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AUTHORITATIVE BACKGROUND

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For Members Only

i

READ ON. A brief new section *Cooperative English Program Notes* now follows hard upon the *FLProgram Notes*.

VIGNETTE LXII. Departing Councilman Henry Nash Smith was born in Dallas, Texas, in 1906, took his Bachelor's Degree from Southern Methodist University and his higher degrees at Harvard. He has taught English and American Literature, American History and American Studies at Southern Methodist, the University of Texas, and the University of Minnesota. Since 1953 he has been professor of English at the University of California at Berkeley. In 1945-46 he returned to Harvard as visiting lecturer on American Literature. This year was followed by a Fellowship at the Huntington Library. Among his many scholarly works on America and American Literature stands *Virgin Land: The American West As Symbol and Myth*. This book received both the John H. Dunning prize and the Bancroft Award given by the American Historical Association and Columbia respectively. He has edited Cooper's *The Prairie* and has written extensively on Mark Twain. He has since 1953 been the literary editor of the Mark Twain Estate. For fifteen years he was a member of the editorial staff of the *Southwest Review*.

He was elected a member of the Executive Council of the MLA in 1956 and just this past year was awarded one of the ten \$10,000 prizes for scholarly achievement in the humanities by the American Council of Learned Societies (see FMO, May 1960).

He tries to play golf; and like most of us he is something of an expert as a handyman around his house with carpentry, plumbing, and wiring. With his wife he likes to build new houses or buy old ones and get them into shape and then buy another one. He is surrounded by children—three—who are mad about folk music, who tolerate his liking for jazz, and who seem to perform on every kind of instrument, mostly stringed. He can work himself into quiet but intense rages over the frustrations of academic bureaucracy, or, shall we say, of the kind of non-academic bureaucracy that seems increasingly to be invading the academy. He has recently resigned his chairmanship of the Department of English (Berkeley), having served out very brilliantly his three year stint, and looks forward to a year of intellectual and economic luxuries at the Center for Advanced Study in the Behavioral Sciences at Stanford, where he will have his turn as Fellow. There he hopes to bring to completion his book on Mark Twain.

BOOKS. Word has come to us that the "History and Bibliography of German-American newspapers and periodicals: 1732-1955," a work which has been in the making for over twenty years by Miss May Olson of the Louisiana State University Library and Dr. Karl J. R. Arndt of Clark University, is ready for publication. Inquiries should be sent to the Clark University Press, Worcester 10, Mass. * * * Part II, covering the years 1700-29 of the large work *The London Stage, 1660-1800*, was published by the Southern Illinois University Press (Carbondale) 7 Nov. 1960. This work, twenty years in the making, has been ably edited by Emmett L. Avery (Washington State University). * * * Alrik Gustafson's *A History of Swedish Literature* from the rock tracings and runes of early history to the present, the

only book-length study of its kind in English, has come from the University of Minnesota Press, which has also brought out *Obsessive Images: Symbolism in the Poetry of the 1930's and 1940's*, "the last, unfinished work of a distinguished, well-loved critic, poet, professor," and MLA member, the late Joseph Warren Beach. * * * Three new titles have come from the Augustan Reprint Society: Henry Fuseli's "Remarks on the Writings and Conduct of J. J. Rousseau (Reprint No. 82, with Introduction by Karl S. Guthke [Berkeley]); "Sawney and Colley" (1742) and other Pope Pamphlets (Reprint No. 83, with Introduction by W. Powell Jones [Adelbert]); and Richard Savage's "An Author to be Lett" (Reprint No. 84, with Introduction by James Sutherland).

FOLGER FOLIOS TO ST. ANDREWS. *Louis B. Wright*, with the blessing of the Library Trustees, on 8 September 1960 presented a set of the first four Folios of Shakespeare's plays to St. Andrews University. "We have wanted to place a set of these four Folio editions in a British institution which did not possess them, and we have wanted to choose an institution which had symbolic connections with our country. The choice of St. Andrews University was obvious. The oldest of the Scottish universities, St. Andrews from the beginning has emphasized the humanistic tradition."

IRISHMEN ARISE! An American Committee on Irish Studies has been formed to establish communication among those interested in Irish history and literature. All those interested in joining the Committee are requested to get in touch with the Secretary, *Lawrence J. McCaffrey* (Department of History, Division of General Studies, University of Illinois, Urbana).

RENAISSANCE ENGLISH TEXT SOCIETY. Arrangements have been made with a university press to support initial publication of Renaissance texts, and a tentative list of titles is being compiled. Those interested in membership in the Renaissance English Text Society should write to *Ernest Sirluck* (Department of English, University of Chicago, Chicago 37), who will hold an organizing meeting at the MLA convention in Philadelphia, 1960.

SHAKESPEARE IN RIO. James G. McManaway (Folger) comments again about the high quality of graduate students in English at the Universidade do Brasil at Rio de Janeiro, and the excellence of the instruction in Shakespeare there and at the National Catholic University. His stay in Rio (see September Part I, FMO, p. iv) was most rewarding in terms of the insights which the professors gave him into the Brazilian study of England's greatest dramatist. Shakespeare is read in English there even in the suburban high schools.

PEOPLE. Our distinguished past president *Ernest Hatch Wilkins* was enrolled on 19 June 1960 as one of the citizens of Petrarch's city of Arquà. American and Italian scholars plan to publish in his honor a new edition of "one of the books which best reveals Wilkins' self-effacing workmanship: the chronological manual of Petrarch's letters (*Petrarch's Correspondence*), which is so helpful in a study of the biography and the

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works of Petrarch, and of a large part of the Italian literature of the fourteenth century." * * * Our distinguished past president *Albert C. Baugh* was elected President of the International Federation of Modern Languages and Literatures for the next triennium. The election took place at the FILLM Congress in Liège, 27 August 1960. * * * *Humaniora: Essays in Literature, Folklore, and Bibliography* will be assembled in honor of our distinguished past president *Archer Taylor* on the occasion of his 70th birthday. It will mark him as "one of the few remaining polyhistorians who have helped to keep bright the light of scholarship and learning in an age when material culture has all but engulfed the human spirit and riveted man's attention on externals to the neglect of his own inner life." * * * It comes as no surprise that our distinguished Honorary Fellow *Alexis Leger (St.-John Perse)*, has been awarded the Nobel Prize for Literature, 1960. The prize was awarded not for a single poem but for "general workmanship." * * * *Leo Kirschbaum (Wayne)* has returned from a lecture tour at Moscow University, where he explained to Russian students the present state of studies of Shakespeare in England and America. He also spoke on *Hamlet* to the producers and directors of the Moscow theatres of the Actors Union. * * * *Maxwell H. Goldberg* has been named the first University Professor at the University of Massachusetts, where he will aid in developing special programs and act as liaison officer between national educational organizations and the University faculty. * * * *Salvatore J. Castiglione (Georgetown)* will go this year as Director of Studies for the first year of the Middlebury Graduate School of Italian at the University of Florence. * * * New York University students will be able this year to hear lectures from two distinguished MLA emeriti, *Ronald S. Crane (Chicago)*, who is the Berg Professor in English for the first term, and *Allan H. Gilbert (Duke)*, the Berg Professor for the second term. Eighteenth-century and Renaissance studies should flourish. * * * *Joseph Palermo (Conn.)* made the most of an APS grant in France and Switzerland this summer by attending the conferences on medieval civilization at Poitiers and dialectology at Louvain, the FILLM Congress at Liège, and has also been invited to collaborate in the edition of the medieval volume of the *Dictionnaire des Lettres françaises*. * * * "James Joyce's *Stephen Hero*," by Joyce-man *Joseph Prescott (Wayne)* seems to have made another large breakthrough by appearing in French in a belated issue of *La Revue des lettres modernes (Paris)*. Perhaps we'll have to re-christen the article "Widsith Prescott" when it goes into several more languages.

EARLY MODERN ENGLISH DICTIONARY COLLECTIONS. James L. Rosier (Cornell) calls to the attention of Renaissance scholars the valuable information available in the Middle English Dictionary Office in Ann Arbor, Michigan. Editorial work on the *Early Modern English Dictionary* was discontinued many years ago to make way for the *Middle English Dictionary*, but in Ann Arbor lie the galley proofs from the Clarendon Press for A-At, L-Le. The collection as a whole consists of original slips used by OED, OED rejects, new material (words and citations) gathered during the EMED reading program (which involved

works incompletely read for the OED, editions of works published since the publication of the OED, and some works in manuscript). The words are arranged alphabetically by catchword; after each catchword, the citations usually have been arranged chronologically, 1475-1700. The citations are usually full; many of them are cut-ups from photostatic copies of the original. Also, the following special bibliographies for the period 1475-1700 are there as follows: EModE texts arranged alphabetically, both by title and author, with call numbers to the Univ. of Mich. Library, on cards; EModE books in the Univ. of Mich. Law Library; many rare items; EModE books in the Clements Library; rare holdings in historical, geographical, and travel literature; the Craigie-Raleigh Bibliography; a chronological list of books, pamphlets, etc., published 1475-1700 [cut-ups from the STC, with some additions], on cards; Subject Bibliography: from A-Z, listing all pertinent works (examples of subject headings: Acts & Inventories, Almanacs, Antiquities, Armory, Art, Biography, Commerce, Diaries, Husbandry, Poetry, Science); Index to the Stationer's Register: alphabetical, both author and title, on cards; Science bibliography, arranged by subject, on cards; Concordance to Milton's *Prose*, arranged alphabetically on cards.

READING FOR THE DL&W. Since we cannot attend the Williams Andrews Clark Memorial Library Seminars, we are glad to be able to read reports of papers given there. On 9 August 1960 Jim Osborn (Yale) gave a pleasant paper on "The Beginnings of Autobiography in England," singling out a man entirely new to us, Thomas Whythorne, as the man at the fountainhead of this kind of writing. * * * Three items on printing and printers have seemed to us especially good. The first two come fresh from the Harvard Univ. Press, 1960: *The Stationer's Company*, by Cyprian Blagden (especially Chapter XII on this company in the 18th century); and *Printing in London from Caxton to Modern Times*, by P. M. Handover (especially Chapter V on the periodical press in the 18th century). The third is the reprint by Professor A. D. McKillop of his *Samuel Richardson Printer and Novelist*, now done by the Shoe-string Press (first done in 1936 by the Univ. of North Carolina Press). Sensible books to recommend to graduate students, and good reading for all!

LIBRARY DESCRIBED AND ON THE MOVE. Charles W. David, Director of the Longwood Library (now at Kennett Square, Pennsylvania) has prepared a description of the manuscript holdings, especially of the Du Pont family papers, which may be of interest to those working in American studies. The Library is to be merged with the Hagley Museum Library and called the Eleutherian Mills Historical Library, and will ultimately have a resting place near Greenville, Delaware—do you follow?

UNESCO. One of the most interesting reports of the recent meeting of the U. S. National Commission for UNESCO was that of the Committee for the Rescue of the Monuments of Nubia. The sharpest archaeological crisis of our lifetime lies in the fact that in only five years the record of 10,000 years in monuments, temples,

ancient sites, and the like, for a stretch of 300 miles up the Nile will be lost forever. The problem is that the Assuan New High Dam will back up the Nile waters to form a huge lake, which will be a marvelous boon to agriculture for Egypt's millions, but it will engulf the record of ancient civilizations. Hence, one of the most challenging archeological opportunities of our lifetime lies in finding means to remove these monuments before the waters creep over them. You might wish to ask your Congressman for the release of American surplus funds in the United Arab Republic to help save these monuments and to indicate to the Arab world our interest in things cultural as well as agricultural. Incidentally the next (eighth) National Conference of the U.S. National Commission for UNESCO will be held in Boston, 23-26 October 1961, with Africa south of the Sahara as the focus for discussion.

LUFTWAFFE. Mrs. Heidi Campbell and her husband are planning to charter a flight with Lufthansa Airlines for the summer of 1961 from New York to Frankfurt/Main and return, for members of the AATG. Departure date from Idlewild Airport will be about 1 July, with return from Frankfurt/Main 27 August. Round-trip fare: \$295. Interested members of the AATG should write Mrs. Campbell, 64 Farrell Street, Long Beach, New York.

NUMISMATICS. Another Summer Seminar in Numismatics will be given in 1961 on the theme "the use of numismatics as a necessary auxiliary to research in history and other broad fields of study." The American Numismatic Society will again offer grants-in-aid to students who, by June 1961, will have completed at least one year's graduate study in archaeology, classics, economics, history, history of art, oriental languages, or some other humanistic field. It is expected that at least two visiting foreign scholars will be present. The offer is restricted to graduate students and junior instructors at universities in the United States and Canada. Further information and application forms may be obtained from the offices of the Society, Broadway between 155th and 156th Streets, New York 32, N.Y. Completed applications for the grants must be filed by 1 March 1961.

THE USES OF LINGUISTICS. A statement from the Committee on Language Programs of the ACLS reads in part: "Some of the more important ways in which foreign language teaching can be aided by linguistic science are these:

(1) *The scientific analysis of the language to be taught.* Above all, the teacher of a foreign language will be aided by a knowledge of what linguistic analysis shows about the language he is teaching. Linguistic analysis seeks to be able to specify, in the greatest precision and detail one may desire:

- (a) the system of mutually contrasting basic sounds (phonemes) which operate in the language, together with the conditions under which these sounds appear in variant forms and the ways in which the sounds compose syllables and words;
- (b) the grammar of the language, stated not in traditional terms of Western philosophy but in terms of the system of form classes, inflections, constructions, sentence-types, and grammatical

rules which actually function in the language as determined by the analysis of utterances;

- (c) the system of meanings embodied in the vocabulary of the language, and which are specific to that language, and
- (d) the various forms, levels, and dialects of a language and the circumstances under which they are used.

(2) *The study of the contrasts between the learner's native language and the language being learned.* Scientific linguistics can isolate and draw attention to the specific items in a language which are most dissimilar to corresponding items in the learner's native language and which will hence be likely to demand more attention and effort in teaching. In order to do this, linguists have recently turned their attention to the careful analysis of the English language as well as foreign languages.

(3) *The study of the physiology of sound production in the context of the significant features of the language.* The teacher will be aided by a knowledge of certain relevant essentials of the science of articulatory phonetics, which is a part of the general area of linguistics, but even more by a knowledge of the relation between phonetics and phonemics. Scientific linguistics has shown that pronunciation drills in isolation and divorced from the functioning system of a language are useless if not actually harmful.

(4) *The study of the writing system and its relation to the spoken language.* Just as linguistic analysis can study the system of sounds employed in a language, it can also study the system of writing and its relation to the sounds which it is supposed to represent. It can provide accurate information on the features of a writing system and hence supply orderly guides for the learner.

(5) *Considerations of the nature of language.* The specific contributions of linguistic science in this area can be stated in terms of a very few generalizations of far-reaching importance. Perhaps the most influential of these is the following: language as a form of human communication characteristically exists as a system of spoken communication and only *derivatively* as a system of written communication; for general purposes of language learning, therefore, the spoken language—auditory comprehension and oral production—should be given first consideration.

It has been, and will be said, of course, that many teachers of foreign languages are able to achieve good results without the explicit aid of the various kinds of linguistic knowledge outlined here. This may very well be true, but we believe that a careful consideration of the bases of successful teaching will reveal that it can often be traced to a kind of "native wisdom" or intuitive grasp of the very facts and attitudes taught by science, combined with the use of teaching materials which have been indeed influenced by the findings of linguistic scientists. John B. Carroll (Harvard), Eric P. Hamp (Chicago), Archibald A. Hill (Texas), Martin Joos (Wisconsin), Floyd G. Lounsbury (Yale), Albert H. Marckwardt (Michigan), William G. Moulton (Princeton).

STYLE SHEETS FOR DENTIST'S DRILLS. A sister professional organization, the American Dental Association, is, we are glad to hear, preparing an editor's kit

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for those who write for dental magazines. A first item in the kit will be Dr. Parker's pride—the *MLA Style Sheet*.

STRENGTHENING THE MASTER'S DEGREE. The Ford Foundation on 1 August 1960 completed a series of grants totaling \$2,355,000 to 14 universities (Brown, California [Santa Barbara], Cincinnati, Indiana, Iowa, Kansas State, Missouri, New Hampshire, NYU, North Carolina [Woman's], St. Louis, Stanford, Tufts, and the University of Washington). The universities will use their grants to inaugurate *new*, three-year programs that will span the last two years of college and the first year of graduate school and lead to the master's degree. The programs will also stress basic work toward the doctor's degree. It is the Foundation's belief that strengthening the quality of the master's degree is a logical and strategic means of strengthening the quality of instruction in American colleges and universities. At the same time, it feels that new efforts need to be made to accelerate the output of Ph.D.s for careers as college teachers.

MORE FULBRIGHTS. Since printing our previous listing, we have learned of a few additional recipients of grants for 1960-61. They are: Chester E. Eisinger (Purdue, to Innsbruck, Austria); Richard E. Fisher (Rochester, to Lund, Sweden); and Durant H. da Ponte (Tennessee, to Salamanca, Spain). Lectures in American Literature under the Smith-Mundt Programs for 1960-61 include the following members: Guy A. Cardwell (Washington Univ., to Mexico); James Holly Hanford (Western Reserve, to Damascus); Israel J. Kapstein (Brown, to Saigon, Vietnam); and H. Blair Rouse (Arkansas, to Cape Town, South Africa).

CINCINNATI CONVENTION. The MLA will meet in Cincinnati 27-29 December 1961. Those who were unable to place papers on the Philadelphia Program might take the opportunity to speak to the secretaries of the various Groups and Sections, who in many cases will be the chairmen in Cincinnati, and make known their availability and subjects.

THE WRITERS FOR PMLA, VOLUME LXXV. The membership may wish to have a summary analysis of the contributions to the 1960 PMLA. Out of 503 manu-

scripts submitted, we published 78 articles, with contributions from: Professors Emeritus: 2; Professors: 25; Associate Professors: 15; Assistant Professors: 17; Instructors: 11; Graduate Students: 5; Other (librarians, independents, lecturers, etc.); 4. Institutions represented by more than one contribution: Indiana with 6; Columbia with 5; Michigan, Stanford, and Washington, with 3 each; California (Berkeley), Colorado, Connecticut, Oberlin, Pennsylvania, Queens, Princeton, Texas Technological, Wesleyan, and Yale, with 2 each.

MLA SUMMER CHARTER FLIGHTS TO EUROPE. Acting in response to requests and inquiries from members, the Association has undertaken to sponsor three round-trip charter flights between this country and Europe during the summer of 1961. The first flight will leave Boston for London on 13 June and return from Paris to Boston on 5 September; the second will leave New York for London on 14 June and return from Paris to New York on 30 August; the third will leave New York for Rome on 19 June and return from Paris to New York 21 August. All flights will be made on BOAC Britannias with BOAC crews and first-class service. Provisional round-trip fares, calculated on the basis of an approximate 90% occupancy of available seats, are \$275 for the first two flights and \$330 for the third; if all seats are occupied, the final cost will be somewhat less. Our only purpose in making these arrangements is to enable teachers and scholars to travel to and from Europe at the lowest possible cost, and no supplementary services, such as the provision of conducted tours, are contemplated. Only members of the MLA as of the date of publication of this announcement, are eligible to apply for space, but they may make application, not only for themselves but also for members of their immediate families. Interested members should write to Professor Robert E. Taylor, c/o the Modern Language Association, 6 Washington Square North, New York 3, N.Y., indicating which of the three flights they wish to take part in and giving the names of the wives, husbands, and/or children who will go with them. A down payment of \$100 per person, in the form of a check or money order made out to the Association, must accompany the letter of application. Requests should be in Mr. Taylor's hands on or before 1 March 1961.

GWS

FL Program Notes

MAGNITUDE. In June 1960 the Advisory and Liaison Committee of the MLA FL Program made the following recommendation: "In view of the national need for educated Americans trained to communicate with other people of the world in their own tongue and with sympathetic understanding of their culture, their behavior, and their values, the Advisory and Liaison Committee recommends that:

"1. Every college graduate should possess the knowledge of a foreign language and should qualify at least minimally in the six competencies (listening comprehension, speaking, reading, writing, linguistic analysis, and culture) represented by the MLA Testing Program.

"2. Every college student who has the ability and the motivation should have the opportunity to become expert in one or more of the common or critical foreign languages and should approach the mastery of them needed by millions of Americans in today's world.

"3. Every student entering college should possess a knowledge of at least one foreign language sufficient to form the basis for further effective study. This basis entails not less than four years of study in secondary school.

"4. Every secondary school student should have the opportunity to study a foreign language, and those who show interest and ability should have the opportunity and be urged to study a foreign language for all four years, continuing the foreign language they have already begun.

"5. Every secondary school student who has shown interest and ability in foreign languages and who has already achieved competence in one foreign language should have the opportunity of studying a second foreign language for at least three years in the secondary school.

"6. Every child in the 7th grade should have the opportunity to study a foreign language, that is, to continue the study of one already begun—if he shows ability—or to begin one if he has not yet had the opportunity to do so.

"7. Every normal child in the elementary school system of the United States should have the opportunity to learn to understand and to speak a foreign language beginning not later than the 3rd grade. He should have this enriching and broadening cultural experience because of his future role as world citizen. Education at this level is democratic and all-inclusive. Foreign language learning should speedily become one of the common learnings for all children in elementary school. This study should continue at least through the sixth grade. Those who show interest and aptitude should continue.

"8. Every possible effort should be made on a national scale to recruit and prepare teachers to give the instruction needed to implement the program outlined above in order to create the necessary language competence in the American public."

ACADEMIC SURVIVAL. How many fifth-grade pupils enter high school? How many graduate from high school? How many go to college? Figures in a U.S.O.E. report published in *School Life* (Vol. 42, No. 5, Jan. 1960) contrast two generations of fifth-graders. Of 1000 pupils who entered the fifth grade in 1924, 612 entered high school, 302 graduated and 118 went to college.

Of 1000 fifth graders in 1950, 885 entered high school, 584 graduated and 308 went to college. Note that this is 30.8% of the original fifth graders, and 52.7% of the high-school graduates. So the "college-bound minority" continues (since about 1953) to be a *majority*. Preparation for college needs, including FLs, is therefore of prime importance. Point this out to your guidance counselors and curriculum builders.

FASCINATING. The Hypnosis Consulting Center, 387 Sixth Ave., New York City, offers to teach any language by Hypno-Language-Study. The Center's ad says that these languages are "learned in a fraction [what fraction?] of the time [what time?]. Improve study habits. Hypnotic recall. Other benefits: reducing, relaxation, memory, confidence, proper sleep. Overcome problems. Also regular language courses (without hypnosis). See brochure. Demonstrations (by invitation) Tuesday at 7 p.m."

CAREER FOR A YOUNG AMERICAN. Under this heading the 3 Sept. 1960 issue of *The Nation* printed the following editorial: "Last fall, the Modern Language Association of America, with funds supplied by the Ford Foundation, sponsored a conference of specialists to review the status of the Chinese language in the curricula of American schools. Their findings, from many points of view, were dismaying. Fewer than 1,000 Americans, scattered through a bare one-fourth of the country's accredited colleges, are studying the language spoken by an estimated half-billion people. Or, to put the matter in another way, for every 5,000,000 people who speak Chinese, there is one lone American who is trying to learn to understand what they are saying. This is indeed a cavalier attitude for us to take toward the world's largest country—economically, militarily, perhaps even technologically. And on the most pragmatic basis, the lack of cultural communication which the language barrier implies cannot be casually dismissed. There is no understanding a people without an understanding of their culture; and without understanding, too often there is no meeting ground except the battlefield.

"It is with these facts in mind that the Modern Language Association is seeking ways to encourage the study of Chinese and to improve the techniques. But in the last analysis, they can do no more than provide more and better teaching (at a generous estimate, about 100 teachers are now available). It is today's college generation which must provide the learners, and to this end the establishment of a substantial number of scholarships—provided by colleges, by foundations, by the federal government—would be a distinct contribution to the national interest.

"Only people insensitive to the great forces shaping the contemporary world would deny that there is a career ahead for the American who speaks and reads Chinese."

LAB EQUIPMENT AND MATERIALS. At an MLA conference (20-21 May 1960) on aims, methods, and materials, an ad hoc committee (Emma Birkmaier, Genevieve Blew, Frederick Eddy, A. Bruce Gaarder,

FL Program Notes—Continued

and George Smith) drew up the following statement: "Recent experience on modern language teaching has shown that:

"1. Learning to understand and to speak a modern foreign language requires carefully constructed materials of a type not found in the traditional textbook. Such materials must take full account of the nature of spoken language as opposed to the nature of written language.

"2. Effective use of these materials requires frequent, regular, carefully planned practice sessions directly related to the previous lesson and to the recitation which follows.

"3. Such drill sessions can be carried on by the classroom teacher without benefit of any electro-mechanical equipment. There are, however, many advantages to be derived from the proper use of such equipment and recorded materials:

a. The entire class can practice aloud simultaneously, thus giving each student the full benefit of the machine drill sessions.

b. The teacher is freed to focus attention on the individual student's performance.

c. The equipment can provide for individual differences in rate of learning.

d. It provides for authentic, consistent, untiring models of speech for imitation and drill.

e. The use of headphones gives a sense of isolation, an intimate contact with the language, and equal clarity of sound to all students.

f. The recordings and equipment can provide a multiplicity of native voices.

g. Electro-mechanical equipment can provide (for example, through disc recordings to be taken home) many additional hours of contact with the spoken language.

h. It makes possible various ways of testing the listening and speaking skills.

"4. Although electro-mechanical equipment can supplement the work of the foreign language teacher at any level, the electronic classroom and language laboratory as such seem to have no place below grade 7.

"5. Before purchasing any such equipment and materials, an institution would be well advised to make a thorough study of its objectives, to assure the availability of suitable teaching materials, to call in professional people for advice, and to undertake a program of in-service training for teachers.

"6. Effective use of good materials can begin with a single tape recorder or disc playback in each classroom at any level. Professional wisdom and proper use of educational funds dictate careful planning for the addition of more elaborate equipment.

"7. To save time and money and to avoid disappointments and frustration, institutions or school systems contemplating the purchase of electro-mechanical equipment should have all possible help in its selection, ordering, and testing. We advise the employment of a competent, disinterested consultant in the field, and the full use of such published material as the Council of Chief State School Officers' *Purchase Guide* (Ginn and Co.). Another very important provision is for preventive maintenance and service.

"8. When planning for and using electro-mechanical equipment and recorded materials, one should keep in mind constantly that these aids are limited in function

and that the primary aim of the course is the student's use of the language in communication with other people. Members of the Conference suggested caution in the use of language laboratory equipment for pupils below grade 7, but stressed the usefulness below that grade of tape recorders and record players."

MODERN FOREIGN LANGUAGES: A COUNSELOR'S GUIDE. This 67-page booklet, Bulletin 1960, No. 20, of the U.S. Dept. of Health, Education, and Welfare, is published by the U.S. Government Printing Office at 30¢. Prepared by Marjorie C. Johnston and Ilo Remer of the USOE, it answers such questions as why one should study a foreign language, who should study one, when to begin, and how long to continue the study, which languages to study, how to develop communication skills, vocational opportunities, college entrance and degree requirements in foreign languages. It is an invaluable compendium of sound information, and it would make a lovely present for your child's guidance counselor.

EQUINIMITY. That's what educators in Pennsylvania need. The Pennsylvania National Horse Show shifted its date to coincide with that of the 1960 Education Congress. Hotels, naturally preferring quadrupeds to pedagogues, could give the latter no space, and the Congress had to be cancelled.

FL DEGREES. The U.S.O.E. reports (in circular OE-54010) that FL degrees were awarded in 1958-59 as follows (figures in parentheses are percentage changes since 1957-58, where available):

	Bachelor's	Master's	Doctor's
Total	4767	1066	241
French	1662 (+7.3)	280 (+11.1)	58
Spanish	1444 (-1.6)	255 (-1.2)	40
German	516 (+2.7)	118 (+16.9)	36
Russian or other			
Slavic	94 (+17.5)	38	8
Italian	70 (+16.7)	19	2
Romance			
Philology	61	37	19
Chinese	8	1	1
Japanese	3	2	0
Other MFLs	63	10	6
Unclassified	141	77	30

TEACHING ABROAD. High school teachers of romance languages are needed for Army-operated schools for American children in Okinawa, Korea, Japan, Germany, and France for the 1961-62 school year. Qualifications include a bachelor's degree and two years of teaching experience. Basic salary for the school year is \$4435, with additional increments for a master's degree and for 30 semester hours above the master's degree. Round-trip transportation and living quarters are provided. The tour of duty is one year. For application procedure, write to Teacher Recruitment, Civilian Personnel Office, International Division, Old Post Office Bldg., Washington 25, D.C.

INCENTIVE PAY. In late August the House agreed to a Senate proposal providing incentive for U.S. foreign

service officers to learn strategic languages. The program would cost \$156,000 a year.

FLUENT ENVOYS. An article in the *Boston Globe*, 29 Aug. 1960, speaks of three ambassadors from the United States who have mastered or who are trying to master the language of the country to which they have been assigned. Fraser Wilkins has spent 10 months learning Greek to be able to confer with Archbishop Makarios, the president of Cyprus. Ambassador to Israel Ogden Reid is learning modern Hebrew. Ambassador to Rome James D. Zellerbach has reached the point of being able to give short speeches in Italian. The Foreign Service is looking up!

SOVIET-ASIAN STUDIES CENTER. This NDEA Institute at the Univ. of Southern California, under the direction of Prof. Rodger Swearingen, hopes to get nearly three years of normal study into a single year by an intensive program: 10 hours of classroom work, 3 to 5 hours in the language lab, 2 to 4 hours with a native informant, one or more FL movies, FL lunches daily, and supervised study periods with FL instructors.

THE AMERICAN SCHOOL. *The Christian Science Monitor* of 6 Aug. 1960 contains an article by Pearl Strachan Hurd on this school, located in Lugano, Switzerland. Founded five years ago, the School is co-educational and prepares for American colleges. It has a strong emphasis upon learning foreign languages, especially the three languages of Switzerland, French, German, and Italian. Director and founder is Mrs. Mary Crist Fleming. Headmaster is Roger Palmer. The American representative, who handles applications for admission, is Mrs. Chadbourne Gilpatric, 55 East 65th St., New York 21.

LANGUAGE DEVELOPMENT IN ACTION. This 178-page report on current FL developments was prepared, under the direction of Stowell C. Goding, by a graduate student and five participants in a seminar at the Institute for Secondary School Teachers of French at the Univ. of Massachusetts during the academic year 1959-60. Contents: "A History of Modern Languages in the United States" by Cécile T. Brault, "State Foreign Language Supervisors" by Leo L. Kelly, "Program Activities of Titles VI and VII of the NDEA" by Annabel M. Kerchner, "The Present Status of Research Under Section 602 of Title VI" by Archie E. Lapointe, "Foreign Language Teaching Materials: An Interim Report" by Francis A. Paquette, "The Foundations and Foreign Languages" by Ruth Atkins. An exceedingly valuable compendium of current information, it may be obtained postpaid for \$1.50, from the University Store, Univ. of Massachusetts, Amherst.

ITALIAN CENTENNIAL. 1961 will mark the hundredth anniversary of Italy's unification as an independent nation. In celebration of this event there has been established in New York an Italian Centennial Celebrations Office, Palazzo d'Italia, 626 Fifth Avenue, New York 20, N.Y. Directing the office is Donald A. Bullard, formerly Cultural Affairs Officer at the American Embassy in Rome and Director of the Department of Information of the Institute of International Education.

News of events throughout the world celebrating the Centennial appear in a bulletin whose Vol. I, No. 1, appeared in June 1960. You may be placed on the mailing list by addressing the Centennial Celebrations Office.

LANGUAGE DEVELOPMENT SECTION. This is the entity that administers the foreign language provisions of the National Defense Education Act. It is therefore of great importance to FL teachers. The physical location is in the General Services Administration Bldg., 7th and D Streets SW, Washington, D.C. Its mailing address is Language Development Section, Financial Aid Branch, Division of Higher Education, USOE, DHEW, Washington 25, D.C. It has a professional and secretarial staff of 21 people. We list here the professional staff. Their titles and their last previous professional connection in parentheses: *Office of the Chief:* Kenneth W. Mildenerger, Chief (MLA), Elsa Liles, Language Program Assistant (Foreign Area Studies Division, American Univ.), Frederick Hundemer, Fiscal Program Officer (National Science Foundation), Arthur J. Boland, Fiscal Program Asst. (State and Local School Systems, Title III NDEA); *Institute Unit:* Lawrence Poston, Jr., Head and Specialist (Univ. of Oklahoma), Loretta Wawrzyniak, Program Analyst (Wheaton College, Mass.), James M. Spillane, Specialist and Consultant (Notre Dame Univ.), Charles L. King, Specialist and Consultant (Binational Center, Iran-USIA); *Research and Studies Unit:* A. Bruce Gaarder, Head and Specialist (Louisiana State Univ.), Julia Petrov, Research Assistant (Univ. of Pennsylvania); *Language and Area Center Unit:* George P. Faust, Head and Specialist (Univ. of Kentucky), Judith LeBovit, Program Analyst and Consultant (District of Columbia Public Schools); *Language Fellowships Unit:* Moses Hirschtritt, Head and Specialist (International Education Exchange Service, U.S. Dept. of State), Louise F. Lowe, Program Analyst (Div. of International Education, USOE).

FL STAFF IN THE USOE. In addition to the staff of the Language Development Section, there are seven other FL Specialists and Research Assistants. In the Instruction, Organization, and Service Branch of the Division of State and Local School Systems, under the direction of J. Dan Hull, are Esther Eaton, Specialist (Garden City, N.Y., High School), Emily Ericsson, Research Assistant (Dept. of State), and Mary E. Hayes, Specialist (N.Y. State Dept. of Education). In the Division's Aid to State and Local Schools Branch, under the direction of John R. Ludington, are Marjorie C. Johnston, Specialist and Acting Chief of the Science, Mathematics, and FL Section (Instruction, Organization, and Services Branch, USOE), Joseph C. Hutchinson, Specialist (Tulane Univ.), Elizabeth Keesee, Specialist (Texas Woman's Univ.), and Ilo Remer, Research Assistant (Div. of International Education, USOE).

COMMITTEE ON LANGUAGE AND AREA CENTERS. The American Council on Education has appointed this Committee to make an inventory of the centers for the study of rare languages established under Title VI of the NDEA. Chairman of the Committee is President E. Wilson Lyon of Pomona College. Other

FL Program Notes—Continued

members of the Committee: Y. R. Chao, Prof. of Oriental Languages, Univ. of California, Berkeley; Peter Elder, dean, Graduate School of Arts and Sciences, Harvard Univ.; Gerard J. Mangone, Director of Overseas Training Program, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse Univ.; Ruth Mulhauser, Prof. of Romance Languages, Western Reserve Univ.; President Charles E. Odegaard, Univ. of Washington; Rev. Walter J. Ong, S.J., Prof. of English, St. Louis Univ. Each of the 46 centers will be visited in the fall of 1960 by a staff member for the inventory who will prepare a report on the program of the center. Director of these investigators is Dr. Joseph Axelrod, on leave from San Francisco State College. A report on the inventory will be published late in 1961.

AUDIO-VISUAL INSTRUCTION. Copies of the Sept. 1959 issue of this journal, referring to A-V aids for FLs

and compiled by Frederick Eddy and Elton Hocking, may still be obtained from the Department of A-V Instruction, 1201 Sixteenth St., N.W., Washington 6, D.C., at fifty cents a copy. Discounts on orders of ten or more copies.

FULBRIGHT IN PORTUGAL. An agreement has been signed establishing four awards for lecturing and research at the University of Coimbra, the University of Lisbon, the University of Oporto, and at several other institutions in Portugal. One award will be for a lectureship in American Studies, two will be for lectureships in unspecified fields, and one will be for research in Portuguese history, literature, or the arts. Those interested should write immediately to the Conference Board of Associated Research Councils, 2101 Constitution Ave., N.W., Washington 25, D.C.

DDW

Cooperative English Program Notes

ANNOUNCEMENT. Beginning with this issue we inaugurate a brief section of FMO as a select clearinghouse of information on one of the most needed programs in the country—the improved teaching of English.

THE PROBLEM. English, the humanistic course required of all students in our schools from the grades to the college, has, as a subject and a discipline, long been drifting towards chaos. The values of reading the *literature which forms the magnificent English and American heritage*, of achieving precision and effectiveness of style in *writing*, and of knowing the grammatical *structure of English* (the three staples of an English course) would seem to be self-evident. But the subject has tended to become the course in which to teach all things to all students. It has lost focus. To recognize the sequential nature of English studies and to preserve the values of their chief components are important tasks facing today's teachers. Theirs is the responsibility to assert boldly the continuing imaginative appeal of literature, to prepare pupils for the understanding and appreciation of it in its most rugged, its most beautiful, and its most intellectually demanding forms, to match this appreciation with the training of youth to write with precision, freshness, and vitality, and to bring students to an understanding of the nature and structure of their language.

MLA INVOLVEMENT. The Executive Council at its meeting 18 March 1956 instructed the Executive Secretary "to formulate for Council study detailed plans for an investigation and action program, comparable to the FL Program in scope, in the field of English language and English and American literature" (*PMLA*, June 1956, p. v). Plans were developed, circulated, approved, and by March 1957 the Cooperative English Program was underway. In this the four national organizations most properly concerned with the improved teaching of English (the MLA, the National Council of Teachers of English, the College English Association, and the American Studies Association) joined to seek foundation support for a program which would define English, recognize the need for teaching it in sequential fashion, and work towards articulating the teaching throughout all segments of the school system.

FORD FOUNDATION SUPPORT. In December 1957 the Ford Foundation granted the MLA, as agent for the cooperating groups, \$25,000 with which to set up four conferences extending throughout 1958 to come to terms with "Basic Issues in the Teaching of English." The report of this conference of 28 teachers of English from all segments of the school and college systems reduced an initial 116 issues to 35 basic ones. It was published in the spring of 1959 and distributed to 50,000 teachers and interested persons. It suggests a line of activity which Foundations might take in further support for improved teaching of the subject, what English departments can do, and what individual teachers can do. The group as a suggestion for action presented "An Articulated English Program: A Hypothesis to Test," suggesting very practical means by which institutes, seminars, and workshops might come at the issues

and develop articulated programs. We published both these documents in the September Supplement to *PMLA*, 1959. Both are available also for mailing charges of 25 cents from our office.

FRUSTRATIONS. The conclusion of the "Basic Issues" report was that the Cooperative English Program, as originally conceived, was necessary and should be implemented. This project suggested development of an articulated program from grade school through graduate school as a set of pilot examples in four States of varying size, geographical location, and educational complexity. Foundation support failed to materialize. Meanwhile public clamor has increased for improved teaching. At this point of writing at least 16 programs are under way to do something about a deteriorating situation. Lest this multiplication of somewhat uncoordinated effort compound the present confusion we propose in these columns, at least, to alert MLA members and other readers to the status of some of the proposed activities. We hope thus to bring about some centrality of vision and a concentration on the three staples of English. In such concentration excellent preparation of teachers seems to lie.

LIGHTS ON THE HORIZON. Amid the stirrings everywhere evident the plan of the *Commission on English* of the College Entrance Examination Board looks very promising. Its concern logically is with the preparation of students planning to enter four-year colleges. We shall comment on its "position paper," its suggested curriculum, its hypothetical examination, and its excellent plan for summer institutes for in-service teachers in our next issue. *The National Council of Teachers of English* has appointed an ad hoc committee to gather factual evidence as to the present status and weaknesses in the teaching of English. Its "position paper" will probably suggest, and we are in full agreement with the suggestion, that the basic problem of articulating the teaching on all school levels is so large, amid present confusions, that only a Federal subsidy—similar to that accorded Science, Mathematics, and the Modern Foreign Languages—can properly support the work that needs to be done in an institute program, and a series of Master of Arts in Teaching programs. We shall comment further on this in the next issue. *The Ford Foundation-Mellon-Pittsburgh* experiment in articulation of secondary school and college English and History for talented students, now in its second year, bears watching. The Carnegie-backed study towards the improvement of teaching freshman composition at Dartmouth should tell us some things we might like to know. The experiments at the *University of Michigan* concentrating on teacher preparation in counties within easy reach of Ann Arbor have already yielded patterns worth emulating. *The Texas Joint English Committee for School and College* is directing serious attention, and gaining financial support, for a curriculum institute. It shows a major concern for the teaching of composition. *The American Council of Learned Societies* has funds for a summer institute in the humanities including the teaching of English literature. The *San Francisco Curriculum Survey Committee* issued a sweeping report 1 April 1960

including a section on English. It is, perhaps, too early to see what action will result. *The Folger Shakespeare Library* was toying with the idea, at least, last spring, of preparing materials for better teaching of Shakespeare in the schools. So here are a few of the elements that make for the fragmentary particles in the bottom of a kaleidoscope. The glass that brings these into a unified pattern has not yet appeared. The position statement, *English Language Arts in the Comprehensive Secondary School*, of the National Association of Secondary School Principals, 15 August 1960, seems to us unfortunate, diffuse rather than sharp, loosely constructed, and too broad in its coverage.

TOOLS AVAILABLE. Of the multiplicity of books, pamphlets, and brochures on the teaching of English we will say little, but we are rather surprised at the small circulation of two interesting periodicals. Both have long been listed in our Directory of Useful Addresses in the PMLA September Supplement, and both, perhaps unfortunately, are largely known and contributed to only by college teachers of English. We suggest you pass the word to secondary school and elementary school teachers as to the pleasures and enlightenment that can be found in the *Explicator* (Managing Editor: J. E. Whitesell, Box 10, University of South Carolina, Columbia, S.C.), and the *Exercise Exchange* (Editor: Thomas W. Wilcox, Bennington College, Bennington, Vt.). The *Explicator* for 18 years has been a forum for communicating interesting insights on pieces of literature commonly taught in early college courses and on many of the items taught in high schools. The *Exercise Exchange* for the last 7 years has presented excellent examples of the way in which various teachers introduce high school and college students to poetry, develop short papers in a fiction course, approach specific topics in creative writing, teach works of standard authors, and discuss problems of criticism. This quarterly for the interchange of classroom ideas on teaching of composition and literature certainly shows what is going on in college English courses. These things secondary school teachers should be aware of. We find almost all of the *Exchanges* we have read to be stimulating treatments. Perhaps the best point at which articulation may begin is that between senior high school and freshman college courses.

TOOLS IN THE MAKING. The MLA is trying an experiment with the complete cooperation of Holt, Rinehart and Winston, Inc. in publishing a paperback

collection of essays and documents toward the improved teaching of English, due to appear in the spring of 1961. It gathers in one book the kinds of things we feel English teachers in all segments of education should know about. The first section deals with issues and problems; the second with essays on composition and on the structure of the language; the third with essays on literature—stressing both the Biblical and classical heritage; the fourth section reprints “An Articulated English Program: A Hypothesis to Test.” We suggest these essays should be in the hands of every English teacher and that the booklet should be a basic reference in every English workshop or institute.

HOW SOLVABLE IS THIS PROBLEM? Many school boards employ teachers of English in elementary and secondary schools whose training has involved only a minor in English. The boards insist, with some degree of reason to be sure, that advance in salary must be keyed to evidence of further intellectual training. This evidence is more often than not identified with courses taken for graduate credit. Most universities will not permit registration in graduate courses to those who lack prerequisites in the undergraduate schools. The dilemma is apparent. The teacher with only a minor in English needs above all to fill out his understanding of the English field, yet for the sake of salary advancement must enter a course of graduate studies for which he has been prepared by his original major. Under the impulse to live he returns to the university to take graduate work in a field other than English and returns to his English classes without benefit of useful exposure to topics of his new and real major concern. Who is at fault—the graduate schools with rigid programs (we believe graduate courses should be based on proper foundations), or the school and state boards who employ the teacher only half prepared, or a system of salary advancement based on unrealistic needs for the teacher? Who loses out—the student, the teacher, or both? Summer institutes are going to have to meet this problem squarely (see *Basic Issues* 21 through 35).

NCTE. The National Council of Teachers of English, having celebrated its fiftieth anniversary of founding, is in this exciting moment in education engaged in meeting problems that all of us share. It is perhaps fitting that as we inaugurate the CEP Notes we compliment the energy, drive, and spirit of cooperation with which the National Council is imbued. GWS

MODERN LANGUAGE ASSOCIATION

6 Washington Square North, New York 3, N.Y.

I hereby apply for membership in the Modern Language Association and enclose my check in the proper amount in payment of dues for the *calendar* year of 19.....

PLEASE TYPE OR PRINT IN BLOCK LETTERS

Name, as it should appear Rank and
in directory Department

Institution Language(s)
..... taught

Address

(In zoned cities, be sure to give zone number; give street address only if needed.)

Home address if *PMLA* should be sent there

I have have not been a member of the MLA before.

PLEASE READ CAREFULLY

Except in special circumstances, those joining in the first half of the year will be enrolled as members as of the preceding January 1 and will receive the back issues, if any, of the current volume of *PMLA*; those joining in the second half of the year will be enrolled as of the following January 1 and will receive the next volume of *PMLA*. But all persons are eligible to take part in the annual meeting of the year in which they apply for membership and will be sent the program of that meeting.

Checks and money orders should be made payable to the MODERN LANGUAGE ASSOCIATION and mailed with this form to the treasurer of the Association at the address given above. For the schedule of annual dues, see the back of this form.

Please cut along lines

CHANGES OF ADDRESS, AFFILIATION, AND RANK

The MLA Treasurer's office urgently requests the cooperation of members so that it may cut down the number of misdirected copies of *PMLA* and may make the annual September directory a more accurate listing of the membership. At present, we receive a distressingly large number of communications in the late fall reporting new affiliations and addresses as of September. The results are that several hundred copies of the September issues are not delivered (and neither forwarded nor returned to us) and these mailings then have to be duplicated later when we have finally received current addresses. Unless we have information about new affiliations and addresses *by the middle of August*, we cannot record them in the September directory or include the new addresses in the mailing list for the September issues.

We would furthermore ask that members give *all* necessary information when writing to us about any change. If a member previously at the University of Texas sends a U. S. Post Office form giving a new address in Hanover, New Hampshire, we may guess that he has accepted an appointment at Dartmouth, but we cannot be certain and, in any case, do not know what academic position should be included in his directory listing. Each such case—and there are many—requires that we send a card asking for the additional information. Members reporting a change of name because of marriage should indicate whether directory should list only married name, or maiden name plus married name in parentheses.

From now on, the form on the back of this announcement will appear in every issue of *PMLA*. If members will cut it out and use it to inform us of changes, we will be able to handle them with more efficiency and dispatch.

SCHEDULE OF DUES

Section I, 1, of the bylaws, as amended by the action of the membership at the business meeting at Madison, Wisconsin, September 9, 1957, reads:

"The annual dues shall be ten dollars except for the following special categories of membership:

- a. Student membership at five dollars, open for a maximum of three years to those who are engaged primarily in a course of study leading to a degree and who do not hold full-time teaching appointments.
- b. Joint husband-and-wife membership at fifteen dollars with only one subscription to *PMLA*.
- c. Foreign membership at seven dollars, open to resident citizens of countries other than the United States and Canada.

With the exception stipulated in sub-section *b*, members in these three special categories shall be entitled to all rights and privileges of membership."

Please check the classification under which you come and return this form with the proper remittance.

- 1. Regular membership\$10.00
- 2. Student membership (see below) 5.00
- 3. Husband-and-wife membership (see below) 15.00
- 4. Foreign membership (see below) 7.00

Anyone coming under the provisions of sub-section *a* of the bylaw above is asked to obtain the signature of the chairman of the department in which he is enrolled as a student, attesting to his status:

Chairman and Department

Institution

Persons applying for joint husband-and-wife membership may either use two forms or supply the needed information about one of them on a separate sheet of paper.

The fourth classification (foreign membership) does not include citizens of the United States and Canada resident in other countries or citizens of other countries resident in the United States or Canada.

Please cut along lines

NOTICE OF CHANGE OF ADDRESS, AFFILIATION, OR RANK

Please type or print in block letters

Name, as it should appear in Directory:

Old rank and department:

Old institution and address:

Old mailing address (if different from that of institution):

New rank and department:

New institution and address:

New mailing address (if different from that of institution):

Please include zone numbers (if any) in all addresses

Send to: The Treasurer, Modern Language Association, 6 Washington Square North,
New York 3, New York

Announcing
CONFERENCES OF SCHOLARS
at the 1961 meeting

THE Program Committee will make available at the 1961 Annual Meeting a number of small conference rooms for scholarly discussion of announced topics. These rooms will be allocated to interested members of the Association under the following conditions:

1. A petition signed by seven or more members, stating the topic and aim of the conference, and *designating a discussion leader*, must be sent to reach the Secretary of the Association not later than 11 September 1961.
2. Legitimate petitions will be honored in the order of their receipt and up to the limit of available accommodations. The normal conference period will be one hour and a quarter. Requests for specific periods should include several periods in the order of preference.
3. The conference rooms to be made available will accommodate no more than twenty-five or thirty-five persons, and it will be the responsibility of the discussion leader to refuse admission to additional persons.
4. The topic, place, and leader of the conference will be named in the printed program. If the conference is being held by invitation only, this fact will also be stated. Otherwise, it will be the responsibility of the discussion leader to handle requests for admission; the Program will explain that interested persons should write to him, and that he will grant requests for admission up to the limit of accommodations.
5. Only sharply defined topics, supported by explanations of the purposes of the conference, will be honored.
6. Conference rooms will be allocated with the understanding that *the object of the meetings is not the reading of papers*. On the other hand, the mimeographing and advance circulation of papers or reports will be within the spirit of the arrangement.
7. Official recognition of each conference is for one year only. If a group wishes to renew its discussion in 1962, it may again petition for accommodation.

Editorial Policy of *PMLA*

WE VENTURE to reaffirm the policy which has guided the selection of articles during the past decade, namely, that *PMLA* should reflect the most distinguished American scholarship in the modern languages and literatures. It is not a place for beginners to try their wings, unless those wings are used for sure and significant flight; and it is not a place for established scholars to publish their incidental writings, unless those writings compare in excellence and value with those of younger men. As the official Publications of the Modern Language Association of America *PMLA* should publish to the learned world the most important work of members of the Association.

We affirm, moreover, that the distribution of papers in *PMLA* should reflect work of distinction actually being done from year to year, regardless of periods or languages. Thus when literary or philological research in a certain field is at a low ebb and research in another is flourishing, we should print articles from the latter. We should not strain for wide coverage in period or language at the cost of publishing articles of indifferent research or undistinguished writing. Members who feel their interests neglected by this policy can always alter the situation by writing, and by encouraging others to write, articles good enough to be published. *PMLA* should reveal the best American scholarship as it is—not as it was, not as it theoretically should be. Equal representation of fields puts a tax on excellence.

We affirm that *PMLA* exists to encourage the advancement of literary and linguistic learning on the widest possible front. It welcomes new approaches to literary or linguistic study which are based upon sound scholarship, and it disavows any exclusive preference for conventional methods or for traditional papers on traditional subjects. Explicitly it invites important articles dealing with critical theory, the history of ideas, analytical bibliography, and American (or other) civilization, *provided* only that these articles have literary relevance.

While *PMLA* wishes to introduce to the Association new scholars and new lines of inquiry, it is reluctant to publish minor articles or highly technical studies addressed to specialists in various but limited fields. These are often more suitable for specialist journals. The editors also

seek to discourage either brief notes (the staple of several other periodicals) or unduly long papers. *PMLA* does *not* review books. The audience for *PMLA* articles is the total membership. Writers are requested to keep the broad interests of the membership in mind when addressing their papers to them.

Although *PMLA* is not a journal of *belles lettres*, and publishes nothing addressed to a wider audience than the Association represents, it insists that articles on whatever subject should be written in a clear and readable style. This criterion should not be construed as an encouragement of florid or expansive writing. Space is at a premium. Economy of words and tightness and clarity of organization are prominent among the standards by which articles will be judged for acceptance. Documentation should be held to a necessary minimum.

Every member of the Association has the privilege, denied to nonmembers, of submitting papers for publication in *PMLA*. Every paper submitted will be read by at least one consultant with special competence in the field of study. Papers in any way recommended will also be read by at least one member of the Editorial Committee. Rejected papers will be returned, if possible, within about two months. Acceptance of papers may be conditional upon their revision in the light of specific criticisms. Attempt is made to publish papers within nine months of acceptance. Members are asked to consider that the services of consultant readers are made possible by the unpaid labors of many distinguished men and women who generously contribute their scant leisure to the advancement of scholarship in humane letters in America.

Manuscripts must be prepared in conformity with the *MLA Style Sheet* published in the April 1951 *PMLA*, which is on sale as a pamphlet in the MLA offices. Authors are advised to read also the advice of R. B. McKerrow and H. M. Silver on the publication of research, published in the 1950 volume.

Manuscripts should be addressed to the Editor of *PMLA*, 6 Washington Square North, New York 3, N.Y. Stamps need not be enclosed. Carbon copies are not needed, but should be made and retained by authors, since manuscripts sometimes get lost.

THE EDITOR
(for the Editorial Committee)