STATEMENT OF PRINCIPLES

The founders of the National Humanities Center shared a conviction that the humanities embody the historical, cultural, and intellectual contexts in which we live as individuals, communities, and nations. They believed that we turn to the record of the past, the great achievements of literature and the arts, and the enduring insights of philosophical, moral, and religious thought in order to attain a more profound understanding of the human condition. In pursuit of this goal, the National Humanities Center is guided by the following principles:

EXCELLENCE The Center identifies outstanding individuals from all fields of the humanities. It encourages those whose work displays a commitment to assiduous research, intellectual fairness, respect for evidence, logical argument, and clear expression. The excellence of the individual scholar is fundamental to the Center.

COMMUNITY The Center creates an intellectual community of the best scholars in order that the vigorous exchange of ideas might strengthen the work of all. It provides a forum where individuals engage as colleagues, freely present their own views, and refine their assumptions through the continual examination of one another's thought. The Center's community of scholars rests upon a foundation of civility and mutual respect.

RESPONSIBILITY The Center provides a distinctive environment for humanistic inquiry in the belief that excellent scholarship not only increases knowledge and strengthens teaching, but also informs public discourse and thereby elevates our national vision. The Center endeavors to extend the influence of the humanities as widely as possible.
The claim that the National Humanities Center has on your attention is that it is the most effective way of strengthening the humanities in the United States. It's not the only way and it is, still, far from a perfect way, but it is the best way I know of to help a cluster of fields and disciplines that are of great importance in education and a source of great enrichment to our personal lives.

For a small, young institution to make a claim of this sort may sound hubristic. But armies march on their stomachs and education flies, or falls, on the wings of scholarship. Which will it be, fly or fall? The answer depends on the quality of the scholarship. Leaden, earth-bound hackwork, all too common in every walk of life, sends things plummeting. Ideas that have been waiting for a chance to be heard, research that is ready to take off and now has the opportunity to do so, set us all soaring. It doesn't take a vast number of first-rate projects to make a difference to the future of humanistic fields, and to transform the education that students experience. These breakthrough projects come from many places—along with Brown, Stanford, the University of Chicago, and the largest international delegation...
in recent years, the University of Richmond, Morehouse College, and Stetson University were among the institutions represented in the class of 2000–01—not just elite universities. The Center is determined to be able to respond to the best projects, wherever they come from.

Supporting scholarly work of the highest quality—letting scholarship soar—is what the National Humanities Center’s fellowship program is all about. That’s the core of our work and the source of our energy.

But the Center mustn’t stop there. If we are serious about strengthening the humanities, then we will care, and care passionately, about teaching, and not just in the elite colleges and universities. The humanities aren’t doing too badly in most of those institutions. Let’s keep it that way. But turn to colleges where teaching loads are high and research facilities are limited, and you see a less rosy picture. Set foot in many public high schools and you know we’ve got a problem.

How can a small institution, and one that is determined to retain the advantages of small scale, make a difference in this situation? The National Humanities Center’s Board of Trustees struggled with that issue through much of the academic year 2000–01. The result was the recognition that the Center had a powerful leverage point in educational reform. We can’t solve the whole problem, but we can do something very important by focusing on one recurring need of teachers.

When I talk to the high school teachers who come into residence at our summer institutes, I am struck by how often they use metaphors of hunger and thirst when describing their situation. Many of them, the brightest and best of them, want intellectual sustenance. All too often, the programs for professional renewal and development that are offered to them are thin gruel, warmed-over leftovers from methodology courses in Ed Schools, and the pabulum of “sensitivity training.” Teachers know they need intellectual nourishment if they are to stay the course. Without such sustenance we will lose them, just at a time when we face a major national teacher shortage.

The craving of good teachers for intellectual nourishment provides the Center with its leverage point. Our budget may be constrained, our staff small, but we can...
offer a feast of learning. That was amply demonstrated once again by the extraordinary group of Fellows in residence in 2000–01. Not only were their individual projects of great significance, but a lively intellectual community emerged, as it so often does at the Center, with seminars on history, life writing, and the state of literary studies—and, of course, in countless informal exchanges over coffee and lunch. To me, one of the most gratifying features of the Center is the strength of the community that grows up among its Fellows. The ties of affection are long lasting and make it possible for the Center, even many years later, to ask our Fellows for their advice and help.

As the Center has designed and tested programs to strengthen teaching in the schools, we have been very pleased by the hard work many of our Fellows have put into these programs. They have been willing to run summer institutes, help lead seminars in the schools, give up weekends for planning conferences, and develop material that makes the best of humanistic scholarship accessible to teachers over the World Wide Web.

Since 1984, the Center has been working closely with high school teachers and listening to what they say.

We’ve learned a lot that way and have now designed and tested three programs for high school teachers, which are described in another section of this report. Each of them is based on a set of principles, derived from our experience with teachers and hammered out in dialogue between the Center’s staff and its Board. The result is programs that are distinctive in the educational world.

These programs:
- Use the experience of the Center’s Fellows
- Provide serious intellectual content
- Listen to teachers and their needs
- Encourage face-to-face dialogue between teachers and scholars
- Make appropriate use of technology
- Are cost-effective
- Build intellectual community in the schools
- Plan for sustainability
- Address state-mandated “standards”
- Are evaluated rigorously and independently
- Encourage others to replicate our models

“I just wanted to say thanks for a great site, which I came upon today. I am a teacher of the history of religion (grades 10–12) at the Shipley School in Bryn Mawr, Pa., near Philadelphia. I have been looking for guidance on teaching religion in America, and so far, yours looks like just what I wanted! Your page on teaching Native American religion was especially good—concise and thoughtful.”

High School Teacher, Pennsylvania
because foundations tend to move on to new projects after an initial startup period. But it is also the result of a painful decline in support received from the federal government through the National Endowment for the Humanities. The NEH is now moving its grants about from year to year to assist as wide a range of applicants as possible. We know we can no longer count on their support to implement a coherent strategy to strengthen teaching.

NEH grants once provided 20 percent or more of our budget, with support for fellowship, education, and outreach programs. That support, now about 7 percent of the budget, is focused solely on our fellowship pro-

The response of teachers to these programs has been heartening, sometimes expressed in eloquent statements, and sometimes simply registered as “hits” on our curriculum enrichment Web site, TeacherServe®. There were more than 100,000 visits to the site in the first six months of 2001, and usage, by any measure, is quadrupling from year to year.

TeacherServe® HITS, 1997–2001

“Hits” are the number of web elements, such as pages and graphics, that are accessed by visitors to the site.

The main constraint on our efforts to strengthen teaching is financial. We have the intellectual resources, tested programs, and Fellows and other scholars who are willing to pitch in, but funding these projects on a sustained basis has proved frustrating. That is in part


ANNUAL R EPORT FROM THE P RESIDENT AND D IRECTOR  N ATIONAL H UMANITIES C ENTER A NNUAL R EPORT 2000–01

“American civic engagement is an extraordinary thing, and on behalf of the entire class of 2000–01 I would like to thank you for making this year possible. It is a great privilege for us to be able to pursue our work in this wonderful institution, a place of genuinely egalitarian intellectual exchange. We thank you.”

Carla Hesse
gram, and we have been told it will contract further in the next few years. The recent Campaign for the National Humanities Center aimed to secure the independence and excellence of the fellowship program at a time of shifting governmental and foundation support. Our education programs deserve a similar base of support.

Fortunately, many friends have stepped in to help. Foundations, corporations, and other organizations that have supported the Center deserve our warmest thanks, and more recognition than the listing later in this report accords them. Many—for example, Cummins Engine Foundation, the Jessie Ball duPont Fund, the Lilly Endowment, The Andrew W. Mellon Foundation, and the Rockefeller Foundation—are old friends that know how important sustained support is; others have enabled us to start exciting new projects such as the program in the Ecological Humanities funded by the MacArthur Foundation. The American Council of Learned Societies, through its new Burkhardt Fellowships, sends to us promising young scholars, most recently Bruce Grant and Thomas Keirstead. And the NEH, for all its difficulties, renewed its support of our fellowship program, albeit at a lower level. We are deeply grateful for this financial help—and for assistance not measured in dollars, including the steady flow of books, computer assistance, and advice and counsel from Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill.

More than 600 friends of the Center, however, deserve special gratitude. They have stepped in at a crucial moment with contributions large and small to our annual fund. As the graph above shows, annual giving has grown rapidly over the past five years and is an increasingly significant part of our budget. With a slow-

"Bob Connor’s leadership has been essential to the success of the National Humanities Center, and of the humanities in general. He will leave an institution that is intellectually strong, financially sound, and internationally recognized for the scholarship it fosters."

John P. Birkelund, Chairman of the Center’s Board of Trustees
down in the national economy, the Center was not alone in experiencing a modest decline in annual giving in 2001, although it was still our second-highest total ever. This was a setback, but bright spots in the picture convince me that significant growth can resume in the near future, provided we convey clearly to our friends how important annual giving is for the success of the Center and the strengthening of the humanities.

During the past year, contributions from present and former Trustees reached a new level, several donors have made multiyear commitments to the fund, and the gift by the Fellows of 2000–01 was the highest ever. The last of these encouraging signs is especially gratifying because no one knows the Center better than the Fellows in residence or has a more intimate understanding of its importance for the strengthening of the humanities. Their support is the most eloquent testimony a Director could hope for.

Trustees, Fellows, staff, and other friends of the Center have brought it a long way since its inception more than two decades ago. It has been a joy for me to watch the Center surmount difficulties and move forward over the twelve years of my directorship. With the continued help of all these friends, I am confident that in my final year as Director we can continue that progress—and especially strengthen the links between teaching and scholarship—and thereby leave this Center as an even more effective means for strengthening the humanities far beyond the glass panels and brick walls of this Center.
Education Programs, 2000–01

Since 1984, the National Humanities Center’s Education Programs have energized teachers from high schools and colleges by giving them the opportunity to study intellectually challenging subjects with the guidance and insight of Center Fellows. Recently, that work has expanded, reaching into schools and colleges far beyond the Center, addressing the challenges posed by the new standards movement, and making imaginative use of new technologies.

A special committee of the Board of Trustees reviewed the Center’s education programs in detail during the past year and strongly endorsed their quality and continuing importance. The whole Board responded with enthusiasm to the committee’s report and committed itself to developing a more adequate endowment dedicated to the education programs, which have thus far largely depended on short-term grants.

Following are the highlights of the education programs during 2000–01. Other news about them—and praise for them—are found elsewhere in this report.

Summer Institutes Merge with Teacher Leadership for Professional Development Program

In 2000–01, the Center moved to increase the impact of two key programs—the summer institutes for high school teachers and the Teacher Leadership for Professional Development Program (TLPD)—by merging them. The merger will make the programs more cost-effective, link them more closely to the classroom, and support efforts across the country to implement rigorous content standards that define what students should know and be able to do at various grade levels.

Since 1984, the Center has offered a total of 27 summer institutes led by Fellows and other scholars—each roughly the equivalent of a semester-long graduate seminar in three weeks. The TLPD, developed in 1991, grew out of the institutes. A program of training and technical assistance, it has shown teachers in 30 schools in 10 states how to implement their own in-school professional development seminars in collaboration with local university scholars.

The merging of the two programs began in the summer of 2001 when 12 American literature and American history teachers from North Carolina high schools gathered at the Center for two weeks to test a new type of summer institute. As in past programs, they gathered each morning to explore a topic under the guidance of Center Fellows. In this case they studied regionalism and nationalism in nineteenth-century America, a topic drawn from North Carolina’s U.S. history standards, under the direction of W. Fitzhugh Brundage (National Endowment for the Humanities Fellow 1995–96) and Lucinda MacKethan (Andrew W. Mellon Fellow 1984–85). In a new departure, they reconvened each afternoon to help the Center’s staff shape the morning’s readings, questions, and discussion into a “tool kit” that could be shared over the World Wide Web. The kit links the institutes and the TLPD. During the 2001–02 school year English and history teachers in high schools across North Carolina collaborating with scholars from branches of UNC and, following the TLPD model, will test the kit. Using its online texts, discussion questions, and reading guides, they will customize their own local professional development seminars. Thus far the merged program has won high praise. One participant called the new institute model “one of the best things I have done.” The Center is confident that as the Web-based material is thoroughly tested and refined, it will help teachers across the country meet the demands of the new standards movement.

New TeacherServe® Guide Debuts

In February, the Center launched “Nature Transformed: The Environment in American History,” the second TeacherServe® instructional guide. “Nature Transformed” brings the insights and approaches of the newly emerging discipline of environmental history to the study of our nation’s past. TeacherServe® (www.nhc.rtp.nc.us/serve) is a portal Web site that features enrichment essays, written by Fellows or other leading scholars. Each essay explores a topic in American history or literature, offers advice on
These seminars respond to a special challenge faced by scholars at small liberal arts colleges. Such institutions typically emphasize teaching and encourage their faculty to work closely with students. These demands often leave little time for scholars to pursue their research interests. The duPont Seminars address this challenge by providing easy and convenient access to contemporary scholarship. Participants have praised the seminars for encouraging them to embark upon fresh research and for stimulating them to renew established courses and create new ones. The Fellows who lead the seminars have hailed them as well, for they offer an invaluable opportunity to test new ideas and approaches before publishing them or introducing them to students.


Dear Bob: I would like to thank you and the Center’s education programming staff for providing the opportunity for me to teach “Power and Influence: The Ethics of Incentives” as a duPont Seminar. I know that you hear from the participants regularly what a very special experience it is for them. But I also want you to know how much I valued the experience as a seminar leader. First, there is the teaching challenge: eleven participants from ten different fields ranging in age from their 20’s to their 70’s. (Of course, it helped a great deal to have enthusiastic participants who enjoyed each other as a group.) The unusual teaching situation focused my thinking on the dynamics of conducting a seminar discussion in very productive ways. I will take back to my teaching at Duke a better understanding of what works in a seminar classroom. The class was also a kind of “trial run” for me in teaching new materials. This is not a course that I have ever taught before, but I will be teaching it again to Duke seniors in the spring of 2002. And I will be doing a better job of it as a result of the duPont Seminar. As you know, the topic of the seminar developed out of the research project that I was working on when I was a Fellow at the Center. Perhaps best of all, at the end of the seminar, I came away with new insights about ethics and incentives that will improve the research project. It was totally exhausting and thoroughly worthwhile. And, as always, to be at the Center is a pleasure and privilege.

Yours, Ruth Grant
Azizah al-Hibri (Jessie Ball duPont Fellow) did extensive research and writing for seven chapters of her book, under the working title Islam, Gender and Marriage: A Jurisprudential Perspective, and revised an article, entitled “Muslim Women’s Rights in the Global Village: Challenges and Opportunities,” for a special issue on Islam of the Journal of Law and Religion (spring 2000), for which she served as guest editor. She prepared an opinion on the Talibán that appeared in the Philadelphia Inquirer, and wrote a short op-ed piece on “Women and the Talibán” that appeared in the Philadelphia Inquirer (March 11, 2001). Al-Hibri is Professor of Law at the University of Richmond.

Maroun Aoud (Andrew W. Mellon Fellow) completed his critical edition and translation of Aurerectus’s Middle Commentary on Aristotle’s Rhetorics, adding his own commentary and indexes. The volume will be published soon in the Arvernesa Opera collection. Aoud is Directeur de Recherche, Centre National de la Recherche Scientifique in Paris.

Pádraig Breathnach (Andrew W. Mellon Fellow) worked on two chapters for his project, entitled Catalogue of Irish Manuscripts in the Belgian Royal Library, Brussels, and completed drafts of three chapters for a monograph, Irish Learning in the Law Countries in the Seventeenth Century: Three Studies Relating to Brussels MS 6131–33 (Book of O’Donnell’s Daughter) (forthcoming, 2002). He finished editing and completed a historical philological commentary for a volume entitled Chronicle Poems of the Nine Years War by Dubhthach Óg Ó Dubhghaearnáin Addressed to Ó Néill (1598) and Ó Domhnaill (1600) (forthcoming, 2002). He wrote a review of Mark Caball’s Poets and Politics: Continuity and Reaction in Irish Poetry, 1558–1625 that was published in Éigse: A Journal of Irish Studies 32 (2000), which he edited; wrote an article entitled “The Aesthetics of Irish Bardic Composition: An Analysis of Fuarais tóngadh, a flor chumasain by Peadghal Óg Mac an Bhaird,” for the journal Cambrian Medieval Celtic Studies (forthcoming, winter 2001); and prepared entries on “Irish Classical Poetry” and “Eochaidh Ó hEóidhusha” for the Encyclopedia of Ireland (Gill & Macmillan, forthcoming, 2002). Breathnach is Professor of Classical Irish at University College Dublin/National University of Ireland, Dublin.

Alan Dessen (National Endowment for the Humanities Fellow) completed his book manuscript, entitled Rescripting Shakespeare: The Text, the Director, and Modern Productions, to be published by Cambridge University Press, and wrote several journal articles, including “Rescripting History and the Supernatural: Shakespeare on Stage in 2000” (Shakespeare Bulletin 19 [winter 2001]); “The Body of Stage Directions” (forthcoming in Shakespeare Studies 29 [2001]); and “Intersections: The Editor, the Director, and the Theatre Historian” (forthcoming in Upstart Cross 20 [2001]). Dessen is Peter G. Philias Professor of English at the University of North Carolina at Chapel Hill.


Paula Ebron (John Hope Franklin* and NEH Fellow) finished a book entitled Performing Africa that will be published by Princeton University Press (2002); drafted a chapter for her book in progress, Making Tropical Africa in the Georgia Sea Islands; finished an article entitled “Contingent Stories: Anthropology, Race, and Feminism” that will appear in a volume called Black Feminist Anthropology, edited by Irma McClaurin (Rutgers University Press, forthcoming, September 2001); and wrote a review of Rumba on the River by Gary Stewart for the Journal of Modern African Studies. Ebron is Assistant Professor of Anthropology at Stanford University.


Carla Hesse (John E. Sawyer Fellow)† wrote three chapters for her book on *The Spirit of Revolutionary Law*: an article on “Intellec- tual Property: A History in the Balance” (forthcoming in *Daedalus*); a review essay on Arno Mayer’s *The Furies* and *Contemporary Interpretations of the French Terror* (forthcoming in *The Journal of Modern History*); and reviews of Patrice Higonnet’s *Goodness and Virtue* and Jean-Pierre Gloi’s *Fair Shares for All* (both forthcoming in the *Journal of Social History*). Hesse is Professor of History at the University of California, Berkeley.

Hilde Hoogenboom ( Jesse Ball duPont Fellow) wrote two chapters for her book, *Identity and Realism: Russian Women Writers in the Nineteenth Century*, and two chapters, “Gender and Literary Biography” and *Nadezhda Kholovshchinskaia, a Reluctant Subject* and “Sisters: Nadezhda, Sof’ia, and Praskov’ia Kholovshchinskaia and a Tradition of Russian Women’s Writing,” for a volume entitled *The Sisters Kholovshchinskaia* (under consideration at Northwestern University Press) that she is co-editing with Joe Andrew and Arja Rosenholm. She wrote an article, entitled “Gender i literaturnaia biografii: Nadezhda Kholovshchinskaia, soprotivliaiushchiia sub’ekt,” published in *Prozrotsennoe* (Moscow, 2001), and two other articles, *Autobiographers As (Generic) Crossdressers: Catherine II, Dashkova, and Durova* and *Support provided by an endowed fellowship.  † Additional support provided by the Andrew W. Mellon Foundation.*
“From Bibliography to Canon: Classifying Women in Russia, France, Germany, and England,” that have been submitted for publication. Her review of Russia through Women’s Eyes: Autobiographies from Tsarist Russia, edited by Toby W. Clyman and Judith Vowles, is forthcoming in Comparative Literature Studies. Her proposal for a new edition and introduction to Catherine the Great’s memoirs, for which she received the National Humanities Center’s Cotsen linkage grant, is under consideration at Penguin Classics and Oxford World Classics. Hoogenboom is Assistant Professor of Slavic Languages at Stetson University.

Wolfgang Iser (Andrew W. Mellon Senior Fellow) wrote two essays as part of his project on “Emergence”: “Culture: A Recursive Process,” to be published in Representation; and “The Resurgence of the Aesthetic,” to be published in Filozofija Politike, both in English and Portuguese. Iser is Distinguished Professor of English and Comparative Literature at the University of California, Irvine.

Kenneth R. Janken (Rockefeller Fellow) wrote five chapters of his biography of Walter White, under the working title of “Mr. NAACP: The Life of Walter White, 1893–1955”; an introduction to the new edition of Rope and Faggot, by Walter White (University of Notre Dame Press, forthcoming, 2001); and an article on “Walter F. White, Bishop John Hurst, and the 1928 Elections,” for the A. M. E. Church Review (forthcoming, summer 2001). He also wrote an introduction to a new edition of What the Negro Wants, prepared by University of Notre Dame Press, 2001, and did the final editing of the galley proofs. Janken is Associate Professor of Afro-American Studies at the University of North Carolina at Chapel Hill.


Thomas Keirstead (Burkhardt Fellow of the American Council of Learned Societies) completed the research for and finished writing preliminary drafts of three chapters of his book, under the working title Making Medieval Japan, and completed the manuscript for and finished writing preliminary drafts of three chapters of his book, under the working title Making Medieval Japan, and completed an article. Keirstead is Associate Professor of History at Indiana University.

Mario Klarer (Andrew W. Mellon Fellow) worked on his project entitled “Still Lives: Tableaux Vivants and the Construction of Victorian Femininity.” Klarer is Associate Professor of English at the University of Innsbruck, Austria.


Thomas W. Laquer (John P. Birkeland Senior Fellow*) began and completed the manuscript for a book, tentatively entitled Onani’s Fate: Solitary Sex and the Modern Self, that will be published by ZONE Books in 2002, and made progress on another project, “Death, Memory, and Modernity.” He wrote an article on “The Place of the Dead in Modernity” that will be included in Age of Cultural Revolutions, edited by Dror Warhman and Colin Jones (University of California Press, forthcoming, 2001); one called “A Symposium on the Weird, the Strange and the Uncanny,” that appeared in Threepenny Review (spring 2001); revised an article, “Festival of Punishment,” for the London Review of Books (5 October 2000); and read proofs and revised three further articles and one review for a professional journal. Laquer is Professor of History at the University of California, Berkeley.

Haile M. Larebo (Rockefeller Fellow**) completed five chapters for his book, under the working title Church, State and Society in Ethiopia, 1885–1995, a chapter of which, entitled “The Ethiopian Orthodox Church and the Student Movement,” will be submitted to the journal Religion in Africa. He wrote an article on “Italian Land Policy in Ethiopia, 1935–1941” that will appear in a forthcoming book, Italian Colonialism: A Reader, to be published by St. Martin’s Press (spring 2002), and another article on “Land Tenure of the Ethiopian Orthodox Church, 1930–1974” that will be published by the Journal of Northeast African Studies. He wrote an article on “Colonial Treaties in the Context of the Current Ethio-Eritrean Border Dispute and Settlement” that was published in two parts by the Addis Tribune (February 9 and 16, 2001). Larebo is Professor of History at Morehouse College.

* Support provided by an endowed fellowship.

** Additional support provided by the Andrew W. Mellon Foundation.


Liam Murphy (Archie K. Davis Senior Fellow*) completed a book, which he co-authored with Thomas Nagel, *The Myth of Ownership: Taxes and Justice* (to be published by Oxford University Press), and a chapter of a book he is now writing on promise and contract. Murphy is Professor of Law and Philosophy at the New York University School of Law.


* Support provided by an endowed fellowship

† Additional support provided by the Andrew W. Mellon Foundation.
John F. Richards (MacArthur Ecological Humanities Fellow †) focused on completely rewriting and expanding the final six chapters of his book, entitled The Unending Frontier: Environmental History of the Early Modern World, which will be published by the University of California Press (2002) as part of a new series on world history. Richards is Professor of History at Duke University.

Dennis Romano (NEH Fellow) carried out research for his project on “Francesco Foscari and the Crisis of Venetian Republicanism.” Romano is Professor of History at Syracuse University.


Rosenblatt is an independent scholar residing in Rougemont, Switzerland.

Eva Stehle (NEH Fellow) drafted three chapters for her book on Athenian Women’s Ritual and the City, and wrote a chapter on “Choral Prayer in Greek Tragedy: Euphemia or Aichlorogia?” that will be included in a book under the tentative title of Music and the Muse, edited by Penelope Murray and Peter Wilson (Oxford University Press, forthcoming, 2002). She wrote the introduction and served as guest editor for the spring 2001 issue of Helios (vol. 28, no. 2), entitled Unmasked Performance: Staging Identity in Greece and Rome; wrote an article, “The Actor’s Body: Where Does It Begin (Or End)?,” that will be submitted for “Staging Aristophanes,” a special issue of the American Journal of Philology (forthcoming, spring 2002); and another article, “The Chorus Composes Itself: The Parodos of Aeschylus’ Seven against Thebes,” that she will soon submit for publication.

Timothy Tackett (Florence Gould Foundation Fellow) completed several chapters (based on extensive analysis of a large volume of notes collected over a year and a half of research in France) and made final revisions on his book, tentatively entitled The King Has Fleed: The Flight to Varennes and the Origins of the Terror. He wrote an article, “Interpreting the Terror,” that will appear in the fall 2001 issue of French Historical Studies, and completed a preliminary outline and sketch of volume 7 of the Cambridge History of Christianity, to be titled Enlightenment, Revolution, and Reawakening: The Christian World, 1660–1815, which he is editing. Tackett is Professor of History at the University of California, Irvine.

Richard J. A. Talbert (Robert F. and Margaret S. Goebel* and Andrew W. Mellon Fellow) focused mainly on the formulation of, and successful progress toward, a book-length study centered on the one great surviving Roman map, the “Feutinger Table.” He completed his contribution for a book, entitled The Romans and Their History: From Village to Empire, that he co-authored with M. T. Boawright and D. Gargola (Oxford University Press, forthcoming, 2002). Talbert is W. R. Kenan, Jr. Professor of History and Adjunct Professor of Classics at the University of North Carolina at Chapel Hill.

Maria Todorova (NEH Fellow) worked on her book, entitled Bones of Contention, on the creation of a national hero in the Bulgarian context in the nineteenth and twentieth centuries. As editor and co-author of a volume entitled National Identities and National Memories in the Balkans (accepted for publication by Hurst, London, together with New York University Press), she wrote the introductory essay, “Learning Memory, Remembering Identity,” and a chapter on “Conversions to Islam As a Trope in Bulgarian Historiography, Fiction, and Film.” She wrote several articles that have already been published, including “Za kishieta, za elite i za krizata v mezh- dunarodnata pravov red,” for Otvîd utopiite, edited by Emmy Barouh (Sofia, Bulgaria: Deutsche Welle, 2000); the introduction to the Greek edition of Imagining the Balkans: Valkania. I distiki fantasiosi (Athens, Thessaloniki: Paratiritis, 2000); and “Does Russian Orientalism Have a Russian Soul?” for the journal Kritika: Explorations in Russian and Eurasian History 1, no. 4 (fall 2000). She did final editing for “The Balkans As a Category of Analysis: Borders, Space, Time,” which will appear in the fall 2001 issue of Geschichte und Gesellschaft (in German); a slightly abbreviated English version will appear in Annàberungen an eine europäische Geschichtswissenschaft, edited by G. Stourch (Vienna, forthcoming). She wrote four reviews for The American Historical Review. Todorova is Professor of History at the University of Illinois at Urbana-Champaign.
Herbert Tucker (Walter Hines Page Fellow of the Research Triangle Foundation” and NEH Fellow) wrote eight chapters of his book on *The Proof of Epic in Britain, 1790–1910, and an article on “Epic” that has been accepted for publication in *A Companion to Victorian Poetry*, edited by Antony Harrison et al. (Blackwell, forthcoming, 2002). As co-editor (with Dorothy Mermin), he did extensive editing on a teaching anthology, entitled *Victorian Literature, 1830–1900*, published in the *Cambridge Companions to Literature and History* at the University of Michigan.

Martha Vicinus (NEH Fellow) wrote four chapters and the introduction, and revised four chapters for her book, entitled *Intimate Friends: Women Who Loved Women, 1780–1930*. She revised a talk (which she gave at Duke University and at the University of North Carolina at Greensboro) on “Nostalgia and Homosexual Desire in Vernon Lee (1856–1935)” that will become a journal article, a shorter version of which will be published in Italian in a collection of essays on English literature and Italy, to be edited by Liana Borghi. Vicinus is Eliza M. Mosher Distinguished University Professor of English, Women’s Studies and History at the University of Michigan.

George Watson (Andrew W. Mellon Fellow) worked on a draft outline of a book, entitled *The Ideology of Celticism in Scotland and Ireland*, and wrote two chapters. He completed an essay on “Yeats the Victorian,” to be published in the *Cambridge Companion to Yeats Studies*, edited by John S. Kelly (forthcoming, 2002), and drafted an essay on “Yeats and Modernism” for a book, tentatively titled *Modernism and Colonialism*, that is to be co-edited by Michael Valdez Moses and Richard Begam. His article on the cultural polarities of Northern Ireland, entitled “From Hanover Street to the Garvaghey Road: Growing Up in Portadown,” appears in the Center’s journal, *Idea* (vol. 8, no. 2). Watson is Professor of Irish Literature in English and Associate Director of the Research Institute of Irish and Scottish Studies at the University of Aberdeen.

Paul Weithman (*Frank H. Kenan Fellow*) rewrote four chapters of his book, entitled *Religion and the Obligations of Citizenship* (Cambridge University Press, forthcoming, 2002). He wrote a paper, entitled “Full Membership and the Duties of Citizenship,” that he delivered at a conference inaugurating the Center for Religion, Morality and Law at Wake Forest University Law School and a conference on “Religion and the Public Life of Pluralistic Democracies” at the Johann Wolfgang Goethe-Universität in Frankfurt; it will appear in the *Wake Forest Law Review* 36 (2001) and in a publication of the proceedings from the Goethe-Universität conference. He wrote another paper, entitled “The Prospects of the Disabled in a Liberal Society,” that he delivered at a conference at the University of Notre Dame; he has been invited to submit it for consideration by the *Journal for Medicine and Philosophy*. Weithman is Associate Professor of Philosophy at the University of Notre Dame.


Muhammad Qasim Zaman (Lilly Endowment Fellow in Religion and the Humanities) completed the draft of his book, *Path of Religious Change: Islam and the ‘Ulama’ in the Modern World*. He completed an article, entitled “Nation, Nationalism, and the ‘Ulama’: Hadith and Law in Religious-political Debates in Twentieth Century India,” that he submitted for publication in a special issue of *Oriente Moderno* (Rome) on “Hadith e tradizioni nell’Islam moderno”; an article for the *Encyclopaedia of the Qur’an* (E. J. Brill, forthcoming); and two book reviews on medieval Islamic history and historiography. Zaman is Robert Gale Noyes Assistant Professor of the Humanities and Assistant Professor of Religious Studies at Brown University.

Travel schedules and other obligations prevented (l to r below) Maroun Aoudad, Wolfgang Iser, Dominic Lopes, John Richards, and Paul Weithman from taking part in the group photographs for this report. Fortunately, Deputy Director (and unofficial Staff Photographer) Kent Mullikin captured them on film for the Fellows and staff bulletin boards.
Statistics

<table>
<thead>
<tr>
<th>Number of Fellows:</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior scholars</td>
<td>31</td>
</tr>
<tr>
<td>(more than 10 years beyond Ph.D.)</td>
<td></td>
</tr>
<tr>
<td>Young scholars</td>
<td>11</td>
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<tr>
<td>(10 years or less beyond Ph.D.)</td>
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<table>
<thead>
<tr>
<th>Gender</th>
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<tbody>
<tr>
<td>Male</td>
<td>29</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Disciplines:</th>
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<tbody>
<tr>
<td>Ancient History, Classics, Archaeology</td>
<td>3</td>
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<td>Anthropology</td>
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<tr>
<td>Celtic Studies</td>
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<tr>
<td>English &amp; American Literature</td>
<td>8</td>
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<tr>
<td>Government, Law, &amp; Political Science</td>
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<td>History</td>
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<td>Modern Languages-Slav Languages</td>
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<td>Philosophy</td>
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<td>Religion &amp; Theology</td>
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<thead>
<tr>
<th>Geographic Representation</th>
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<tbody>
<tr>
<td>United States: 33 from 14 states</td>
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<tr>
<td>California</td>
</tr>
<tr>
<td>Florida</td>
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<tr>
<td>Georgia</td>
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<td>Illinois</td>
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<td>Indiana</td>
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<td>Maryland</td>
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<td>New York</td>
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<td>North Carolina</td>
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<td>Pennsylvania</td>
</tr>
<tr>
<td>Rhode Island</td>
</tr>
<tr>
<td>Texas</td>
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<tr>
<td>Virginia</td>
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</table>

<table>
<thead>
<tr>
<th>Other Nations: 9 from 8 countries</th>
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<tbody>
<tr>
<td>Austria</td>
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<tr>
<td>Canada</td>
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<tr>
<td>France</td>
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<tr>
<td>Germany</td>
</tr>
<tr>
<td>Ireland</td>
</tr>
<tr>
<td>Netherlands</td>
</tr>
<tr>
<td>Switzerland</td>
</tr>
<tr>
<td>United Kingdom</td>
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</table>

<table>
<thead>
<tr>
<th>Institutions Represented</th>
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<tr>
<td>United States: 23</td>
</tr>
<tr>
<td>Brown University</td>
</tr>
<tr>
<td>Duke University</td>
</tr>
<tr>
<td>Indiana University, Kokomo</td>
</tr>
<tr>
<td>Morehouse College</td>
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<tr>
<td>New York University</td>
</tr>
<tr>
<td>North Carolina State University</td>
</tr>
<tr>
<td>Stanford University</td>
</tr>
<tr>
<td>Stetson University</td>
</tr>
<tr>
<td>State University of New York, Buffalo</td>
</tr>
<tr>
<td>Swarthmore College</td>
</tr>
<tr>
<td>Syracuse University</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
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<tr>
<td>University of California, Irvine</td>
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<td>University of Chicago</td>
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<td>University of Maryland</td>
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<tr>
<td>University of Michigan</td>
</tr>
<tr>
<td>University of North Carolina at Chapel Hill</td>
</tr>
<tr>
<td>University of Notre Dame</td>
</tr>
<tr>
<td>University of Richmond</td>
</tr>
<tr>
<td>University of Texas, Austin</td>
</tr>
<tr>
<td>University of Virginia</td>
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<td>Other Nations: 9</td>
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<tr>
<td>Aberdeen University</td>
</tr>
<tr>
<td>Centre National de la Recherche Scientifique</td>
</tr>
<tr>
<td>Goldsmiths College, University of London</td>
</tr>
<tr>
<td>Unaffiliated</td>
</tr>
<tr>
<td>University of Dublin</td>
</tr>
<tr>
<td>University of Constance</td>
</tr>
<tr>
<td>University of Innsbruck</td>
</tr>
<tr>
<td>University of Groningen</td>
</tr>
<tr>
<td>University of Quebec, Montreal</td>
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</tbody>
</table>


Financial Statement

Statements of Financial Position
June 30, 2001 and 2000

<table>
<thead>
<tr>
<th>Assets</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$ 5,574,968</td>
<td>10,315,244</td>
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<tr>
<td>Pledged contributions receivable, net</td>
<td>2,996,485</td>
<td>5,354,142</td>
</tr>
<tr>
<td>Miscellaneous receivables and other assets</td>
<td>37,518</td>
<td>8,924</td>
</tr>
<tr>
<td>Investments</td>
<td>42,405,104</td>
<td>31,635,743</td>
</tr>
<tr>
<td>Property, furniture, and equipment, net</td>
<td>141,190</td>
<td>189,550</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>$51,155,265</td>
<td>47,503,603</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities and Net Assets</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>160,676</td>
<td>171,306</td>
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<tr>
<td>Notes payable</td>
<td>47,625</td>
<td>45,270</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>208,301</td>
<td>216,576</td>
</tr>
</tbody>
</table>

Net assets:

| Unrestricted                         | 15,025,474 | 14,403,364 |
| Temporarily restricted               | 2,355,495  | 1,748,187  |
| Permanently restricted               | 33,565,995 | 31,135,476 |
| **Total net assets**                 | 50,946,964 | 47,287,027 |

$51,155,265  47,503,603

Copies of the audited financial statements prepared by KPMG LLP, Certified Public Accountants, are available for reference in the Administrative Office of the National Humanities Center.

Statements of Activities
Year Ended June 30, 2001

<table>
<thead>
<tr>
<th>Revenues, Gains, and Other Support:</th>
<th>Unrestricted</th>
<th>Temporarily restricted</th>
<th>Permanently restricted</th>
<th>Total</th>
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<tbody>
<tr>
<td>Contributions and gifts</td>
<td>$ 674,897</td>
<td>1,630,169</td>
<td>2,430,519</td>
<td>4,735,585</td>
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<tr>
<td>Grants</td>
<td>789,069</td>
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<td>Investment income</td>
<td>2,715,748</td>
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<td>Unrealized gain on investment</td>
<td>172,118</td>
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<td>172,118</td>
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<tr>
<td>Contribution – building and facilities</td>
<td>450,000</td>
<td></td>
<td></td>
<td>450,000</td>
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<tr>
<td>Net assets released from restrictions</td>
<td>1,022,861</td>
<td>(1,022,861)</td>
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<td></td>
</tr>
<tr>
<td><strong>Total revenues, gains, and other support</strong></td>
<td>5,824,693</td>
<td>607,308</td>
<td>2,430,519</td>
<td>8,862,520</td>
</tr>
</tbody>
</table>

| Expenses and Losses:               |             |                        |                        |           |
| Fellowship programs                | 2,308,958    |                        |                        | 2,308,958 |
| Special programs                   | 777,591      |                        |                        | 777,591   |
| Development                        | 689,191      |                        |                        | 689,191   |
| Management and general             | 1,426,843    |                        |                        | 1,426,843 |
| **Total expenses and losses**      |              |                        |                        | 5,202,583 |

| Change in net assets               | 622,110      | 607,308                | 2,430,519              | 3,659,937 |
| Net assets, beginning of year      | 14,403,364   | 1,748,187              | 31,135,476             | 47,287,027 |
| **Net assets, end of year**        | $ 15,025,474 | 2,355,495              | 33,565,995             | 50,946,964 |

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National Humanities Center Annual Report 2000-01
The National Humanities Center is an independent, privately incorporated institute supported by grants and contributions from individuals, corporations, foundations, and universities and other institutions, as well as other public and private sources. The Center also has a permanent endowment, valued at $44.8 million on June 30, that provided expendable income covering approximately 42 percent of its annual operating costs.

Following is a summary of annual and endowment giving for 2000–01, and a list of the individuals, corporations, foundations, and other institutions that provided annual or endowment support during the year. In addition to those individuals and institutions listed below, the Center would like to express its gratitude to those who made in-kind gifts, especially the Fellows who added books written at the Center to the Robert F. and Margaret S. Goheen Collection, the University of North Carolina Press for continuing gifts to the Center’s collection of books about North Carolina, and the anonymous donor who gave 20 volumes of the Loeb Classical Library. The Center is also grateful to Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill for their library and technical assistance.

External support from corporations, foundations, and similar sources: $2,248,848
Corporations, private foundations, and similar sources: $1,741,593
National Endowment for the Humanities: $392,255
Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill: $115,000

Annual Giving by Individuals: $482,628
Current, emeriti, and former Trustees: $335,940
Fellows: $44,550
Other friends: $102,138
Total number of annual giving donors: 620
Endowment Giving
The following individuals, corporations, and foundations made endowment gifts from July 1, 2000 to June 30, 2001

Mr. Peter A. Benoliel
The Blumenthal Foundation
The Edward T. Cone Foundation
Mr. Lloyd E. Cotsen
Mr. and Mrs. Richard W. Couper
The Gladys Kriebel Delmas Foundation
Strachan Donnelley, Ph.D.
The Ford Foundation
The North Carolina GlaxoSmithKline Foundation
The Horace W. Goldsmith Foundation
John Hurford Estate
The Henry Luce Foundation, Inc.
John G. Medlin, Jr.
The Andrew W. Mellon Foundation
The Carl and Lily Pfohrzheimer Foundation
Z. Smith Reynolds Foundation
R. J. Reynolds Tobacco Company Foundation
Sally and Russell Robinson
Benno C. Schmidt, Jr.
Mr. C. Dixon Spangler, Jr.
Wachovia Bank, N.A.
Mr. Seth L. Warner (in memory of Susan Emily Rose Warner)
Burton J. and Nan S. Weiss Fund
Mr. John C. Whitehead

Corporate, Foundation, and Institutional Grants, 2000–01
The following reflects contributions for programs and general operations from July 1, 2000 to June 30, 2001

The Ahmanson Foundation
American Council of Learned Societies
The Barrington Foundation, Inc.
Mary Duke Biddle Foundation
The Burroughs-Wellcome Fund
Duke University
Cummings Engine Foundation
Jessie Ball duPont Fund
Florence Gould Foundation
William R. Kenan Jr. Charitable Trust
Lilly Endowment, Inc.
The Lucius N. Littauer Foundation
The John D. & Catherine T. MacArthur Foundation
The Andrew W. Mellon Foundation
North Carolina State University
The Carl and Lily Pfohrzheimer Foundation
The Rockefeller Foundation
University of North Carolina at Chapel Hill
Wachovia Bank, N.A.

Annual Giving Donors, 2000–01
The following reflects contributions for programs and general operations from July 1, 2000 to June 30, 2001

INDIVIDUALS
Chairman’s Council ($25,000 and higher)
John and Constance Birkeland
Strachan Donnelley, Ph.D.

President’s Council ($10,000 to $24,999)
Mr. Peter A. Benoliel
Mr. and Mrs. Edmund N. Carpenter, II
Blair and Cheryl Effron
Ann B. Goodnight
Mr. Merril M. Halpern
Moore Family Fund of The Triangle Community Foundation
Mr. and Mrs. John H. Mullin, III
Mr. Benno C. Schmidt, Jr.
Nicki Newman Tanner
Mr. and Mrs. Ladislaus von Preyer, Sr.

Director’s Council Patron ($2,500 to $4,999)
James J. Burke, Jr.
Mr. and Mrs. Robert L. Guthrie
Mr. and Mrs. John G. Medlin, Jr.
Dr. and Mrs. Assad Meymandi
Mr. and Mrs. J. Irwin Miller
Mr. Carl H. Pfohrzheimer, III
Mr. Alfred L. Purrington and Dr. Suzanne T. Purrington
Winthrop and Janet Short
Mr. and Mrs. Paul M. Wythes

Scholars Council ($5,000 to $9,999)
Mr. John F. Adams and Ms. Shannon K. Hackett
Professor John Hope Franklin*
Mr. William T. Golden
Mr. A. S. Perry
The Hon. L. Richardson Preyer, Sr.*
J. F. Sherrerd
Harriet and Edison Spencer Fund of The Minneapolis Foundation
One Anonymous Gift

Director’s Council Member ($1,000 to $2,499)
Azizah Y. al-Hibri*
Professor K. Anthony Appiah*
Professor Edna G. Bay*
Mr. and Mrs. Charles F. Blanchard
Professor Vincent A. Blasi* and Ms. Nancy H. Gilmartin
Dr. and Mrs. Herbert L. Bodman, Jr.
Dr. and Mrs. H. Keith H. Brodie
Mr. Joseph M. Bryan, Jr.
Jonathan Bush*
Caroline W. Bynum
Mr. and Mrs. Jack H. Campbell
Chesapeake Partners Management Co.
Professor Edward T. Cone and Mr. George Pitcher
Mr. and Mrs. W. Robert Connor
Lucy Daniels
Professor Andrew H. Delbanco*
Professor Emilie P. de Luca
Starke and Angela Dillard
Kay Bryan Edwards
Jean Bethke Elshtain*
J. Wilson and Lili Ervin
Anne Faivre
Richard and Jeanne Fisher
Kir Flynn
The Friendship Fund of The Triangle Community Foundation
Mr. Alston Gardner
The Hon. and Mrs. Robert F. Goheen
Andrew and Carol Golden
Professor Trudier Harris*
Ms. Anna Ragland Hayes
Professor John Hope Franklin*
Gilbert M. Joseph*
Mr. and Mrs. William Joslin
Mr. Thomas S. Kenan, III
Mr. and Mrs. Dan Lacy
Professor Thomas Laqueur* and Professor Carla Hesse*
The Rt. Rev. Peter James Lee
Mr. and Mrs. William L. Leuchtenburg
Mr. and Mrs. William W. Lewis
Michael Lienesch*
Duke R. Ligon
Hilary and Ethel Lipsitz
Herbert Lucas
Professor William G. Lynch*
Mrs. Margaret E. Mahoney
Professor Steven Marcus* and Professor Gertrud Lenzer*
Jason and Deborah Marcus
Cluade and Mimi McKinney
Professor Carolyn Merchant*
Francis Oakley*
James Olney*
Colin A. Palmer*
Mrs. Beth Cummings Paschal
Mr. and Mrs. Conrad A. Plimpton
Mr. and Mrs. L. Richardson Preyer, Jr.
Betty Polisar Reigot
Mr. John M. Richman
 Roxana Robinson
Sally and Russell Robinson
Barbara Bellows Rockefeller*
Mrs. Joan S. Ruvane
Charles and Ann Sanders
The Rev. and Mrs. Robert E. Seymour, Jr.
Lanya and Margaret Smith

* Fellow, National Humanities Center
* Deceased
$ Gift in memory of Dan Lacy

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Mr. and Mrs. Sherwood H. Smith, Jr.
Professor Patricia Meyer Spacks*
Mr. and Mrs. James T. Tanner
Seth L. Warner
Emeritus Professors Charles M. and Shirley F. Weiss
Nan S. and Burton J. Weiss
Professor John F. Wilson*
Mr. Herbert S. Winskuk, Jr.
Mr. Robert E. Wright and Mr. Lee A. Thomas
One Anonymous Gift

Benefactor ($500 to $999)
Michael and Pamela Bless
Maggi Boyer
Molly C. Broad
Janet K. Byles*
John H. D’Arms
Mrs. Maria Bach Dunn
Dr. and Mrs. F. Owen Fitzgerald
Mr. and Mrs. Daniel Gaba
Professor Adolfo Gilly*
Mr. and Mrs. Edward G. Lilly, Jr.
Professor John F. Wilson*
Nan S. and Burton J. Weiss
Seth L. Warner
Professor Patricia Meyer Spacks*

Associate ($100 to $249)
M. H. and Ruth Abrams
Wye J. Allanbrook
Ms. Mary S. Andersen
Professor Judith H. Anderson
Mr. and Mrs. Richard T. Arndt
George E. Ashley
Austin, Lewis & Rogers, PA
Dr. and Mrs. Herbert S. Bailey, Jr.
Lynne Rudder Baker
Professor Allen B. Ballard*
James M. Banner, Jr.
Professor Mary E. Barnard*
Dr. and Mrs. Robert C. Bast, Jr.
Christopher Baswell*
Bradley* and Sheyl Bateman
Judith M. Bennett* and Cynthia Herrup
Mark and Louise Bernstein
Professor Fritz K. Ringer*
Sheila A. Rogovin, Ph.D.
Professor Helen A. Rosenblatt
Mr. Donald H. Rumsfeld
Professor Jack M. Sasson
Donald M. Scott*
Stephanie J. Shaw*
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Mr. and Mrs. Gerald M. Tiersney, Jr.
Alfred D. Van Buren, Jr.
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Mr. Timothy D. Warmath
Professor George J. Watson*
David W. Wills*
Mr. and Mrs. James A. Wright
Mr. and Mrs. Wesley Wright, Jr.
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Professor Alex Zwedling* and Ms. Florence E. Elon

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