

Name John Hannibal Carter Field: Modern Languages
 Teacher of Foreign Languages
 Sumner High School
 4248 West Cottage Avenue, St. Louis, Missouri

Plan of Work A comparative study of Bourget and Balzac dealing with technique in the novel, characters, style, traditionalism and social philosophy.

Wishes to work for Ph. D. degree under Dr. Joseph F. Jackson at the University of Illinois. Has been admitted. Probable duration of work one year, beginning June 1942. Will seek position of teaching and research at one of the larger Negro universities.

Personal Data Born Memphis, Tennessee, August 1909. Married, one child. Wife is social worker. Two dependents. Age: 32

Undergraduate Work University of Illinois, A. B., 1929.

Graduate Work University of Illinois, A. M., 1933
 University of Illinois, summers, 1937, '38, '39, '40, '41.

Experience Instructor at various schools in St. Louis, 1929 -, \$1400-\$2700.

Accomplishments

References

Joseph F. Jackson
 Samuel F. Will
 Paul Emile Jacob
 Arthur Hamilton
 Howard Vernon Canter
 (All of University of Illinois.)
 Lorenzo J. Greene, Lincoln University (Missouri).

Budget Summary

Total Amount Needed	\$1,865.
From Applicant	400.
From Fund	\$1,465.

AMOUNT GRANTED

JOHN H. CARTER.

PLEASE RETURN
TO
JULIUS ROSENWALD FUND

The study on Bourget and Balzac upon which I am presently engaged is intended to fulfill the dissertation requirement of the University of Illinois toward the doctorate in French. The subject was suggested several years ago by Curtius the German scholar in his authoritative study of Balzac published by Friedrich Cohen in Bonn. Emile Faguet, the French critic, in his more recent work on Balzac indicates the same problem as a fertile field for scholarship. Prof. Albert Feuillert of Yale University, and brother-in-law of the subject of his scholarly investigation, in the preface to Paul Bourget (Paris, Librairie Plon 1937), also indicates the need of definitive research upon Bourget as a writer influenced by Balzac's literary and social theories. Balzac has become perhaps the dominant figure in the study of the modern novel, its purposes and influences; a vast amount of scholarly effort is being expended upon him, particularly in this country, until the demise of the late Prof. Dargan, at the University of Chicago. The effect of Balzac upon modern thought and society, as well as upon that which is more purely literary, grows increasingly apparent and important, with widely variant views propounded by different schools: some of the Russian school holding him a proponent of revolutionary theories, investigators of other schools pointing to him as a bulwark of religion and traditionalism in France, a prophet of the moral and national decay brought about by the revolutions and the rapid social changes in the France of the early nineteenth century. If Balzac may be said to be the historiographer of the early portion of the century, producing a sociology of pessimism, Bourget is admittedly his disciple, directed toward literature by the impact of the master's mind as revealed in books and more or less as a psycho-sociologist, also as a moralist, attempting to portray and even to stay the vast sociological and political changes in French during his lifetime operating to the detriment of the national welfare -- changes foreseen by Balzac, and even to some extent fashioned by his literary production. The present status of France and of the world situation lends greater validity to a comparative study of the thought of these two. My investigation will seek to determine the

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-2-

exact literary relationship of these two, the significance of their relatively complementary portrayal of the two halves of a rather long century and the validity of their social theses.

This program of research was first undertaken in the summer of 1941 at the University of Illinois under the direction of Prof. Joseph P. Jackson, head of the French Department, and as the result of several conferences with him, following my completion of course requirements and examinations other than the final leading to the doctorate in his department. The study has been pursued rather closely since and now requires even greater attention for its successful conclusion. The history of the subject to the present date has been adequately covered, its ramifications and possibilities revealed by data now in my files, the available critical material has been reasonably exhausted, and direct examination of the works of both authors is now in progress. Sufficient study and research of the problem reasonably may be expected to attain completion early in the first semester of the academic year 1942-43, thus leaving sufficient time for its final redaction before June of the same year; I plan to give available time to the subject this school year until June, when, naturally, it will exact undivided attention. The work will continue under the personal direction of Prof. Jackson, who as a friend of Feullerat has special interest in the subject and can obtain for me accordingly first hand information and advice with regard to Bourget.

I have long desired to direct my efforts toward literary criticism and creative writing. This study, if successful, certainly will fill a gap in the literary history of the past century, and may lead to a more satisfactory interpretation of the literature and society of the present one. Prof. Jacob, who is Swiss and even as yet ^{not} too fully aware of difficulties in America arising from race, suggested several years ago that literary criticism is my metier. I should like to help form the

minds of scholars in literature at Fisk, Atlanta, or Howard, and have an environment conducive to truly productive thinking, to have a greater opportunity to make a real contribution to earnest thought and letters.

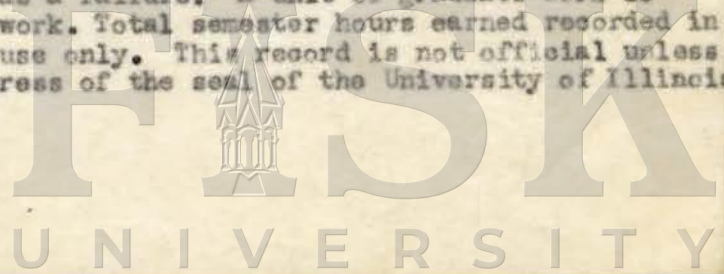
UNIVERSITY OF ILLINOIS-REGISTRAR'S OFFICE

Name CARTER, John Hannibal			Vault No. 62463
Entered	Matriculated	Matr. Number	Place and date of birth
Sept. 21, 1926	Sept. 21, 1925	50120	Memphis, Tennessee August 18, 1909
COLLEGE	Curriculum		Name of Parent or Guardian
L.A.S.	General		Hannibal C. Carter
DEGREE	Date		Address of parent or guardian
A.E. (French	Oct. 16, 1933		4607 Evans Ave. St. Louis, Missouri
A.E. (L.A.S.)	Honors in Latin June 14, 1929		Residence classification of Student
School last attended			
SUMMER HIGH SCHOOL			

ADMISSION UNITS						ACCEPTED FROM	
English	4	Latin	4	History	1 1/2	Bookkeeping	SUMMER HIGH SCHOOL
		German		Civics	1 1/2	Dr. & Man. Train.	St. Louis, Missouri
Algebra	1 1/2	French		Economics		Music	
Plane Geometry	1	Spanish		Com. Geography		Agr. or Home Econ.	
Solid Geometry	1/2			Sociology		Sten. & Type.	
						Other Subjects	

Descriptive Title of Course	Number	HR.	Grade	Descriptive Title of Course	Number	HR.	Grade
FIRST SEMESTER 1925-26				SECOND SEMESTER 1927-28			
Livy	Latin 2a	4	A	Greek History	Greek 55	3	B
Elementary French	Fren. 1a	4	A	Elementary Spanish	Spanish 1a	4	A
Rhetoric & Composition	Rhet. 1	3	B	SECOND SEMESTER 1927-28			
Plane Trigonometry	Math. 4	2	B	Latin Composition	Latin 10	2	A
Hygiene	Hyg. 1	1/2	A	Tacitus	Latin 8	3	B
Swimming	P.Ed. 31b	1/2	B	Intro. to Fren. Literature	Fren. 3b	3	B
Infantry Drill	Mil. 1a	1/2	A	Elementary Spanish	Span. 1b	4	A
Infantry Theory	Mil. 1b	1/2	A	English History	Hist. 2b	3	A
SECOND SEMESTER 1925-26				Principles of Sociology	Soc. 1	3	B
Plautus & Terence	Latin 2b	4	A	FIRST SEMESTER 1928-29			
Elementary French	Fren. 1b	4	A	Livy, Tibullus, Propertius	Lat. 14	3	B
College Algebra	Math. 2	3	B	Modern Spanish	Span. 2a	4	A
Rhetoric & Composition	Rhet. 2	3	B	Educational Psychology	Educ. 25	3	B
Hygiene	Hyg. 3	1/2	C	Technic of Teaching	Educ. 10	3	B
Swimming	P.Ed. 13	1/2	B	American Nat'l. Government	P.Sci. 1	3	B
Infantry Drill	Mil. 2a	1/2	A	French Lyric Poetry	Fren. 29a	2	A
Infantry Theory	Mil. 2b	1/2	B	SECOND SEMESTER 1928-29			
FIRST SEMESTER 1926-27				Intro. to Spanish Literature	Span. 3b	3	A
Sallust & Cicero	Latin 3	3	B	Teachers Course	Latin 9	2	C
Modern French	Fren. 2a	4	B	Comparative Education	Educ. 5	3	A
General Zoology	Zool. 1	5	C	History of Education	Educ. 2	3	C
Introduction to Psychology	Psych. 1	4	C	Prin. of Secondary Education	Educ. 6	3	B
Wrestling	P.Ed. 25	1/2	B	French Lyric Poetry	Fren. 29b	2	B
Infantry Drill	Mil. 3a	1/2	B	SUMMER SESSION 1930			
Infantry Theory	Mil. 3b	1/2	B	TRANSFERRED TO GRADUATE ROM. LANG. Units			
SECOND SEMESTER 1926-27				French Romanticism	Fr. S127a	1	B
Vert. Zool. & Comp. Anat.	Zool. 2	5	C	Spanish Novel of 19th Cent.	Span S135a	1	A
Introductory Physiology	Phy. 1	2	C	SUMMER SESSION 1931			
Latin Composition	Latin 5b	1	C	18th Century Prose Writers	Fren S104b	1	A
Roman Life	Latin 13	1	B	Span. Lit. in 16th Century	Span S130a	1	A
Modern French	Fren. 2b	4	A	SUMMER SESSION 1932			
History of Rome	Hist. 56	3	B	French Romanticism	Fren S127b	1	A
Boxing	P.Ed. 24	1/2	A	Modern French Novel	Fren S135a	1	A
Infantry Drill	Mil. 4a	1/2	A	SUMMER SESSION 1933			
Infantry Theory	Mil. 5b	1/2	B	Special Topics for Research	Fren S195	1	A
FIRST SEMESTER 1927-28				*****			
Lucretius & Horace	Latin 3	3	A	* IN GOOD STANDING *			
Latin Composition	Latin 5a	1	B	* E. C. Seyler *			
Introduction to Literature	Fren. 3a	3	A	* E. C. Seyler, Recorder *			
Intro. to Shakespeare	Engl. 23	3	B	*****			
* By Examination							

A, excellent; B, good; C, fair; D, poor (barely passing); E, failure; Ab. (Absent), counts as a failure; Ex., excused absence; Dr., dropped from class, counts as a failure. A unit of graduate work is equivalent to four semester hours of undergraduate work. Total semester hours earned recorded in semester hour column; all other totals for office use only. This record is not official unless it bears the signature of the Recorder and the impress of the seal of the University of Illinois



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			Non-resident		

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English	Latin	History	Physics	Bookkeeping
	German	Civics	Chemistry	Draw. & Man. Train.
Algebra	French	Economics	Zoology	Music
Plane Geometry	Spanish	Com. Geography	Botany	Agr. or Home Econ.
Solid Geometry		Sociology	Biology	Sten. & Type.
				Other Scien. Misc. Subjects

Descriptive Title of Course	Course Number	Unit	Grade	Descriptive Title of Course	Course Number	Sem. Hr.	Grade
Old French Readings	Fren.S101a	1	A				
SUMMER SESSION 1937							
Le Real. et. let Natur. Fran.	Fren.S144b		A				
17th Cent. Literature; Drama	Span.S131C		A				
Latin Elegy	Lat. S115		A				
SUMMER SESSION 1938 Romance Language							
Orig. & Devel. of Novel in Fr.	Fren.S128a		A				
Contemporary Spanish Drama	Span.S123b		A				
SUMMER SESSION 1939							
Villon, Rabelais, Montaigne	Fren.S102b		A				
Annales of Tacitus	Lat. S151a		A				
SUMMER SESSION 1940							
Spec. Topics for Res. in Fren.	Fren.S195		A				
La Litterature Contemporaine	Fren.S33a		A				
SUMMER SESSION 1941							
Spec. Topics for Research	Fren.S195	(2)	Def.				

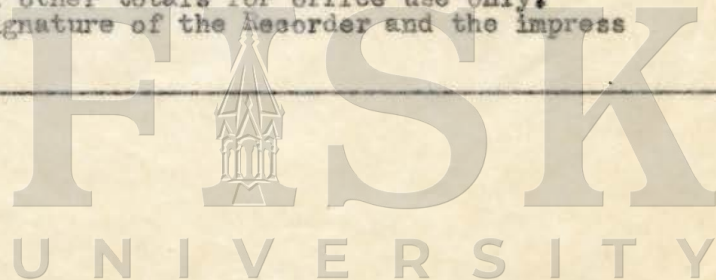
 * French Exam. Passed *
 * German Exam. Passed *
 * Preliminary Exam. Passed *
 * *

I N G O O D S T A N D I N G

E.C. Seyler
 E.C. Seyler, Recorder

* By examination Nov. 19, 1941.

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LETTERS OF REFERENCE

John Hannibal Carter

Mr. Lorenzo J. Green, Associate Professor of History, Lincoln University,
Missouri.

It is a pleasure to support Mr. Carter's application for a Rosenwald fellowship. I have known the candidate for some time and can sincerely say that he is a person of great ability and high character, whom I can recommend without hesitation to your Fund. Although I am not qualified to comment technically upon Mr. Carter's subject, several of my colleagues - here and at other institutions - to whom I have spoken, all agree that his subject is not only of great importance, but that this particular aspect of Balzac and Bourget needs to be done. Mr. Carter has shown me a great deal of material which he has collected upon his subject and I firmly believe that he only needs the financial assistance that your Fund might extend him in order to bring his study to completion.

Mr. Carter's outstanding ability (as his record at the University of Illinois shows) and his scholarly attitude has convinced me that, in his study of Bourget and Balzac, he will make a valuable contribution to his chosen field.

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Mr. Arthur Hamilton, Associate Professor of Spanish and Italian, University
of Illinois.

Mr. Carter is, in my opinion, the most outstanding student we have had at the University of Illinois in the field of Romance Languages. He has a rapier-like mind, a selective quality developed to

a high degree, a capacity for research on his own, joined to the ability to work hard and incessantly. On the occasion of his master's oral, after half an hour of questioning, I remember that Professor Oliver, who was conducting the examination said, "Well, Mr. Carter, we can't ask you anything you don't know. Why don't you tell us what question to ask you?" This sort of thing doesn't usually occur on such occasions.

While not well acquainted with the field of study proposed by Mr. Carter, I unhesitatingly approve his choice, because it is his choice and as unhesitatingly I affirm that it is my belief that his thesis will be, if not the most noteworthy contribution, very close to it, and in any event a very worth while one.

Mr. Carter is every inch a gentleman, a man of wide culture, a charming conversationalist, at home in every gathering, well poised, well balanced.

I fear you will think I am indulging in too much extravagant praise, but Mr. Carter is in a class by himself in my estimation, and I have always thought that it was only his color which prevented his rise to the topmost heights in our profession. Remember, I have said that he was the most brilliant student we have ever had here; this means just what it says, not just the best Negro student, but no white student has done as brilliantly as he. Nor has any who even came near doing so shown the modesty, the courtesy, the unfailing thoughtfulness that Mr. Carter always displays.

Mr. Joseph F. Jackson, Head, Department of French, University of Illinois.

My direct acquaintance with Mr. Carter and his work is limited to the summer session of 1941, when he completed his preliminary requirements for the Ph. D. degree and began work on his dissertation. Judging from his record and the impression he has made on my colleagues and on me, he is a thoroughly competent and reliable person, deserving any necessary aid to allow him to complete his dissertation satisfactorily and in due time. As Mr. Carter says, I proposed his subject, Bourget and Balzac, which has been suggested by authorities on the two writers. It is an ambitious undertaking from the point of view of the amount of material to be studied, the interpretation of this material, and the probable implications of the results obtained. Such studies will undoubtedly be increasingly important in the immediate future, when we shall re-examine and re-evaluate (?) past ideas, opinions and theories of a social and political nature in their relation to the present. This field is so broad that I should expect Mr. Carter to limit his study of Balzac and Bourget. However, I feel that even a limitation of the subject should produce significant results. Mr. Carter should be able to produce an important contribution in the field of the modern literature of ideas.

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Mr. Samuel F. Will, Professor of French, University of Illinois.

I have always had a very high respect for Mr. Carter as a student and as a man. His record in graduate courses is excellent. He is liked and admired by all who have been associated with him here, students

and teachers alike. He is thorough, conscientious, and has fine common sense.

Mr. Carter's research project is significant, and I am confident of his ability to carry it out successfully.

In eleven years of graduate teaching at the University of Illinois I have had ten or twelve colored students. I consider Mr. Carter by far the ablest and most promising of them all, and am delighted to recommend him.

Paul Emile Jacob, Assistant Professor in French, University of Illinois.

I know Carter and think highly of him as a student. His subject of research is important and well worth treating. I have no doubt this scholar will carry out the inquiry successfully.

Mr. Howard Vernon Carter, Professor Emeritus of the Classics, University of Illinois.

The writer knew Mr. Carter as a graduate student in Latin for two summer sessions of eight weeks at the University of Illinois. During this work Mr. Carter showed himself an intelligent and persevering student of ability well above students of his race. His mind is keen, and his application to a problem set before him is all that one could ask. I am not proficient in the field of Romance languages; hence do not feel able to express an opinion as to the particular plan of work which Mr. Carter has set before him.

Name John Hannibal Carter Field: Modern Languages

Teacher of Foreign Languages
 Summer High School
 4248 West Cottage Avenue, St. Louis, Missouri

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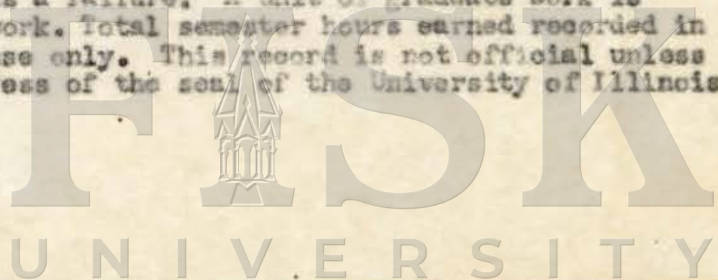
and have an environment conducive to truly productive thinking, to have a greater opportunity to make a real contribution to earnest thought and letters.

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Termed	Matriculated	Matr. Number	Place and date of birth	
Sept. 21, 1925	Sept. 21, 1925	50120	Memphis, Tennessee August 18, 1909	
COLLEGE	Curriculum		Name of Parent or Guardian	
L.A.S.	General		Hannibal C. Carter	
DEGREE	Date		Address of parent or guardian	
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A.B. (L.A.S.)	Honors in Latin	June 14, 1929	Residence classification of Student	
School last attended	SUMNER HIGH SCHOOL			

ADMISSION UNITS						ACCEPTED FROM				
English	4	Latin	4	History	1 1/2	Physics	1	Bookkeeping		SUMNER HIGH SCHOOL
		German		Civics	1/2	Chemistry	1	Dr. & Man. Train.		St. Louis, Missouri
Algebra	1 1/2	French		Economics		Zoology		Music		
Plane Geometry	1	Spanish		Com. Geography		Botany	1/2	Agr. or Home Econ.		
Solid Geometry	1/2			Sociology		Biology		Sten. & Type.		
						Other Sciences		Miss. Subjects		

Descriptive Title of Course	Number	Gr.	Grade	Descriptive Title of Course	Number	Gr.	Grade
FIRST SEMESTER 1925-26				SECOND SEMESTER 1925-26			
Livy	Latin 2a	4	A	Greek History	Greek 55	3	B
Elementary French	Fren. 1a	4	A	Elementary Spanish	Spanish 1a	4	A
Rhetoric & Composition	Rhet. 1	3	B	SECOND SEMESTER 1927-28			
Plane Trigonometry	Math. 4	2	B	Latin Composition	Latin 10	2	A
Hygiene	Hyg. 1	1	A	Tacitus	Latin 8	3	B
Swimming	P.Ed. 31b	1	B	Intro. to Fren. Literature	Fren. 3b	3	B
Infantry Drill	Mil. 1a	1	A	Elementary Spanish	Span. 1b	4	A
Infantry Theory	Mil. 1b	1	A	English History	Hist. 2b	3	A
FIRST SEMESTER 1926-27				FIRST SEMESTER 1928-29			
Plautus & Terence	Latin 2b	4	A	Principles of Sociology	Soc. 1	3	B
Elementary French	Fren. 1b	4	A	SECOND SEMESTER 1928-29			
College Algebra	Math. 2	3	B	Livy, Tibullus, Propertius	Lat. 14	3	B
Rhetoric & Composition	Rhet. 2	3	B	Modern Spanish	Span. 2a	4	A
Hygiene	Hyg. 3	1	C	Educational Psychology	Educ. 25	3	B
Swimming	P.Ed. 13	1	B	Technic of Teaching	Educ. 10	3	B
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Infantry Theory	Mil. 2b	1	B	French Lyric Poetry	Fren. 29a	2	A
FIRST SEMESTER 1926-27				SECOND SEMESTER 1928-29			
Sallust & Cicero	Latin 3	3	B	Intro. to Spanish Literature	Span. 3b	3	A
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Infantry Theory	Mil. 3b	1	B	SUMMER SESSION 1930			
SECOND SEMESTER 1926-27				TRANSFERRED TO GRADUATE ROM. LANG. Units			
Vert. Zool. & Comp. Anat.	Zool. 2	5	C	French Romanticism	Fr. S127a	1	B
Introductory Physiology	Phy. 1	2	C	Spanish Novel of 19th Cent.	Span S135a	1	A
Latin Composition	Latin 5b	1	C	SUMMER SESSION 1931			
Roman Life	Latin 13	1	B	18th Century Prose Writers	Fren S104b	1	A
Modern French	Fren. 2b	4	A	Span. Lit. in 16th Century	Span S130a	1	A
History of Rome	Hist. 56	3	B	SUMMER SESSION 1932			
Boxing	P.Ed. 24	1	A	French Romanticism	Fren S127b	1	A
Infantry Drill	Mil. 4a	1	A	Modern French Novel	Fren S135a	1	A
Infantry Theory	Mil. 5b	1	B	SUMMER SESSION 1933			
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Lucretius & Horace	Latin 3	3	A	*****			
Latin Composition	Latin 5a	1	B	* IN GOOD STANDING *			
Introduction to Literature	Fren. 3a	3	A	* E.C. Seyler *			
Intro. to Shakespeare	Engl. 23	3	B	* E. C. Seyler, Recorder *			
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Degree	Date		Address of parent or guardian	
A.M. (French)	Oct. 16, 1933		4807 Evans Avenue St. Louis, Missouri	
A.B. (L.A.S.)	June 14, 1929		Residence classification of student	
			Non-resident	

ADMISSION UNITS				ACCEPTED FROM
English	Latin	History	Physics	Bookkeeping
	German	Civics	Chemistry	Draw. & Man. Train.
Algebra	French	Economics	Zoology	Music
Plane Geometry	Spanish	Com. Geography	Botany	Agr. or Home Econ.
Solid Geometry		Sociology	Biology	Sten. & Type.
		Other Scien.	Misc. Subjects	

Descriptive Title of Course	Course Number	Unit	Grade	Descriptive Title of Course	Course Number	Unit	Grade
Old French Readings	Fren. S101a	1	A				
SUMMER SESSION 1937							
Le Real. et. let. Natur. Fran.	Fren. S144b		A				
17th Cent. Literature; Drama	Span. S131C		A				
Latin Elegy	Lat. S115		A				
SUMMER SESSION 1938							
Orig. & Devel. of Novel in Fr.	Fren. S123a		A				
Contemporary Spanish Drama	Span. S123b		A				
SUMMER SESSION 1939							
Villon, Rabelais, Montaigne	Fren. S102b		A				
Annales of Tacitus	Lat. S151a		A				
SUMMER SESSION 1940							
Spec. Topics for Res. in Fren.	Fren. S195		A				
La Littérature Contemporaine	Fren. S33a		A				
SUMMER SESSION 1941							
Spec. Topics for Research	Fren. S195	(2)	Def.				

 * French Exam. Passed *
 * German Exam. Passed *
 * Preliminary Exam. Passed *
 * *

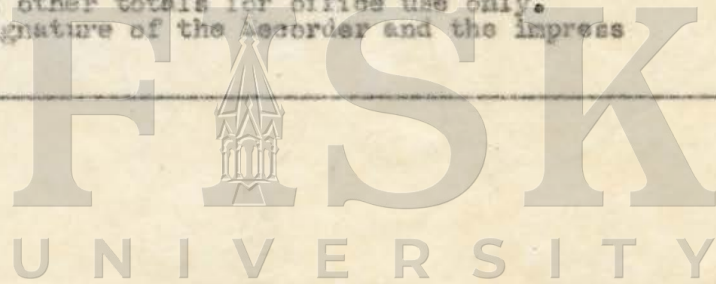
I N G O O D S T A N D I N G

E. C. Seyler
 E. C. Seyler, Recorder

Nov. 19, 1941.

* By examination

A, excellent; B, good; C, fair; D, poor (barely passing); E, failure; AB., (absent), counts as a failure; Ex., excused absence; Dr., dropped from class, counts as a failure. A unit of graduate work is equivalent to four semester hours of undergraduate work. Total semester hours earned recorded in semester hour column; all other totals for office use only. This record is not official unless it bears the signature of the Recorder and the impress of the seal of the University of Illinois.



LETTERS OF REFERENCE

John Hannibal Carter

Mr. Lorenzo J. Green, Associate Professor of History, Lincoln University,
Missouri.

It is a pleasure to support Mr. Carter's application for a Rosenwald fellowship. I have known the candidate for some time and can sincerely say that he is a person of great ability and high character, whom I can recommend without hesitation to your Fund. Although I am not qualified to comment technically upon Mr. Carter's subject, several of my colleagues - here and at other institutions - to whom I have spoken, all agree that his subject is not only of great importance, but that this particular aspect of Balzac and Bourget needs to be done. Mr. Carter has shown me a great deal of material which he has collected upon his subject and I firmly believe that he only needs the financial assistance that your Fund might extend him in order to bring his study to completion.

Mr. Carter's outstanding ability (as his record at the University of Illinois shows) and his scholarly attitude has convinced me that, in his study of Bourget and Balzac, he will make a valuable contribution to his chosen field.

Mr. Arthur Hamilton, Associate Professor of Spanish and Italian, University of Illinois.

Mr. Carter is, in my opinion, the most outstanding student we have had at the University of Illinois in the field of Romance Languages. He has a rapier-like mind, a selective quality developed to

a high degree, a capacity for research on his own, joined to the ability to work hard and incessantly. On the occasion of his master's oral, after half an hour of questioning, I remember that Professor Oliver, who was conducting the examination said, "Well, Mr. Carter, we can't ask you anything you don't know. Why don't you tell us what question to ask you?" This sort of thing doesn't usually occur on such occasions.

While not well acquainted with the field of study proposed by Mr. Carter, I unhesitatingly approve his choice, because it is his choice and as unhesitatingly I affirm that it is my belief that his thesis will be, if not the most noteworthy contribution, very close to it, and in any event a very worth while one.

Mr. Carter is every inch a gentleman, a man of wide culture, a charming conversationalist, at home in every gathering, well poised, well balanced.

I fear you will think I am indulging in too much extravagant praise, but Mr. Carter is in a class by himself in my estimation, and I have always thought that it was only his color which prevented his rise to the topmost heights in our profession. Remember, I have said that he was the most brilliant student we have ever had here; this means just what it says, not just the best Negro student, but no white student has done as brilliantly as he. Nor has any who even came near doing so shown the modesty, the courtesy, the unfailing thoughtfulness that Mr. Carter always displays.

Mr. Joseph F. Jackson, Head, Department of French, University of Illinois.

My direct acquaintance with Mr. Carter and his work is limited to the summer session of 1941, when he completed his preliminary requirements for the Ph. D. degree and began work on his dissertation. Judging from his record and the impression he has made on my colleagues and on me, he is a thoroughly competent and reliable person, deserving any necessary aid to allow him to complete his dissertation satisfactorily and in due time. As Mr. Carter says, I proposed his subject, Bourget and Balzac, which has been suggested by authorities on the two writers. It is an ambitious undertaking from the point of view of the amount of material to be studied, the interpretation of this material, and the probable implications of the results obtained. Such studies will undoubtedly be increasingly important in the immediate future, when we shall re-examine and re-evaluate (?) past ideas, opinions and theories of a social and political nature in their relation to the present. This field is so broad that I should expect Mr. Carter to limit his study of Balzac and Bourget. However, I feel that even a limitation of the subject should produce significant results. Mr. Carter should be able to produce an important contribution in the field of the modern literature of ideas.

- - - - -

Mr. Samuel F. Will, Professor of French, University of Illinois.

I have always had a very high respect for Mr. Carter as a student and as a man. His record in graduate courses is excellent. He is liked and admired by all who have been associated with him here, students

and teachers alike. He is thorough, conscientious, and has fine common sense.

Mr. Carter's research project is significant, and I am confident of his ability to carry it out successfully.

In eleven years of graduate teaching at the University of Illinois I have had ten or twelve colored students. I consider Mr. Carter by far the ablest and most promising of them all, and am delighted to recommend him.

Paul Emile Jacob, Assistant Professor in French, University of Illinois.

I know Carter and think highly of him as a student. His subject of research is important and well worth treating. I have no doubt this scholar will carry out the inquiry successfully.

Mr. Howard Vernon Canter, Professor Emeritus of the Classics, University of Illinois.

The writer knew Mr. Carter as a graduate student in Latin for two summer sessions of eight weeks at the University of Illinois. During this work Mr. Carter showed himself an intelligent and persevering student of ability well above students of his race. His mind is keen, and his application to a problem set before him is all that one could ask. I am not proficient in the field of Romance languages; hence do not feel able to express an opinion as to the particular plan of work which Mr. Carter has set before him.

Name John Hannibal Carter **Field:** Modern Languages
 Teacher of Foreign Languages
 Summer High School
 4248 West Cottage Avenue, St. Louis, Missouri

Plan of Work

A comparative study of Bourget and Balzac dealing with technic in the novel, characters, style, traditionalism and social philosophy.

Wishes to work for Ph. D. degree under Dr. Joseph F. Jackson at the University of Illinois. Has been admitted. Probable duration of work one year, beginning June 1942. Will seek position of teaching and research at one of the larger Negro universities.

Personal Data Born Memphis, Tennessee, August 1909. Married, one child. Wife social worker. Two dependents. **Age:** 32

Undergraduate Work University of Illinois, A. B., 1929.

Graduate Work University of Illinois, A. M., 1933.
 University of Illinois, summers 1937-41.

Experience Instructor at various schools in St. Louis, 1929 -, \$1400-\$2700.

Accomplishments**References**

Joseph F. Jackson
 Samuel F. Will
 Paul Emile Jacob
 Arthur Hamilton
 Howard Vernon Canter
 (All of University of Illinois)
 Lorenzo J. Greene, Lincoln University (Missouri).

Budget Summary

Total Amount Needed	\$1,865.
From Applicant	400.
From Fund	\$1,465.

AMOUNT GRANTED



PLEASE RETURN
TO
JULIUS ROSENWALD FUND

JOHN H. CARTER

The study on Bourget and Balzac upon which I am presently engaged is intended to fulfill the dissertation requirement of the University of Illinois toward the doctorate in French. The subject was suggested several years ago by Curtius the German scholar in his authoritative study of Balzac published by Friedrich Cohen in Bonn. Emile Faguet, the French critic, in his more recent work on Balzac indicates the same problem as a fertile field for scholarship. Prof. Albert Feuillerat of Yale University, and brother-in-law of the subject of his scholarly investigation, in the preface to Paul Bourget (Paris, Librairie Plon 1937), also indicates the need of definitive research upon Bourget as a writer influenced by Balzac's literary and social theories. Balzac has become perhaps the dominant figure in the study of the modern novel, its purposes and influences; a vast amount of scholarly effort is being expended upon him, particularly in this country, until the demise of the late Prof. Dargan, at the University of Chicago. The effect of Balzac upon modern thought and society, as well as upon that which is more purely literary, grows increasingly apparent and important, with widely variant views propounded by different schools: some of the Russian school holding him a proponent of revolutionary theories, investigators of other schools pointing to him as a bulwark of religion and traditionalism in France, a prophet of the moral and national decay brought about by the revolutions and the rapid social changes in the France of the early nineteenth century. If Balzac may be said to be the historiographer of the early portion of the century, producing a sociology of pessimism, Bourget is admittedly his disciple, directed toward literature by the impact of the master's mind as revealed in books and more or less as a psycho-sociologist, also as a moralist, attempting to portray and even to stay the vast sociological and political changes in France during his lifetime operating to the detriment of the national welfare -- changes foreseen by Balzac, and even to some extent fashioned by his literary production. The present status of France and of the world situation lends greater validity to a comparative study of the thought of these two. My

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investigation will seek to determine the exact literary relationship of these two, the significance of their relatively complementary portrayal of the two halves of a rather long century and the validity of their social theses.

This program of research was first undertaken in the summer of 1941 at the University of Illinois under the direction of Prof. Joseph F. Jackson, head of the French department, and as the result of several conferences with him, following my completion of course requirements and examinations other than the final leading to the doctorate in his department. The study has been pursued rather closely since and now requires even greater attention for its successful conclusion. The history of the subject to the present date has been adequately covered, its ramifications and possibilities revealed by data now in my files; the available critical material has been reasonably exhausted, and direct examination of the works of both authors is now in progress. Sufficient study and research of the problem reasonably may be expected to attain completion early in the first semester of the academic year 1942-43, thus leaving sufficient time for its final redaction before June of the same year; I plan to give available time to the subject this school year until June, when, naturally, it will exact undivided attention. The work will continue under the personal direction of Prof. Jackson, who as a friend of Feuillerat has special interest in the subject and can obtain for me accordingly first hand information and advice with regard to Bourget.

I have long desired to direct my efforts toward literary criticism and creative writing. This study, if successful, certainly will fill a gap in the literary history of the past century, and may lead to a more satisfactory interpretation of the literature and society of the present one. Prof. Jacob, who is Swiss and even as yet not too fully aware of difficulties in America arising from race, suggested several years ago that literary criticism is my *métier*. I should like to help form the minds of scholars in literature at Fisk, Atlanta, or Howard,

and have an environment conducive to truly productive thinking, to have a greater opportunity to make a real contribution to earnest thought and letters.

Name Carter, John Hannibal	Entered Sept. 21, 1925	Matriculated Sept. 21, 1925	Matr. Number 50120	Place and date of birth Memphis, Tennessee, August 18, 1909
College L.L.A.S.	Curriculum General	Date Oct. 16, 1933	Name of parent or guardian Hannibal C. Carter	Address of parent or guardian 4607 Evans Ave., St. Louis, Missouri
Degree A.B. (French)	Honors in Latin	Date June 14, 1929	Residence classification of student St. Louis, Missouri	
School last attended Summer High School				

ADMISSION UNITS					ACCEPTED FROM					
English	4	Latin	4	History	1 1/2	Physics	1	Bookkeeping	1	Summer High School,
		German		Civics		Chemistry	1	Draw. & Man. Train.		St. Louis, Missouri
Algebra	1 1/2	French		Economics		Zoology		Music		
Plane Geometry	1	Spanish		Com. Geography		Botany	1/2	Agr. or Home Econ.		
Solid Geometry	1/2			Sociology		Biology		Sten. & Type.		
						Other Sciences		Misc. Subjects		

Descriptive Title of Course	Course Number	Sem. Hr.	Grade	Descriptive Title of Course	Course Number	Sem. Hr.	Grade
First Semester 1925-26				Second Semester 1927-28			
Livy	Latin 2a	4	A	Greek History	Greek 55	3	B
Elementary French	Fren. 1a	4	A	Elementary Spanish	Span. 1a	4	A
Rhetoric & Composition	Rhet. 1	3	B	Second Semester 1927-28			
Plane Trigonometry	Math. 4	2	B	Latin Composition	Latin 10	2	A
Hygiene	Hyg. 1	1	A	Tacitus	Latin 8	3	B
Swimming	P. Ed. 31b	1	B	Intro. to French Literature	Fren. 3b	3	B
Infantry Drill	Mil. 1a	1	A	Elementary Spanish	Span. 1b	4	A
Infantry Theory	Mil. 1b	1	A	English History	Hist. 2b	3	A
Second Semester 1925-26				Principles of Sociology	Soc. 1	3	B
Flautus & Terence	Latin 2b	4	A	First Semester 1928-29			
Elementary French	Fren. 1b	4	A	Livy, Tibullus, Propertius	Latin 14	3	B
College Algebra	Math. 2	3	B	Modern Spanish	Span. 2a	4	A
Rhetoric & Composition	Rhet. 2	3	B	Educational Psychology	Educ. 25	3	B
Hygiene	Hyg. 3	1	C	Technic of Teaching	Educ. 10	3	B
Swimming	P. Ed. 13	1	B	American National Government	P. Sci. 1	3	B
Infantry Drill	Mil. 2a	1	A	French Lyric Poetry	Fren. 29a	2	A
Infantry Theory	Mil. 2b	1	B	Second Semester 1928-29			
First Semester 1926-27				Intro. to Spanish Literature	Span. 3b	3	A
Sullust & Cicero	Latin 3	3	B	Teachers Course	Latin 9	2	C
Modern French	Fren. 2a	4	B	Comparative Education	Educ. 5	3	A
General Zoology	Zool. 1	5	C	History of Education	Educ. 2	3	C
Introduction to Psychology	Psych. 1	4	C	Prin. of Secondary Education	Educ. 6	3	B
Wrestling	P. Ed. 25	1	B	French Lyric Poetry	Fren. 29b	2	B
Infantry Drill	Mil. 3a	1	B	Summer Session 1930			
Infantry Theory	Mil. 3b	1	B	TRANSFERRED TO GRADUATE FROM LANG. UNITS			
Second Semester 1926-27				French Romanticism	Fren. S127a	1	B
Vert. Zool. & Comp. Anat.	Zool. 2	5	C	Spanish Novel of 19th Century	Span. S135a	1	A
Introductory Physiology	Phy. 1	2	C	Summer Session 1931			
Latin Composition	Latin 5b	1	C	18th Century Prose Writers	Fren. S104b	1	A
Roman Life	Latin 13	1	B	Span. Lit. in 16th Century	Span. S130a	1	A
Modern French	Fren. 2b	4	A	Summer Session 1932			
History of Rome	Hist. 56	3	B	French Romanticism	Fren. S127b	1	A
Boxing	P. Ed. 24	1	A	Modern French Novel	Fren. S135a	1	A
Infantry Drill	Mil. 4a	1	A	Summer Session 1933			
Infantry Theory	Mil. 4b	1	B	Special Topics for Research	Fren. S193	1	A
First Semester 1927-28				IN GOOD STANDING			
Lucretius & Horace	Latin 3	3	A	NOV 19 1941			
Latin Composition	Latin 5a	1	B	E. C. Seyler, Recorder			
Introduction to Literature	Fren. 3a	3	A				
Intro. to Shakespeare	Engl. 23	3	B				

A, excellent; B, good; C, fair; D, poor (barely passing); E, failure; Ab. (Absent), counts as a failure; Ex., excused absence; Dr., dropped from class, counts as a failure. A unit of graduate work is equivalent to four semester hours of undergraduate work. Total semester hours earned recorded in semester hour column; all other totals for office use only. This record is not official unless it bears the signature of the Recorder and the impress of the seal of the University of Illinois.

Name Entered	Carter, John Hannibal		Vault No.	1363
Matriculated	Sept. 21, 1925	Matr. Number	50120	
College	Sept. 21, 1925	Curriculum	Memphis, Tennessee, August 18, 1909	
Degree	L.A.S.	Date	Hannibal C. Carter	
School last attended	(French)	Oct. 16, 1933	Address of parent or guardian	
	A.B. (L.A.S.) Honors in Latin	June 14, 1929	4607 Evans Ave. St. Louis, Missouri	
			Residence classification of student	
			Non Resident	

ADMISSION UNITS					ACCEPTED FROM						
English	Latin	History	Physics	Bookkeeping							
	German	Civics	Chemistry	Draw. & Man. Train.							
Algebra	French	Economics	Zoology	Music							
Plane Geometry	Spanish	Com. Geography	Botany	Agr. or Home Econ.							
Solid Geometry		Sociology	Biology	Sten. & Type.							
		Other Sciences		Misc. Subjects							
Descriptive Title of Course				Course Number	Unit	Grade	Descriptive Title of Course		Course Number	Sem. Hr.	Grade
Old French Readings				Fren. S101a	1	A					
Summer Session 1937											
Le Real. et. let Natur. Fran.				Fren. S144b		A					
17th Cent. Literature: Drama				Span. S131c		A					
Latin Elegy				Lat. S115		A					
Summer Session 1938 Romance Language											
Orig. & Devel. of Novel in Fr.				Fren. S128a		A					
Contemporary Spanish Drama				Span. S123b		A					
Summer Session 1939											
Villon, Rabelais, Montaigne...				Fren. S102b		A					
Annales of Tacitus				Latin S151		A					
Summer Session 1940											
Spec. Topics for Res. in Fren.				Fren. S195		A					
La Litterature Contemporaine				Fren. S33a		A					
Summer Session 1941											
Spe. Topics for Research				Fren. S195 (2)		A					

French Exam. Passed
 German Exam. Passed
 Preliminary Exam. Passed

IN GOOD STANDING

NOV 19 1941
 E. C. Seyler, Recorder

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- - - - -

FELLOWSHIPS

April 17, 1942

Dear Mr. Carter: It is a pleasure to inform you that you have been selected by the Committee on Fellowships of the Julius Rosenwald Fund to receive a grant of One thousand five-hundred dollars (\$1,500) to assist you in carrying forward your comparative study of Bourget and Balzac, for a twelve-month period. In the event that you are called into the armed forces before you can begin work on the project, it will, of course, be impossible for us to hold this fellowship for you.

Will you please let us know at once whether or not you can accept this grant? An announcement of the Committee's selections will be made soon and it can include only those from whom acceptances have been received.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:RH

Mr. John H. Carter
4478a Cook Avenue
St. Louis, Missouri

University of Illinois

FISK
UNIVERSITY

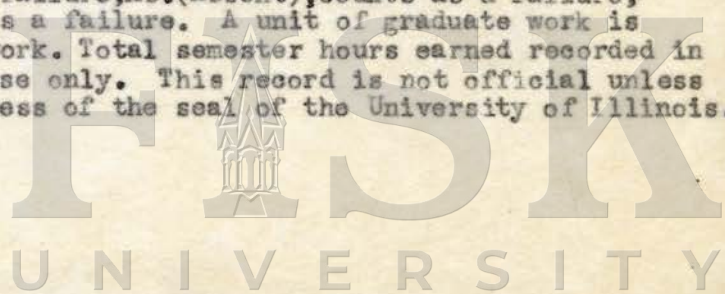
UNIVERSITY OF ILLINOIS-REGISTRAR'S OFFICE

Name	CARTER, John Hannibal		Vault No.	62463
Entered	Matriculated	Matr. Number	Place and date of birth	
Sept. 21, 1925	Sept. 21, 1925	50120	Memphis, Tennessee August 18, 1909	
COLLEGE	Curriculum		Name of Parent or Guardian	
L.A.S.	General		Hannibal C. Carter	
DEGREE	Date		Address of parent or guardian	
A.M. (French)	Oct. 16, 1933		4607 Evans Ave. St. Louis, Missouri	
A.B. (L.A.S.)	Honors in Latin	June 14, 1929	Residence classification of Student	
School Term attended	SUMMER HIGH SCHOOL			

ADMISSION UNITS						ACCEPTED FROM
English	4	Latin	4	History	1 1/2	SUMMER HIGH SCHOOL St. Louis, Missouri
		German	4	Civics	1/2	
Algebra	1 1/2	French		Economics		
Plane Geometry	1	Spanish		Com. Geography		
Solid Geometry	1/2			Sociology		
				Physics	1	
				Chemistry	1	
				Zoology		
				Botany	1/2	
				Biology		
				Other Sciences		
				Bookkeeping		
				Dr. & Man. Train.		
				Music		
				Agr. or Home Econ.		
				Sten. & Type.		
				Misc. Subjects		

Descriptive Title of Course	Number	HR.	Grade	Descriptive Title of Course	Number	HR.	Grade
FIRST SEMESTER 1925-26				Greek History	Greek 55	3	B
Livy	Latin 2a	4	A	Elementary Spanish	Spanish 1a	4	A
Elementary French	Fren. 1a	4	A	SECOND SEMESTER 1927-28			
Rhetoric & Composition	Rhet. 1	3	B	Latin Composition	Latin 10	2	A
Plane Trigonometry	Math. 4	2	B	Tacitus	Latin 8	3	B
Hygiene	Hyg. 1	1	A	Intro. to Fren. Literature	Fren. 3b	3	B
Swimming	P. Ed. 31b	1	B	Elementary Spanish	Span. 1b	4	A
Infantry Drill	Mil. 1a	1	A	English History	Hist. 2b	3	A
Infantry Theory	Mil. 1b	1	A	Principles of Sociology	Soc. 1	3	B
SECOND SEMESTER 1925-26				FIRST SEMESTER 1928-29			
Plautus & Terence	Latin 2b	4	A	Livy, Tibullus, Propertius	Lat. 14	3	B
Elementary French	Fren. 1b	4	A	Modern Spanish	Span. 2a	4	A
College Algebra	Math. 2	3	B	Educational Psychology	Educ. 25	3	B
Rhetoric & Composition	Rhet. 2	3	B	Technic of Teaching	Educ. 10	3	B
Hygiene	Hyg. 3	1	C	American Nat'l. Government	P. Sci. 1	3	B
Swimming	P. Ed. 13	1	B	French Lyric Poetry	Fren. 29a	2	A
Infantry Drill	Mil. 2a	1	A	SECOND SEMESTER 1928-29			
Infantry Theory	Mil. 2b	1	B	Intro. to Spanish Literature	Span. 3b	3	A
FIRST SEMESTER 1926-27				Teachers Course	Latin 9	2	C
Sallust & Cicero	Latin 3	3	B	Comparative Education	Educ. 5	3	A
Modern French	Fren. 2a	4	B	History of Education	Educ. 2	3	C
General Zoology	Zool. 1	5	C	Prin. of Secondary Education	Educ. 6	3	B
Introduction to Psychology	Psych. 1	4	C	French Lyric Poetry	Fren. 29b	2	B
Wrestling	P. Ed. 25	1	B	SUMMER SESSION 1930			
Infantry Drill	Mil. 3a	1	B	TRANSFERRED TO GRADUATE ROM. LANG. Units			
Infantry Theory	Mil. 3b	1	B	French Romanticism	Fr S127a	1	B
SECOND SEMESTER 1926-27				Spanish Novel of 19th Cent.	Span S135a	1	A
Vert. Zool. & Comp. Anat.	Zool. 2	5	C	SUMMER SESSION 1931			
Introductory Physiology	Phy. 1	2	C	18th Century Prose Writers	Fren S104b	1	A
Latin Composition	Latin 5b	1	C	Span. Lit. in 16th Century	Span S130a	1	A
Roman Life	Latin 13	1	B	SUMMER SESSION 1932			
Modern French	Fren. 2b	4	A	French Romanticism	Fren S127b	1	A
History of Rome	Hist. 56	3	B	Modern French Novel	Fren S135a	1	A
Boxing	P. Ed. 24	1	A	SUMMER SESSION 1933			
Infantry Drill	Mil. 4a	1	A	Special Topics for Research	Fren S195	1	A
Infantry Theory	Mil. 5b	1	B	*****			
FIRST SEMESTER 1927-28				* IN GOOD STANDING *			
Lucretius & Horace	Latin 3	3	A	* E. C. Seyler *			
Latin Composition	Latin 5a	1	B	* E. C. Seyler, Recorder *			
Introduction to Literature	Fren. 3a	3	A	*****			
Intro. to Shakespeare	Engl. 23	3	B				

A, excellent; B, good; C, fair; D, poor (barely passing); E, failure; Ab. (Absent), counts as a failure; Ex., excused absence; Dr., dropped from class, counts as a failure. A unit of graduate work is equivalent to four semester hours of undergraduate work. Total semester hours earned recorded in semester hour column; all other totals for office use only. This record is not official unless it bears the signature of the Recorder and the impress of the seal of the University of Illinois.



UNIVERSITY OF ILLINOIS-THE REGISTRAR'S OFFICE

Name	CARTER, John Hannibal			Vault No.	62463
Entered	Matriculated	Matr. Number	Place and date of birth		
Sept. 21, 1925	Sept. 21, 1925	50120	Memphis, Tennessee August 18, 1909		
College	Curriculum	Name of parent or guardian			
L.A.S.	General	Hannibal C. Carter			
Degree	Date		Address of parent or guardian		
A.M. (French)	Oct. 16, 1933		4607 Evans Avenue St. Louis, Missouri		
A.B. (L.A.S.)	June 14, 1929		Residence classification of student		
			Non-resident		

ADMISSION UNITS				ACCEPTED FROM
English	Latin	History	Physics	Bookkeeping
	German	Civics	Chemistry	Draw. & Man. Train.
Algebra	French	Economics	Zoology	Music
Plane Geometry	Spanish	Com. Geography	Botany	Agr. or Home Econ.
Solid Geometry		Sociology	Biology	Sten. & Type.
			Other Scien.	Miss. Subjects

Descriptive Title of Course	Number	Unit	Grade	Descriptive Title of Course	Number	Grade
Old French Readings	Fren.S101a	1	A			
SUMMER SESSION 1937						
Le Real. et. let. Natur. Fran.	Fren.S144b		A			
17th Cent. Literature; Drama	Span.S131C		A			
Latin Elegy	Lat. S115		A			
SUMMER SESSION 1938 Romance Language						
Orig. & Devel. of Novel in Fr.	Fren.S128a		A			
Contemporary Spanish Drama	Span.S123b		A			
SUMMER SESSION 1939						
Villon, Rabelais, Montaigne	Fren.S102b		A			
Annales of Tacitus	Lat. S151a		A			
SUMMER SESSION 1940						
Spec. Topics for Res. in Fren.	Fren.S195		A			
La Litterature Contemporaine	Fren.S33a		A			
SUMMER SESSION 1941						
Spec. Topics for Research	Fren.S195	(2)	Def.			

 * French Exan. Passed *
 * German Exan. Passed *
 * Preliminary Exan. Passed *
 * *

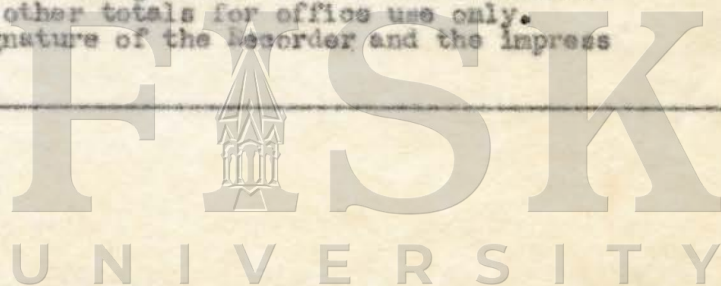
IN GOOD STANDING

E.C. Seyler
 E.C. Seyler, Recorder

* By examination

Nov. 19, 1941.

A, excellent; B, good; C, fair; D, poor (barely passing); E, failure; AB., (absent), counts as a failure; Ex., excused absence; Dr., dropped from class, counts as a failure. A unit of graduate work is equivalent to four semester hours of undergraduate work. Total semester hours earned recorded in semester hour column; all other totals for office use only. This record is not official unless it bears the signature of the Recorder and the impress of the seal of the University of Illinois.



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. John H. Carter

Report Requested of Mr. Lorenzo J. Greene

Department of History, Lincoln University, Missouri

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood

Director for Fellowships

REPORT

Dear Mr. Haygood:

It is a pleasure to support Mr. Carter's application for a Rosenwald Fellowship. I have known the candidate for some time and can sincerely say that he is a person of great ability and high character, whom I can recommend without hesitation to your Fund. Although I am not qualified to comment technically upon Mr. Carter's subject, several of my colleagues -- here and at other institutions -- to whom I have spoken, all agree that his subject is not only of great importance, but that this particular aspect of Balzac and Bourget needs to be done. Mr. Carter has shown me a great deal of material which he has collected upon his subject and I firmly believe that he only needs the financial assistance that your Fund might extend him in order to bring his study to completion.

Mr. Carter's outstanding ability, (as his record at the University of Illinois shows) and his scholarly attitude has convinced me that, in his study of Bourget and Balzac, he will make a valuable contribution to his chosen field.

Sincerely yours,

Lorenzo J. Greene

Lorenzo J. Greene

Associate Professor of History

OVER

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Mr. John B. Carter

Name of Candidate

Mr. Lorenzo J. Greene

Report Requested of

Department of History, Indiana University, Bloomington

The above-named candidate has applied to this fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Hayward

Director for Fellowships

REPORT

Dear Mr. Hayward:

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

I have been thinking of you as a person of great ability and high character, and I can recommend without hesitation to your fund. Although I am not qualified to comment technically upon Mr. Carter's subject, several of my colleagues -- both here and at other institutions -- to whom I have spoken, all agree that his subject is not only of great importance, but that the particular aspect of Balkan and European needs to be done. Mr. Carter has shown us a great deal of material which has collected upon his subject and I firmly believe that he only needs the financial assistance that your fund might extend him in order to bring his study to completion.

Signed _____

Position or Title _____

Address _____

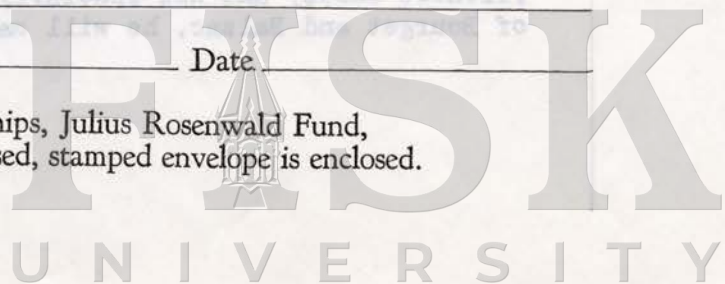
Date _____

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.

OVER

Lorenzo J. Greene

Associate Professor of History



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. John H. Carter

Report Requested of Mr. Arthur Hamilton

Department of Spanish and Italian, University of Illinois

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Hayward

Director for Fellowships

REPORT

Mr. Carter is in my opinion the most outstanding student we have had at the University of Illinois in the field of Romance Languages. He has a rapier like mind, a selective quality developed to a high degree, a capacity for research on his own, joined to the ability to work hard and incessantly. On the occasion of his master's oral, after half an hour of questioning, I remember that Professor Chiver who was conducting the examination said: "Well Mr. Carter, we can't ask you anything you don't know. Why don't you tell us what questions to ask you?" This sort of thing doesn't usually occur on such occasions.

While not well acquainted with the field of study proposed by Mr. Carter, I unhesitatingly approve his choice, because it is his choice and as unhesitatingly I affirm that it is my belief that his thesis will be if not the most noteworthy contribution, very close to it, and in any event a very worthwhile one.

Mr. Carter is every inch a gentleman, a man of

wide culture, a charming conversationalist, at home in every gathering, well poised, well balanced.

I fear you will think I am indulging in too extravagant praise but Mr. Carter is in a class by himself in my estimation, and I have always thought that it was only his color which prevented his rise to the topmost heights in our profession. Remember I have said that he was the most brilliant student we have ever had here, this means just what it says, not just the best negro student but no white student has done as brilliantly as he. Nor has any who even came near doing so, shown the modesty, the courtesy, the unflinching thoughtfulness that Mr. Carter always displays.

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Hoagwood
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

absolutely.

Signed

Arthur Haentler

Position or Title

Assoc Prof Spanish + Italian

Address

216 Lincoln Hall, University of Illinois
Urbana Ill

Date

Jan 14th 1942

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. John H. Carter
Report Requested of Mr. Joseph F. Jackson
Department of French, University of Illinois

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

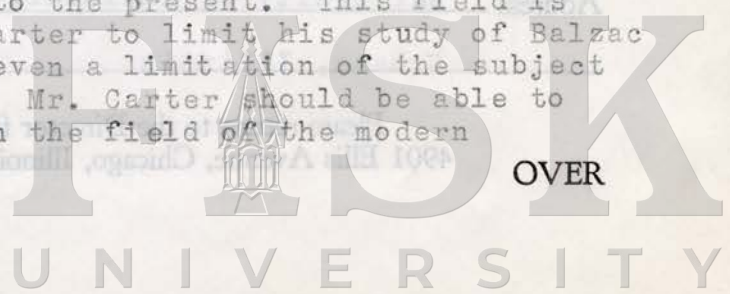
We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood

Director for Fellowships

REPORT

My direct acquaintance with John H. Carter and his work is limited to the summer session of 1941, when he completed his preliminary requirements for the Ph. D. degree and began work on his dissertation. Judging from his record and the impression he has made on my colleagues and on me, he is a thoroughly competent and reliable person, deserving any necessary aid to allow him to complete his dissertation satisfactorily and in due time. As Mr. Carter says, I proposed his subject, Bourget and Balzac, which has been suggested by authorities on the two writers. It is an ambitious undertaking from the point of view of the amount of material to be studied, the interpretation of this material, and the probable implications of the results obtained. Such studies will undoubtedly be increasingly important in the immediate future, when we shall re-examine and re-evaluate (?) past ideas, opinions and theories of a social and political nature in their relation to the present. This field is so broad that I should expect Mr. Carter to limit his study of Balzac and Bourget. However, I feel that even a limitation of the subject should produce significant results. Mr. Carter should be able to produce an important contribution in the field of the modern literature of ideas.



JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate: Mr. John H. Carter
Report Requested of: Mr. Joseph F. Jackson
Department of French, University of Illinois

The above-named candidate has applied to this fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement. We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.

William C. Hayward
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

Yes, as far as I know.

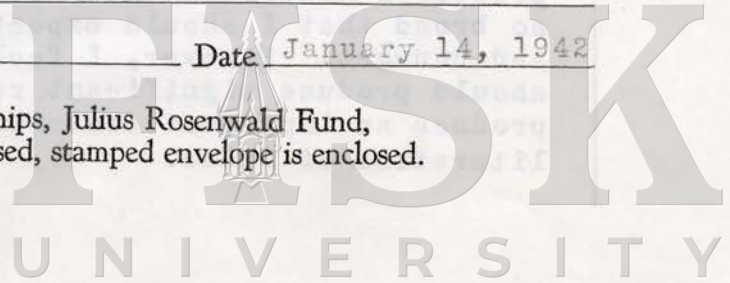
Signed Joseph F. Jackson

Position or Title Head, French Department

Address University of Illinois,
Urbana, Illinois

Date January 14, 1942

Please return to the Director for Fellowships, Julius Rosenwald Fund,
4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



OVER

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. John H. Carter
Report Requested of Mr. Samuel F. Will
Department of French, University of Illinois

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood

Director for Fellowships

REPORT

I have always had a very high respect for Mr. Carter as a student and as a man. His record in graduate courses is excellent. He is liked and admired by all who have been associated with him here, students and teachers alike. He is thorough, conscientious, and has fine common sense.

OVER

FISK
UNIVERSITY

Mr. Carter's research project is significant, and I am confident of his ability to carry it out successfully.

In eleven years of graduate teaching at the University of Illinois I have had ten or twelve colored students. I consider Mr. Carter by far the ablest and most promising of them all, and am delighted to recommend him.

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

Mr. Carter has such a fine personality that he would have no difficulty working with anybody. (P.S. I am a southerner.)

Signed Samuel F. Will

Position or Title Professor of French

Address Univ. of Illinois, Urbana.

Date Jan. 9, 1942.

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.

REPORT
UNIVERSITY

JULIUS ROSENWALD FUND

a

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. John H. Carter

Report Requested of Mr. Paul Emile Jacob

Department of French, University of Illinois

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood

Director for Fellowships

REPORT

I know Carter and think highly of him as a student. His subject of research is important and well worth treating. I have no doubt this scholar will carry out the inquiry successfully.

Paul E. Jacob

Assistant Professor

U. of Illinois

January 9, 1941

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate: Mr. John H. Carter
Report Requested of: Mr. Paul Felix Jacob

Department of French, University of Illinois

The above-named candidate has applied to this fund for a fellowship and has given your name as reference. The candidate's plan of work is attached. Please return it with your statement.
We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in the field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Thompson
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

No

Signed Paul E. Jacob

Position or Title Assistant Professor in French

Address U. of Illinois

January 9 Date 1942

Please return to the Director for Fellowships, Julius Rosenwald Fund,
4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.

OVER

F I N E
U N I V E R S I T Y

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. John H. Carter
Report Requested of Mr. Howard Vernon Canter
Department of Classics, University of Illinois

The above-named candidate has applied to this Fund for a fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.

We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. *An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.*

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood

Director for Fellowships

REPORT The writer knew Mr Carter as a graduate student in Latin for two summer sessions of eight weeks at the Univ of Illinois. During this work Mr Carter showed himself an intelligent and persevering student of ability well above students of his race. His mind is keen, and his application to a problem set before him is all that one could ask. I am not proficient in the field of Romance languages hence do not feel able to express an opinion as to the particular plan of work which Mr Carter has set before him.

OVER

FISK
UNIVERSITY

JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate: Mr. John H. Carter
Report Requested of: Mr. Howard Vernon Carter
Department of Classics, University of Illinois

The above-named candidate has applied to this Fund for a fellowship and has given your name as reference. The candidate's plan of work is attached. Please return it with your statement.
We shall appreciate your frank opinion of this applicant's qualifications, and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. An early reply will be of great assistance in allowing the Fellowship Committee sufficient time for adequate consideration of the large number of candidates.
We request candid and critical comment. Your reply will be held in strict confidence.

W. H. ...
Director for Fellowships

REPORT The writer ...

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

I believe that he is free from such handicaps

Signed Howard V. Carter

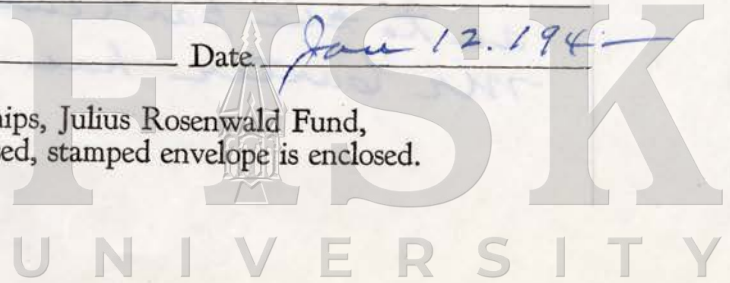
Position or Title Professor Emeritus of the Classics

Address 3939 Cloverhill Road

Baltimore, Md

Date Jan 12, 1941

Please return to the Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.



OVER

WEEK	6	6	6

FELLOWSHIPS

4478a Cook Avenue
St. Louis, Missouri
November 3, 1941

Mr. William Haygood
Director of Fellowships
The Rosenwald Fund
Chicago, Illinois

My dear Mr. Haywood:

Will you please direct me in properly making application for a Rosenwald Fellowship, and forward me whatever blanks and information you deem necessary. I understand that the Fund seeks to advance worthy creative and scholarly effort. At present, I am engaged upon a literary study of Balzac and Bourget, suggested a few years ago by the German scholar Curtius, by Feullerat of Yale University, and by several others since.

To date, my investigations have been pursued under the direction of the faculty of the University of Illinois where I was granted the bachelor's and master's degrees. Transcripts, recommendations and other pertinent material will be furnished upon your request.

Sincerely yours,

John H. Carter



FELLOWSHIPS

November 6, 1941

Dear Mr. Carter: In response to your request

I am sending you application
for fellowship blanks. If you are a Negro the
plan which you propose will come within the scope
of our program, but if you are a white Southerner
it is doubtful that you are eligible for con-
sideration by our Committee.

Sincerely yours,

WCH*MLU

WILLIAM C. HAYGOOD

Mr. John H. Carter
4478a Cook Avenue
St. Louis
Missouri

FISK

UNIVERSITY

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

WESTERN UNION

1201

SYMBOLS

DL = Day Letter
NT = Overnight Telegram
LC = Deferred Cable
NLT = Cable Night Letter
Ship Radiogram

A. N. WILLIAMS
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

AA1081 31 NT=STLOUIS MO 21

WM C HAYGOOD, DIRECTOR FOR FELLOWSHIPS JULIUS ROSENWALD FUND=

H 4901 ELLIS AVE CHGO=

PLEASE ACCEPT MY SINCEREST THANKS AND EXPRESS TO THE
COMMITTEE MY DEEP GRATITUDE. I FEEL HONORED TO ACCEPT THE
GRANT AND INTEND THAT THE COMPLETED STUDY BE WORTHY OF
THE AWARD=

JOHN H CARTER.

WCH 22 WCH

DAE

SE 4/27

FISK

4478 A Cook Avenue

St. Louis, Missouri

April 26, 1942

WCH

28

WCH

0

SE

SE

Mr. William C. Haygood FELLOWSHIPS

Julius Rosenwald Fund

4901 Ellis Avenue

Chicago, Illinois

Dear Mr. Haygood:

In confirmation of my night-letter to you, giving my acceptance of the fellowship, please know that already I have informed the Board of Education of this city that I intend to resume my work at the University of Illinois as of June 13, 1942 and shall not be available after that date.

Again, kindly understand that I am sincerely grateful for this opportunity to bring my study to its conclusion.

Very truly yours,
John H. Carter

FELLOWSHIPS

April 27, 1942

Dear Mr. Carter: I have seen the recent correspondence which you have had with Mr. Haygood in connection with the fellowship grant awarded to you a short time ago. It is customary for us to make payment in monthly installments spread over the period for which the award was made. However, if you would prefer to receive larger payments in the months in which your tuition will be due, that is entirely agreeable to us.

When you are ready to begin work under your grant, please write me, giving the monthly payment plan best suited to your needs, and the address to which your checks should be mailed.

Very truly yours,

~~WILLIAM C. HAYGOOD~~

DOROTHY A. ELVIDGE

DAE:AM

Mr. John H. Carter
4478a Cook Avenue
St. Louis, Missouri

FISK
UNIVERSITY

FELLOWSHIPS

4478 A Cook Avenue
 St. Louis, Missouri
 June 10, 1942

Miss Dorothy A. Elvidge
 Secretary and Comptroller
 Julius Rosenwald Fund
 4901 Ellis Avenue
 Chicago, Illinois

DE	6/12	DE	6/15
WCH		WCH	

My dear Miss Elvidge:

I register at the University of Illinois Monday June 15. If possible, I should like to have my grant paid in twelve equal installments, the first payment at your earliest convenience this month, the others on the first of each subsequent month. Kindly mail these checks to 1412 N. Beslin Street, Urbana, Ill.

Yours truly,
John H. Carter

4739
 27050



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. John H. Carter

1412 W. Beslin Street

Urbana, Illinois

Payment Voucher No. 4739

Date June 12, 1942

First payment on Fellowship granted April 18, 1942 - - - - - \$125.00

Chk. #27050

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by	Checked by	Posted by	Comptroller



W e H nu

FELLOWSHIPS

June 15, 1942

Dear Mr. Carter: In order not to hold up the first payment on your fellowship grant, I mailed it to you on Friday without a covering letter.

The payment plan which you have outlined is entirely agreeable to us. Monthly installments of \$125 each will be sent to you on the first of each month from July through May 1943. These payments, together with the one just sent to you, will make up the \$1,500 awarded to you.

If during the course of the year there is any change in your address, we shall expect you to notify us promptly. In addition, if there is any change in your draft status, we should appreciate it if you will write us.

Very truly yours,

DOROTHY A. ELVIDGE

DAE:RH

Mr. John H. Carter
1412 W. Baslin Street
Urbana, Illinois



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To Mr. John H. Carter
1412 W. Beslin Street
Urbana, Illinois

Payment Voucher No. 4847

Date July 1, 1942

Second payment on fellowship grant - - - - - \$125.00

Chk. #27157

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by	Checked by	Posted by	
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Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. John H. Carter
1412 West Beslin Street
Urbana, Illinois

Payment Voucher No. 4926

Date July 31, 1942

Third payment on fellowship grant - - - - - \$125.00

Chk. #27252

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by
AM

Checked by

Posted by



Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. John H. Carter

1412 West Baslin Street

Urbana, Illinois

Payment Voucher No. 4982

Date August 31, 1942

Fourth payment on fellowship grant - - - - - \$125.00

Ck. #27324

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by

AM

Checked by

Posted by



Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. John Hannibal Carter

1412 West Beslin Street

Urbana, Illinois

Payment Voucher No. 5128

Date September 30, 1942

Fifth payment on fellowship grant - - - - - \$125.00

Ch. #27472

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by AM	Checked by	Posted by	Comptroller
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. John H. Carter
1412 West Beslin Street
Urbana, Illinois

Payment Voucher No. 5292

Date October 30, 1942

Sixth payment on fellowship grant - - - - - \$125.00

Ck. #27650

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	
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AM			



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To Mr. John H. Carter
1412 West Beslin Street
Urbana, Illinois

Payment Voucher No. 5462

Date November 30, 1942

December installment on fellowship grant — \$125.00

Ch.#27837

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

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ac

Checked by

Posted by



Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. (John H.) Carter
1412 West Baslin Street
Urbana, Illinois


Payment Voucher No. 5564

Date December 31, 1942

January installment on fellowship grant - - - - - \$125.00

ck. #27953

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by AM	Checked by	Posted by	 Comptroller
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To
Mr. (John H.) Carter
1412 West Baslin Street
Urbana, Illinois

Payment Voucher No. 5739

Date January 29, 1943

February installment on fellowship grant - - - - \$125.00

Ck. #28144

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by

AM

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Posted by



Comptroller

3 ms. coll. left.
\$125.00

4478 A Cook Avenue
St. Louis, Missouri
February 15, 1943

Miss Dorothy A. Elwidge
Secretary and Comptroller

FELLOWSHIPS

Julius Rosenwald Fund
Chicago, Illinois

	DE	2/17	DE	0
	WCH		WCH	25

My dear Miss Elwidge:

Owing to the fact that research upon subject of Balzac and Bourget as submitted to the Rosenwald Fund has been completed, within the limits of facilities offered by the University of Illinois Library, and the consideration of other cogent reasons compel, I am no longer in residence at 1412 N. Beslin Street, Urbana, Illinois. Work upon the study, which is now in process of outlining for writing-up, continues, in conjunction with Teaching duties at Stowe Teachers College, ~~duties~~ resumed several days ago. The mass of notes collected point toward completion of the project some time during the summer.

I thought you should want to be informed of the above facts.

Yours very truly,
John H. Carter

205892

FELLOWSHIPS

126

February 26, 1943

Dear Mr. Carter: Miss Elvidge has given me your letter of February 15. I am glad to know that the research has gone so swiftly and that there is prospect for completion by the end of the summer.

I am writing now to make arrangements for the use of the three installments of \$125 which remain in your fellowship. As you know, a fellowship is for full-time endeavor, and cannot be used by a Fellow who is engaged in his regular work. I am wondering if you plan to return to the project full-time during the summer months, or if not, what arrangements we can make to expedite the completion of your work under the regular terms of the grant.

I will appreciate your writing me very soon so that this question can be cleared up.

Sincerely yours,
WILLIAM C. HAYGOOD

WCH:MLU

Mr. John H. Carter
4478-A Cook Avenue
St. Louis, Missouri

4478 A Cook Avenue
February 28, 1943

ST. LOUIS, MISSOURI

Mr. William C. Haygood
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

FELLOWSHIPS

WCH	3/3	WCH	10
DAE		DE	0

Dear Mr. Haygood:

In reply to your very kind letter may I say that I intend to give full time to my project from June 19 through September 5 of this year. I should be very grateful to have the use of the remaining fellowship payments during this period.

Yours very truly,
(John H.) Carter

He has 375.00.
This plan seems O.K. to me.
You might all like to
he is ready to begin
work (lots can happen
between now + June)



FELLOWSHIPS

March 11, 1943

Dear Mr. Carter: Thank you very much for
writing me about your plans
for resumption of your fellowship this coming
June. When you are ready to begin work, will
you please drop Miss Elvidge a note, telling her
when the payments should be made, and to what
address they should be sent?

Sincerely yours,

WCH:MLU

WILLIAM C. HAYGOOD

Mr. John H. Carter
4478A Cook Avenue
St. Louis, Missouri

4478 A Cook Avenue
St. Louis, Missouri
June 25, 1943

Miss Dorothy A. Elvidge,
Secretary and Comptroller
Julius Rosenwald Fund
Chicago, Illinois

DE	6/28	DE	6/30
24	711	VK	0

FELLOWSHIPS

My dear Miss Elvidge:

In answer to an enquiry from Mr. Haygood early in February my response was to the effect should I should be free to resume work under the terms of my grant on June 18. As I have completed residence requirements at the university and have all of my materials and notes in St. Louis where it ^{is} possible to secure greater cooperation in having the typing done, will you please advise me at the above address.

Yours truly,
John H. Carter

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To

Mr. John H. Carter
4478 A Cook Avenue
St. Louis, Missouri

Payment Voucher No. 6558


Date June 28, 1943

FELLOWSHIPS

June installment on fellowship - - - - - \$125.00

Ck. #29079

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by	Checked by	Posted by	
AM			

2440
FELLOWSHIPS

June 30, 1943

Dear Mr. Carter: In answer to your letter
 of June 25, I am enclosing
our check for \$125 as an additional payment
against your fellowship granted in April 1942.
There remains a balance of \$250 which we shall
send in two monthly installments of \$125 each on
August 1 and September 1.

Very truly yours,

DOROTHY A. ELVIDGE

DAE:AM

Mr. John H. Carter
4478 A Cook Avenue
St. Louis, Missouri

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. (John H. Carter)
4478 A Cook Avenue
St. Louis, Missouri

Payment Voucher No. 6706

Date July 30, 1943

August installment on fellowship - - - - - \$125.00

Chk. #29231

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by AM Checked by Posted by



Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. John Hannibal Carter
4478 A Cook Avenue
St. Louis, Missouri


Payment Voucher No. 6787

Date August 31, 1943

Final installment on fellowship grant _ _ _ _ _ \$125.00

Ck. 29335

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	41-7	\$125.00	

Prepared by NT	Checked by	Posted by	 Comptroller

FELLOWSHIPS

bL	10/6	VK	0

4478A Cook Avenue
St. Louis, Missouri
October 5, 1943

Mr. William C. Haygood
Director for Fellowships
Julius Rosenwald Fund
Chicago, Illinois

Dear Mr. Haygood:

I wish to express my sincere thanks to you and the Julius Rosenwald Fund for having contributed toward the completion of my study on "Social Problems in the Novels of Paul Bourget with Special Reference to Those of Balzac's Comédie humaine." This dissertation in its entirety is now in the hands of my adviser at the University of Illinois; as yet, it has not been finally approved. Nonetheless, within the next few months, I do hope to be able to forward you at least a copy of the printed abstract.

Yours very truly,

John H. Carter

John H. Carter

FELLOWSHIPS

May 9, 1944

Dear Mr. Carter: Thank you for your thoughtful-
ness in sending us the abstract
of your thesis concerning the social problems in
the novels of Paul Bourget in comparison with those
in Balzac's Comedie Humaine. We are glad to have
it for your files, and it will be read with interest
by the people here at the Fund.

Sincerely yours,

VANDI V. HAYGOOD

Mrs. William C. Haygood
Acting Director for Fellowships

VH:RR

Mr. John H. Carter
4478A Cook Avenue
St. Louis, Missouri

FISK
UNIVERSITY

Lang, Lit

✓ Please fill out and return in order that we may complete our records on former Rosenwald Fellows:

Name: John H. Carter

Present position: Armed Forces - Plan to return to St. Louis College, St. Louis Mo as Asst. Prof. French at end of war.

Address: 81 Sgt. My Cos. Bn. Camp Crowder, Mo.

Significant recent activities:



(Use additional sheet if desired)

FELLOWSHIPS

A STUDY OF SOCIAL PROBLEMS IN THE NOVELS OF PAUL BOURGET WITH REFERENCE TO THOSE OF BALZAC'S COMEDIE HUMAINE

BY

JOHN HANNIBAL CARTER

A.B., University of Illinois, 1929

M.A., University of Illinois, 1933

AN ABSTRACT OF A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN
FRENCH IN THE GRADUATE SCHOOL OF THE
UNIVERSITY OF ILLINOIS, 1944

URBANA, ILLINOIS
1944

FISK
UNIVERSITY

A STUDY OF SOCIAL PROBLEMS IN THE NOVELS OF
PAUL BOURGET WITH REFERENCE TO THOSE
OF BALZAC'S COMEDIE HUMAINE

BY

JOHN HANNIBAL CARTER

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UNIVERSITY OF ILLINOIS, 1944

URBANA, ILLINOIS

1944

*Gratefully,
John H. Carter*

FISK
UNIVERSITY

ACKNOWLEDGMENTS

The writer wishes to express his gratitude to the Julius Rosenwald Fund which helped to finance this study. He is also grateful to his wife, May Daniels Carter, for clerical assistance. To Professor Joseph F. Jackson, under whose supervision the study was made, he is especially indebted for guidance, advice, and encouragement given constantly and most cordially.

A STUDY OF SOCIAL PROBLEMS IN THE NOVELS OF
PAUL BOURGET WITH REFERENCE TO THOSE
OF BALZAC'S *COMEDIE HUMAINE*

This thesis is an analysis of the relationship of the thinking of Bourget and Balzac upon the social problems of their day as revealed in their chief literary form, the novel. This problem has not previously been treated at any length, although various scholars have indicated that a study of these two novelists would be timely, and many critics have further pointed to specific similarities in thought and technique in the novels of these writers. Curtius particularly recommended this investigation in 1923. Feuillerat noted the importance of such a study in his biography of Bourget in 1937. Among the critics who have especially observed many of the affinities between the two novelists there must be mentioned Marcel Bouteron, Emile Faguet, Charles-Brun, Albert Thibaudet, Tancredè de Vison, Francis Carco, Paul Mannoni, Victor Giraud, Léon Maes, Edgar M. Bowman, Alphonse V. Roche, and Wilson C. La Due. Further, Bourget himself was cognizant of and often avowed the great influence of Balzac upon his mental and literary development. This was clearly evident in his *Etudes et portraits* (1888) as well as in his *Nouvelles Pages de critique et de doctrine* (1922).

The main objective of this investigation was to treat Bourget and Balzac primarily as social analysts with definite philosophies covering many of the social problems characteristic of the modern French era, for several of the critics named above, and others, have emphasized the sociological significance of the novels of these two authors and have declared the philosophy underlying their novels to be Traditionalism. Bourget was taken as the point of departure; his writings which may correctly be classified as novels were studied in their entirety. By far the greater portion of his critical writings of a political, sociological, philosophical, or purely literary nature were subjected to close scrutiny. Secondly, many novels of the *Comédie humaine* were selected for careful consideration, either on account of the fact that Bourget had noted them, or because it was thought that they would offer material most pertinent to the Bourget-Balzac problem. These sources of information were considered of prime importance in formulating the conclusions offered. Many critical studies of

both of these novelists and several general studies dealing with the history, government, sociology, and ideologies of the period since the Revolution were read and used freely; but they were regarded as rather of secondary importance in the final summation.

The family, religion, government, social disorganization, and social principles were accorded major attention. Characters and *milieux*, the societies portrayed by Bourget and Balzac, were examined again and again from the points of view demanded by these major topics in an effort to determine to what extent Bourget was the disciple of Balzac and to what degree he continued his predecessor's work.

Bourget and Balzac each felt that his duty as a novelist lay in the examination and exposition of the basic principles of society; the novelist would function as a doctor of the social sciences, probing the ills of the State and suggesting the remedy, monarchy and religion. Through the medium of the novel both writers denounced democracy and revolution and established the principles of an absolutist and traditionalist social philosophy. Bourget concluded that the purpose of the philosophy of the *Comédie humaine* was to point out the fallacies of the increasingly democratic and irreligious bourgeois era which was reducing France to a state of chaos. His own purpose in the novel was to continue the vast social inquiry initiated by Balzac and substantiate the latter's theses for Church and monarchy. The liberals, the republicans, and the revolutionaries had done France a great disservice. In the eyes of both writers the Revolution had instituted a distinct cleavage between the old France and the new.

Yet slow evolution, not catastrophic change, is the natural procedure of social progress and vitality. The attempt by revolutionary ideologists to reconstitute society had divided the French State and sapped its energies. The society issuing from the Revolution was decadent. The evaluation of that society by Bourget and Balzac was intended to lay bare the social sores that plagued French civilization and to indicate that in a closer accord with the older, more traditional mores lay the way to social rehabilitation. The condemnation of contemporary society and the nostalgic yearning for what Balzac and Bourget esteemed

as the social solidarity and grandeur of the past imbued the pages of both alike. They conceived the greater portion of their works under the impulsion of the guiding principle of the social responsibility of the writer, evident in frequent digressions and interpolated dissertations, choice of subjects and characters, and straightforward declarations in forewords, prefaces, and dedications. Alike they intended that their novels present a social program, the program of Traditionalism. In scope, the ambitions of both novelists exceeded their accomplishments, notwithstanding the fact that their aims and their programs were made clear. Their works do, however, constitute a sociology within the limits imposed by fiction.

Sociologically, in the novels of both writers there are lacunae, even though the bulk and scope of the *Human Comedy* loom larger than the novels of Bourget. As the complete representation of a society the novels of neither writer are adequate. Bourget excelled in the portrayal of the bourgeois world. Like those of Balzac, his affinities were for the circles of the aristocracy and upper bourgeoisie. His novels pay insufficient attention to the lower bourgeoisie, the proletariat and the peasant. He treated but slightly the means of earning a livelihood in a modern society regulated largely by finance, industry and commerce. Contrary to the example of Balzac, he treated the agrarian problem cursorily, despite the fact that France still is largely an agricultural society. Also, he ignored many urban conditions or gave them minor attention: pauperism and charity, the moral and economic status of the proletariat and lower bourgeoisie, education among the masses, industrial conditions and commerce. Public utilities, population problems, community resources, many social institutions received no consideration at his hands. His urban and rural sociologies are incomplete on account of his leisurely and restricted settings.

Bourget discounted the positive social and political advances of the Third Republic. He criticized the Education, Association, Separation, and Divorce Acts; he did not mention other humane social legislation regulating the employment of women and the welfare of children, improving industrial working conditions, stimulating collective bargaining, and providing old-age pensions. He did not credit the regime with increasing agricultural, industrial and commercial prosperity. On the other hand, he care-

fully pointed to the anarchist outrages and other weaknesses of the republican polity. There is hardly a social question of the past half century which does not find its echo in the works of Bourget; but many problems of interest to contemporary history find only an echo. Moreover, Traditionalism vitiates the objective value of his novels as a history of customs.

Balzac is similarly open to the accusation of leaving hiatuses, in spite of the greater number of volumes he feverishly produced. The periods with which the novels of the *Comédie humaine* dealt were those of the Revolution, the First Empire, the Restoration, and the July Monarchy. Unlike Bourget, Balzac treated the question of money in great detail. But he can be accused of an inadequate treatment of educational practice, an ill-rounded analysis of marriage, the incompetent handling of industry and science, the rather unsubstantiated analysis of economic trends, the scant justice done reform and revolutionary movements, and the slighting of the proletariat.

The Traditionalism of Balzac was that of the theorists of the Restoration. Reduced to its simplest elements, their doctrine taught that all power came from God, who created society with its inequalities established in the laws of nature. The individual had no rights, society alone rejoiced in privilege, and the Prince, God's representative on earth, could administer his territory like any landowner. Balzac found in the atmosphere of the Restoration the "two eternal verities," religion and monarchy, which were in turn transmitted to Bourget. Here also was formulated their concept of the supremacy of society and State over the individual. On this premise was founded their abhorrence of the error of the Revolution which taught the importance of the individual, "and so let loose his appetites." The traditionalist philosophy of Bourget, Brunetière, Barrès, Bazin, Bordeaux, and L'Action Française was derived in direct succession from that of Rivarol, de Maistre, Bonald, Ballanche, Balzac, Le Play, and Taine, the last of whom Bourget respected as a master after Balzac, and with whom he disagreed principally in the matter of excessive dependence upon science, a scission made public with the appearance of *Le Disciple* (1889). The ideas of society as a synergy and of positivistic determinism adopted by Taine had been apparent in the foreword of the *Comédie humaine*; here Taine found the theories of the determining influence of

the social and physical *milieu*, race, and climate. In his dynamic presentation of the *Origines*, Taine condemned the Revolution and the First Empire which together founded practically all of the modern institutions of France. It was the *Origines* which, Bourget declared, marked the great modern return to the traditional truths of Balzac. Extreme admiration for Balzac was common to both Bourget and Taine. The great influence of Taine upon Bourget was only a reinforcement of the original influence of Balzac.

The influence of Balzac upon the mental and literary formation of Bourget was predominant, and became evident in a multiplicity of instances and similarities. The discovery of Balzac decided him in his life's work (1870). Bourget would write masterpieces in the fashion of Balzac, imitate the heroes of Balzac. He would even follow the methods of work of the master. He lived with the characters of his imagination more than with his contemporaries, in the manner of Balzac. The influence of the earlier Traditionalist was revealed more emphatically with the appearance successively of *Le Disciple* (1889), *Outre Mer* (1895), *L'Etape* (1902), *Un Divorce* (1904), *L'Emigré* (1907), and *Le Démon de midi* (1914). Before *Le Disciple* the novels of Bourget showed the varied influences of Baudelaire, the Goncourt brothers, Leconte de Lisle, Renan, Taine, Stendhal, Balzac, and others. *Le Disciple* definitely stated the social responsibility of the author and "set once for all the standards and methods of the problem novels he would write twenty years later." Like Balzac and Taine, Bourget considered the novel as a means of contributing to the natural history of man, "une grande enquête sur l'homme." Again, like Balzac and Taine he accorded an important place to *décor*. Characteristic of Bourget in his earliest technique, the analysis of *états d'âme* had been preceded by the same technique evident in the *Human Comedy*.

Bourget's first full-length novel, *Cruelle Enigme* (1885), evolved in the manner of Balzac by producing fully the *milieu* in which the principal character had developed. In *Un Crime d'amour* (1886) the moralist was undeniably revealed. *Mensonges* (1887) marked the first successful effort of Bourget to represent the complete society envisioned by Balzac as the domain of the novel. Bourget's *Physiologie de l'amour moderne* (1888) brought Bourget closer to ultimate faith in religion for the answers that

science could not give. Similarly, Balzac had evolved from science toward religion. *Un Coeur de femme* (1890) brought into action the second of the two eternal verities; to the social force of religion Bourget now added the monarchy, and these two social forces were developed more elaborately in *L'Emigré* (1907), *Le Démon de midi* (1914), *Un Drame dans le monde* (1921), and elsewhere. As early as *La Terre promise* (1892) Bourget became keenly conscious of the need to double the analysis of interior life with the study of the exterior and social qualities of character. In this novel also, for the first time, Bourget began to foresee the social consequences of the problem treated. *Cosmopolis* (1893) was another step in the same direction. In this novel the examination of Dorsenne represented the extirpation of dilettantism, as the death of Claude Larcher (*Physiologie de l'amour moderne*, 1888) represented the disappearance of the more sensual man. With the publication of *Outre Mer* (1895) Bourget appeared the full-fledged reforming sociologist. In its combination of the *roman d'analyse* and the *roman de moeurs*, in its complexity, *Idylle tragique* (1896) appeared as the most Balzacian of Bourget's novels to that date. In the course of time, therefore, Bourget attained the social truth which he had long sought, the truth of Balzac. Henceforth Bourget's novels became more purely traditionalistic, and he set the family in its position of preëminence as the social cell.

The evidence gathered from the comparative analysis of the novels of Balzac and Bourget proves decisively that both novelists were Traditionalists who propounded the same social themes and held the same sociological views. These ideas were not original with Bourget. They were borrowed directly and indirectly from the *Comédie humaine*. Consciously Bourget exploited and adapted the vast resources of the *Human Comedy*. The pessimistic sociology of both writers can be defined as Traditionalism and their main theses for social organization are:

1. Society proceeds from God and existed before the individual.

2. Man is a product of nature. He needs the restraining forces of religion and monarchy to curb his anti-social individualism and appetites, and guide him into channels of social good.

3. Society represents a field of combat, and functions most

effectively when viewed as a synergy that maintains the harmony of its component parts.

4. The basic and indestructible unit of that society is the family, not the individual.

5. Marriage is the means of preserving and continuing that society, and must be indissoluble.

6. The child is the natural product of the family. His rights and duties as a member of the society to come must be respected and enforced.

7. Social development must be slow and evolutionary, in accord with heredity and environment. Social ascension is determined by rigid laws decreeing a long period of maturation at the same social level.

8. Conformity to existing social conditions and acceptance of one's position in society maintain social durability and continuity.

9. Catholicism explains the purpose of one's life and makes tolerable expiation, redemption, the sense of suffering and of death, the acceptance of one's social status.

10. The present does not enjoy the right to change the substance of the traditional society developed in the past.

11. The traditional political and social hierarchy is explained and justified by the teachings of Catholicism.

12. As consuming social energy, thought and ideology are destructive. The supreme regulator of social activity is religion, and it alone can conduct thought along lines resulting in commensurate social values.

13. Preexistent before the individual, society cannot be created and recreated by any revolutionary processes of man. Revolution solves no problems, it only increases the number of them.

14. A product of revolution, the *Code Napoléon* destroys both family and society. Destruction of the principle of primogeniture, the ascendancy of the principle of the equal division of wealth among offspring, and divorce sap the social unit at its roots.

15. Revolution has caused a scission in the development of France, creating dissension and disorganization. It has produced democracy, the logical outcome of which is communism, which, proclaiming the *Rights of Man*, sets every man against his neighbor, and sets all men against the State.

16. The theory of equality is an error, it does not exist in nature and can be found only in the grave.

17. Further, revolution and its ideologies have been used simply to dupe the masses, and in the social upheaval following there are created inevitably and always new aristocracies which exploit and may prove more oppressive than the old.

18. The democratic ideal is wasteful of human and social energies. In scorning the superiorities of a traditional aristocracy, it foolishly puts its faith in the mediocrity of numbers and elective suffrage.

19. Class struggles, the *arriviste*, and the *révolté* are products of the leveling process proceeding from revolution and Rousseauism; they are cause and corollary of social disorganization.

20. Traditionalism is the one possibility offering, not infinite progress, but the progress of society beyond its present state; it preserves social order, durability, and continuity.

To study and verify these social theses which buttressed their novels, Bourget and Balzac alike used first the method of analysis and then that of synthesis in order to arrive at their conclusions and give them the appearance of universal application. If Balzac at times equalled Bourget in the power of psychological and social analysis, Bourget was Balzac's inferior in the faculty of synthesis and general social breadth. The lesser genius, Bourget was caught in the rigidity of his system; Balzac, the greater genius, was too big to be confined by any system, even that which framed his social philosophy. Bourget was unable always, despite his constant effort, to give the impression of life in its turbulence, its many facets and phases; the creation of Bourget does not always pulse with the life that infuses the *Comédie humaine*. Excelling in analysis and detail, Bourget lacked the synthetic powers of Balzac. Truly a contribution to the natural history of man, the novels of Bourget constitute a series of social documents of great perspicacity, but of lesser social range than the *Human Comedy* of Balzac.

VITA

John Hannibal Carter was born August 18, 1909, in Memphis, Tennessee. He received his elementary and secondary school training in St. Louis, Missouri, where he was graduated as valedictorian of the Class of June 1925 of the Sumner High School. He was granted the degree of Bachelor of Arts with honors in Latin by the University of Illinois in June 1929. After graduate study in the Department of Romance Languages during the summer sessions of 1930-1933, he was awarded the degree of Master of Arts by the University of Illinois in October 1933. He continued his graduate studies in French, Spanish, and Latin during the summer sessions of 1937-1941, and as a Julius Rosenwald Fellow through the summer quarter and the first semester of the academic session of 1942-43.

Since September 1929 he has served as an instructor of foreign languages in the public school system of St. Louis, Missouri; at the Vashon High School 1929-1930, at the Stowe Teachers College 1930-1933, at the Sumner High School 1933-1942. In February 1942 he was transferred to the Stowe Teachers College where he now holds the position of assistant professor in the Department of Modern Languages. He was an extramural instructor of French for Lincoln University of Missouri 1936-1940.

At the University of Illinois he was elected to membership in Phi Eta Sigma, Eta Sigma Phi, Phi Kappa Epsilon, and Pi Delta Phi. He is also a member of the American Association of University Professors, The National Federation of Modern Language Teachers, The American Association of Teachers of Spanish, the Classical Association of the Middle West and South, and the National Education Association.