

✓ HUMANITIES

ROCKEFELLER FOUNDATION

FOSDICK, RAYMOND

Academic Activities

Foundations

Biographical

Bacon (Advancement of Learning) says: "The three parts of man's understanding, which is the seat of learning: history to his memory, poesy to his imagination, and philosophy to his reason." Fosdick says philosophy has been neglected in modern times.

Fosdick, Story of the Rockefeller Foundation, p. 263 ff.

1928

HUMANISTIC STUDIES

Academic Activities

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FOSDICK

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CAPPS

Review,
When Rockefeller Foundation in reorganizing took over humanistic studies from General Education Board and the International Education Board, it created a division of Humanities of which Edward Capps was director--classicist. Program continued along lines Fosdick had followed 1924-8--archaeological. When Capps retired, delay in filling position as part result of which Anson Phelps Stokes resigned. Dixie David Stevens was appointed 1932. Criticized (3/31/37) early program as "buttressing scholasticism and antiquarianism in our universities."

New Program--"The past twenty years have seen a continuous rise in the material valuations of life which should make possible and indeed demand a corresponding rise in its spiritual and cultural values. The humanities should contribute to a

spiritual renaissance by stimulating creative expression in art, literature, and music; by setting and maintaining high standards of critical appreciation; and by bringing the intellectual and spiritual satisfactions of life within the reach of greater numbers. Beyond such benefits to the individual, the humanities should exert national and international influence for a reduction of racial prejudice. Ignorance of the cultural background of another people is at the root of many misunderstandings that are as harmful internationally as political and economic differences. That ignorance can be steadily lessened by an interchange of cultural values, by discovery of common origins for diversified national ideas and ideals and by the interpretation of one cultural group to another." (P. 240)
Shift emphasis from "preservation" to "interpretation"--broke with what was called "the snobbishness of the classical tradition."
(Jerome D. Greene, p. 241)

Concept of democratic cultural studies vs. aristocratic.
Emphasis on the relevancy of humanistic study to contemporary life Rockefeller Foundation 15 years. (1936-51)

Story of the Rockefeller Foundation, Fosdick, pp. 238-42

1930-40

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For the true humanist there are no visible frontiers between past, present and future: to free man from bondage of time is one of humanist's preoccupations. Foundation emphasized first early thirties "participation" and "self-expression": creative work in the arts; depression stimulated new movement--"art for the masses" in relief projects. Lessons from western European countries with festivals, etc. used by Rockefeller Foundation in regions of U. S., ~~Mexico~~ Mexico example. Stevens aided drama courses in universities--regional historical studies--not antiquarianism, but cultural, social, economic backgrounds--later American studies.

The Story of the Rockefeller Foundation, Raymond Fosdick, pp. 252 ff.

1933

ROCKEFELLER

Foundations

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Academic Activities

From "The Story of the Rockefeller Foundation" by
Raymond Fosdick:

"When the Rockefeller Foundation, in the reorganization of 1928, took over the humanistic studies from the General Education Board and the International Education Board, it created a division of the Humanities of which Professor Edward Capps was the first director. By training and tradition he was a classicist, and in the brief period in which he held the post, the program continued largely along the lines laid down by the other boards, centering to a great extent in archaeological interest, although branching out into some significant work in bibliography. At his retirement, no director was immediately appointed, and the resignation of one of the trustees, Mr. Stokes, who had frequently insisted before the board that 'science is not dangerous if the humanities are also cultivated,' was prompted, in part at least, by his disapproval of the delay. In 1932, Stevens, who had been

Professor of English at the University of Chicago and vice-president of the General Education Board, was elected to the vacant position, and a new emphasis in the program began to assert itself. The agenda for a trustees' meeting in the spring of 1933 put the matter this way:

"The past twenty years have seen a continuous rise in the material valuations of life which should make possible and indeed demand a corresponding rise in its spiritual and cultural values. The humanities should contribute to a spiritual renaissance by stimulating creative expression in art, literature, and music; by setting and maintaining high standards of critical appreciation; and by bringing the intellectual and spiritual satisfactions of life within the reach of greater numbers. Beyond such benefits to the individual, the humanities should exert national and international influence for a reduction of racial prejudice. Ignorance of the cultural background of another people is at the root of many misunderstandings that are as harmful internationally as political and economic differences. That ignorance can be steadily lessened by an interchange of cultural values, by discovery of common origins for diversified national ideas and ideals and by the interpretation of one cultural group to another."

"This shift of emphasis from traditional humanistic research--a shift to interpretation rather than preservation--was a graduated process, and it was not until the mid-thirties that it began radically to affect the expenditures of the Foundation....

"...Jerome D. Greene, now one of the trustees, and deeply interested in the humanistic studies, felt that the humanities were suffering from 'what might be called the snobbishness of the classical tradition.'"

The Story of the Rockefeller Foundation, by Raymond B. Fosdick,
pp. 240-241

1943

✓ HUMANISM

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CANBY, HENRY SEIDEL

Biographical

Quote from Editorial Saturday Review of Literature,
"The American Scholar and the War," January 16, 1943, p. 10
Of the humanist--"Unconsciously he has left the difficult and
doubtful ranges of interpretation, of appreciation, of valuation,
all involving the never-to-be-entirely-calculable human spirit,
and has thrown the emphasis more and more on fact-finding, on
the material background of human experience, upon the search
for the last detail of accurate knowledge...He has become more
accurate and more knowledgeable than his predecessors, and
this is good, but somehow, somewhere, the precious and nourishing
liquid of literature has been spilled from the ever more
carefully moulded goblet."

Quoted by Fosdick, Story of the Rockefeller Foundation, p. 261

1953-54

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Academic Activities

PRINCETON UNIVERSITY

Relativ Educational Institution

Memoranda on Princeton University Council of the
Humanities. (W. J. Gates)

Filed in Vertical file under "H" for Humanities.

W. J. Gates of Princeton University

1957

5/22

PRINCETON UNIVERSITY (1, 2, 3, 4)
HARVARD (3)
JOHNS HOPKINS (1)
✓ HUMANITIES (3)
MATHEMATICS (1, 2)
BUILDINGS AND GROUNDS (3, 4)

EISENHART (1, 2)
DODDS (1, 2)
FLEXNER (1)
KURBY (1, 2)
ALEXANDER (2)
VON NEUMANN (2)
VERLEN (2, 3)
BIRKHOFF (3, 4)
LEPSCHITZ (1, 2)

Relations WCAI

Educational Institutions
Academic Activities

Facilities

Biographical

Interview with Dean Eisenhart, May 22, 1957.

Filed in Vertical File under Eisenhart Interviews.