

PMLA

PUBLICATIONS OF
THE MODERN LANGUAGE ASSOCIATION
OF AMERICA

Edited by

GEORGE WINCHESTER STONE, JR.

Secretary of the Association

December • 1962

VOLUME LXXVII • NUMBER 5

PMLA

Issued five times a year during the months of March, May,
June, September, and December by the Modern
Language Association of America

(Indices: Vols. I-L, 1935, LI-LX, 1945)

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Business communications and notice of changes of address should be sent NOT TO MENASHA but to the Treasurer of the Association at 6 Washington Square North, New York 3, N. Y. If a change of address also involves a change of institutional affiliation, the Treasurer should be informed of this fact at the same time.

Second-class postage paid at Menasha, Wisconsin. Acceptance for mailing at the special rate of postage provided for in the Act of February 28, 1925, embodied in paragraph 4, Section 538, P. L. and R., authorized October 2, 1935.

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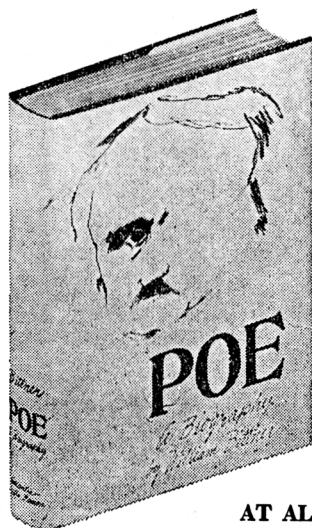
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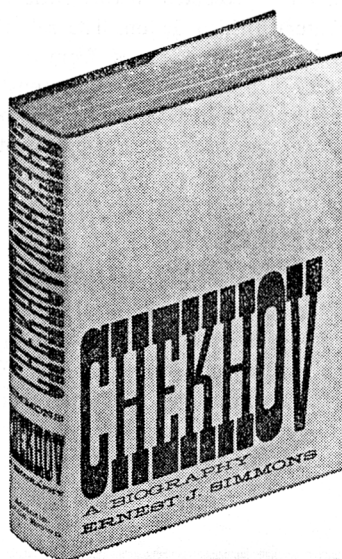


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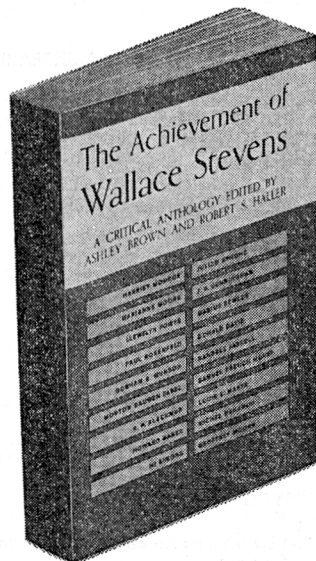
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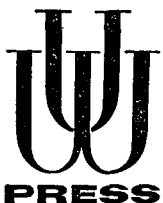
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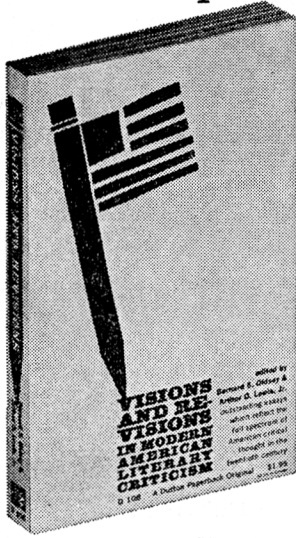
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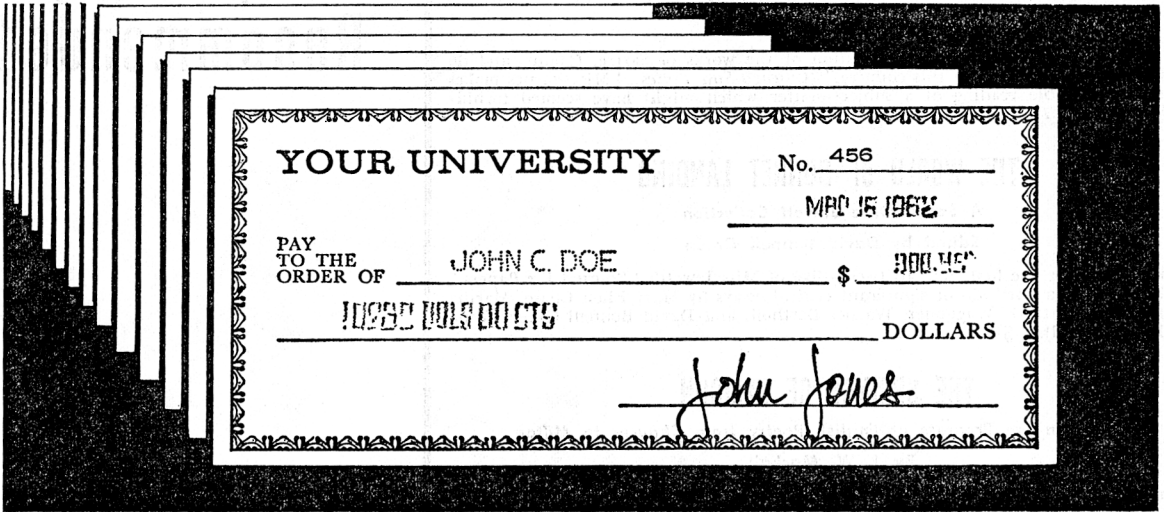
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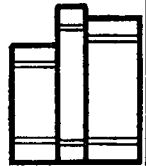
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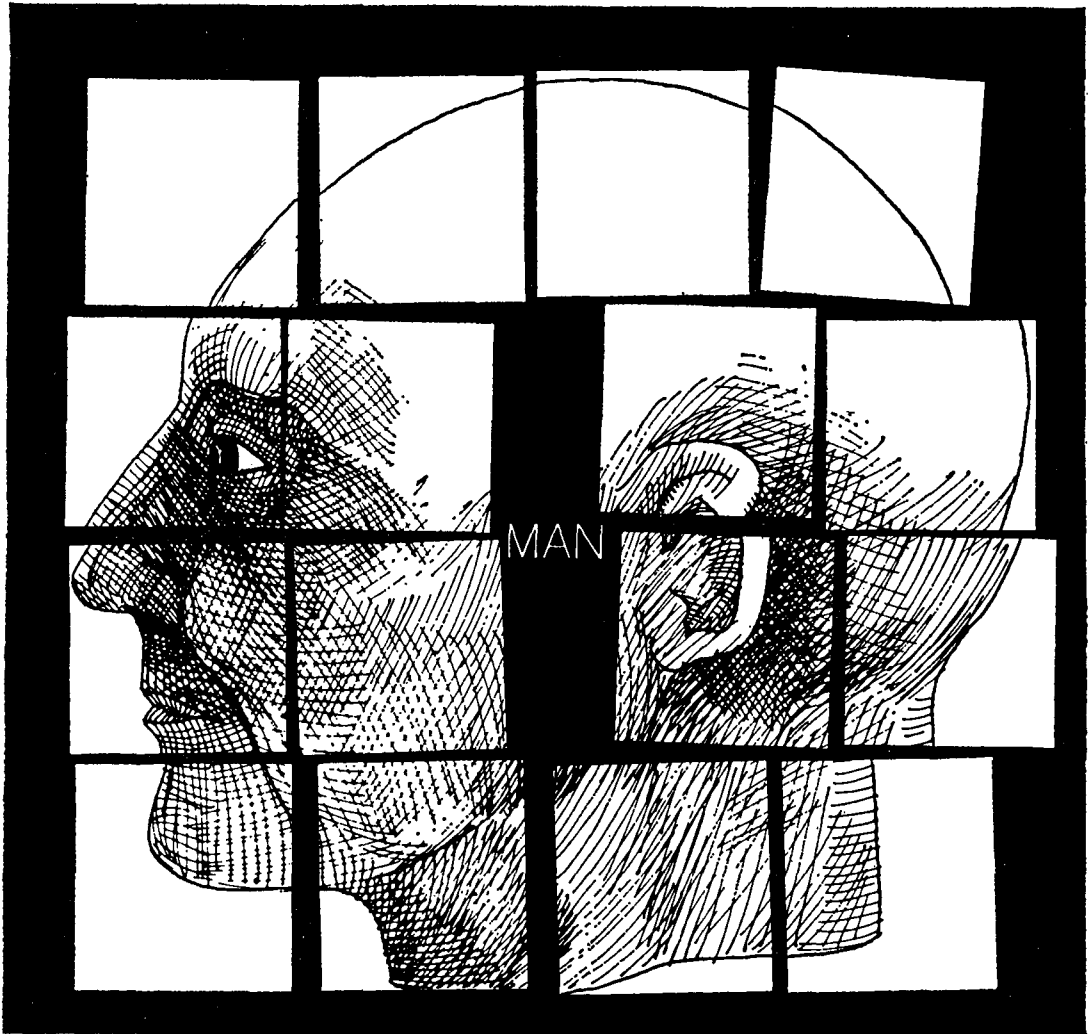
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TEACHING ABROAD. A brief announcement about the Army's nationwide recruitment program for personnel to staff the schools for American children abroad: *Romance Language* teaching positions will be open for U.S. citizens in schools operated by the Army for American children in Korea, Japan, and Okinawa for the 1963-64 school year. *Qualifications* include a bachelor's degree, teacher training, preparation in French or Spanish and one other subject, and two years of teaching experience. *Salary* is \$4435 for the school year with additional increments for advanced academic preparation. Rent-free living quarters and overseas transportation are provided by the Government. The tour of duty is one year. For application procedure, send a postal card immediately to: School Recruitment, Employee Management Division, DCSPER, Dept. of the Army, Old Post Office Building, Washington 25, D.C.

BUFFALO. The University of Buffalo has, for the current semester, appointed Michel Butor, widely discussed contemporary French novelist, Visiting Professor of French on the Mrs. Joseph T. Jones Foundation. The Univ. of Buffalo (merged into the State Univ. of New York as of 1 Sept. 1962) has had such professorships for thirty years. The first appointee came to Buffalo in 1932 and in the intervening years 25 Visiting Jones Professors have taught at Buffalo.

ATTENTION READERS. We wish to call attention to the many useful items provided in the September Supplement to *PMLA*. It includes not only the membership list, the list of honorary fellows and honorary members, but it also reprints the proceedings of the Midwest MLA, provides an up-to-date list of modern language department chairmen in nearly 1,000 colleges and universities in the U. S. and Canada, lists the committees of the Association, gives historical facts concerning annual meetings and membership, and provides a finding list for *PMLA*, a six-page section on fellowships and grants, and an exceedingly helpful directory of useful addresses, including professional organizations, publishers, learned journals, embassies, university presses, foundations, and the like. Read it.

PEOPLE. René Wellek (Yale) succeeds Werner P. Friederich (North Carolina) as President of the American Comparative Literature Association. * * * Dieter Cunz (Ohio SU) has been awarded the Order of Merit (First Class) by the President of the Federal Republic of Germany. * * * Stephen A. Freeman (Middlebury) has been appointed consultant on foreign study programs for U.S. undergraduates by the Institute of International Education. He will direct a comprehensive survey of a growing number of undergraduate foreign study programs which colleges and universities administer during the regular academic year and the sum-

mer. He is spending the fall term visiting universities in Latin America. * * * *Ernesto Da Cal* (NYU) has received the Great Cross of the Order of Sant'Iago da Espada, awarded by the government of Portugal for foremost contributions to Portuguese letters and scholarship and for promotion of Portuguese culture in the U.S.A. and in the Hispanic countries. * * * *Lester G. Crocker* (Western Reserve) has been invited to serve as visiting lecturer in French literature at University College, London, during the spring term. * * * *Franz H. Mautner* (Swarthmore) has returned from delivering a series of lectures on Nestroy and modern comedy at the Universities of Berlin, Bonn, Cologne, Freiburg, Heidelberg, and Munich. * * * *Charles W. Hoffmann* (UCLA) was one of the three recipients honored for distinguished teaching and for unusual service by the UCLA Alumni Association.

HISTORICAL ABSTRACTS. To *English Abstracts* and *MLAbstracts* we now call attention to *Historical Abstracts*, which comprises summaries in English of articles, predominantly on the period 1775-1945, on political, diplomatic, economic, social, cultural, and intellectual history, and on related subjects. Editor: *Eric H. Boehm* (800 East Micheltorena St., Santa Barbara, Calif.).

"THE EDITOR OF THE LEARNED JOURNAL" is the title of a brief, wise, sententious, and spicy note by *Don Cameron Allen* (Johns Hopkins) in the June issue of *Scholarly Books in America*. Few in this country are more experienced editors of learned journals than Don. He speaks from long exposure to those clamoring for publication. We quote a central paragraph and a statement or two as sound comment and advice:

"The most amazing eccentricity of authors is their failure to read the journal to which they entrust their mental offspring. Sometimes the author does not know the name of the journal or the university where it is printed. Not infrequently he directs his essay to an editor who has retired or died a decade before. These little blunders hardly cheer the current editors about 'constant reader's' devotion to learning. About one out of ten contributors fails to enclose self-addressed, stamped covers, an omission that requires additional correspondence. The wise author studies the format of the journal, reads the directions to contributors, and submits a clean, well-typed manuscript. This is simply a way of announcing that he wants his paper to appear in the journal to which he sends it. . . . Most papers rejected by editors should first be rejected by their authors, who often assume that any new evidence on any subject admits one to print. I have often received papers proving that James Slide, ninth-rate man of letters, was a great reader of John Glide, third-rate theologian. These papers I return promptly because neither man is important and the subject is a conventional exercise. In the same mail sack I would insert new versions of Slide's poem, 'To the Old Steeple of Old Trinity,' and Glide's letter to Rogers (purchased at Christie's, so the author informs me, for 25 guineas), informing him that it is raining in London. In other words, most papers coming to an editor's desk are so unimportant in content that they should have been smothered at birth. . . . Suppose the miracle happens and the paper is accepted.

If the editor asks for revisions, he probably knows what he is about. If he complains that the essay is too long by half, returning it typed single-space doesn't help. When the proof arrives, the article should not, in European fashion, be rewritten in the margins. The proof should be read promptly and carefully: twice from the top down and once from the bottom up. In marking corrections it is helpful to use the conventional correction signs; all printers understand them and they probably will not know those invented by the author."

READING FOR THE DELAWARE, LACKAWANNA, AND WESTERN. Those sitting at three convocations (Duke, Illinois, and Syracuse) last spring heard Gordon N. Ray, Secretary General of the Guggenheim Foundation, answer his own question "Is a Liberal Education Still Needed?" very much in the affirmative. The address has been printed and strikes us as worth reading and reflecting upon, especially the central paragraph: "The aim of liberal education, then, is not primarily the amassing of a large amount of factual information. Rather it is the enlargement of mental capacity that can come through the process of acquiring, ordering, and reflecting upon such information. With this widening of intellectual horizons comes the ability to see things in proportion as they really are, that is to say, the attainment of a degree of wisdom. Learning gives the man who masters it a wider context than immediate experience can possibly provide, though of course such learning has to be proved and validated by experience before it can mean very much. The lessons that result from this process are neither new nor surprising; but they have to be relearned by every generation, and modern life is so complex and misleading that they have become harder than ever to master." * * * *Essays on Shakespeare and Elizabethan Drama*, edited by Richard Hosley and published by the Univ. of Missouri Press, contains 28 essays by British, Canadian, and American scholars in honor of Hardin Craig, who is rounding out a second teaching career of nearly twenty years. The essays range widely over the field of Elizabethan drama, concentrating on Shakespeare and Marlowe, but recalling Kyd and Greene, and carrying on to Heywood and Massinger. * * * *Man Thinking* is the title of a new volume of Phi Beta Kappa orations published by Cornell University Press. All such volumes stem, of course, from the most famous in the series started by Ralph Waldo Emerson in 1837. Eight MLA members, both living and deceased, are among the 28 whose addresses were chosen for this volume: Christian Gauss, Herbert Agar, Marjorie Hope Nicolson, André Morize, Morris Bishop, Charles Grosvenor Osgood, Douglas Bush, and Harold W. Dodds. Good reading.

SHAKESPEARE, A BIOGRAPHICAL HANDBOOK. "My chief concern," writes G. E. Bentley in his preface, "has been to present the life of William Shakespeare and his methods of work with the strictest fidelity to the surviving documents, with the least personal bias, and with a minimum of the cultural bias of our time toward the literary artist. Documents are stark, and to the untrained imagination they often seem dull. Nevertheless, I hope that by presenting the hundred or more surviving Shakespearean ones in the con-

text of similar records, against the background of Elizabethan customs and prejudices, and in relation to one another, I can set up the essential outline of the man who lived in Stratford and London and not some fancied man our individual imaginations would like to create." So here's a useful and interesting paperback in the Yale Series, presenting facts and a selective bibliography.

PROPOSED YOKNAPATAWPHA REGISTER. *Arthur F. Beringause* (Queens) is preparing a guide to the writings of William Faulkner tentatively entitled *Yoknapatawpha Register*. He hopes to prepare an alphabetical listing (with some explanation in quotation) of characters, places, topics, and ideas playing a role in the fiction of Faulkner. He would be glad to have advice, suggestions, and criticism addressed to him at the School of General Studies, Queens College, Flushing 67, N.Y.

ALERT TO ARTHURIANS. The next Arthurian Congress will be held at Aberdeen 20 July-5 August 1963. Attendance is limited to members of the International Arthurian Society. The membership fee (covering subscription to the annual Bulletin) is \$3.00 and is payable to the American Secretary-Treasurer, *William Roach* (Pennsylvania).

ALERT TO TRAVEL AGENCIES. The comings and goings in July and August 1963 should bring joy to the hearts of the shipping companies and airlines—what with cross traffic to Aberdeen for the Arthurians, to Geneva for "The Enlightenment," to Amsterdam for the Onomastic Congress, and to New York for the 9th Congress of the International Federation for Modern Languages and Literatures (FILM). It appears that the humanists need both a planning and a traffic manager.

FRANCIS BACON'S INTELLECTUAL MILIEU. Another interesting paper in the series delivered at the William Andrews Clark Memorial Library was that given by *Virgil K. Whitaker* (Stanford) 18 November 1961, celebrating the 400th anniversary of Bacon's birth. It has now been printed and makes good reading. Professor Whitaker's close examination of the milieu illuminates Bacon's limitations and his strengths. One would like to quote here the concluding paragraph of Mr. Whitaker's argument, but space allows us to include only his final quotation from the opening of the fourth book of Bacon's *De Augmentis*:

"If any one should aim a blow at me (excellent King) for anything I have said or shall hereafter say in this matter, . . . let me tell him that he is acting contrary to the rules and practice of warfare. For I am but a trumpeter, not a combatant; one perhaps of those of whom Homer speaks, and such men might go to and fro everywhere unhurt, between the fiercest and bitterest enemies. Nor is mine a trumpet which summons and excites men to cut each other to pieces with mutual contradictions, or to quarrel and fight with one another; but rather to make peace between themselves, and turning with united forces against the Nature of Things, to storm and occupy her castles and strong-

holds, and extend the bounds of human empire, as far as God Almighty in his goodness may permit."

THE CHALLENGE OF THE GALAXY APPROACH. Not only the summer, but much of the fall and probably the coming spring may be devoted, by those interested in a new frontier, to having a close look at Marshall McLuhan's *The Gutenberg Galaxy*, which develops the theme from Blake that:

If Perceptive organs vary, Objects of Perception seem to vary:

If the Perceptive Organs close, their Objects seem to close also.

The subtitle of this book, presented in varying type sizes and fonts, is "The Making of Typographic Man." "We are today as far into the electric age as the Elizabethans had advanced into the typographical and mechanical age. And we are experiencing the same confusions and indecisions which they had felt when living simultaneously in two contrasted forms of society and experience. Whereas the Elizabethans were poised between medieval corporate experience and modern individualism, we reverse their pattern by confronting an electric technology which would seem to render individualism obsolete and the corporate interdependence mandatory." Why? Mr. McLuhan has a suggestion.

THE AMERICAN NUMISMATIC SOCIETY SUMMER SEMINAR IN NUMISMATICS. The use of numismatics as a necessary auxiliary to research in history and other broad fields of study provided the theme of the Seminar held at the Society's Museum in New York from 12 July to 18 August 1962. The program included background reading on coins, attendance at 17 conferences conducted by specialists in selected fields, and preparation by each student of a paper on a topic of his own selection. The seminar will be repeated in the summer of 1963, and the Society will again offer grants-in-aid to students who by June 1963 will have completed at least one year's graduate study in archaeology, classics, economics, 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 U.S. 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 1963.

MANUSCRIPTS AND SPECIAL TEXTUAL STUDIES. In its October issue each year, *Manuscripta* plans to publish a survey of the year's contributions to non-Shakespearean Renaissance textual studies. The purpose of the annual article is to summarize briefly and evaluate each of the books and articles concerned with textual work and to indicate the general direction of the year's work in the field. *Manuscripta* is a journal devoted primarily to manuscript studies. Its annual survey of Renaissance English studies, however, will cover investigations of both manuscripts and printed works for the years 1475 to 1642. Offprints of articles will be appreciated and should be sent to *William C. McAvoy*, Dept. of English, St. Louis Univ., St. Louis 3, Mo.

For Members Only—Continued

SHERWOOD ANDERSON MSS. An important gift of Sherwood Anderson letters and MSS has been given to the Newberry Library in Chicago by Mrs. E. Vernon Hahn, Indianapolis, Ind. It comprises 275 letters Sherwood Anderson wrote to Mrs. Hahn between 1916 and 1933. The gift also includes drafts of his second novel, *Marching Men*, published in 1917, and of "Seeds," one of the stories in *Winesburg, Ohio*. The Library's collection previously included some 16,000 items about Sherwood Anderson and his work.

MANNERS AT MEETINGS. A letter from *Vincent A. McCrossen* (Boston Coll.) as an exasperated aftermath of our Chicago meeting in 1961 reminds us, as Program Chairman, of two scholarly obligations which members should accept at the forthcoming meeting: (1) speakers at groups and sections should enunciate clearly and read effectively; (2) members in the audience should come prepared to stay until the close of the program. The noise of the comings and goings of the wandering scholars has been an irritation to MLA members for at least 30 years within our period of recall. Perhaps it's time to choose carefully and give undivided attention.

NEW QUARTERS. After 1 January 1963 the headquarters of the MLA will move from 6 Washington Square North, New York 3, to enlarged space on the second floor of 4-6 Washington Place East, New York 3. Our present offices on the Square are gracious and pleasant to be in. But we have outgrown them. The new space, which we will be renting from New York University, will enable us to consolidate all of our New York activities at one location. Don Walsh and the Foreign Language Program Research Center will then

move from 70 Fifth Avenue and rejoin the headquarters staff. The new offices will include a conference room, operating space for the editorial functions of PMLA, for the operational activities of the Executive Secretary, for planning the details of the annual meeting, for administration of the Foreign Language Program, the MLA-NYU Foreign Language Test Development Center, and the Foreign Language Materials Center. After we are really in and located we will extend a cordial invitation to all members who are passing through New York to come to visit us.

MISSING PROGRAM, 1954. If any member has among his archives a copy he is willing to part with of the program for the MLA meeting in New York in 1954, we would be glad to have it for permanent binding. In fact we need two copies for the record.

JUNIUS. Dr. Evelyn W. Wenner (Western Maryland), unsatisfied with the evidence for the Sir Philip Francis identification, and that of others, has for five years been searching along new lines which may prove to be quite interesting. She is working upon significant motivation factors for her candidate. *Who Was Junius?* by Alvar Ellegard (Almqvist & Wiksell, Stockholm), has just come across the desk with its masterly review of the contending candidates. Mr. Ellegard's thesis is that "style is the man," so he has levelled the guns of a "statistico-linguistic test" on the *Junius letters* and on the writings of his candidate and comes up with *his* identification, by this means, of the man who has led the field for some time, Philip Francis. The application of the computer technique is interesting to observe. GWS

THE 1963 ANNUAL MEETING

Group and Section Chairmen are under pressure to form excellent programs, and they generally prefer to do so before summer vacations make communication difficult. We shall try to announce in the March PMLA programs planned either for specific writers or for specific limited topics. As usual, we will publish in March the names of Chairmen and secretaries (who will presumably be chairmen the next year). If your paper is of interest and you could not place it this year, be sure to see the secretary of the pertinent Group or Section at the Washington meeting about the possibility of placing it next year. If programs are filled early next year, consult by mail the secretary of the proper Group. He may need your paper for the year following.

FL Program Notes

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POST-DOCTORAL FELLOWSHIPS. Thirty-four post-doctoral fellowships have been awarded under Title VI of the NDEA for intensive study of Portuguese, Spanish, and sub-Saharan African languages. These fellowships, established in a pilot program designed to provide intensive language training to Latin American and African specialists, are for study in the summer of 1963. Twenty-eight of the fellowships are for Portuguese and Spanish, and 6 are for African languages. Fourteen of the fellows will enroll in a 9-week intensive training program in Portuguese at the Univ. of Texas; 14 in a 6-week program in Spanish at UCLA; and 5 in Swahili and 1 in Ibo in an 8-week African language program at Michigan State Univ. The post-doctoral fellowships, awarded this year for the first time under the Language Development Program, are intended to provide specialists in Latin American and African studies with intensive language training to increase their competence in doing research on Latin America and sub-Saharan Africa, and in lecturing at universities or advising Government agencies or educational institutions in these areas. The basic stipends include the cost of tuition and required fees, plus \$1000 for the period of the summer intensive language course. A fellow may apply for an allowance of \$120 for each dependent as well as a travel allowance (from his home to the university and return) for himself only. The stipend for the program in Portuguese at the Univ. of Texas will be \$1125, and the dependency allowance \$135.

NEW OFFERINGS IN NEGLECTED FLS. As part of a current survey on the study of neglected FLs at the college and university level, we are gathering information about institutions that appear to be offering such languages for the first time. Among the early returns are Japanese at Antioch, Portuguese at Arkansas College, Portuguese at Biola College, Modern Greek at the Univ. of Bridgeport, Chinese at Brown, Chinese at the Univ. of California at Santa Barbara, Hausa and Swahili at Carver School of Missions and Social Work, Portuguese at the Catholic Univ. of America, Portuguese at Colby, Hindi-Urdu at Duke, Polish at DeLourdes College, Japanese at Earlham, Persian at Fairleigh Dickinson, Arabic and Portuguese at the Univ. of Florida, Portuguese at Fresno State College, Portuguese at Hillsdale College, Modern Hebrew at Hofstra, Portuguese at the Univ. of Houston, Portuguese at Lehigh, Swahili at Lincoln Univ., Portuguese at Louisiana State Univ., Polish at Madonna College, Portuguese at Mary Washington College, Portuguese and Hindi at Univ. of Massachusetts, Ndebele at Messiah College, Chinese at Mitchel College of Long Island Univ., Arabic at Mount Holyoke, Portuguese at the Univ. of New Mexico, Polish, Portuguese, Serbo-Croatian, Chinese, and Japanese at Ohio State Univ., Portuguese and Arabic at Univ. of Puerto Rico, Krio at Roosevelt Univ., Modern Hebrew and Polish at San Antonio College, Japanese at San Jose State College, Chinese at State Univ. of South Dakota, Portuguese at the Univ. of South Florida, Bengali at Texas A. & M., Swedish at Ursinus College, Polish at Utica College of Syracuse Univ., Swedish at Washington State Univ., Turkish at Windham College.

CONTRASTIVE STRUCTURES. The Univ. of Chicago Press will publish a series of ten volumes prepared under the general direction of the MLA's Center for Applied Linguistics. For each of the five FLs most commonly taught in the United States two volumes will be prepared, one contrasting the sound system of English and of the foreign language and one contrasting the grammatical structure of the two languages. The two volumes for German have already appeared: William G. Moulton's *The Sounds of English and German* (\$2.75) and Herbert L. Kufner's *The Grammatical Structures of English and German* (\$2.00). Volumes in the other languages are in preparation by the following authors: French: André Martinet and Stanley Lampach; Italian: Frederick B. Agard and Robert di Pietro; Russian: William W. Gage; Spanish: Robert P. Stockwell, J. Donald Bowen, and John W. Martin. Prices for these volumes will be between \$2.00 and \$3.00. The entire series may be ordered at this time.

RUSSIAN FOR LINGUISTS. Indiana Univ. has contracted with the U.S. Office of Education under Title VI of the NDEA to produce an intensive basic course to prepare linguists to use Russian. Indiana has been named by the Linguistic Society of America as the host institution for a linguistic institute to be held in the summer of 1964. A special intensive summer course in Russian for linguists is being planned for the institute. Professor William S. Cornyn, Chairman of the Dept. of Slavic Languages and Literatures at Yale, will prepare the teaching materials and teach the course at the summer institute. He will subsequently revise these materials before making them generally available.

CHINESE IN FRANCE. Two groups of secondary school students have been studying Chinese, one at the Montgeron experimental school (84 volunteers) and the other (12 volunteers) at the Lycée Jean Perrin in Saint-Rambert (Rhône). Despite the obstacles (infrequent classes, after-school hours, lack of teaching materials, vocalization of the Chinese tones, and the great differences between French and Chinese structure) both experiments were thought to be significant and successful.

LATIN AMERICAN PROGRAMS. A grant of a million dollars from the Ford Foundation through the Social Science Research Council to six universities (Columbia, Harvard, California at Berkeley, UCLA, Minnesota, and Texas) will enable each of these universities to send a dozen of its faculty members annually to Latin America to carry out research projects and to receive an equal number of Latin American faculty members to work on projects in the United States. The exchange will have two objectives—to increase American competence in such fields as the legal, social, economic, and educational aspects of Latin American development, and to determine through experimentation the most effective forms of intellectual interchange and university cooperation. Other universities may be invited to participate later.

COLLEGE-BOUND MAJORITY INCREASE. One of the leading experts in statistics of higher education, Dr. Ernest V. Hollis, Director of College and Univer-

FL Program Notes—Continued

sity Administration in the U.S. Dept. of Health, Education, and Welfare, predicts that this fall's freshman class will constitute 58.6 per cent of the 1962 high-school graduates, 70.7 per cent of the men and 47.4 per cent of the women. These proportions, without precedent in this or any other society, should be brought to the attention of guidance officers and other administrators so that every child capable of going to college may have a program that will prepare him for higher education—including FL study.

JOHN HAY FELLOWS PROGRAM. About 85 fellowships will be awarded for 1963-64. Each Fellow receives a stipend equal to his salary plus travel expenses for him and his dependents, tuition, and a health fee. Candidates must be currently teaching in a public senior high school, have at least five years of teaching experience, be not over 55 years of age. The fellowships are to enable such teachers to bring increased wisdom and enthusiasm to their classes through a year's study in the humanities. The six universities designated for the 1963-64 fellowships are California at Berkeley, Chicago, Columbia, Harvard, Northwestern, and Yale. For further information write to Charles R. Keller, Director, John Hay Fellows Program, 9 Rockefeller Plaza, New York 20. Completed applications must be received by 1 December 1962.

SURVEYS OF MODERN FL TEACHERS. One of the surveys reported in our *Reports of Surveys and Studies in the Teaching of Modern FLs* was that made by Robert Serafino of the Conn. State Dept. of Education on the educational background, teaching responsibilities, travel experience, in-service training, and other professional involvement of the teachers of MFLs in Connecticut. We are happy to announce that a number of other state FL consultants and state departments of education have undertaken to make corresponding surveys in their states for 1962-63. As we go to press, the following states will definitely be surveyed: Alabama, Alaska, Arkansas, Colorado, Delaware, District of Columbia, Florida, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Montana, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Utah, Vermont, West Virginia, Wisconsin, and Wyoming. Several other states are considering participation in what we hope will be a national survey.

MLLE JOURDAIN. At a nursery school for French-speaking children there is a daily play period where the teacher speaks only English in introducing the objects and actions used in the children's game. They accept these phrases as part of the game. One mother complained that her daughter was not getting the English lessons that were part of the kindergarten curriculum. The school was skeptical and the daughter bewildered. But the mother was amazed when the daughter, playing at home one afternoon, burst into fluent English, which she had been talking during every play period without knowing it. Tiens!

TROP DE LIONS. A breakdown in international communication left at least 116 French university students stranded in New York City in mid-July. The plan was

to have the students, whose parents are members of the French Lions Club, come over in batches of 15 to 20, to be guests of American and Canadian Lions for a month. But the person who volunteered to act as translator for the recording secretary of the Lions Host Club somehow never made it clear that the French students were to come in batches. So they all arrived (116 or 118 of them, no one was quite sure) one Saturday morning, straining the housing facilities of the local Lions Club and the French consulate. The students, unconcerned by the tangled protocol, had a lovely time touring New York, *une ville merveilleuse*.

FL MAJORS. A survey by the U.S. Office of Education of majors in various fields in United States colleges in the fall of 1960 gives us the following data: Out of 433,508 majors, 155 were in the teaching of English as a foreign language and 8040 were in some foreign language or literature, distributed as follows: linguistics, 68; Latin and/or Classical Greek, 702; French, 2988; Italian, 71; Portuguese, 1; Spanish, 2355; philology and literature of romance languages, 88; German, 1003; other Germanic languages, 7; philology and literature of Germanic languages, 5; Arabic, 3; Chinese, 12; Hebrew, 137; Japanese, 20; Russian, 302; other Slavic languages, 14; other languages or language programs, 264.

CHINESE IN THE GRADES. From Professor John B. Tsu of Seton Hall University we have the following data on the study of Chinese in 1962-63: 9 private and 11 public *elementary* schools and 10 private and 38 public *secondary* schools. Of the total of 68 schools, 21 are offering Chinese for the first time this fall. The breakdown by states: Calif., 9; Conn., 1; D.C., 1; Fla., 2; Hawaii, 11; Ill., 4; Mass., 7; Minn., 1; N.H., 1; N.J., 17; NY., 10; Ohio, 1; Okla., 1; Penn., 1; Va., 1. In 1961-62 there were over 2,000 students of Chinese in elementary and secondary schools.

TOURISTS. Overseas visitors to the United States in the first four months of 1962 totalled 147,000, an increase of 16% over the same period in 1961. The rise is due in part to official efforts to attract tourists. The U.S. Travel Service, established in June 1961, has set up eight offices, with multilingual staffs, in London, Paris, Frankfurt, Rome, São Paulo, Mexico, Tokyo, and Sydney. Language barriers? If a foreign tourist with a language problem registers at the Statler-Hilton in Washington, for example, he is handed a card that says, in 32 FLs, "I speak . . . and I require an interpreter." The foreign visitor points to the pertinent line and the hotel either produces an interpreter from its staff or supplies the name, address, and telephone number of an outside expert in the language. In Baltimore, the hotels have a "language bank," and any foreign guest gets a telephone call within the hour from a local resident who speaks his language.

USOE CONTRACTS. The MLA has contracted with the U.S. Office of Education, under Title VI of the NDEA, to make two surveys in 1962-63. The first will be a statistical survey of FL offerings and enrollments in all public and non-public secondary schools, similar to the study that the MLA made, also under contract

with the USOE, in 1959-60. A survey of FL enrollments in *public* secondary schools in 1960-61 was made independently by the MLA in 1962, and we hope, in conjunction with our current survey, to gather data for 1961-62.

Our second contract, "Manpower in the Neglected Languages," will produce college and university enrollment figures for all MFLs except French, German, Italian, Russian, and Spanish. It will also give us a roster of teachers of the neglected languages at all academic levels, with data on their nationality, academic background, language and linguistic proficiency, and teaching experience. We shall produce a corresponding roster of college and university students of the neglected languages, with some indication of the use to which they intend to put their special skills.

MUSIC IN MEXICO. A symphony orchestra composed of 46 Harvard and 26 Radcliffe students toured Mexico by bus this summer, pledged to speak nothing but Spanish and boarding with Mexican families in scattered towns and villages, an arrangement that made rehearsals more than normally arduous. The musicians (and their parents) raised most of the money for the trip, and a few small foundation grants completed the needed amount. Concerts were either free or the proceeds went to Mexican charities. Final concert of the two-month tour was given in the famous Mayan handball court at Chichén-Itzá in Yucatan.

FL ENROLLMENTS IN HIGH SCHOOLS, 1960-61. Wesley Childers' latest study shows MFL enrollments of 1,872,946 in public high schools in the fall of 1960, up 19.7% over 1959 and 44.5% since 1958. MFL enrollments were 21.7% of the total H.S. population, up from 19.1% in 1959 and 16.4% in 1958. Enrollments in *all* FLs in 1960 were 2,534,731, up 15.0% over 1959 and 32.5% since 1958. The total FL enrollments were 29.3% of the total H.S. population, up from 26.9% in 1959 and 24.3% in 1958. Spanish had 36.9% of all FL enrollments, followed by French with 29.5%, Latin with 26.1%, and German with 6.0%. FLs were offered by 72.8% of the high schools (70.4% in 1959). MFLs were offered by 60.8% (60.0% in 1959). The complete survey appears in Part 2 of the September 1962 *PMLA*. Offprints may be obtained for 50 cents.

PEOPLE-TO-PEOPLE. Newly reorganized, with Dwight D. Eisenhower as Chairman of the Board of Trustees and President Kennedy as Honorary Chairman, People-to-People has a new address: 2401 Grand Avenue, Kansas City 8, Missouri. In July it published the first number of *People-to-People News* and it will publish also a quarterly *People-to-People Magazine*. It is actively and effectively working to increase international understanding and harmony by bringing people of all age levels and all countries into contact with one another. Among the twelve ways they advocate for accomplishing these goals is more and earlier FL teaching in the schools. You may become a charter member for \$5.00. Your students may become members for \$1.00 each. We urge you to urge them to join.

RESEARCH ON LANGUAGE TEACHING. This annotated international bibliography for 1945-61 was

prepared by Howard Lee Nostrand and a staff of researchers under a contract with the U.S. Office of Education. It is published by the University of Washington Press as Volume I in its Publications on Language and Learning (280 pp., \$5.00). Most of the entries are annotated and there is an index of authors and of subjects. It is invaluable for the researcher and for anyone else interested in the teaching of modern foreign languages in the last fifteen years.

AUDIO-LINGUAL TECHNIQUES FOR TEACHING MFLS. The MLA Research Center is acting as distributor for films in four FLs (French, German, Russian, Spanish) prepared in 1962 by Pierre J. Capretz of Yale Univ. under contract with the U.S. Office of Education. Members of the Advisory Committee for the project are Nelson Brooks (Yale), Esther Eaton (USOE), Marjorie Johnston (USOE), Klaus Mueller (Associated Colleges of the Midwest), Mary P. Thompson (Modern Language Materials Development Center), W. Freeman Twaddell (Brown), and Joyce Greene Wilson (Glastonbury Public Schools). The films are 16 mm., black and white, with sound. Each is an hour long and has two reels. Part I (reel I) lasts 30 minutes and presents in abbreviated form a 45-minute class near the end of the first year of instruction. It shows a variety of techniques that can be used in an audio-lingual course and the transition from one technique to the next one. Reel II (30 minutes) contains Part II (special problems of the first day of a beginning course) and Part III (individual techniques). Booklets have been prepared for use before and after viewing the films. There is a handling and shipping charge of \$5.00 for each reel.

CULTURE. An interdisciplinary handbook is being prepared at the Univ. of Washington on 'the describing and teaching of a modern, complex culture.' It will try to organize an attack on several shared problems of social scientists and humanists: 1. What elements should we select as essential for understanding and participating in a culture: themes, institutions, creative achievements, ecology, etc.? 2. How should the elements selected be defined and organized to be most enlightening, e.g., as the cultural context for teaching a foreign language and literature? 3. What types of research, in the social sciences and the humane disciplines, should get priority for investigating each kind of essential unit or component structure of a culture? 4. Once we know what is most important for a grasp of one's own or a foreign culture, what pedagogical devices are most effective, including the newer media?

Several pilot projects are being undertaken. Cross-cultural lists of themes, institutions, etc., are being consolidated from the diverse inventories and models of cultural materials. A list of alleged themes in twentieth-century French culture is being compiled. Several contemporary French authors are to be analyzed from both humanistic and social-science approaches. A preliminary inquiry is to be made into the importance of a culture's structural features for the "contrastive analysis" of two cultures. Information is solicited on parallel research in progress, and a clearing-house sort of assistance can be offered to students with sufficient preparation who undertake contributory studies. Com-

munications may be addressed to Prof. Howard Lee Nostrand, Romance Language Dept. Research Project, 2612 N.E. 55th St., Seattle 5, Washington.

NEW STUDY ABROAD PROGRAM. The Pennsylvania State Univ. in collaboration with the Univ. of Cologne and the Univ. of Strasbourg conducted the first spring term abroad of its newly established annual Liberal Arts Study Abroad Program. Enrollment was limited to 71 undergraduates who had demonstrated adequate language facility in either German or French. Though the overall objective of the program is the study of present-day European political, economic, and cultural developments, enrollment in at least one foreign language or literature course is required of all students. Living with a local family contributes to the cultivation of linguistic skills.

CORRECTION. In the September Supplement, in a notice (p. v) on the Northeast Conference, I listed Alfred S. Hayes as Chairman of the Committee that will deal with reading for meaning. The Chairman of that Committee is George Scherer of the Univ. of Colorado. Mr. Hayes will be General Chairman of the 1964 Conference in Washington.

WANTED. The U.S.I.A. needs professional writers and translators to work in Washington for the French Branch, Voice of America. Candidates must have at least two years experience writing or translating for radio, newspapers, or other general-interest periodicals for French-speaking audiences. Some positions require a voice suitable for broadcasting. Applications invited from all qualified persons with a native knowledge of French, regardless of citizenship. Salary range \$5885 to \$7560 a year, depending on experience, ability, and test scores. For further information write to Mr. Horace Holmes, Employment Officer, Personnel Division, U.S. Information Agency, Room 2737, Tempo R Bldg., Washington 25, D.C.

OPENING IN GERMAN? Mr. H. J. Siliakus of the German Dept. at the Univ. of Adelaide, Australia, is seeking a part-time teaching appointment or a research fellowship for the fall 1963 semester at an American university that has an up-to-date language laboratory. Adelaide is erecting a new Arts Building with a language laboratory and would like Mr. Siliakus to have the opportunity of participating in the daily operation of a leading American laboratory. He can lecture on the Classical Period or the nineteenth-century *novelle*. He is also well versed in intensive language courses. Any interested Chairman should write to Graham H. Lawton, Dean of the Faculty of Arts.

"THE PRONOUNS OF POWER AND SOLIDARITY." This paper by Roger Brown and Albert Gilman appears in *Style in Language*, edited by Thomas A. Sebeok and published by the MIT Technology Press and John Wiley & Sons, 1960. The paper discusses with great skill the distinctions between intimate and formal address, especially in contemporary French, Italian, and German. The authors use *T* as a sign for the use of the intimate form and *V* for the formal form. The distinction in forms used to be essentially one of power. The superior was more powerful in some way (older than, parent of, employer of, richer

than, stronger than, nobler than) his inferior. This relationship is necessarily asymmetrical: the superior used *T* to his inferiors and received *V* from them. But contemporary usage tends to replace this asymmetrical relationship with a greater or lesser feeling of solidarity (attended the same school, have the same parents, practice the same profession, are in love). Presence or lack of solidarity is symmetrical: both parties use *T* or *V* to each other. And in relationships where power is in conflict with solidarity, it is the degree of the latter that is decisive: *V* is used between customer and waiter, employer and employee, officer and soldier; *T* is used between parent and child, master and faithful servant, elder and younger brother. A few quotations: "There is an interesting residual of the power relation in the contemporary notion that the right to initiate the reciprocal *T* belongs to the member of the dyad having the better power-based claim to say *T* without reciprocation. The suggestion that solidarity be recognized comes more gracefully from the elder than from the younger, from the richer than from the poorer, from the employer than from the employee, from the noble than from the commoner, from the female than from the male. . . .

"Finally, it is our opinion that a still newer direction of semantic shift can be discerned in the whole collection of languages studied. Once solidarity has been established as the single dimension distinguishing *T* from *V* the province of *T* proceeds to expand. The direction of change is increase in the number of relations defined as solidary enough to merit a mutual *T* and, in particular, to regard any sort of camaraderie resulting from a common task or a common fate as grounds for *T*. We have a favorite example of this new trend given us independently by several French informants. It seems that mountaineers above a certain critical altitude shift to the mutual *T*. We like to think that this is the point where their lives hang by a single thread. In general, the mutual *T* is advancing among fellow students, fellow workers, members of the same political group, persons who share a hobby or take a trip together. We believe this is the direction of current change because it summarizes what our informants tell us about the pronoun usage of the 'young people' as opposed to that of older people. . . .

"Although the power semantic has largely gone out of pronoun use in France today, native speakers are aware of it. In part they are aware of it because it prevails in so much of the greatest French literature. Awareness of power as a potential factor in pronoun usage was revealed by our respondents' special attitude toward the saying of *T* to a waiter. Most of them felt that this would be shockingly bad taste in a way that other norm violations would not be, apparently because there is a kind of seigniorial right to say *T* to a waiter, an actual power asymmetry, which the modern man's ideology requires him to deny. In French Africa, on the other hand, it is considered proper to recognize a caste difference between the African and the European, and the nonreciprocal address is used to express it. The European says *T* and requires *V* from the African. This is a galling custom to the African, and in 1957 Robert Lacoste, the French Minister residing in Algeria, urged his countrymen to eschew the practice."

DDW

Cooperative English Program Notes

THE DARTMOUTH STUDY OF STUDENT WRITING. Overwhelming in size (250 mimeographed pages) but exceedingly interesting in content is the report by Albert R. Kitzhaber, supported by a grant from the Carnegie Corporation. The study has been in progress four years. The questions it probed: Why are Dartmouth freshmen, a highly selected group, frequently at the time of entrance unable to express their thoughts clearly, effectively, and with reasonable correctness? Can English composition be taught more effectively in the freshman year than it has been? What is the responsibility of the Dartmouth faculty to keep the students from egregious backsliding in second, third, and fourth year courses, even though they have "improved" markedly at the end of the freshman writing course?

Presumably the report will appear in a Carnegie booklet, or in a hardcover, but an excerpt or two will not be amiss here:

Of aids and substitutes: "Faced with a long and discouraging record of unsuccessful nostrums, English teachers might be expected to be somewhat wary of glamorous new solutions to the problems of teaching students to write. Probably most of them are, but some appear as optimistic of ultimate solutions as ever. With the encouragement of several big foundations, an increasing number of English teachers in schools and colleges are now busily involved with 'team teaching' 'lay readers,' closed-circuit television, overhead projectors, 'resource teachers,' 'teacher aides,' etc., in the hope of 'scoring a major breakthrough.' Most of these devices simply make it possible to teach more students with fewer teachers; or to word it more positively, to make a dwindling supply of qualified teachers go as far as possible. Insofar as they accomplish this end, they offer welcome help to a hard-pressed profession, but none of them show promise of greatly shortening the length of time it takes to teach a student to write well, or to make the task substantially easier for the student."

Mechanics versus Thinking: "Mechanical errors were given a thorough analysis on the basis of thousands upon thousands of words in thousands of themes. Except for spelling and punctuation, none of the other matters of mechanics turned out to be a simple problem related to memorizing rules and then applying them.

"Instead they are all closely bound up with the writer's thought and thought processes, and one cannot profitably talk about them without taking account of the thinking that lies behind them. Consider the following criticism: 'The first half of your essay,' writes one teacher on a D paper, 'while interesting, is beside the point. The rest of your essay is too summary, too general. Your first job is to focus on the subject; your second, to deal with it significantly, in depth and in detail.' Another teacher writes on a paper to which he has given a D+. 'Your first paragraph seems to me scattered. What is the relation between the unconnected first two sentences? The other sentences likewise lack connecting logic.' Another writes, 'You never do prove your point. You want to prove that Adam is guiltier than Eve, but you spend two-thirds of the paper in talking about Eve and only one-third on Adam. The balance is way off. . . . You still do not get the

reader from one idea to the next.'

"If such errors and shortcomings proceed from mediocre thinking, which in turn proceeds from a mediocre mind, the English teacher can do little; he has no supernatural powers to instill intelligence where it is lacking. But if the errors result from an inefficient approach to the subject or from an ineffective presentation of it, then—assuming that the student wishes to learn—the English teacher is not helpless: he can acquaint the student with the principles of orderly thinking and effective expression (the principles of logic and rhetoric) and provide him with frequent opportunity to practice the application of these principles under expert supervision.

"Obviously, the composition teacher cannot by himself, in ten or at most twenty weeks of class, transform a confused and inept thinker into one whose mind works clearly and logically, any more than he can in the same length of time singlehandedly turn an inept writer into one who writes with fluency and some distinction. But he must nevertheless consider it a principal responsibility to advance that student as far as he can toward these goals."

We look forward to the publication of the full report.

CURRICULUM DEVELOPMENT CENTERS. Six Curriculum Development Centers for Project English have now been established: at the *University of Nebraska*, to develop curricular materials in language, literature, and composition from kindergarten through the first year of college, on the basis of a syllabus already produced—Paul A. Olson, Director, Frank Rice, Associate Director; at *Carnegie Institute of Technology*, to develop a curriculum for college-bound students in grades 10 through 12, in cooperation with five local high schools, following up the work that Carnegie Tech has already done in helping plan an advanced placement program—Erwin R. Steinberg, Director, Robert Slack, Assistant Director; at the *University of Oregon*, to develop curricular materials in language, literature, and composition for grades 7 through 12, building upon the studies and syllabi already produced in the Portland Study—Albert R. Kitzhaber, Director; at *Northwestern University*, to develop improved methods and materials for the teaching of composition in grades 7 through the second year of college, with attention to reading and language as they relate to composition—Jean Hagstrum and Eldridge T. McSwain, Co-directors, Stephen A. Dunning, Associate Director; at *Hunter College*, to develop reading and composition materials for students from culturally deprived urban areas in grades 7 through 9—Marjorie B. Smiley, Director; and at the *University of Minnesota*, to develop curricular materials based upon English linguistics for grades 7 through 12—Stanley B. Kegler, Director, Harold B. Allen and Donald K. Smith, Associate Directors.

DEMONSTRATION CENTERS. A few more Curriculum Development Centers may be established, but a second phase of Project English will be the establishment of a limited number of centers to disseminate information about excellent programs in English that

already exist. Some of these will probably be centered in effective public school systems; if college English departments are to be involved, they will have to cooperate very closely with the schools, setting up systematic programs for visiting and consulting, arranging seminars and conferences for teachers, collecting and making films, recordings, and model reading and exercise materials (creating "curriculumobiles"?). A sum of \$100,000 is available for Demonstration Centers in the fiscal year ending 30 June 1963. Deadline for the first applications is 2 January 1963. Questions and requests should be addressed to the Coordinator of Project English, USOE.

PROJECT ENGLISH RESEARCH. English scholars have long thought of themselves as experts in "research"; now they are being asked to do research into better ways to teach English skills at every level. The number of proposals submitted through Project English to the Cooperative Research Division of the USOE has increased during the last year, but most of them still deal with improved ways of teaching spelling or teaching students in some way handicapped or retarded. Too few have been proposed on the relation between logic and composition, rhetoric and composition, literature and composition. More mature and sophisticated proposals must be submitted—and supported—if Project English is not to be more welfare than education.

Project English is doing what it can to stimulate sophisticated proposals. On 5-7 May, it sponsored, under the direction of Erwin Steinberg at Carnegie Tech, a meeting of English scholars (e.g., Robert Heilman, Jean Hagstrum, James Miller, Robert Rogers, John Diekhoff, Nelson Francis, John Fisher) and experts in education and testing to discuss what sort of research would be most worthwhile. Early in December, at a conference directed by Robert W. Rogers, this report will be submitted to a group of English department chairmen for their criticism and recommendations about implementation. Proceedings of these conferences will be found in *College English* and elsewhere.

PROJECT ENGLISH PROCEDURE. Most of the funds available to Project English (especially since the death of the Quality Education Bill in the last Congress) come through the Cooperative Research Division of the USOE. This division was in existence before the Project and was traditionally concerned with "educational" research. As a result its Research Advisory Committee (now Council), which recommends proposals for approval to the Commissioner, was composed almost exclusively of educators. This historical circumstance meant that when Project English came into existence, most of its projects were subject to the control of individuals who were not themselves specialists in English. The procedure has been revised this fall to give English somewhat more of a voice. A sub-panel has been established, chaired by D. R. Krathwohl

(Research Coordinator, Bureau of Educational Research, Michigan State Univ.), and including Donald Durrell (Elementary Ed., Boston U), Theodore Clymer (Elementary Ed., Minnesota), Robert C. Pooley (English, Wisconsin), and John H. Fisher (English, NYU). The recommendations of the sub-panel will still have to be approved by the Research Advisory Council, which has no representation from college English. But by the new regulations, the Council is not supposed to recommend for approval proposals not approved by the sub-panel.

CONFERENCE OF CHAIRMEN OF ENGLISH DEPARTMENTS. The conference of chairmen of English departments to be held in Washington after the MLA meeting is an epochal event. The band of forty English and foreign-language teachers who founded the MLA in 1883 knew that in unity there was strength. But their struggle was for recognition by their own colleagues and college administrations. Now, 80 years later, the situation is different. A field, a discipline, advances today largely through extramural support by foundations or the government. Thanks to the prestige of science, such outside support for science has been largely administered by the scientists themselves—they have been handed the money and allowed to decide upon what projects and people it should be spent. Because of a vacuum in foreign languages, when national support for them appeared, it had to be administered largely by scholars in language and literature. It is noteworthy that no foundation has yet seen fit to support a program for the improvement of English teaching or research on a national scale, and that government support has been largely administered by educators. Whether a conference of English chairmen can provide the leadership that the profession needs remains to be seen. Without it, English could easily become a service course in most colleges and universities.

ELEMENTARY ENGLISH. *The Language of Elementary School Children: Its Relationship to the Language of Reading Textbooks and the Quality of Reading of Selected Children*, by Ruth G. Strickland (Indiana Univ. School of Ed., 1962) will be of interest to all who have studied "The Basic Issues in the Teaching of English," and "An Articulated Program" (*PMLA*, Sept. 1959), and *The National Interest and the Teaching of English* (NCTE, 1961). It documents the fact that some of the most widely used series of reading texts for grades 1-6 make use of only about half of the language patterns that children bring to school with them, and introduce new patterns without system. This is but one more argument for the creation of a totally new body of materials to teach reading and writing in the elementary grades.

MANUSCRIPTS FOR COLLEGE ENGLISH should now be addressed to the Editor, Department of English, University of Chicago, Chicago 37, Ill.

GWS and JHF