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The National Humanities Center does not discriminate on the basis of race, color, sex, religion, national and ethnic origin, sexual orientation or preference, or age in the administration of its selection policies, educational policies, and other Center-administered programs.
One of the most inspiring books I read during the past year was also one of the most depressing. In itself, this might not seem so surprising, since many books range from agony to ecstasy, except that in this case I was inspired and depressed by the very same passage, which I found deep in Ernest Renan’s *The Future of Science*, written in 1848-49.

Actually, the mere fact that I was reading the book at all was somewhat improbable, since, if the stamps on the endcover were to be believed, it had not been checked out since 1951. A great success in its day, *The Future of Science* had been largely forgotten, reduced to a pathetic state: the book had arrived, courtesy of interlibrary loan, in a box, being far too frail—indeed, it was demolished—to travel unprotected.
Humanistic scholarship represents the “deep intellectual infrastructure” of society.
In the bipolar passage in question, Renan was speaking about the kind of contribution made to human civilization by scholarship, which he described as “science” (this was before the modern division of disciplines, when philology represented for many, including Renan, the highest forms of both the scientific method and historical inquiry). Noting that most scholarship takes decidedly unheroic forms—transcription, correction, cataloguing, preservation, learned commentary—he insisted that scholarship nevertheless has a profound value.

Through the vast labors of countless scholars, he says, the past is demystified, the archive of human achievement is opened up for inspection, and the modern world emerges from the shadows of authority, doctrine, and myth. This must be considered a collective effort, an amassing of resources that society may or may not use in the future. Individual projects are often like mines, “exploited at some previous period, but abandoned since,” only to be rediscovered by a later age. The first discoverers of America had no idea what they had struck upon—an isolated island, a group of islands, a prolongation of some other continent—or, as it happened, a vast continent, a world of possibility.

Renan’s deeply sympathetic account is fortifying to the scholar who works, often alone, to tackle a problem whose importance or interest, intuited rather than fully grasped, may be difficult to articulate to a public audience. To many scholars today, Renan appears—or would appear, if any read him—as an ally. But then Renan expands the point to take in not just scholarship but all human endeavor, which obeys, he says, the “law of humanity: an enormous and lavish expenditure of the individual, a contemptuous agglomeration of human beings; the immense majority fated to enact ‘the wall flowers’ at the grand ball conducted by destiny.” With sufficient lapse of time, entire centuries can be reduced to a
few pages, the greatest individuals can become mere footnotes—and, I reflected, once-celebrated books can crumble to dust.

This was hardly encouraging, but things get even worse when Renan, in search of one of his characteristically colorful examples, seizes on “this or that nun, who vegetates unnoticed.” Is she altogether useless to humanity? Far from it, he insists, for civilization needs the monastic life, and monastic life requires a numberless group. “An atom in the grand mass of black,” that forgotten nun—like kings and generals and composers and conquerors and capitalists and scholars—still makes her contribution.

By this point, I was thoroughly discouraged. Who wants to be a wallflower at the ball, an atom in the mass of black, one of the countless millions plodding down the muddy path of history?

Renan’s book may have been forgotten, but the question he raises in such a problematic way is even more alive and unsettled than it was one hundred and sixty years ago. How are we to measure and value the contributions made by scholarship? In the case of science, this task has become easier and easier, as science is increasingly linked to technology and thus to industry, production, economic growth, and wealth and well-being in general. Scientists may, like all of us, be wallflowers in the end, but science needs no further justification than those it already has.

In the humanities, the case is not so easily framed, for scholars do not cure diseases, fight crime, generate profits, or combat terror. So how, then, is the value of scholarship to be measured?

Renan’s answer is that scholarship should be measured in the aggregate, and in the indeterminate future. But even if we agree with this, we might still wish he had struck on better metaphors than abandoned mines and wallflowers. After all,
any scholarly project requires imagination, determination, creativity, stamina, and great works of scholarship are simply great works, measured by any standard. In the 2007 annual report of the Andrew F. Mellon Foundation, President Don Randel provides what seems to me a more productive and contemporary figure when he says that humanistic scholarship represents the “deep intellectual infrastructure” of society.

Infrastructure consists of the basic systems that sustain a society by enabling the organized transmission of content—water, electricity, information, traffic. Intellectual infrastructure consists of the ways we have developed of studying the past, conveying it to the present. There are, of course, differences between kinds of infrastructure: while a failure in the sewage system is noticed immediately, weakness in the intellectual infrastructure may go undetected for many years, during which our factual grip on the world is loosening, our imaginative powers declining, until the breach is revealed.

Who would have thought, just a few years ago, that issues of great moment would hang upon precise knowledge of religious divisions in the contemporary Muslim world? Such a field, explored by a few underfunded, marginalized, and isolated scholars, would have been considered by many to be a mine that ought to be abandoned—as bootless, perhaps, as research on “the greenhouse effect” might have seemed a generation ago. Then the world turned, and suddenly we found ourselves stumbling in darkness, exposed to the consequences of our

“It is a sobering fact that no more than a third of all our American undergraduates major in the arts and humanities, social sciences, and natural science even when one lumps them all together.”

— Francis Oakley
Trustee Emeritus

“The Human and The Humanities” Conference
The second annual ASC conference on “The Human and The Humanities” begins with a lecture at Duke University by philosopher Martha Nussbaum, with a response by primatologist Frans de Waal. Over the next two days, more than two hundred attendees hear presentations from Daniel Batson, Paul Rabinow, Evelyn Fox Keller, Margaret Boden, Joseph Carroll, Robert Sapolsky, Steven Pinker, Terrence Deacon, Alex Rosenberg, and Daniel Dennett.

The Fellows’ Tree
In a long-standing tradition, Fellows and staff gather with their families to decorate a tree in the Birkelund Lounge with ornaments they have made, along with those contributed by their predecessors. Some Fellows treat the occasion as a teaching moment, explaining their ornaments.
own ignorance. There are few better, or worse, examples of the literal incalculability of the value of humanistic scholarship.

Most scholars do not think of their work in infrastructural terms; except for textual editors or bibliographers, scholars are typically concerned, even obsessed, with the particular contribution they are trying to make in the here and now; they think of their work as a car or a truck rather than as part of a highway system. But from a more removed point of view, all those vehicles represent an immense resource for society at large, and the value of that resource—to return to Renan—must be measured in the aggregate.

The National Humanities Center has always been dedicated to keeping that deep intellectual infrastructure strong by providing support for independent scholarship, and it is with respect to that independence that the “infrastructure” metaphor is particularly apt.

Infrastructure does not try to influence the content it conveys; it simply enables the flow. In the case of scholarship, this is much easier said than done. The prestige attaching to scholarship—precisely because of its presumed independence—is, as many have realized, a valuable commodity. A little over a half century ago, cigarette companies were paying sociologists to perform research that documented the “social benefits” of smoking (among the conclusions: smoking gives you something to do with your hands, makes you feel “in,” makes you “part of the crowd”); just last year, it was disclosed that the American Enterprise Institute, funded by ExxonMobil, had offered $10,000 to anyone who could produce research disputing certain conclusions about global warming. The immense profits to be made in some scientific or technological fields have resulted in a commercialization of research that has sharply diminished the amount of “blue sky” research—basic experimentation of the kind that might lead to serendipitous discoveries but that does not have an immediately identifiable utility.

While the humanities have not been as exposed to commercialization as the sciences or social sciences, they have hardly been exempt from it. In the infrastructural sense, all research in the humanities is “blue sky” research, and subject to the same pressures as basic research in other fields. With their limitless need for money, universities are always confronting choices between maximizing revenue by strengthening those disciplines supported by external funding,
and strengthening the humanities, whose only claim is that they represent the core mission of higher education.

The Center has always supported individual scholars, but in a larger sense, it has always stood for scholarship in the aggregate, scholarship as infrastructure, scholarship as independent inquiry. Our endowed fellowships manifest these commitments by providing support for, as former board chairman John Birkelund often put it, “unfettered curiosity.” Our goal in the next few years is to strengthen these commitments by increasing the number of endowed fellowships, making us, and the scholars we support, more independent.

While infrastructure is neutral with respect to content, it can play a crucial and creative role. A bridge, a tunnel, a cable can create connections where none existed before, and these connections may become new sources of energy. This happens all the time at the Center in the interactions between Fellows, but over the past two years, the Center itself has undertaken to construct new connections through the initiative called “Autonomy, Singularity, Creativity: The Human and the Humanities.” This project has not only brought many of the leading thinkers of the day to the Center (see elsewhere in this report), but has also placed them in dialogue with each other, with the Fellows in residence, and with the hundreds of people who have attended the annual conferences.

Each of the events associated with this project has been exciting in itself, but the real impact will be realized only gradually, as cross-disciplinary conversations on the question of the human come to seem not experimental but familiar, as channels of dialogue are dug deeper, as new work is produced in response to the questions that have emerged from the project. In next year’s report, I will try to sum up this initiative and assess its impact on the humanities, on the Center, and on the questions it sought to raise. In the meantime, the best source of information is the Center’s Web site, which has, among other things, videos of conference presentations.

A more enduring mark of our commitment to infrastructure, however, is the Center’s programs in education, which are building bridges and creating partnerships between advanced scholarship and high school teaching. Since last year, we have been working on two new online “toolboxes,” both of which will be available online in the spring of 2009, “The Unresolved
Crisis: America, 1850-1870” and “Becoming American: America, 1690-1763.” By the summer of 2009, the Center’s online library will also include “Making the Revolution,” for a total of ten volumes. We are already planning the eleventh, which will be called “Becoming Modern: America, 1918-1929.”

At the same time, we have been growing TeacherServe®, the Center’s online curriculum enrichment service for high school teachers. In 2007-08 we added nine new essays to “Divining America: Religion and American History,” and six new essays to “Nature Transformed: The Environment in American History.” In addition, we began work on a new instructional guide, “Freedom’s Story: Teaching African American Literature and History.”

In order to strengthen the infrastructural impact of our online educational resources, the Center recently acquired a twenty-seat virtual classroom. After a successful trial run in March 2008, we offered our first live, online training session in June, when teachers across North Carolina spent two days exploring Progressivism under the guidance of Joy Kasson (University of North Carolina at Chapel Hill) and Henry Binford (Northwestern University). The program proved so successful that the Center has developed nine workshops that it will offer online from January through April, 2009, and six seminars scheduled for the summer of 2009.

While we are committed to extending our reach through technology, we recognize that there is really no substitute for face-to-face interaction. In the summer of 2007-08, the Center offered a rich array of programs. These included the institute for high school teachers in which “Making the Revolution” was conceptualized; two institutes for liberal arts college teachers, and two seminars in literary studies. These last, funded by the Andrew F. Mellon Foundation and led in 2008 by Seth Lerer of Stanford and Sharon Cameron of Johns Hopkins, have been fixtures at the Center since 2003.

Completing our summer offerings were two seminars, each one a two-year project. Also funded by Mellon, but jointly administered by the Center and by the Wissenschaftskolleg zu Berlin, these seminars brought together young scholars from Europe and the United States. At Stanford University, Eamonn Callan (Stanford University) and David Miller (Oxford University) conducted a seminar that explored how migration is affecting citizenship, civic culture, and politics in the

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**BOARD OF TRUSTEES MEETING**

The Board of Trustees conducts its spring meeting. Entertainment during the three days includes a concert of mbira music by Paul Berliner (Duke University; Fellow 1996-97) and mbira master Cosmas Magaya on Wednesday evening. At the Board dinner on Thursday evening, retiring building engineer Corbett Capps is recognized for his thirty years of service to the Center and honored with remembrances from Trustees, Fellows, and the staff. In further recognition, study 101 is dedicated in his name.

**SYMPOSIUM**

A day-long public symposium on “Art: Before and After Ideology” is held at the Center, organized by Nina Gourianova (Northwestern University; NEH Fellow) and Isabel Wünsche (International University in Bremen, Germany; Allen W. Clowes Fellow). Other speakers include Mark Antliff (Fellow 2003-04) and Pamela Kachurin from Duke University and Fellow Terrence Smith.

**YEAR-END PARTY**

Fellows and staff gather for a farewell celebration, including a slide presentation from Deputy Director Kent Mullikin documenting the year’s events.
United States and Europe. At the Wissenschaftskolleg, Gábor Klaniczay (Central European University) and William A. Christian Jr. (University of Southern California) examined the nature of visions and visionaries.

Devotion to infrastructure can produce unpredicted results. Recently, we received a letter from Julie Tovay-Ryder, who had participated in the 2006 seminar that led to the production of our toolbox on “The Making of African American Identity, Volume III.” She wrote to tell us that while she was “the quiet one in the group,” she had been “mentally weaving lessons in my head during that time.” Using materials from that seminar, she put together an innovative unit plan that was awarded the 2008-09 Amistad Exemplary Practices Award for the infusion of African American history into the U.S. history curriculum. It was that summer seminar, she wrote, that had given her “the intellectual stimulation needed to continue my quest for excellence in the classroom. Thank you,” she concluded, “for the opportunity to learn from the best and relate all that I have learned to my students, and now, the students of New Jersey.”

In this brief thank-you note I found condensed many of the principles that guide our work at the Center. That work is infrastructural, and yet focused on the individual scholar; devoted to the past, but on the past as a source of self-understanding in the present; predicated on private reflection, and yet oriented ultimately toward public awareness. Ms. Tovay-Ryder might also be thought of as a model for the individual scholar, who appears not as “this or that nun, who vegetates unnoticed,” but rather as an individual who reads, reflects, listens, and grows in silence until the moment when a pinpoint of light appears, the voice of the past begins to be heard, and the path forward becomes clear.

EDUCATION PROGRAMS JUNE 21–JULY 20

JESSIE BALL duPONT SUMMER SEMINARS FOR LIBERAL ARTS COLLEGE FACULTY

The Center offers two seminars for liberal arts faculty. The first, “Human Nature: Ethical Implications of Biological, Cultural, and Technological Transformation,” is led by Allen Buchanan (Duke University; Fellow 2001-02), Alex Rosenberg (Duke University; Fellow 2006-07), and Jesse Prinz (UNC-Chapel Hill). The second, on “The Globalization of American Literary Studies,” is led by Peter Mallios (University of Maryland; Fellow 2005-06).

EDUCATION PROGRAMS JUNE 23–JULY 4

SUMMER INSTITUTES FOR HIGH SCHOOL TEACHERS OF HISTORY, LITERATURE, AND ART

High school teachers gather for a seminar on “Making the Revolution: America, 1763-1789” led by Margaret Lovell (University of California, Berkeley); David S. Shields (University of South Carolina); and Alan Taylor (University of California, Davis; Fellow 1993-94). Materials and discussions from this institute will form the basis for the Center’s tenth toolbox for teachers’ professional development and classroom use.
WORK OF THE FELLOWS 2007-08
JUDITH A. BYFIELD / HURFORD FAMILY FELLOW / completed the research, wrote two chapters, and drafted two others for “The Great Upheaval” — The Egba Women’s Tax Revolt. Gender and Nationalist Politics in Niger, 1945-1954. She completed the introduction for a volume she edited, Gendering the Diaspora: Women, Culture, and Historical Change in the Caribbean and the Nigerian Hinterland, and organized a collection of essays by participants in the Dartmouth College/University of Ibadan (Nigeria) Faculty Exchange Program, called Building Bridges Across American Studies, that will be printed in Nigeria. Byfield is associate professor at the Africana Studies and Research Center of Cornell University.
**DAINA R. BERRY** / **Burkhardt Fellow of the American Council of Learned Societies** / did extensive research and drafted parts of three chapters of *Appraised, Bartered, and Sold: Slave Prices in the United States*. As editor, she also did preparatory work on *The Female Slave: An Encyclopedia of Daily Life during Slavery in the United States* (Greenwood Press, forthcoming 2009). Berry is associate professor of history at Michigan State University.

**CATHERINE CHIN** / **Fellows’ Fellow** / wrote foundational sections of *The Momentum of the Word: Rufinus of Aquileia and the Birth of Christian Literature*. Chin was assistant professor of church history at The Catholic University of America; she has accepted a new position as assistant professor of religious studies at the University of California, Davis.


M A U D E L L M A N N / A U T O N O M Y, S I N G U L A R I T Y, C R E AT I V I T Y F E L L O W / completed The Nets of Modernism: Woolf, James, Joyce, and Freud to be published by Cambridge University Press in 2009. Ellmann is the Donald and Marilyn Keough Professor of Irish Studies at the University of Notre Dame.
JUDITH FARQUHAR / HORACE W. GOLDSMITH FELLOW / drafted the introduction and two chapters of Ten Thousand Things: Nurturing Life in Contemporary Beijing which she is coauthoring with Qicheng Zhang, and wrote a journal article, “The Park Pass: Peopling and Civilizing a New Old Beijing.” Her essay “How to Live: Reading China’s Popular Health Media,” given at the National University of Singapore Asia Research Institute, is forthcoming in an edited volume on Medicine and Mass Media in Asia. Farquhar is Max Palevsky Professor of Anthropology at the University of Chicago.

KATE FLINT / ROCKEFELLER FOUNDATION FELLOW / did preliminary research and drafted substantial portions of Flash! which explores the language, associations, and poetics of flashes of light, and completed manuscript revisions for The Transatlantic Indian, 1776–1930 (Princeton University Press, forthcoming 2009). As editor of the Victorian volume of the New Cambridge History of English Literature, she revised fourteen chapters from contributors, and drafted her own chapter on “Writing the History of Victorian Literature.” She wrote “Photographic Fictions” for Novel: A Forum on Fiction, and “Photographic Memory” for RaVeN (Romanticism and Victorianism on the Net). She also wrote “‘The hour of pink twilight’: Looking Queerly at Women on the Fin-de-Siècle London Street” and an essay on the Albert Memorial for a symposium in Victorian Review. Flint is professor of English at Rutgers University.

TERRY SMITH / NATIONAL HUMANITIES CENTER / ANNUAL REPORT 2007-2008
ELLEN GRUBER GARVEY / JOSEPHUS DANIELS FELLOW / drafted three chapters and researched two others for *Book, Paper, Scissors: Scrapbooks Remake American Print Culture*, under contract with Oxford University Press. She also did preparatory work on a manuscript entitled *The Ship Sails On: Postbellum Revisions of the Meaning of the Transatlantic Slave Trade*. Additionally, she completed two articles: “More Work for ‘Mother’: Rural Readers, Farm Papers, and ‘The Revolt of Mother’” (to appear in *Legacy*, 2009), and “‘Important, Responsible Work’: Cather’s Necessary Editorial Career.” Garvey is associate professor of English and women’s studies at New Jersey City University.

MARY ELLIS GIBSON / JOHN E. SAWYER FELLOW / wrote three chapters of *Poetry in the Margins: English Language Literary Culture in India, 1780–1913*, and did research for the accompanying anthology *English Language Poetry in India, 1780–1913*; both will be published by Ohio University Press in 2009. She wrote three chapters of a new book on southern foodways in the twentieth century, tentatively titled *Making Family of You*, which will combine sociological, historical, and public health perspectives with memoir and recipes. In addition, she wrote “Reading Said in Calcutta” for *Empire in Context* (Calcutta University Press, 2007). Gibson is professor of English at the University of North Carolina at Greensboro.

ERDAĞ GÖKNAR / BENJAMIN DUKÉ FELLOW* / drafted three chapters of Turning Turk: Orhan Pamuk and the Turkish Novel, a critical work on modern Turkish fiction through an analysis of Pamuk’s oeuvre, and completed a translation from the Turkish of A Mind at Peace, an iconic novel by Ahmet Hamdi Tanpinar (Archipelago Books, 2008). He coedited Mediterranean Passages: Readings from Dido to Derrida, a sourcebook of excerpts of texts and images relating to the cultural space of the Mediterranean (University of North Carolina Press, 2008). Göknar is assistant professor of Turkish studies at Duke University.

NINA GOURIANOVA / NATIONAL ENDOWMENT FOR THE HUMANITIES FELLOW / wrote the introduction and four chapters of Visualizing Radicalism: Avant-Garde Art and Politics in Russia and Eastern Europe. As an invited guest editor, she prepared a special double issue of Russian Literature (Amsterdam) on “Russian Futurism and Aleksei Kruchenykh” (forthcoming 2009), for which she also wrote the introduction and an essay. She wrote an essay, “Russian Avant-Garde: Art or Politics?” (in Russian), which she presented at the international conference on “Russian Avant-Garde and Politics,” held at the University of Belgrade, to be published by University of Belgrade Press (Serbia) in a volume of the conference proceedings. Gourianova is assistant professor of Russian at Northwestern University.

*Supported by an endowment fund established by the Research Triangle Foundation
SANDRA E. GREENE / John Hope Franklin Fellow, fall semester / worked on Fragments: Memories of Enslavement from Ghana, completing drafts of two chapters, and finished “Modern Tròkosi (Child Slavery) and the 1807 Abolition in Ghana: Connecting Past and Present,” which is forthcoming in a special issue of the William and Mary Quarterly. Greene is professor of history at Cornell University.

MEGHAN GRIFFITH / Jessie Ball DuPont Fellow / completed drafts of two chapters and drafted a substantial portion of a third for Freedom and Agency. She also revised two papers, “Why Agent-Caused Actions Are Not Lucky” and “How to Go Agent-Causal,” for submission to peer-reviewed journals. Griffith is assistant professor of philosophy at Davidson College.

MAUREEN HEALY / Delmas Fellow / drafted two chapters of At the Gates of Western Civilization: Islam and the Turks in Central European Historical Memory. She wrote “Forum on Everyday Life: Six Historians in Search of Alltagsgeschichte” for Aspasia: International Yearbook of Central, Eastern, and Southeastern European Women’s and Gender History (forthcoming), and two journal articles, “Turks Past in the Austrian Present: The Ottoman Menace in 1883” and “Between Erbfünde and Brothers-in-Arms: Turks in Early Twentieth-Century Central Europe.” Healy was associate professor of history at Oregon State University, she has accepted a new position at Lewis and Clark College.
ELIZABETH HELSINGER / M. H. ABRAMS FELLOW / wrote part of the introduction and three chapters of “A Peculiar Music”: Poetry, Painting, and Song in Nineteenth-Century Britain. She read proofs and prepared the index for Poetry and the Pre-Raphaelite Arts: Dante Gabriel Rossetti and William Morris (Yale University Press, 2008). She wrote an article on “The ‘Writing’ of Modern Life” for The “Writing” of Modern Life: The Etching Revival in France, Britain, and the U.S., 1830-1940 (University of Chicago Press, 2008), a volume she edited to accompany the exhibition by the same name, which she also organized, it will open in mid-November 2008 at the Smart Museum of Art of the University of Chicago. Her article “Grieving Images: Elegy and the Visual Arts” will appear in The Oxford Handbook of the Elegy. Helsinger is John Matthews Manly Distinguished Service Professor of English and Art History at the University of Chicago.

ALISON KEITH / ROBERT F. AND MARGARET S. GOHEEN FELLOW / completed Propertius: Poet of Love and Leisure, under contract with Duckworth Publishers, and “Ovid” for the forthcoming Oxford Encyclopedia of Ancient Greece and Rome. She also worked as coeditor on Metamorphosis: The Changing Face of Ovid in Medieval and Early Modern Europe (Toronto: Centre for Reformation and Renaissance Studies, 2007), and on Roman Dress and the Fabrics of Roman Culture (University of Toronto Press, 2008). Keith is professor and chair of the Department of Classics at the University of Toronto.

TIMOTHY KIRCHER / WALTER HINES PAGE FELLOW* / completed Leon Battista Alberti and the Morality of Renaissance Humanism. Kircher is professor of history at Guilford College.


*Supported by an endowment fund established by the Research Triangle Foundation

SU FANG NG / DELTA DELTA DELTA FELLOW / wrote two chapters of *Global Renaissance: Early Modern Classicism and Empire* and revised a journal article (with coauthor Kenneth Hodges), “Remapping Medieval Postcolonialism: Gawain’s Green Knight, the Islamic Saint George, and Cheshire.” Ng is associate professor of English at the University of Oklahoma.

AMÉLIE RORTY / WILLIAM C. AND IDA
FRIDAY FELLOW / revised four chapters, 
and wrote three new chapters for On the 
Other Hand: The Ethics of Ambivalence, which 
will also be published as articles: “Educating 
the Imagination” for the Oxford Handbook on 
Education, “Ambivalence, Imagination, and 
Epistemic Relevance” for the Oxford Handbook 
on the Emotions, and “Moral Egalitarianism 
vs. Moral Elitism” for In Search of Goodness 
(University of Chicago Press). She finished 
an introduction to Kant’s “Idea for a Universal 
History with a Cosmopolitan Aim” for History 
as Philosophy: Essays on Kant’s Idea for a Universal 
History, which she coedited (Cambridge 
University Press, forthcoming 2009), and 
“The Dramatic Sources of Philosophy” for 
Philosophy and Literature. In addition, she drafted 
“On Being Rational” for Ratio (forthcoming 
2009), as well as a journal article “Questioning 
Moral Theories.” Rorty is lecturer on social 
medicine at Harvard Medical School and 
visiting professor at Boston University.

STEPHEN SALKEVER / DONNELLEY FAMILY FELLOW, fall semester / completed a draft of the final chapter 
of Natural Questions, and worked on an essay for the Cambridge Companion to Greek Political Thought, of which he 
is editor. Salkever is Mary Katharine Woodworth Professor of Political Science at Bryn Mawr College.
DAVID SAMUELS / National Endowment for the Humanities Fellow / wrote three chapters of Speaking in New Tongues: Missionaries and the Conversion of Language and a journal article, “The Agenda of Ambiguity in Expressive Culture.” Samuels is associate professor of anthropology at the University of Massachusetts, Amherst.

TERRY SMITH / GLAXOSMITHKLINE FELLOW / wrote three new chapters and revised the entire manuscript of What Is Contemporary Art? (University of Chicago Press, forthcoming 2009); revised one chapter and wrote six others for Contemporary Art: World Currents (London: Laurence King, forthcoming 2009); and completed work on an anthology he coedited, Antinomies of Art and Culture: Modernity, Postmodernity, Contemporaneity (Duke University Press, 2008). He wrote “Art Against Media: Peter Weibel’s Television Works 1960s and 1970s” for Un_Imaginable, a book and DVD jointly produced by the iCinema Centre, Sydney, the ZKM Karlsruhe, and the University of Pittsburgh (Digital Arts Edition, 2008), and “Intervention: The State of Art History: Contemporary Art” for Art Bulletin (forthcoming 2009). Smith is Andrew W. Mellon Professor of Contemporary Art History and Theory at the University of Pittsburgh, and visiting professor in the Faculty of Architecture at the University of Sydney.
R. LARRY TODD / William J. Bouwsma Fellow / completed two books: *Becoming Fanny Hensel* (Oxford University Press, forthcoming), and *Felix Mendelssohn Bartholdy: Sein Leben, Seine Musik* (Stuttgart: Carus/Reclam, 2008), the German translation of his *Mendelssohn: A Life in Music*. He also finished editing Mendelssohn, *Lieder ohne Worte* (Kassel: Bärenreiter Verlag). Todd is Arts and Sciences Professor of Music at Duke University.

NANCY BRADLEY WARREN / Delta Delta Delta Fellow / wrote four chapters of *The Embodied Word: Female Spiritualities, Contexted Orthodoxies, and English Religious Cultures, 1350–1700*, under contract with University of Notre Dame Press. She also wrote "Old World Paradigms in Writing about the New World" for *A Companion to Tudor Literature and Culture, 1485–1603* (Blackwell, forthcoming), and "Changes in the Middle English Canon" for the *Continuum Handbook for Medieval Literature* (2008). Warren is professor of English at Florida State University.

PAUL WERTH / Frank H. Kenan Fellow / completed a draft of most of *Arbiters of the Sacred*. He also drafted an essay on three hundred years of multi-confessional religious history for the *Oxford Handbook of Modern Russian History*, and wrote an introduction for the Russian translation of *Arctic Mirrors* by Yuri Slezkine. Werth is associate professor of history at the University of Nevada, Las Vegas.
ALEXANDRA K. WETTLAUFER / FLORENCE GOULD FOUNDATION FELLOW / substantially completed Portraits of the Artist as a Young Woman: Painting and the Novel in France and Britain, 1830–1860, under contract with Ohio State University Press. She wrote “Sisters in Art: Shaping Artistic Identity in Anna Mary Howitt’s Fiction and Painting” for Victorian Studies, and “Hands Off: Gender, Anxiety, and Identity in the Atelier in Boilly, Mayer and Balzac” for Dix-Neuf. Wettlaufer is Blunk Professor of French and Comparative Literature at the University of Texas at Austin, where she is also the associate director of Plan II, the university honors program.

HEATHER A. WILLIAMS / JOHN G. MEDLIN FELLOW / wrote three chapters of Information Wanted: Separation and Reunification of African American Families. Williams is associate professor of history at the University of North Carolina at Chapel Hill.

Funds for the Center’s fellowships are made available from its endowment and the generous support of these institutions.

American Council of Learned Societies
The Gladys Krieble Delmas Foundation
Duke University
The Horace W. Goldsmith Foundation
The Florence Gould Foundation
North Carolina Gould Foundation
University of North Carolina
at Chapel Hill

Endowed Fellowships
(in order of date endowed)

Josephus Daniels Fellowship
Benjamin N. Duke Fellowship
Walter Hines Page Fellowship
Rockefeller Fellowships (2)
Delta Delta Delta Fellowships (2)
Frank Hawkins Kenan Fellowship
John E. Sawyer Fellowship
Allen W. Clowes Fellowship
John P. Birkelund Senior Fellowship
Archie K. Davis Senior Fellowship
The Duke Endowment Fellowship
John Hope Franklin Senior Fellowship
Robert F. and Margaret S. Goheen Fellowship
John G. Medlin, Jr., Fellowship
William J. Bouwsma Fellowship
The William C. and Ida Friday Senior Fellowship
GlaxoSmithKline Senior Fellowship
Henry Luce Senior Fellowship
Carl and Lily Pforzheimer Foundation Fellowship
Hurford Family Fellowship
Assad Meymandi Fellowship
Donnelley Family Fellowship
M. H. Abrams Senior Fellowship

### GEOGRAPHIC REPRESENTATION

#### UNITED STATES

(35 scholars from 15 states)

<table>
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<th>State</th>
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<td>California</td>
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<tr>
<td>Indiana</td>
<td>2</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>3</td>
</tr>
<tr>
<td>Michigan</td>
<td>1</td>
</tr>
<tr>
<td>Nevada</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>3</td>
</tr>
<tr>
<td>New York</td>
<td>3</td>
</tr>
<tr>
<td>North Carolina</td>
<td>11</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>1</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>2</td>
</tr>
<tr>
<td>Texas</td>
<td>1</td>
</tr>
<tr>
<td>Virginia</td>
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</table>

#### OTHER NATIONS

(2 scholars from 2 nations)

<table>
<thead>
<tr>
<th>Nation</th>
<th>Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>1</td>
</tr>
</tbody>
</table>

### DISCIPLINES (14)

Africana Studies .................................. 1
Anthropology .................................... 2
Art History ..................................... 2
Classics .......................................... 1
English .......................................... 9
English & Art History ......................... 1
French ........................................... 1
History .......................................... 9
Musicology ..................................... 2
Philosophy ...................................... 4
Political Science ................................ 1
Religion ......................................... 2
Slavic Languages ................................. 1
Turkish Studies .................................. 1

### INSTITUTIONS (26)

Bryn Mawr College ................................ 1
Cornell University .................................. 3
Davidson College ................................... 1
Duke University ..................................... 6
Florida State University .......................... 1
Guilford College ................................... 1
Harvard University .................................. 1
Michigan State University .......................... 1
Mount Holyoke College ............................ 1
New Jersey City University ....................... 1
North Carolina State University .................. 1
Northwestern University ........................... 1
Oregon State University ........................... 1
Princeton University ................................ 1
Rutgers University .................................. 1
University of California, Davis ................... 1
University of Chicago ................................ 2
University of Massachusetts, Amherst .......... 1
University of Nevada, Las Vegas ................. 1
University of North Carolina at Chapel Hill .. 1
University of North Carolina at Greensboro ... 1
University of Notre Dame ........................... 2
University of Oklahoma ............................ 1
University of Pittsburgh ........................... 1
University of Texas, Austin ....................... 1
Virginia Polytechnic Institute & State University .......................... 1

### INSTITUTIONS IN OTHER NATIONS (2)

International University Bremen, Germany .... 1
University of Toronto, Canada .................... 1

### NUMBER OF FELLOWS (37)

#### GENDER

Male .................................................. 13
Female ............................................... 24

#### AGES

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Scholars</th>
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</thead>
<tbody>
<tr>
<td>30-39</td>
<td>9</td>
</tr>
<tr>
<td>40-49</td>
<td>12</td>
</tr>
<tr>
<td>50-59</td>
<td>11</td>
</tr>
<tr>
<td>60-69</td>
<td>4</td>
</tr>
<tr>
<td>70+</td>
<td>1</td>
</tr>
</tbody>
</table>

#### RANK

Assistant Professor ................................. 7
Associate Professor ................................ 12
Professor ........................................... 16
Visiting Professor .................................. 1
Writer-in-Residence ............................... 1

#### DISCIPLINES

Africana Studies .................................. 1
Anthropology ..................................... 2
Art History ...................................... 2
Classics .......................................... 1
English .......................................... 9
English & Art History ......................... 1
French ........................................... 1
History .......................................... 9
Musicology ..................................... 2
Philosophy ...................................... 4
Political Science ................................ 1
Religion ......................................... 2
Slavic Languages ................................. 1
Turkish Studies .................................. 1

### INSTITUTIONS IN OTHER NATIONS (2)

International University Bremen, Germany .... 1
University of Toronto, Canada .................... 1
BOOKS BY FELLOWS

PUBLISHED OR ADDED TO THE ROBERT F. AND MARGARET S. GOHEEN COLLECTION IN 2007-08


*Supported by an endowment fund established by the Research Triangle Foundation*


*Supported by an endowment fund established by the Research Triangle Foundation*


*Supported by an endowment fund established by the Research Triangle Foundation


*Supported by an endowment fund established by the Research Triangle Foundation
Through its education programs, the Center draws upon the intellectual resources of its Fellows to give teachers the opportunity to study in rigorous professional development initiatives. Through its professional development seminars and free online resources, the Center helps teachers deepen their knowledge on a variety of humanities subjects and provides them materials and teaching strategies to enrich classroom instruction.

In 2007-08 the National Humanities Center organized and hosted five summer institutes for university and liberal arts college faculty as well as high school teachers. They included:

**SUMMER INSTITUTES IN LITERARY STUDIES (2007)**

“Readings in the King James Bible”
- James Wood, professor of the practice of literary criticism, Harvard University

“Joseph Conrad’s *Under Western Eyes*”
- Michael Wood, Charles Barnwell Straut Class of 1923 Professor and professor of comparative literature, Princeton University

**JESSIE BALL duPONT SUMMER SEMINARS FOR LIBERAL ARTS COLLEGE FACULTY (2008)**

“Human Nature: Ethical Implications of Biological, Cultural, and Technological Transformation”
- Allen Buchanan, James B. Duke Distinguished Professor of Philosophy and Public Policy Studies, Stanford Institute, Duke University
- Alex Rosenberg, R. Taylor Cole Professor of Philosophy, Duke University
- Jesse Prinz, associate professor of philosophy, University of North Carolina at Chapel Hill

“The Globalization of American Literary Studies”
- Peter Mallios, associate professor of English and American literature, University of Maryland

**SUMMER INSTITUTE FOR HIGH SCHOOL TEACHERS OF HISTORY, LITERATURE, AND ART (2008)**

“Making the Revolution: America, 1763–1789”
- Margaret Lovell, professor of the history of art, University of California, Berkeley
- David S. Shields, McClintock Professor of Southern Letters, University of South Carolina
- Alan Taylor, professor of history, University of California, Davis
Completing our summer offerings were two seminars sponsored by SIAS that brought together young scholars from Europe and the United States. At Stanford University, Eamonn Callan (Stanford University) and David Miller (Oxford University) conducted a seminar that explored how migration is affecting citizenship, civic culture, and politics in the United States and Europe. At the Wissenschaftskolleg zu Berlin Gábor Klaniczay (Central European University) and William A. Christian Jr. (University of Southern California) examined the nature of visions and visionaries.

Also in 2007-08, the Center completed its seventh and eighth “toolboxes” of primary source materials, “The Making of African American Identity, Volumes I & III,” and over the course of the year has nearly completed “The Unresolved Crisis: America, 1850-1870” and “Becoming American: America, 1690-1763,” both will be available in the spring of 2009. By the summer of 2009, the Center’s online library will also include “Making the Revolution,” making a total of ten volumes.

TeacherServe®, the Center’s online curriculum enrichment service for high school teachers has also grown in 2007-08, with nine new essays added to “Divining America: Religion and American History,” and six new essays to “Nature Transformed: The Environment in American History.” In addition, work began on a third instructional guide, “Freedom’s Story: Teaching African American Literature and History,” funded by the Wachovia Foundation.

The Center’s online resources have continued to attract new users. During the nine-month school year, nearly half a million visitors accessed education sections of the NHC Web site, an average of over 12,000 visitors per week.

In order to strengthen the infrastructural impact of our online educational resources, the Center recently acquired a twenty-seat virtual classroom. After a successful trial run in March 2008, we offered our first live, online training session in June 2008, when teachers across North Carolina spent two days exploring Progressivism under the guidance of Joy Kasson (University of North Carolina at Chapel Hill) and Henry Binford (Northwestern University). During this seminar, the scholars, Center staff, and all participants were sitting either in their homes or offices, but were connected through their computers. The program proved so successful that the Center has developed nine workshops that it will offer online from January through April, 2009, and six seminars scheduled for the summer of 2009.

<table>
<thead>
<tr>
<th>Service</th>
<th>UNIQUE VISITORS</th>
<th>WEEKLY AVERAGE VISITORS</th>
<th>PAGES LOADED</th>
<th>MEDIAN LENGTH OF VISIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacherserve®</td>
<td>382,510</td>
<td>9,808</td>
<td>637,282</td>
<td>5 min.–20 min.</td>
</tr>
<tr>
<td>Toolbox Library</td>
<td>99,222</td>
<td>2,544</td>
<td>200,846</td>
<td>30 sec.–5 min.</td>
</tr>
<tr>
<td>Combined</td>
<td>481,732</td>
<td>12,352</td>
<td>838,128</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Autonomy, Singularity, Creativity: The Human and The Humanities

In September of 2006, the Center launched a three-year study of ways that advances in science are changing the limits of human life and therefore disturbing traditional understandings of what it means to be human. The initiative gathers scientists and humanists together in dialogue on these issues. By convening a small group of scholars to focus on the concepts of autonomy, singularity, and creativity—concepts historically deployed to earmark the boundaries of the human experience—we are furthering the development of new knowledge and generating new understandings of human life.

In its first two years, this initiative has attracted a number of leading scholars from a wide variety of disciplines. Below is a list of visiting scholars and Fellows (*) as of June 30, 2008.

2006-07
Sir Patrick Bateson
Terrence Deacon
Peter Galison
Ian Hacking
N. Katherine Hayles *
Timothy Lenoir
Alan Liu
Willard McCarty
Sir Paul Nurse
Robert Pippin
Michael Pollan
Rita Raley
Connie Rosati *
Alex Rosenberg *
Mark Stoneking
Mark Turner
C. Chris Wood

2007-08
Dan Batson
Margaret Boden
Joseph Carroll
Gary Comstock *
Frans de Waal
Terrence Deacon
Daniel Dennett
Maud Ellmann *
Evelyn Fox Keller
Martha Nussbaum
Steven Pinker
Paul Rabinow
Alex Rosenberg
Margery Arent Safir
Robert Sapolsky
In November the Center hosted the second annual ASC conference on “The Human and the Humanities.” This three-day event attracted over 200 registrants from around the country, and featured talks by leading figures in neurolinguistics, philosophy, primatology, literary theory, computer science, neurology, and evolutionary biology. In 2007-08 a dedicated Web site for the initiative (http://asc.nhc.rtp.nc.us) was launched allowing scholars from around the world to reflect on these questions, watch and read proceedings from ASC events, and submit their own contributions to this complex extended dialogue. Upon completion of the initiative, this site will provide an archive of initiative activities for researchers as well as a focal point for continuing exploration on the initiative’s central questions.

**THE ASC INITIATIVE IS MADE POSSIBLE BY GENEROUS SUPPORT FROM:**

- Anadarko Petroleum Corporation
- Burroughs-Wellcome Fund
- Duke University
- James Hackett
- North Carolina Biotechnology Center
- North Carolina State University
- Research Triangle Foundation
- University of North Carolina at Chapel Hill
## STATEMENTS OF FINANCIAL POSITION / June 30, 2008 and 2007

### ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$2,628,678</td>
<td>$6,552,529</td>
</tr>
<tr>
<td>Pledged contributions receivable, net</td>
<td>1,301,957</td>
<td>2,546,786</td>
</tr>
<tr>
<td>Other assets</td>
<td>340,171</td>
<td>481,383</td>
</tr>
<tr>
<td>Investments</td>
<td>60,136,179</td>
<td>58,009,011</td>
</tr>
<tr>
<td>Property, furniture, and equipment, net</td>
<td>536,704</td>
<td>493,936</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>$64,943,689</strong></td>
<td><strong>$68,083,645</strong></td>
</tr>
</tbody>
</table>

### LIABILITIES AND NET ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$238,492</td>
<td>$306,920</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>21,858,060</td>
<td>23,722,417</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>2,352,846</td>
<td>3,642,664</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>40,494,291</td>
<td>40,411,644</td>
</tr>
<tr>
<td><strong>TOTAL NET ASSETS</strong></td>
<td><strong>64,705,197</strong></td>
<td><strong>67,776,725</strong></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES AND NET ASSETS</strong></td>
<td><strong>$64,943,689</strong></td>
<td><strong>$68,083,645</strong></td>
</tr>
</tbody>
</table>

Copies of the audited financial statements prepared by Grant Thornton, LLP, Certified Public Accountants, are available for reference in the Administrative Office of the National Humanities Center.
## STATEMENT OF ACTIVITIES / Year ended June 30, 2008

### REVENUES, GAINS, AND OTHER SUPPORT

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions and gifts</td>
<td>$662,973</td>
<td>$594,309</td>
<td>$82,647</td>
<td>$1,339,929</td>
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<tr>
<td>Investment income</td>
<td>$6,270,767</td>
<td>–</td>
<td>–</td>
<td>$6,270,767</td>
</tr>
<tr>
<td>Realized gains on investments</td>
<td>$11,979</td>
<td>–</td>
<td>–</td>
<td>$11,979</td>
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<tr>
<td>Miscellaneous income</td>
<td>$71,080</td>
<td>–</td>
<td>–</td>
<td>$71,080</td>
</tr>
<tr>
<td>Contribution—Building and facilities usage</td>
<td>$450,000</td>
<td>–</td>
<td>–</td>
<td>$450,000</td>
</tr>
<tr>
<td><strong>TOTAL REVENUES, GAINS, AND OTHER SUPPORT</strong></td>
<td>$7,466,799</td>
<td>$594,309</td>
<td>$82,647</td>
<td>$8,143,755</td>
</tr>
</tbody>
</table>

### EXPENSES

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellowship programs</td>
<td>$2,522,583</td>
<td>–</td>
<td>–</td>
<td>$2,522,583</td>
</tr>
<tr>
<td>Special programs</td>
<td>$1,358,969</td>
<td>–</td>
<td>–</td>
<td>$1,358,969</td>
</tr>
<tr>
<td>Development and communications</td>
<td>$566,169</td>
<td>–</td>
<td>–</td>
<td>$566,169</td>
</tr>
<tr>
<td>Management and general</td>
<td>$1,388,955</td>
<td>–</td>
<td>–</td>
<td>$1,388,955</td>
</tr>
<tr>
<td>Unrealized loss on investments</td>
<td>$5,378,607</td>
<td>–</td>
<td>–</td>
<td>$5,378,607</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>$11,215,283</td>
<td>–</td>
<td>–</td>
<td>$11,215,283</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>$(1,884,127)</td>
<td>$(1,884,127)</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Change in net assets</td>
<td>$(3,071,528)</td>
<td>$(1,289,818)</td>
<td>$82,647</td>
<td>$(3,071,528)</td>
</tr>
<tr>
<td><strong>NET ASSETS, END OF YEAR</strong></td>
<td>$21,858,060</td>
<td>$2,352,846</td>
<td>$40,494,291</td>
<td>$64,705,197</td>
</tr>
</tbody>
</table>
### STATEMENT OF ACTIVITIES / Year ended June 30, 2007

#### REVENUES, GAINS, AND OTHER SUPPORT

<table>
<thead>
<tr>
<th>Description</th>
<th>UNRESTRICTED</th>
<th>TEMPORARILY RESTRICTED</th>
<th>PERMANENTLY RESTRICTED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions and gifts</td>
<td>$ 597,357</td>
<td>$ 1,603,793</td>
<td>$ 699,945</td>
<td>$ 2,901,095</td>
</tr>
<tr>
<td>Grants</td>
<td></td>
<td>198,912</td>
<td></td>
<td>198,912</td>
</tr>
<tr>
<td>Investment income</td>
<td>1,445,511</td>
<td></td>
<td></td>
<td>1,445,511</td>
</tr>
<tr>
<td>Unrealized gains on investments</td>
<td>4,295,730</td>
<td></td>
<td></td>
<td>4,295,730</td>
</tr>
<tr>
<td>Realized gains on sale of investments</td>
<td>6,628,228</td>
<td></td>
<td></td>
<td>6,628,228</td>
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<tr>
<td>Miscellaneous income</td>
<td>14,475</td>
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<td>14,475</td>
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<tr>
<td>Contribution—Building and facilities usage</td>
<td>450,000</td>
<td></td>
<td></td>
<td>450,000</td>
</tr>
<tr>
<td><strong>TOTAL REVENUES, GAINS, AND OTHER SUPPORT</strong></td>
<td>13,431,301</td>
<td>1,802,705</td>
<td>699,945</td>
<td>15,933,951</td>
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</tbody>
</table>

#### EXPENSES

<table>
<thead>
<tr>
<th>Description</th>
<th>UNRESTRICTED</th>
<th>TEMPORARILY RESTRICTED</th>
<th>PERMANENTLY RESTRICTED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellowship programs</td>
<td>2,646,575</td>
<td></td>
<td></td>
<td>2,646,575</td>
</tr>
<tr>
<td>Special programs</td>
<td>1,400,261</td>
<td></td>
<td></td>
<td>1,400,261</td>
</tr>
<tr>
<td>Development and communications</td>
<td>514,222</td>
<td></td>
<td></td>
<td>514,222</td>
</tr>
<tr>
<td>Management and general</td>
<td>1,488,647</td>
<td></td>
<td></td>
<td>1,488,647</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>6,049,705</td>
<td></td>
<td></td>
<td>6,049,705</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>2,010,138</td>
<td>(2,010,138)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in net assets</td>
<td>9,391,734</td>
<td>(207,433)</td>
<td>699,945</td>
<td>9,884,246</td>
</tr>
<tr>
<td>Net assets, beginning of year</td>
<td>14,330,683</td>
<td>3,850,097</td>
<td>39,711,699</td>
<td>57,892,479</td>
</tr>
<tr>
<td><strong>NET ASSETS, END OF YEAR</strong></td>
<td>$ 23,722,417</td>
<td>$ 3,642,664</td>
<td>$ 40,411,644</td>
<td>$ 67,776,725</td>
</tr>
</tbody>
</table>
The National Humanities Center is an independent, privately incorporated institute supported by grants and contributions from individuals, corporations, foundations, universities, and other institutions, as well as other public and private sources. The Center also has a permanent endowment, valued at $61 million on June 30, 2008, that provided expendable income covering approximately 50 percent of its annual operating costs.

On the following pages are a summary of annual and endowment giving from July 1, 2007 to June 30, 2008, and a list of the individuals, corporations, foundations, and other institutions that provided annual or endowment support during the year.

In addition to the institutions, Trustees, Fellows, and other friends noted in this section, 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.
ANNUAL GIVING

Corporations, private foundations, and similar sources .................... $675,290

Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill ......................... $145,000

<table>
<thead>
<tr>
<th>Annual Fund</th>
<th>Individual Gifts</th>
<th>Participation Rate</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current, past, and emeritus trustees</td>
<td>81</td>
<td>71%</td>
<td>$372,089</td>
</tr>
<tr>
<td>Fellows</td>
<td>290</td>
<td>32%</td>
<td>63,099</td>
</tr>
<tr>
<td>Friends</td>
<td>175</td>
<td>N/A</td>
<td>87,497</td>
</tr>
<tr>
<td>Totals</td>
<td>546</td>
<td></td>
<td>$522,685</td>
</tr>
</tbody>
</table>
CHAIRMAN’S COUNCIL  
($25,000+)

Hackett Family Foundation  
Mr. Carl H. Pforzheimer III

PRESIDENT’S COUNCIL  
($10,000+)

Anonymous  
James H. Averill  
The Barrington Foundation, Inc./Mr. and Mrs. Robert B. Strassler  
Cees J. de Bruin  
Strachan Donnelley, Ph.D.†  
The Merrill and Delores Halpern Foundation  
William W. Johnson  
The Moore Family Fund  
of the Triangle Community Foundation  
Mr. and Mrs. Thruston Morton  
Mr. and Mrs. Lawrence Ricciardi  
Cara W. Robertson*  
Susan W. and Carl W. Robertson  
Tom Scherer and Georgia Nugent  
Robert K. Steel  
Mrs. Carmen H. Warschaw  
John C. Whitehead  
Winokur Family Foundation

SCHOLARS COUNCIL  
($5,000+)

Mr. John F. Adams and  
Ms. Shannon K. Hackett  
Sybil Golden  
in memory of William T. Golden  
Mr. William T. Golden†  
Abby S. Milstein  
John and Susan Mullin Fund  
of the Community Foundation  
A. S. Perry  
Winthrop A. Short  
Karl M. von der Heyden  
Sally and Russell Robinson  
Mrs. Rosaleen Walsh

DIRECTOR’S COUNCIL/PATRON  
($2,500+)

Anonymous  
Carolyn and W. Robert Connor  
Blair and Cheryl Effron  
Frances Ferguson*  
Frances Daly Fergusson  
Pickett and Bob Guthrie  
Stanhope A. Kelly  
Mr. and Mrs. John G. Medlin, Jr.  
Harriet and Edson Spencer Foundation

DIRECTOR’S COUNCIL/MEMBER  
($1,000+)

Anonymous  
Professor Edna G. Bay*  
Mr. Charles F. Blanchard  
Joshua H. Bond  
Joseph M. Bryan, Jr.  
Caroline Walker Bynum  
Lucy Cathcart Daniels Charitable Fund of the Triangle Community Foundation  
Professor Emilie P. de Luca  
Anne Faircloth  
Mrs. Jeanne Donovan Fisher  
Mary Flynn  
John Hope Franklin*  
Geoffrey G. Harpham  
Ms. Anna Ragland Hayes  
Robert* and Nannerl Keohane  
Shepard Krech III*  
Gladys* and Kurt* Lang Fund of the Fidelity Investments Charitable Gift Fund  
Carla Hesse* and Thomas Laqueur*  
Prof. and Mrs. William* E. Leuchtenburg  
William G. Lycan*  
Jason and Deborah McManus  
Dr. and Mrs. Assad Meymandi  
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