellar NEH-funded humanities exhibitions produced by the nation's premier cultural institutions that have toured major cities.

Based on first-rate, large-scale projects funded by NEH, the traveling exhibitions would be designed in a manner appropriate to the smaller spaces and staffing levels of small- to mid-size museums. These traveling exhibitions would circulate, on a long-term basis, to parts of the country that do not typically host exemplary humanities exhibitions.

Funds would be used to convert large-scale exhibitions into formats suitable for display in smaller venues and to provide grant funding to pay for the installation of the exhibitions at each site. The exhibitions would be enhanced with public humanities programs, modeled after programs that are already successfully engaging public audiences in hundreds of museums across the United States. Exhibitions under consideration for conversion include: *Country Places: Evolving Families, Farms, and Neighborhoods*, *Wrapped in Pride: Ghanaian Kente and African American Identity*, and *Your Place in Time: Twentieth Century America*. Once the program is launched, the Endowment would accept applications for new exhibits designed in an easily accessible, "small-museums" format for wide circulation.

- Impact: In its initial phase, this multi-year traveling exhibition program would support the transformation of as many as ten large NEH-funded exhibitions into traveling exhibitions. The program would support presentation in as many as one hundred venues around the country.
- Cost: It is anticipated that the cost to create and launch this program would be \$1.5 million. Each conversion of a large-scale exhibition into traveling format would cost at least \$200,000.

Potential partners: NEH seeks two categories of funders:

- (1) a major national corporate sponsor to underwrite the creation and implementation of the entire traveling exhibition program; and
- (2) individual sponsors, interested in the subject matter of particular large-scale exhibitions, to foster and develop the conversion of those exhibitions into a traveling versions.

- Staffing: One additional half-time program officer and one support person would be needed.

4. Digital Television and the Humanities

Description

With the convergence of the Internet and television, NEH is presented with new opportunities to enhance our audiences' experience with the humanities and foster lifelong learning. The Endowment will have new means by which to promote greater audience interactivity with humanities content and with each other, and facilitate the creation of virtual spaces for discovery-based learning across the age spectrum. This would be a joint project of the divisions of Education and Public Programs.

Digital television will transform viewers' experience with broadcast media. Multicasting, datacasting, and enhanced television will enable the Endowment to connect public television programs to the classroom with subject-based curriculum materials, contribute to teacher development and enrichment, localize national content, create a wider range of age-based content, and facilitate distance learning.

Multicasting will enable broadcasters to transmit simultaneously four or more channels of programming, providing additional airtime for thematically linked program series and program strands for specific audiences, including classroom audiences and distance learners. **Datacasting** promises enriched humanities programs with the distribution of additional content like curriculum materials, visuals and graphics, and interview transcripts, which can be delivered to the viewer's television simultaneous to the broadcast. Digital enhancements of broadcast program content, or **enhanced television**, offer the opportunity to engage audiences including teachers and students, with significant interactivity and user choice of how to experience program content with interactive games and simulations, alternative content that digs deeper into the subject, and dialogues with scholars and with other viewers.

- **Impact:** Digital television will mean simultaneously serving larger and more diverse audiences with enhanced humanities educational programming.
- **Cost:** \$1 million annually.

Potential partners: Digital television will offer the opportunity to create new partnerships with stakeholders in education and media, including such organizations as the American Association of Museums, American Association for State and Local History, American Library Association, Apple

Computer, Corporation for Public Broadcasting, Department of Education, Intel, Microsoft, Public Broadcasting Service, and the State Humanities Councils.

- Staffing: One half-time program officer.

5. Radio Programming and Regional Studies: Opportunities for Teaching and Lifelong Learning

Description

Radio programming offers exciting opportunities to promote teaching and lifelong learning and to deepen audiences' connections with the humanities by engaging listeners' imaginations through sound. Two current NEH-funded radio programs demonstrate this promise. *This American Life* and *Lost and Found Sound* offer new approaches to the medium and storytelling that make radio and humanities content come alive, attract younger audiences, and present rich teaching possibilities with ancillary Internet components.

Public radio's embrace of the Internet presents new opportunities for NEH to support teaching and foster lifelong learning. NEH's recent grants to *This American Life*, *The World*, and *Lost and Found Sound*, for example, would be enriched by companion content on a program website that could provide deeper humanities content and the analytical perspectives of knowledgeable commentators. The recently announced World Wide Web initiatives of National Public Radio and Public Radio International demonstrate the networks' confidence in internet programming through the creation of new Internet modules as companions to broadcasts. The two networks are riding a wave that has seen a doubling of online radio listening from 6% to 13% in the past six months. Online programming will enable public radio to expand its audience, which today reaches only about 10% of the public, to reach younger and more diverse listeners.

Radio is a segmented medium that reflects diverse audiences and wide-ranging tastes, needs and sensibilities, and online programming on public radio that NEH might support would reach new pools of listeners with appropriate content.

NPR's *eXploreRadio* and PRI's *Public Interactive* will offer diverse audiences discussion boards and listservs to engage listeners and give them both interactivity and expanded information, audio streaming of real time news updates with companion material on the World Wide Web, and expanded broadcast and online programming for children and families.

In keeping with NEH's new commitment to regional studies, radio would be an effective means to distribute programming with a regional focus. Programming on regional humanities topics would appeal

both to the general public and to teachers K–12, perhaps especially teachers of state history, required in most schools at several grade levels.

Potential projects include **radio series** on literature, music, and folklore from a particular state or region with writers reading from their works and scholars exploring with them interconnections among folklore, history, literature, and music; **family history radio talk shows** featuring family historians, regional historians, and genealogists who would respond to questioners interested in learning more about ways they can connect old family letters or other documents with their historical period; **cultural tourism radio documentaries** featuring regional history, literature, folklore, introducing audiences to new sites and preparing them for visits to national parks, museums, and state historical societies; and **streaming broadcasts and companion content on the Internet**, including archived broadcasts, documentary resources, and suggestions for ways to use and create digital media.

- Impact: NEH radio programs would:
 - (a) link individuals as audience and/or participants;
 - (b) build communities of shared interest; and
 - (c) broaden the horizons and public reach of the humanities.

- Cost: Approximately \$1,000,000.

Potential partners: include public radio consortia and networks like Peach State Public Radio, Radio Bilingua, AIROS (American Indian Radio Networks), organizations engaged in cultural tourism like the National Park Service, the National Trust for Historic Preservation, and corporations with a strong regional identification.

- Staffing: NEH would need a half-time program officer and one half-time support staff to fully implement this initiative.

6. Advisory Group Meetings

Description

As NEH explores new directions in programs and seeks to expand audiences for NEH-supported activities, the Endowment wishes to consult with leaders in after school programs and community colleges to discuss how the Endowment might develop its agenda in keeping with other trends in these two areas.

Community Colleges

Like the Teaching and Lifelong Learning working group, community colleges are poised at the juncture of scholarship, formal education, and community-based humanities programs. In response to the Chairman's longstanding interests, the findings of the Teaching and Lifelong Learning working group, and input from the Division of Education's National Council Committee, we propose to convene an advisory meeting where leaders in the field could discuss ideas and concerns with the Chairman, his senior staff, and divisional staff. Participants will be drawn from NEH Council members; the leaders of the Community College Humanities Association; the leadership of Phi Theta Kappa, the community college international honorary society; community college presidents; and faculty and administrators from various areas of study and international programs. With these reports and discussions on the current state of the field, Endowment staff can revive, revise, and invent the most effective programs to serve the needs of humanists and humanities instruction in the nation's two-year colleges.

After School Programs

As the Division of Public Programs and the Division of Education Programs prepare to embark on the after-school initiatives described in Appendix 1, we propose to bring together a small advisory group of after-school program developers, including past NEH grantees, in addition to federal and non-federal after-school program administrators and policy makers. These advisory group members will discuss best practices in their particular fields and report on existing programs that seek to infuse excellent intellectual content into after-school activities as well as efforts to make available professional development sessions for after-school program providers. We will also seek their guidance as we develop the larger framework for the proposed national conference that the Endowment will convene to discuss needs and existing resources in providing humanities programming in after-school care.

Members of the Working Group

Candace Katz (Division of Education) Co-chair
Nancy Rogers (Division of Public Programs) Co-chair
Andrea Anderson (Office of Challenge Grants)
Janet Edwards (Division of Education)
Judy Jeffrey Howard (Division of Education)
Edie Manza (Federal-State Partnerships)
Tom Phelps (Division of Public Programs)
Sarah Ridley (Division of Public Programs)
Bruce Robinson (Division of Education)
Jennifer Serventi (Division of Education)
Jerri Shepherd (Grants Office)
Michael Shirley (Division of Public Programs)
Nancy Sturm (Enterprise Office)

ENDNOTES

¹ United States Department of Education, *The Educational Excellence for All Children Act of 1999, Title X, Part J*, 11 July 2000 (<http://www.ed.gov/offices/OESE/ESEA/prospectus/tilex-write.html>).

² National Center for Education Statistics, *The Condition of Education, 1998*.

³ U. S. Census Bureau Report, October 1998.

⁴ *The Washington Post*, September 28, 1999.

⁵ According to a recent study, *The State of Charter Schools, 1999*, published by the Office of Education Research and Development of the U.S. Department of Education, charter schools are enabled by legislation in thirty-six states and Puerto Rico. In addition, the number of charter schools has grown from 270 to more than 1,000 over the last three years.

⁶ p. 23.

⁷ *The Washington Post*, November 14, 1999.

⁸ “The Boom—and What to Do About It,” *Museums News*, November/December 1998.

⁹ Please see the attached project description in Appendix 3.

¹⁰ *The Washington Post*, Sunday, June 21, 1998, “Exhibiting a New Enthusiasm.”

¹¹ Kathleen McLean, “Museum Exhibitions and the Dynamics of Dialogue,” 83–107.

¹² Debra Wilcox Johnson, “The Library as Place: Cultural Programming for Adults,” in *American Libraries*, June/July 1999, p. 92.

¹³ *Local Places, Global Connections: Libraries in the Digital Age*, 1997, p. v.

¹⁴ Sunday, January 10, 1999

¹⁵ *True Needs, True Partners: Museums Serving Schools 1998 Survey Highlight*, 1999.

¹⁶ See attached project description in Appendix 1.

¹⁷ See attached project description in Appendix 2.

¹⁸ “Network and Cable Prime-Time Trends,” *PBS National Audience Handbook*, January 1999.

¹⁹ “TV’s Next Episode,” May 10, 1999.

²⁰ See attached project description in Appendix 4.

²¹ *Current: The Public Telecommunications Newspaper*, May 10, 1999.

²² From a letter to NEH staff from Barbara Sieck Taylor at National Public Radio, August 27, 1996.

²³ Letter from Barbara Sieck Taylor.

²⁴ Please see the attached project on “Radio Programming and Regional Studies” in Appendix 5.

²⁵ See the attached potential partnership projects for after-school programs especially for at-risk youth in Appendix 1.