INTRODUCTION

John Marshall (1909-1980) is well known as the first resident director of the Rockefeller Foundation. His tenure as Director, from 1949 to 1958, saw the foundation grow significantly in both scale and scope. After his departure, Marshall continued to be an influential figure in the field of international development, serving as a consultant to various organizations and institutions.

Marshall played a key role in shaping the Rockefeller Foundation's approach to supporting education and research, and his influence can still be felt today through the foundation's ongoing commitment to these areas.

The presence of Marshall as a leader at the Rockefeller Foundation is a testament to the foundation's commitment to supporting the humanities, and his legacy serves as a reminder of the importance of investing in the arts and sciences for the betterment of society.
Maxwell's background and early career

The foundational role of Maxwell in the field of communication was recognized with particular emphasis in his career achievements. In 1990, he was honored for his contributions to the field of communication and his role in shaping the future of technological advancements. Maxwell's work in educational research and dissemination has been instrumental in promoting innovative educational tools and methodologies. His impact on the field of communication has been profound, leading to significant advancements in educational technology and pedagogical approaches. Maxwell's contributions have been widely acknowledged, and his legacy continues to influence the field of communication.
JOHN MARSHALL, DAVID STEVENS, AND THE HUMANITIES DIVISION

The responsibilities for which Davis Stevens was [ill] suited.

When Marshall applied to serve on the Board of Education, he expressed his interest in the role, stating that he was motivated by a desire to contribute to the improvement of public education. However, his appointment was not without controversy, as some members of the Board were concerned about his lack of experience in the field. Despite these concerns, Marshall was ultimately confirmed and began his work in earnest.

In his role as Assistant Secretary for Education, Marshall was responsible for overseeing the implementation of federal education programs and policies. He was also tasked with developing new initiatives to address the needs of students in underserved communities.

Marshall’s focus on equity and social justice was evident throughout his tenure. He worked to ensure that all students, regardless of their background, had access to high-quality education. Under his leadership, the Department of Education implemented new strategies to support schools in low-income areas and to address disparities in student achievement.

Marshall’s impact on the field of education was significant. He was a vocal advocate for policies that would improve educational outcomes for all students, and his work helped to shape the trajectory of education reform in the United States. Even after his tenure, Marshall continued to be involved in education policy, using his expertise to inform discussions on issues ranging from teacher pay to school funding.

In conclusion, John Marshall’s contributions to the field of education were immeasurable. His dedication to equity, social justice, and educational excellence left a lasting legacy that continues to influence the field today.
JOHN MAHSTALL AND THE HUMANITIES IN EUROPE

MARSHALL'S VISIT TO EUROPE IN 1949

The 1949 Joint Conference on the Humanities was the first international conference held in the United States to examine the role of the humanities in a modern world. The conference was sponsored by the American Council on Education and the National Humanities Foundation, and was attended by scholars from around the world. The conference was a major event in the development of the humanities in the United States, and it helped to establish the humanities as a critical component of higher education.
The Reformation of Humanities Policy

The decay of humanism, and its replacement by what Sir John Eliot calls "the new religion," has led to a decline in the humanities. The rise of science and technology has led to a neglect of the humanities, and this is evident in the decline of the humanities in many universities. The humanities, which once were the foundation of education, are now seen as less important than the sciences.

The humanities have been neglected by universities, and this has had a negative impact on the development of new ideas. The decline of the humanities has also led to a decline in the number of students who choose to study in the humanities.

The humanities are important because they provide a foundation for the development of new ideas. They are also important for their role in the development of critical thinking skills.

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John Marshall's Visit to Europe in 1936

If Marshall was concerned about the moral and constitutional basis of his own position, he had good reason to do so. In the months leading up to the war, he was faced with a number of difficult questions regarding the role of the Supreme Court in the face of the growing importance of the executive branch.

In the context of the Court's power to declare acts of Congress unconstitutional, Marshall was forced to confront the issue of whether the Court had the authority to strike down executive actions. This was a question that had been raised in the cases of Ex Parte Milligan and Ex Parte Crow Indian, in which the Court had upheld the suspension of habeas corpus during the Civil War. In both cases, the Court had relied on the necessity of the war to justify its action, but Marshall was interested in the broader implications of this precedent.

In his speech to the American Bar Association in 1936, Marshall argued that the Court's role was to ensure the rule of law, not to support the policies of the executive branch. He emphasized the importance of the Court's independence, and his remarks were widely seen as a response to the growing influence of the New Deal.

Despite these concerns, Marshall was not fully satisfied with the Court's role in the war, and he was concerned about the Court's ability to maintain its integrity in the face of such pressures. He was also aware of the Court's role in the war effort, and he was concerned about the implications of this involvement for the Court's future. Nonetheless, he remained committed to upholding the Constitution, and he continued to argue for the Court's independence in the face of such challenges.

Marshall's view of the Court's role in the war was not entirely uniform, and he was aware of the need to balance the Court's responsibility to the Constitution with the need to support the war effort. In this respect, he was not alone, and he was part of a broader movement within the legal community to ensure that the Court's role in the war was consistent with the principles of the Constitution.

The Court's role in the war was a major issue in the 1936 election, and it was one of the reasons why Marshall was reelected to the Court. Despite this, he was aware of the challenges that the Court would face in the years to come, and he was committed to ensuring that the Court remained independent and able to fulfill its constitutional role.

In the end, Marshall's commitment to the Constitution was unwavering, and he continued to argue for the Court's independence throughout his tenure. His role in the Court was a major factor in the Court's ability to uphold the Constitution during a time of great national crisis.
Towards a Translational Cultural Community

which was “friendly disposed” to a haphazard of things to come. From the start, our emphasis has been on translating external research and not making it our own. Our mission is to translate external research and make it accessible to a wider audience. This is what we are doing in the present. We are translating research findings into practical applications that can be used in everyday life.

In order to achieve this, we have developed a series of workshops and training sessions that help individuals and organizations understand the relevance of cultural factors in their work. These sessions are designed to provide participants with the tools they need to effectively implement the research findings in their own contexts.

In conclusion, we believe that the translation of cultural research is essential to promote understanding and to bridge the gap between academic research and everyday life. By translating research findings into practical applications, we can help individuals and organizations to better understand and address the challenges they face in today’s world.
rockefeller's the, and the most successful pattern of progress.

This page from the work "The Pathology and the Pathologist: Case and Example" by Joseph B. S. Felter and John G. E. Felter, published in 1901, contains a discussion on the role of innovation in progress and the importance of understanding the processes involved in creating new advancements. The text highlights the need for a combination of innovation and critical thinking to drive progress and improve society.
These included the Geneva-based International Broadcasting Union (IBU), the Paris-based International Committee of Intellectual Cooperation (the League of Nations forerunner of UNESCO), and the Rome-based International Institute of Agriculture (the League of Nations forerunner of the Food and Agriculture Organization). Marshall took a particular interest in the communication-related aspects of the League of Nations, such as its information centre, and in the conference on broadcasting that it organized in 1936 in conjunction with the International Broadcasting Union (IBU). Marshall evidently was of the view that the League information centre and the IBU (along with the International Committee on Intellectual Cooperation) could help provide the communicative infrastructure for an emergent international cultural community. A similar role was accorded the Amsterdam-based League for Documentation, which was in the process of developing a framework for the adoption of micro-photography by European libraries. Marshall's enthusiasm for this particular initiative reflected his interest in bringing the United States and Europe closer together through a sharing of their respective cultural resources.

Marshall's activities on the Continent took on a different complexion during his final visit of the decade, when the dangers posed by Fascism advocacy of the League of Nations through speeches and writing. He was also able to convince John Rockefeller, Jr. (whom he advised on personal philanthropic matters) to throw his support behind the League of Nations. As a moderate in foreign affairs (unlike his fellow philanthropists, Andrew Mellon, and Henry C. Frick), Rockefeller was more than a willing convert. He made substantial contributions to the League of Nations over the years, including $2 million to endow the League's library in Geneva. His son, John Rockefeller III, worked as an intern in the information centre of the League of Nations in the summer before his senior year in college. See John Ennor Harr and Peter J. Johnson, *The Rockefeller Century* (New York: Scribners, 1988), 161–163; Peter Collier and David Horowitz, *The Rockefellers: An American Dynasty* (New York: Holt, Rinehart and Winston, 1976), 142, 195; and Memorandum from Raymond B. Fosdick to John D. Rockefeller Junior, 4 September 1919, in Raymond D. Fosdick, *Letters on the League of Nations from the Files of Raymond B. Fosdick* (Princeton: Princeton University Press, 1966), 29–35. Marshall offers little insight into why visits to League-of-Nations-affiliated organizations figured so prominently in his trips to the Continent. In all likelihood, as was the case with libraries, the League of Nations framework was a legacy of the earlier international concerns of Rockefeller philanthropy, reinforced by Raymond Fosdick's priorities in his capacity as RF Director.

After its opening in 1936 (the same year that Marshall first visited it), the library quickly assumed a triple role: first as a pivotal point of information and documentation for all the League's widely varying conferences, commissions, and committees; second as a research centre for unofficial agencies and individual journalists, professors, students, and visitors from all over the globe; and third as its own center of compilation and publication. Raymond Fosdick, *John D. Rockefeller, Jr.: A Portrait* (New York: Harper and Brothers, 1956), 397.

Marshall became increasingly evident to him. He began to give much more active consideration to how the HD could help preserve cultural exchange and diversity in the face of new encroachments by the authoritarian regime that had come to power in Germany. This was evident in Marshall's approval of a programme to distribute 'books for readers under 18 years of age in languages other than German', by the 'Bibliothèque pour Tous', a lending library in Switzerland. The request had come from its director, who had 'noted that the young Swiss who read German were inundated by books from Nazi Germany'. Along the same lines, Marshall recalled that during his visit to the Scandinavian countries during the autumn of 1938 (shortly after the ill-fated Munich Accord), he was struck by the extent to which they 'were drawing away from their traditional dependence on Germany for cultural values and turning more and more to the Anglo-Saxon countries for cultural subsistence'. This led Marshall to reflect on how the HD might help the Scandinavian countries become more attuned to Anglo-American cultural values, through initiatives such as funding the director of the Norwegian Broadcasting Company, Arnold Raestad, to attend a conference in the United States. Given that Raestad had also been appointed by the International Committee of Intellectual Cooperation to organize 'three committees for the use of radio for interpretation of science, literature and politics', his support was also earmarked to further the interests of this League of Nations organization. The HD support for 'Bibliothèque pour Tous,' and for the director of the Norwegian Broadcasting Company, suggest that the 'internationalist' framework that had underpinned the Division's activities on the Continent was becoming more inflected by cultural retrenchment as the decade drew to a close.

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67 On his visit to Scandinavia in the fall of 1938, Marshall recalls the train's stopover in Hanover, which gave him his 'only glimpse of Nazi Germany' which he remembered 'exactly as it has been pictured. There were few civilians about. The station was full of swaggering Nazi officers in black leather boots, loud and objectionable'. Marshall Oral History, Interview #10, op. cit. note 61, 216.


71 In his oral-history recollection, Marshall found the grant to the 'Bibliothèque pour Tous' to be 'unusual' in that 'the Rockefeller Foundation ... always prided itself in staying outside of propagandistic pressures. But the time was urgent, and there may have been some pressure exerted'. *Ibid.*, 319–320.
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Constitution

William Buxton