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For Members Only

i

VIGNETTE LVIII. Rosemond Tuve was born in Canton, South Dakota, and went to the University of Minnesota for her undergraduate work, where she encountered Klaeber and Kemp Malone and was most fortunately steered into medieval studies. She acted as Klaeber's assistant, took Kemp Malone's advice about where to go for graduate work, and went to Bryn Mawr to study with Carleton Brown. At Bryn Mawr she received the Thomas European Fellowship which took her to Somerville College at Oxford for a year. She returned to America for her Ph.D. at Bryn Mawr and some time in the interim spent two years at Johns Hopkins. Her college teaching career began at Goucher, whence she went to Vassar, then to Connecticut in 1934, where she has remained until now. Somewhere in the course of these peregrinations she moved forward into the Renaissance, bringing with her the equipment that any Renaissance scholar ought to have—a thorough grounding in the Middle Ages.

Though it has been full, Ros's academic career has not engaged her entire energy. Her extra-curricular interests include a long devotion to 15th, 16th, and early 17th century music. She is a charter member of the Palestrina Society at Connecticut College, where her steady alto voice has been heard for 18 years. She is far from indifferent also to the beautiful surroundings in which she lives. When the dogwood blooms in May, and when the leaves turn in October, she can be found in her parked car on a country road, reading student papers and looking at the world from time to time. Though she prefers the natural world, she has also an irrepressible enthusiasm for gingerbread houses and for what is characteristic of the American scene in various parts of the country. She likes long motor trips and can drive all the way to South Dakota alone with enjoyment and without fatigue.

The most characteristic thing about her as a faculty member is the singleness of her purpose and the disciplined way in which she adheres to her beliefs. She is uncompromising in her attempt to bring the American college student to the level of devotion she thinks his engagement demands, and she is unstinting in her care with her students, no matter where she is, whether in her regular post at Connecticut or on various visiting appointments elsewhere—at Harvard, at Minnesota, and now at Aarhus. She is equally concerned in keeping the English curriculum centered on the great rather than in experimenting with the contemporary. She has often deplored what she considers the irresponsibility of some recent graduate training that has allowed Ph.D.'s to write dissertations that require no historical scholarship. In the current Battle of the Books she plugs for the ancients.

Her own work has been wide in scope. Her first book dealt with the symbolism of the seasons in Middle English literature, her last with the central images in Milton's minor poems. In between are those infinitely painstaking studies of Renaissance imagery which have made her the modern master of that field. Her book *Elizabethan and Metaphysical Imagery* was a strikingly original analysis of metaphor, in which she compared Renaissance with modern poets in the boldness and effectiveness of their images. Her book on George Herbert

rescued Herbert from the Freudian critics and returned the study of his poems to their traditional background of liturgical symbolism. Throughout these studies she has made good use of the pictorial arts, having been for many years a lover of illuminated manuscripts and finding often the key to allegory and symbol in these representations.

Ros has served in various capacities in professional organizations—in the Renaissance Society, as a member of the Supervisory Committee of the English Institute, and as a member of the editorial committee for *PMLA*. She last year delivered the Christian Gauss lectures at Princeton and this year received one of the A.C.L.S. \$10,000 awards. At present she is in Aarhus as a visiting professor appointed by UNESCO. She is not without honor in her own country; she enjoys the affectionate esteem of her students and of her colleagues. This year she completes an effective four-year term on the Executive Council of the MLA. DOROTHY BETHURUM.

BORROWINGS FROM THE BRISTOL LIBRARY, 1773-1784, by Paul Kaufman (Washington), gives a unique record of reading vogues in a significant ten-year period in an agreeable century. It is another neat publication of the Bibliographical Society of the University of Virginia. We have experimented for some time in ways to show graduate students the place which *belles lettres* have occupied in the reading habits of our ancestors in various centuries. We've had a look at Richard De Bury's comments, we've sent students foraging through the pages of the *Term Catalogues*, we've had them look at the records of Congreve's library, at the book purchases which Garrick made in his trip abroad in 1763, and other expedients. Now comes this handy, slender volume which tabulates the 13,497 withdrawals of 900 different titles in one outstanding institution. What a field day scholars can have in arranging and re-arranging the figures, in devising percentages for the popularity of their favorite volumes! Mr. Kaufman reminds us in his brief introduction that the whole technique of establishing criteria for judging reading taste in any century awaits thorough investigation. He analyzes his tabulations and finds that history, antiquities, and travel books were far and away the most popular reading as judged from the library withdrawals (6,121 borrowings of 283 titles). *Belles lettres* came second, but rather far behind, with 3,313 borrowings of 238 titles. Theology, Natural History, Philosophy, and Jurisprudence followed in sequence. Of the ten most popular books, Hawkesworth's *Voyages* was first, Chesterfield's *Letters*, third; Sterne's *Tristram Shandy*, seventh, and Fielding's *Works*, tenth. Chaucer's *Works* were borrowed 24 times to Hume's *History*, 180; Milton's *Works*, 6 to Shensstone's 36; Shakespeare's 64, Swift's 112, Sterne's 127.

HUNTINGTON GRANTS. Seven MLA members will benefit with grants from the Henry E. Huntington Library beginning 1 July 1960: J. Milton French (Rutgers), a fellowship for continuing his Milton studies; grants-in-aid for Beverly M. Boyd (Radford), editions of English Miracles of the Virgin; Franklin M. Dickey (New Mexico), works of Thomas Watson; Marvin

Fisher (Arizona State), American industrialization before the Civil War; Robert L. Montgomery, Jr. (Texas), a study of Renaissance allegory; Ada B. Nisbet (UCLA), bibliography of British comment on the United States, 1832-1900; Elias Schwartz (Notre Dame), the dates and order of Chapman's tragedies.

INTERNATIONAL EXCHANGE. The following foreign scholars in the MLA field have been recommended by the binational Educational Commissions in their respective countries for remunerative research or teaching positions in American universities and colleges. They will be eligible for U.S. Government travel grants. College officials wishing to invite any of these scholars may write directly to them, mentioning such items as salary, length of appointment, rate and amount of withholding tax, estimate of the cost and mode of living which the salary will permit, and a precise statement of teaching or research responsibilities. A copy of this letter should be sent to Mrs. John D. Leary, Program Officer, Conference Board of Associated Research Councils, 1785 Massachusetts Ave., N.W., Washington 6, D.C. Mrs. Leary can also give further information on the scholars here listed: Lincoln Hung-Chin Kao, Professor of Chinese, Taiwan Normal Univ., for lecturing on the historical development and formation of Chinese characters. He prefers to lecture partly in English and partly in Chinese. Mrs. Anita Brosseau, Professeur Agrégée d'anglais, Lycée de Saumar, Maine et Loire. (Prefers appointment in same locality as her husband.) Interested in teaching French and a general survey of French literature. Marcel Brosseau, Professeur Agrégé d'anglais, Lycée Mixte de Saumar, Maine et Loire. (Prefers appointment in same locality as wife.) Interested in teaching French language and a general survey of French literature. Renée Goujard, Professeur Agrégée d'anglais, Lycée Savorgnan de Brazza, Algiers. Interested in French language and general survey of French literature, and the French novel of the 18th and 19th centuries. Thomas Kinsella, Poet, Government employee, Dept. of Finance, Dublin. Lectures on Irish literature, including Anglo-Irish. Enzo Lucarelli, Teacher (permanent tenure) of Italian and History, Istituto Magistrale, Salerno. Interested in teaching Comparative Literature (American, Italian, French); Italian and French languages. Giovanni Tropea, Assistant Lecturer in Linguistics, University of Catania. Collaborator in editing the *Dictionary of Sicilian Dialects*. Interested in doing research on the hybrid language spoken by Italians in the United States. Interested also in part-time teaching.

RETIREMENT. Long before members contemplate the blissful state of retirement they would do well to consult the article "Recent Developments in Retirement Planning" by William C. Greenough and Francis P. King, printed in the AAUP bulletin (Winter 1959). The article includes a condensed review of significant events in college retirement in the last ten years and sets forth some key questions in evaluating a retirement plan. Offprints may be obtained from Thomas E. Edwards, Vice President, Teachers Insurance and Annuity Assoc. of America, 730 Third Ave., New York 17, N.Y.

PMLA BEING REPRINTED. During the past decade issues and often entire volumes of the early years of *PMLA* have been going out of print at an increasingly rapid rate. Because many libraries in the same decade have been expanding their periodical holdings in the humanities, a continuing demand has occurred for long runs of *PMLA* which to our regret we have been able to meet only in part. Consequently in 1959 the Association entered into an agreement with the Kraus Reprint Corporation of New York, as the result of which volumes 1-10 are now available in reprint form at the following prices: Set of 10 volumes, paper bound, \$163.80; cloth bound, \$180.00; per volume, paper bound, \$16.50. Volumes 11-20 are planned for reprint publication in September 1960; the price has not yet been determined, but it will approximate that of volumes 1-10. Somewhat later, volumes 21-29 will be brought out in reprint form and eventually any volume the original stock of which has been exhausted will be reprinted if the demand warrants it.

Through volume 39 we for a limited time will still be able to supply a considerable number of individual issues and volumes 14, 22-24, 26, 30-35, and 38-39 in their entirety from the original printings. The prices: \$15.00 a volume and \$4.00 a single issue. In the run from volume 40 to the present, a few issues are out of print, but a nearly complete set can still be provided; the price remains \$7.00 a volume and \$2.00 an issue.

Members at institutions whose holdings of *PMLA* are incomplete may wish to bring this announcement to the attention of their librarian colleagues. Orders for the reprinted volumes should be sent directly to Kraus Reprint Corporation, 16 East Forty-sixth Street, New York 17; orders for other volumes and issues should come to the MLA Treasurer.

THE ROSAMOND GILDER AWARD CONTEST for the best translation of a foreign play was won last year by MLA member Louis L. Curcio (Bradley). He received the \$500 award for his translation of Carlos Gorostiza's *Bridge of Río Campana*. The 1960-61 contest, to "bring about better understanding among peoples of the world through the presentation of plays," will be held for the best translation of plays from Bulgaria, Czechoslovakia, Estonia, Hungary, Yugoslavia, Latvia, Lithuania, Poland, Rumania, or the Soviet Union. Plays should be submitted to Professor Herschel L. Bricker, Stevens Hall, University of Maine, Orono. Persons wishing further information on rules and deadlines should write to Professor Bricker. Sponsors are the Maine Masque Theatre, the U.S. National Commission for UNESCO, and the American Educational Theatre Association. Prizes have been provided by the generosity of Dr. and Mrs. John D. Mitchell of the Institute for Advanced Studies in Theatre Arts, New York.

KIERKEGAARD FELLOWSHIP. The privately endowed David F. Swenson-Kierkegaard Memorial Fund will make available fellowships of \$1,000 each for 1960-61 and 1961-62 to students of the writings of Søren A. Kierkegaard. Reading knowledge of Danish is requisite. Students are eligible without regard to race, creed, or color. Application blanks may be had from Dr. Paul L. Holmer, Department of Philosophy, 106 Westbrook Hall, Univ. of Minnesota, Minneapolis.

JOHN HAY FELLOWSHIPS. Eighty-three public high school teachers have been awarded John Hay Fellowships for a year of study in the humanities, 1960-61. Each will receive a year's leave from his school to study at one of six universities: California, Chicago, Columbia, Harvard, Northwestern, and Yale. The stipend for each equals his present school salary. Although the group included thirty-six from the fields of English and modern foreign languages, none is a member of the MLA. A Ford Foundation grant will enable the Program to continue for six years, 1960-66. Each year about seventy-five public high-school teachers receive fellowships for a year's study in the humanities. In addition, public high-school teachers and public school administrators attend summer institutes in the humanities. Dr. Bernard S. Miller, Principal of the Peekskill, New York, High School joins the program 1 July 1960 as Associate Director.

SUMMER INSTITUTES IN THE HUMANITIES. Two unique Summer Institutes in the Humanities, sponsored by the John Hay Fellows Program, will be held at Bennington and Williams Colleges, July 1-July 30.

Forty-four public school administrators and eighty high-school teachers have been selected as participants in these Institutes. They come from schools and school systems in twenty-three states and the District of Columbia. The interest of school administrators in these Institutes is particularly noteworthy.

The Institutes have two main purposes. One is to give recognition to subjects such as English, history, art, music, and philosophy. The other is to afford administrators and teachers from schools which are interested in new educational developments an opportunity to exchange ideas and experiences.

Each participant will receive \$75 a week, plus \$15 a week for each dependent up to four, and in addition travel expenses and tuition.

Morning seminar participants will read and discuss such authors as Plato, Machiavelli, John Stuart Mill, Benjamin Franklin, E. M. Forster, and Joseph Conrad. Afternoon classes will be given in philosophy, English, and history.

None of the participants this summer is an MLA member, but the cause is worthy. The John Hay Fellows Program, established by the John Hay Whitney Foundation, now operates on a grant from the Ford Foundation. It awards Fellowships to public high school teachers for a year's study in the humanities and sponsors these Summer Institutes in the Humanities.

WOODROW WILSON FELLOWS. Potential college teachers for the future are college seniors awarded Woodrow Wilson Fellowships, with a stipend of \$1,500 plus family allowances and full costs for a year's graduate study at any university of the recipient's choice in the United States or Canada. The Woodrow Wilson National Fellowship Foundation announced the selection of 1,259 winners for the 1960-61 competition. It also gave 1,203 "honorable mention" citations. Most of the group selected this year are in the humanities or social sciences, but among them are 224 potential scientists and mathematicians. They will study at 83 different graduate schools.

CALL TO JOHNSONIANS. Magdi Wahba, 27 Hod el Laban, Garden City, Cairo, UAR, will edit, in the autumn of 1961, *Johnsonian Studies* and include a bibliography of writings on Johnson, of editions and translations of his works since 1950. The editor requests that articles be sent to him before February 1961.

A CRY FOR BOOKS AND BALANCE. Edward C. Sampson, Fulbright lecturer in English Literature, Univ. of the Punjab, Lahore, Pakistan, writes "there is desperate need here for books on and of English and American literature—especially scholarly books on English literature by Americans. The United States has done woefully little here in the way of making known the intellectual life of America, so it is assumed by Pakistanis that all scholarly writing is done by Englishmen. Copies of *PMLA* would be most welcome, and would constitute another revelation to teachers who have assumed that *Time*, *Life*, *The Reader's Digest*, and the *Saturday Evening Post* represent America's best intellectual offerings."

PEOPLE. Helen White (Wisconsin) received the Order of the British Empire in June 1959 at a ceremony at the British Embassy in Washington, D.C. * * * Eleven of the 31 post-doctoral Fellows (1960-61) appointed by the American Council of Learned Societies were MLA members: Martin C. Battestin (Wesleyan) doing a definitive edition of Fielding's *Joseph Andrews*; Van A. Burd (SUC of Ed., Cortland, N.Y.), Ruskin's correspondence with Margaret Alexas Bell; James M. Cox (Indiana), Studies in Mark Twain; Charles A. Fenton (Duke), the last great cause: Spain, 1936-39; Robert W. Frank (Penn. State), a structural analysis of Chaucer's poetry; Robert D. Jacobs (Kentucky), the literary criticism of Edgar Allan Poe; Arthur W. Litz (Princeton), social, aesthetic, and literary backgrounds of Jane Austen's fiction; James B. Meriwether (North Carolina), critical study of seven novels of William Faulkner; Eleanor L. Nicholes (Pforzheimer Library), a biography of Thomas Love Peacock; Edgar S. Rose (Haverford), study of James Gibbons Huneker; Werner Winter (Texas), structural grammar of Tocharian B. * * * While Hennig Cohen (Penn.) is off studying, Joseph Schiffman (Dickinson) will act as Executive Secretary of the American Studies Association and will edit its quarterly magazine. * * * Ray Allan Billington (Northwestern) has been elected President of the American Studies Association and Louis D. Rubin (Hollins) has been elected Vice President. * * * Gordon N. Ray (Illinois) will join the staff of the John Simon Guggenheim Memorial Foundation as Associate Secretary General this summer. * * * Twenty-four of the sixty-one travel grants made by the ACLS in February 1960 went to the following MLA members to aid them in pursuit of their scholarly studies abroad: Foster W. Blaisdell, Jr. (German), Indiana; Heinz Bluhm (German), Yale; William F. Bottiglia (French), M.I.T.; Benjamin Boyce (English), Duke; Lester G. Crocker (Modern Languages), Goucher; William Elton (English), Calif., Riverside; Leslie A. Fiedler (English), Montana State; David C. Fowler (English), Washington; Norman Friedman (English), Connecticut; Bernard Gicovate (Spanish), Tulane; Robert E. Kaske (English), North Carolina; Georges C. May (French), Yale; Joseph Mileck (Ger-

For Members Only—Continued

man), Calif., Berkeley; Phillip M. Mitchell (German), Illinois; Lona M. Packer (English), Lewis & Clark; Allan W. Read (English), Columbia; Michael Riffaterre (French), Columbia; George C. Schoolfield (German), Duke; Mark Schorer (English), Calif., Berkeley; Isidore Silver (French), Washington Univ.; William E. Simeone (English), Southern Illinois; Jane W. Smyser (English), Connecticut; Eleanor M. Tilton (English), Barnard; Robert Warnock (English), Connecticut. * * * Professor Ruth E. Young (Smith) has been awarded the Order of Merit of the Republic with the rank of Cavaliere by the Italian Government. The honor came to her in recognition of her work in "fostering and dispensing" Italian culture, and in recognition of her contribution "to a deeper understanding between both our countries and our peoples." * * * Charles A. Williams of Claremont, Calif., Professor Emeritus of German (Illinois), has lately received a specially printed diploma from the Philosophical Faculty of the Univ. of Heidelberg "renewing" his doctorate of fifty years ago. The new diploma was bestowed in recognition of his teaching and research in German.

APPROBATION. The American Association of Teachers of German at its 1959 Annual Meeting unanimously approved a resolution endorsing President W. R. Parker's plea for the academic recognition of professional excellence and participation in activity for the good of the profession as well as for scholarly achievement as criteria for a teacher's advancement.

AMERICAN SCHOLARS and the *GOETHE-HANDBUCH*. The editor of this authoritative work has invited five American scholars to take charge of certain topics for the revised edition: Hermann Boeschstein (Toronto), Victor Lange (Princeton), Heinrich Meyer (Muhlenberg), Helmut Rehder (Texas), and Henry H. H. Remak (Indiana).

OPERATION FINDING LIST. To the MLA list of "American Journals in the Humanities: A Guide to Scope and Editorial Policy" (*PMLA*, September Supplement, 1957) and the *Publishing Guide for Literary and Linguistic Scholars* by Byrd and Goldsmith, Wayne State University Press (1958), we add the *Directory of Periodicals Publishing Articles in English and American Language and Literature* by Donna Gerstenberger and George Hendrick, a Swallow paperback for \$1.75. Obtainable from Alan Swallow, Publisher, 2679 So. York St., Denver 10, Colo.

THE SHAW SOCIETY. The New York Regional Group (14 Washington Place, New York 3, N. Y.) publishes a mimeographed newsletter, "The Regional," containing entertaining excerpts from Shaw's writings. The director is Vera Scriabine.

DE GUSTIBUS. The whiplash and the salve, or quotes from two letters by different members, months apart: "In connection with the payment of the membership fee, I wish to state that this is the last time unless *PMLA* improves radically within the next year. It is not only hard but impossible to understand how most of the articles get into the journal, and why many are not rejected for their style alone. With its present level of

intellectual triviality and scholarly pretensions of the mere footnote variety, it were better for *PMLA* and especially for the profession it reflects, if the journal ceased publication altogether." "*PMLA* is always readable and always interesting; people who allege the gracelessness of scholarly writing seem to have a rather constricted idea of grace. The virtue of feuilletonisme is one thing; the virtue of scholarship is another; it makes no sense to sneer at either because it is not the other, and to assert that feuilletonistes have no substance and scholars no style is to be very glib and unobservant indeed. I enjoy *PMLA*. Bravo!"

HAZLITT'S LETTERS. Herschel M. Sikes (Hunter College) is editing Hazlitt's letters, and as he brings the work to completion would like to have pertinent information forwarded to him for inclusion.

THEATRE RESEARCH/RECHERCHES THÉÂTRALES is a bi-lingual journal issued by the International Federation for Theatre Research. It appears three times a year at a direct subscription of 12.50 Swiss francs. All members interested in the drama and the theatre should know about the IFTR, through which they may find information on theatre subjects throughout the world. Correspondence should be addressed to Ifan Kyrle Fletcher, Fédération Internationale pour la Recherche Théâtrale, 22 Buckingham Gate, London, S.W.1.

FIVE READABLE ARTICLES. MLA members as a whole will be able to know more about the interesting activities of the American Society for Theatre Research, now that it publishes a handsome annual volume of studies. The Society was founded in 1956 to encourage theatre scholarship and to provide a link with other national research groups represented in the International Federation for Theatre Research. Volume I (1960) of its *Theatre Survey* has appeared with a lead article by H. D. F. Kitto (Bristol) disabusing us of anthropological irrelevancies concerning Greek Tragedy and the worship of Dionysus. Robert H. Ball (Queens) tells a fascinating story in his "Pioneers and All: The Beginnings of Shakespeare Film." From the late Professor E. J. West's (Colorado) papers comes an interesting article on "Acting Conditions on the American Stage, 1855-1870." Monroe Lippman (Tulane) describes in entertaining fashion the "Death of the Salesman's Monopoly"—or the struggle between the Syndicate and the Schuberts. Albert F. McLean, Jr. (Tufts) introduces us to the beginning of the Keith vaudeville circuit.

CITIZEN CONSULTATIONS. To keep interest alive in the improved teaching of foreign languages at the grass roots—namely in local communities throughout the United States, several instruments are at hand. In some places these instruments have been used effectively, but by and large they are rusting through lack of use. We refer to the "National Interest and Foreign Languages," W. R. Parker's work paper for UNESCO (1957) obtainable from the State Department, Washington 25, D.C. We also refer to the "Foreign Language Discussion Pamphlets For Use by Civic and Cultural Organizations in Informal Citizen Consultations," obtainable from the MLA, 70 Fifth Ave., New

York 11, N.Y. This item contains nine pamphlets, the first of which suggests an outline for discussion on fundamental questions and is followed by brief but pointed treatment of "The Importance of Increased and Improved Foreign Language Instruction as Evidenced by the National Defense Education Act," "Individual Development and the Second Language Experience," "The Case for Earlier Beginnings in Foreign Languages," "The Need for Longer Sequences in Foreign Language Training," "The Need for Learning *All* the Language Skills," "Modern Foreign Languages: New Instructional Materials and Sources of Financial Aid in Purchasing Them," "Foreign Language Study and Vocational Opportunities," "Qualifications for Secondary School Teachers of Modern Foreign Languages." These pamphlets contain excellent and persuasive material for local PTA groups. One set of these can provide information for a useful discussion by eight people. If you have children in school, informed discussion on these matters is of perennial importance.

SCIENCE AND LITERATURE. "The Impact of Science on Literature" is the topic this year of the annual Colloquium of the Dept. of English, Seton Hall Univ., 29 October 1960, South Orange, N.J. Persons wishing to read papers should submit them not later than 15 September to Mr. Edward Byrnes, Colloquium Chairman.

SCHOLARLY SHAKESPEARE. In celebration of Shakespeare's birthday, the Folger Library this year provided an intellectual program focused upon the understanding of literature and society in the 16th century. Sir Ronald Syme spoke on classical historians and renaissance politics. Garrett Mattingly, Craig R. Thompson, Myron P. Gilmore, Wallace T. MacCaffrey, George R. Parks, and John L. Lievsay presented brief papers, which were discussed from the floor by W. K. Jordan, E. Harris Harbison, John R. Rilling, William Haller, Josephine Waters Bennett, Virgil B. Heltzel, W. Lee Wiley, S. K. Heninger, William Nelson, Louis L. Martz, and others. Just by way of memory of the theatre and drama, a puppet show version of Marlowe's *Doctor Faustus* was given in the Folger Theatre by Peter D. Arnott.

SPANISH 4. Attention is called to "Developments in Spanish American Literary Bibliography," an interim report by George O. Schanzer (St. John's Univ.), Chair-

man, Bibliographic Liaison Committee. The report appears in the March 1960 issue of *Hispania*.

RESEARCH. The phone rang. A student writing a thesis asked if our magazine had any articles on Sinclair Lewis, and could we tell which issues had the best ones. We said we couldn't tell; she would have to come and look for herself. She didn't have time. Where else would we suggest she look? We said she would simply have to go and comb bibliographies. "What's their phone number?" "What's *whose* phone number?" "The Comb Bibliographies."

LEO TOLSTOY. *THE RUSSIAN REVIEW*, 235 Baker Library, Hanover, N.H., announces a special forthcoming anniversary issue on Tolstoy consisting of eight articles, including one on "Tolstoy and Soviet Criticism," by MLA Vice President Gleb Struve. Subscription price of this issue is \$2.00.

MORE PEOPLE. Rev. Walter J. Ong, S.J. (St. Louis), will give simultaneous performances at Santa Barbara, Calif., and Tours, France, this summer. The feat will require a voice stand-in at Tours where two lectures of his on Peter Ramus and Renaissance education will be read for him at the Fourth International Meeting on Humanistic Studies. The meeting will be held at the Centre d'Études Supérieures de la Renaissance in July, while he will be teaching in the summer session at the Univ. of California, Santa Barbara. . . . John A. Nist (Eastern Michigan) was given an honorable mention award for his overall contribution to the field of humanities at the annual meeting, in March, of the Michigan Academy of Science, Arts and Letters. He has been a Fulbright lecturer in American literature in Brazil during the past year. . . . Alumni Awards for distinguished teaching at Ohio State University and New York University have been given this spring to Dr. Oskar Seidlin, Department of German, OSU, and Professor Oscar Cargill, Department of English, NYU. . . . Mr. Beverly Ridgely (Brown) is spending a year in Paris studying and writing on "The New Astronomy and French Literary Imagination." He was enabled to make this trip by an award from the Howard Foundation. . . . Ernesto DaCal (NYU) has received the honorary Doctorate of the Humanities from the University of Bahia and, in addition, has been awarded, by the Brazilian government, the *Cruzeiro do Sul*, the highest decoration given to foreigners for service to Brazilian culture. GWS

Expansion and Contraction of MLA Groups and Sections

The Executive Council (at its meeting on 1 and 2 April 1960 in New York City), acting on the recommendations of the Program Committee (stemming from its meeting on 11 and 12 March 1960 in New York City), recognized the following points as those which should govern the structure of annual meetings of the Association:

- a) the need for continuing the annual meeting of the MLA on a national basis; b) the need, in an expanding organization, to provide, at annual meetings, means not now available for the serious treatment of new areas of scholarship; c) the value of maintaining the present structure of Sections, Groups, and Conferences (with a limited number of *Sections* devoted to presenting the results of mature scholarship to the membership as a whole and to the interested public; with *Groups* devoted to cooperative research in more limited scholarly areas, or offering a rostrum for the presentation of papers concerned with well-defined projects, or for suggesting trends or problems of research in these fields; with *Conferences*, limited in attendance to 35 and devoted to *discussion* rather than paper reading, on any topic in the field of modern languages and literatures, supported by a request from seven or more members); d) the possibility in Conferences of two types of interest: discussion of particular non-continuous problems, and discussion of periods, writers, types of literature, or linguistic fields not the central subject matter of existing Groups; e) the need for providing a regular procedure for *Conferences* of the latter sort to attain Group status; f) the need for providing a regular procedure by which existing Groups whose interests have become too unwieldy may divide, sensibly, into two or more smaller groups for the advancement of scholarship and the professional development of the members.

The following procedures, covering items listed above, have therefore been authorized and are to take effect immediately.

Procedure by which Conferences May Attain Group Status

1. The Conference shall have had a continuing existence for a period of at least five years, during which lively interest has been maintained in the subject of the Conference.
2. A petition, initiated by a discussion leader (who is a member of the Association in good standing) and supported by thirty-five personally-written letters from MLA members interested in the subject of the Conference, shall be made. These letters a) shall state what advantages each petitioning member hopes will be gained by the Conference's becoming a Group, as well as the proposed continuing contributions to MLA scholarship which the Group hopes to make; and b) shall be collected by the person initiating the petition and forwarded with the petition.
3. The petition, properly presented, and approved

by the Program Committee, shall be forwarded to the Executive Council, which, if granting a petition for change to Group status, will do so for a *provisional period* of two years, at the end of which time the Provisional Group may apply, by signature petition, for regular continuance.

4. Emergence from provisional to continuing Group status will depend upon a) the Council's favorable reaction to the quality of the programs, evidenced by the papers read at the two consecutive annual meetings of the Group's provisional existence (copies to be forwarded at the end of the two years by the incumbent Chairman); b) the attendance and interest expressed; and c) the significance of the specialty opened up thereby to scholarly activity not already adequately provided for among existing Groups.
5. The initial petition (see item 2) must be forwarded to the Executive Secretary at least two months prior to the annual meeting in order that the Program Committee may vote and the petition be presented to the Executive Council at its meeting in conjunction with the annual meeting.

Procedure by which Existing Groups May Split into Two or More Smaller Groups

6. If an existing Group's attendance becomes too unwieldy, and its field of interests widens to the point where the present structure can no longer adequately serve the interests of the members of the Association, a petition to reorganize or divide may be initiated by a responsible officer of the Group who is a member of the Association in good standing.
7. The petition must be supported by fifty personally-written letters from members of the Association who are Group members, including current and recent officers.
8. The letters shall state clearly the need for dividing, as well as the widened service to scholarship and to the Association which would result from such division.
9. The letters shall be collected by the person initiating the petition and shall be forwarded with the petition to the Executive Secretary at least two months prior to the annual meeting. [See item 5 above.]
10. If the Executive Council acts favorably upon the petition, the new Groups resulting from the division shall have *provisional status* for two years; at the end of that time in order to attain full status they shall each follow the procedures specified in item 4 above.

Contraction

11. All Group chairmen are requested to report biennially, on a form provided by the Executive Secretary, upon the useful functioning of their Groups, with recommendations for continuance, cessation, or amalgamation.

“LANGUAGE RESERVOIR. Small colleges supported by various ethnic and religious groups have long been responsible for the teaching of languages which have recently been designated as ‘critical’ by the United States Office of Education. This makes them an unexpected reservoir for new high-priority skills.

“Polish, for example, was first taught at St. Mary’s College in Orchard Lake, Mich., shortly after the Civil War.

“Alliance College, Cambridge Springs, Penn., has announced an enrollment of 125 in its undergraduate Polish teaching center, apparently the largest in the country. The college is supported by the Polish National Alliance, a fraternal organization. The center offers courses in Polish literature and folklore as well as language.

“Other small colleges which serve as centers for the study of languages spoken by less than 30,000,000 people are Suomi College in Hancock, Mich., for Finnish; Marianapolis College in Thompson, Conn., for Lithuanian; St. Basil’s College, Stamford, Conn., for Ukrainian; St. Sava Monastery, Libertyville, Ill., for Serbo-Croatian; and St. Procopius College, Lisle, Ill., for Czech.

“Other ethnic groups have made efforts to promote study of their tongues through endowing chairs at universities. The Atran Chair of Yiddish made it possible to establish a Department of Yiddish at Columbia. Armenian-American groups are seeking to set up a chair at Harvard.

“Large universities also constitute centers for ‘small language’ study. The University of Pennsylvania has a center for Baltic studies (Lithuanian and Latvian); Columbia and Indiana Universities are among the very few which offer programs in Uralic and Altaic languages (Finnish, Hungarian, Mongolian, Turkish, Uzbek, etc.).” From the *New York Times*, 6 March 1960.

FLS FOR TOURIST SCHOLARS. The Language Laboratory in Indiana University’s new Ballantine Hall is setting aside a two-hour period each week for use by members of the faculty who wish to learn or re-learn any of twelve modern foreign languages.

EARLY BIRDS. Every weekday morning, an hour before the bell rings for regular classes, three groups of children totaling 85, between the ages of eight and eleven, gather at the University School on the Indiana University campus to learn French, German, and Spanish. These experimental classes began four years ago. The children are grouped not by age but by ability and achievement, which is not necessarily tied to their I.Q.

INTER-UNIVERSITY DOCTORATE IN ITALIAN. Eight universities have joined in a cooperative effort which will allow graduate students to work for one year each at any three of the participating universities that he selects. A degree will be granted by the institution under whose guidance the student writes his dissertation. One-year fellowships will be granted to highly deserving students. For application blanks write to the first university and indicate on the application “Inter-University Ph.D. Program in Italian” and the name of the other two universities to be attended later. The eight universi-

ties: Chicago, Cornell, Indiana, Michigan, Northwestern, Pennsylvania, Syracuse, Tulane. For further information, write to Professor Hannibal S. Noce, Dept. of Romance Languages, Univ. of Chicago, Chicago 37, or to the chairman of the Department of Romance Languages of any of the participating universities.

FL COORDINATION. The Associated Colleges of the Midwest (Cornell, Grinnell, Monmouth, Carleton, St. Olaf, Lawrence, Coe, Ripon, Knox, Beloit) have appointed as Coordinator of Foreign Language Programs Klaus A. Mueller, formerly Director of Romance and Germanic Languages at the U.S. Army Language School at Monterey. The Associated Colleges are planning a program of research in FL teaching techniques and materials.

CHOATE ABROAD. We note here, with some pride, that Choate has summer programs of foreign studies in four countries this year: in the Russian program (6 July-19 Sept.) six weeks of intensive study of Russian language, history, and contemporary affairs are followed by a month’s tour of Russia; the German program (22 June-23 Aug.) has a month’s study at the Kepler Gymnasium in Freiburg, followed by a tour of Germany, Austria, and Switzerland; the Spanish program (25 June-15 Aug.) has a month’s study at the Universidad de Guadalajara, followed by two weeks of sightseeing in Mexico; the French program (17 June-17 Aug.) begins with a month of study at the Alliance Française in Paris, with weekend excursions, followed by a motor trip through Europe. For each of these programs (except Russian), competence in the FL is prerequisite. Enrollment is not limited to Choate students, and the German program is open to girls as well as boys (*sehr gemütlich*). Those interested should write to the Director of Admissions, The Choate School, Wallingford, Conn.

FIGHT FIERCELY. From the Office of the Cultural Attaché in the Embassy of the Republic of Iran, 2400 Sixteenth St., N.W., Washington 9, D.C., comes a long list of fields in which foreign teachers are required at the University of Baghdad for 1960-61. Among fields of special interest to language teachers: English, Arabic, Sumerian and Akkadian, Kurdish, Persian and Old Pehivian, French, German, Russian, Spanish. Near the end of the list is this note, “To be recruited from Leningrad or Harvard if possible.” Salary varies in accordance with academic degree, teaching experience, marital status, size of family. Example: a Ph.D. with two years’ experience, unmarried, would earn \$462 a month.

STANFORD INTERNATIONAL. In addition to its Summer Institute near Bonn in Germany, Stanford will in September 1960 inaugurate a campus at Tours in France and one in Florence. Dr. Robert A. Walker, Director of the Stanford overseas program, says that with the three campuses in operation more than 30% of Stanford students will have an opportunity to study overseas at some time in their undergraduate careers.

TELESCOPED WORDS. Some years ago an Argentine poet, César Tiempo, wrote a book in which he tried to

interpret Judaism to Argentina and Catholicism and Spanish American civilization to the Jews. He entitled the volume *Sabadomingo*, a choice that has always seemed a very happy one to us. Recently, reading Salvador de Madariaga's *General, márchese usted*, we came upon two coinages that pleased us no less: Speaking of the alliance of the Falange and the Catholic church, Madariaga refers to *falángeles*; speaking of Spain under the Franco yoke, he calls it *Yugoespaña*. The book is published by Iberica Publishing Company, 112 East 19th St., New York 3, New York. We recommend it for its style and its substance.

LATIN ENROLLMENTS. Returns from twenty states and the District of Columbia, part of what we hope will be the complete story of foreign language enrollments, show that Latin, between 1954 and 1958, has gained in volume and percentage. Only Utah and West Virginia show a slight decrease. Nevada has increased in volume but remains at the same percentage. Four states (Indiana, Iowa, North Dakota, and West Virginia) enrolled more students in Latin than in all modern foreign languages combined. The tally by state:

State	Total Latin Enrollment		Percent of Latin Enrollment to Total High School Population	
	1954	1958	1954	1958
Colo.	3,334	7,115	5.8	11.6
Fla.	7,332	14,590	5.2	7.5
Idaho	1,534	2,852	4.4	7.9
Ind.	14,781	22,757	8.0	9.7
Iowa	—	8,402	—	6.1
La.	—	4,654	—	3.2
Md.	7,205	11,583	8.3	9.2
Mont.	1,338	2,252	4.6	7.1
Neb.	2,309	3,522	3.8	5.5
Nev.	256	670	5.8	5.8
N.H.	2,265	3,421	11.6	15.2
N.D.	793	1,560	2.8	4.7
Ore.	3,305	6,256	4.2	6.5
Pa.	51,627	68,314	12.5	13.8
S.D.	1,045	1,621	3.3	3.7
Tenn.	7,225	12,868	4.8	7.6
Tex.	—	19,987	—	5.0
Utah	817	657	1.8	1.2
Vt.	1,891	2,788	13.6	17.6
W.Va.	6,700	6,644	6.3	5.5
D.C.	1,471	1,808	7.8	10.1
17 States & D.C.	115,228	171,278		
20 states & D.C.		204,321		

RECOMMENDED FL PREPARATION. For admission to the College of Arts and Sciences at Cornell University, the stated recommendation in FLs: "Foreign languages, ancient or modern, taken every year, with the objective of achieving a really useful knowledge (four units or more) of one language, and some knowledge (at least two units) of a second." Here is a breakthrough in the classic "three of one and two of another" recommendation.

FLS ON THE AIR. The National Academy of Broadcasting requires its students to study the pronunciation of six FLs and urges its students to study at least two FLs seriously if they hope to have success in the field of radio. Students less well prepared find themselves baffled by foreign musical and geographical terms and names. This reminds us of the ancient story of the announcer who spoke of the "Ave Maria" by Bach-Gounod. Warned that the hyphen meant Bach arranged by Gounod, he proudly announced the next day a performance of "Scheherazade" by Rimski arranged by Korsakov.

AUDIO-LINGUAL METHOD VS. LANG. LAB. "Perhaps in this day of spontaneous generation and overnight generalization of new terminology it is not so surprising that many teachers are confused as to what is meant by some new labels. One of the most serious of these confusions is the misidentification of 'audio-lingual' with 'language laboratory,' a misunderstanding whose frequency I only recently realized.

"Audio-lingual is a term which many of us joyfully welcomed as a solution to the problem of how to enunciate 'aural-oral' so that it would not sound like 'oral-oral.' Basically, *audio-lingual* denotes a method or approach to the teaching of foreign languages which involves hearing and speaking the target language as the primary activities of the learner. There are many variant theories concerning how exclusively and for how long this emphasis is to continue during the foreign language course, as well as concerning the amount of English to be used and other features of the method. Secondly, 'audio-lingual' normally is understood to imply an approach involving the realization that language learning is the development and practice of a skill, not the intellectual analysis of grammar without adequate practice in performing. In place of the traditional translation and grammar analysis, the audio-lingual approach normally involves the use of pattern drill techniques and other allied procedures developed by modern structural linguists, with a minimum of generalization about the language. The term does *not* imply that 'correctness' of usage is to be ignored nor that reading, writing, and cultural content are to be omitted from the foreign language course. The difference of approach concerns rather the question of how and when these matters are best taken up.

"All of this may be, has been, and is being done without the use of any electro-mechanical equipment whatsoever. An audio-lingual method is just as applicable to a too-large class as any other method; although, as with any other method, the results obtained are better when the class is not too numerous. Choral work, chain drills, division into practice groups, and other techniques make it possible to do this without equipment, although at least a tape recorder is necessary if the teacher is to handle several classes daily without excessive fatigue. It is also worth pointing out, incidentally, that even its most enthusiastic proponents do not suppose that the audio-lingual method will eliminate poor students. Like death and taxes, they will always be with us.

"A language laboratory is simply a collection of electro-mechanical devices, which may be of the most diverse kinds (and there are many experts who do not

think that a record-playback facility for each student is at all essential, as some popular definitions of language lab would imply) which serve to assist in the business of hearing and speaking the target language. Such equipment may even be used to help in the teaching of reading, as Georgetown University has shown.

"In short, then, the equipment is not a method, and the audio-lingual methods do not require equipment, although the equipment does have its most clear application to audio-lingual methods and, conversely, these methods are aided enormously, especially when used with large classes, by good language laboratory equipment."—James S. Holton, from *Newsletter of The Foreign Language Association of Northern California*, March 1960.

OPPORTUNITIES ABROAD FOR MODERN LANGUAGE TEACHERS, 1961-62. Numerous opportunities to teach or study abroad during 1961-62 will be available to American teachers of modern languages through the International Educational Exchange Program of the Department of State. Summer seminars will be held in Colombia, France, Germany, and possibly Brazil. Teaching positions will be available in Austria, Belgium, France, and Germany, and in such French-speaking areas as Cambodia, Guinea, Laos, Morocco, and Tunisia. A few positions will be available in Chile, Peru, and possibly other Spanish-American countries. Detailed information and application forms may be obtained between 1 Aug. and 15 Oct. 1960 from Teacher Exchange Section, Division of International Education, Office of Education, Washington 25, D.C.

FLES. A rationale in 12 steps: 1) It takes a great deal of time and effort to learn an FL, something comparable to the amount of time and effort it takes to learn one's own language. 2) In the American school system, we cannot expect to have a massive concentration of effort on any one subject to the neglect of others. 3) If FL study is therefore limited to its small share of the total school day, we need several years of FL study, not 3 or 4 or 6 but 10 years. 4) FL study must therefore begin early in the elementary school, in grade 3, to provide a ten-year sequence, grades 3-12. 5) FL entrance and degree requirements in colleges are increasing, both for the B.A. and B.S. degrees. 6) More than half of American high school graduates go on to college. 7) At the beginning of grade 3, no one can tell which children are college-bound, or which can profit from the experience of learning an FL, even if they do not go to college. 8) Therefore, every third-grader should begin the study of an FL. 9) Some leaders in elementary education believe that all teaching, including FLs, should be done by elementary-school teachers, not by *outside* specialists. 10) Other leaders in elementary education believe that at this level we should return to teaching by subject-matter specialists. 11) Under either system, a considerable number of elementary-school teachers should become *inside* specialists in FLs. 12) Therefore, all institutions training future elementary-school teachers should offer a major in FLs.

HIGH SCHOOL FL TEACHERS. A roster of such teachers, gathered for the MLA by the National Science

Teachers Association, with about 75% returns, divides foreign language teachers into two categories, those who teach a given FL 50% or more of their time, and the total roster of teachers who teach one or more classes in an FL. Here are the national figures for each language in the two categories: French: 5540 and 11,275; German: 1253 and 2604; Spanish: 6416 and 10,937. For other languages we do not have the breakdown by more or less than 50% teaching, but the total figures are as follows: Italian, 424; Russian, 373; Hebrew, 124; other languages, not identifiable through this survey, 118.

FAREWELL LOOK AT AMERICA. The Council on Student Travel (179 Broadway, New York 7, New York) offers \$50 grants to foreign students who enroll in a two-part program. Part one is for travel in the U.S. before embarking for home. The travel may take the form of a planned visit to a community where there are local hospitality committees, or completely independent travel, or an organized program of tours, work camps, and hospitality programs arranged by such organizations as American Youth Hostels, National Student Christian Federation, National Catholic Welfare Conference. Part two consists of a passage on a special trans-Atlantic student sailing with a series of discussions designed to evaluate the foreign student's study and travel experiences in the U.S. The program is sponsored by the Council with the cooperation of the National Association of Foreign Student Advisors, Committee on Friendly Relations Among Foreign Students, and other affiliated organizations. It seems to us a very constructive ending to a year of study in this country.

BIBLIOGRAPHY. Going through a list of suggested readings for high school Spanish recently, we came upon a new author: "Segundo, Tomo. *Canciones Populares de España y de México*. Thrift Press, P.O. Box 85, Ithaca, N.Y., 1941."

AFRICAN LANGUAGES AND AREA STUDIES. On 11 and 12 March 1960 Georgetown Univ. conducted a conference on this subject, with ten papers read. Among the speakers were Kenneth W. Mildenberger and Austin E. Fife of the U.S. Office of Education, Leon Dostert of Georgetown, William E. Welmers of the Hartford Seminary Foundation, and Kenneth Pike of the Univ. of Michigan.

MIDDLEBURY IN ITALY. The Middlebury College Graduate Schools Abroad announce addition of a Graduate School of Italian in Italy to its Graduate Schools in France, in Spain, and in Germany. To students with a Bachelor's degree from an approved college who have a major in Italian, or sound preparation in Italian Language and Literature, it offers a program consisting of a preliminary summer of study at the Italian School at Middlebury, upon successful completion of which he may be registered for a program at the University of Florence. For further information, write to Prof. Salvatore J. Castiglione, Institute of Languages and Linguistics, Georgetown Univ., Washington 7, D.C.

FLS USELESS IN USA? The Gray Line, which operates sightseeing tours in a hundred American cities, has plenty of lecturers who can describe the sights in French, Spanish, or German, but it is having increasing difficulty finding guides who speak Japanese, Chinese, Danish, Swedish, Norwegian, Korean, Urdu, and Tagalog.

AATI STATE COORDINATORS. Please note the following changes or additions to the list of AATI Coordinators: *Colorado*, Prof. Louis Tenenbaum, Dept. of MLs, Univ. of Colorado, Boulder; *District of Columbia*, Prof. Pierina B. Castiglione, Inst. of Langs. and Lings., Georgetown Univ., Washington 7, D.C.; *Missouri*, Prof. Bonner Mitchell, Dept. of Romance Langs., Univ. of Missouri, Columbia; *Ohio*, Prof. Lawrence A. Wilson, Dept. of French and Italian, Oberlin Coll., Oberlin; *Oklahoma*, Prof. Mario Moffa, Dept. of MLs, Univ. of Oklahoma, Norman; *Oregon*, Prof. Chandler B. Beall, Dept. of MLs, Univ. of Oregon, Eugene.

AATG COORDINATOR IN NORTH CAROLINA. Replacing President John Kunstmann in this post is Prof. Kenneth Keeton, Wake Forest College, Winston-Salem.

LET 'EM LEARN SPANISH! "Chicago (UPI), August 31, 1959. The Waukegan Women's Club had good intentions but the wrong language when they set out to hold a fiesta for 100 Latin American participants of the Pan American Games. The fiesta was scheduled for Saturday and for the occasion the clubwomen prepared 300 orders of fried chicken for the athletes. Tables were set up in a local museum to hold the food, and two bands were on hand to provide the entertainment. There was only one trouble. No guests showed up.

"The clubwomen sat and waited. They finally gave up and donated the mounds of chicken to local hospitals.

"What happened to the athletes? Cirilo Nassiff, secretary of the Argentine group, explained through an interpreter that signs in a dormitory announcing the fiesta were in English and no one in the group speaks English." (*West Virginia FL Bulletin*, Feb. 1960) DDW

MEETINGS OF THE EXECUTIVE COUNCIL

THE EXECUTIVE COUNCIL met in five sessions on 1 and 2 April 1960 in the Wallace Clark Center of New York University at 6 Washington Square North, New York City. Present were Council members R. C. Bald, Curt F. Bühler, Ruth J. Dean, Northrop Frye, W. T. H. Jackson, R. M. Lumiansky, Samuel H. Monk, William G. Moulton, Henry Nash Smith, and President Henri M. Peyre (presiding). Also present were the Presidents of the Rocky Mountain Modern Language Association (W. F. Jacob) and the South-Central Modern Language Association (John T. Krumpelmann), the Executive Secretary, the Treasurer, the Director of the FL Program Research Center (Donald D. Walsh), the Director of the Center for Applied Linguistics (Charles Ferguson), and staff members Harry Alonso and Annabelle MacMillan.

I. Finances.

1. *Reports and Budget.* The Treasurer's report was received. The revised budget 1959-60 and the proposed budget for 1960-61, after the adoption of certain amendments by the Council, were approved. The Treasurer was authorized to grant staff salary increases to take effect on 1 April and 1 October 1960. In executive session the Council voted to increase the salaries of the Executive Secretary and of the Treasurer by \$1,500 and \$750 per annum respectively, effective 1 April 1960, and to increase the salary of the Controller by \$500, effective 1 April 1960, and by a further \$250, effective 1 October 1960. The Council extended to the Treasurer its thanks for his report.

II. Appointments.

1. *Bibliography Committee.* The Secretary is to make suitable appointments, with the advice of the Association Bibliographer, to this Committee.

2. *Editorial Committee.* For terms of five years, ending 30 June 1965, Willard Thorp (American Literature, Princeton) and J. Milton Cowan (Linguistics, Cornell) were appointed, *vice* Robert E. Spiller and Leo Spitzer, respectively.

3. *Committee on Book Publications.* For a term beginning immediately and ending 30 June 1961, Jean Misrahi (Fordham, Romance Langs.) was appointed to fill out the unexpired term of Council member Bernard Weinberg.

4. *Committee on the New Variorum Shakespeare.* James G. McManaway was reappointed Chairman and General Editor for a term ending 30 June 1964.

5. *Program Committee.* For a term ending 30 June 1965, C. R. Goedsche was appointed, *vice* F. E. Faverty.

6. *Committee on Research Activities.* For terms ending 30 June 1963, H. T. Swedenberg, Jr. (UCLA, English), and Pierre Delattre (Colorado, Romance Langs.) were appointed, *vice* Fredson T. Bowers and Victor R. B. Oelschläger, respectively.

7. *Commission on Trends in Education.* No replacements were appointed for K. L. Knickerbocker, Victor Lange, and Henry W. Sams because of the planned gradual reduction in this Commission.

8. *Committee on Honorary Members.* The Executive Council designated that this Committee's membership should be revolving with terms as follows: Albert C. Baugh (current Chairman) and Ernest H. Wilkins, 30 June 1961; Taylor Starck, 30 June 1962; and Hayward Keniston, 30 June 1963. For a term ending 30 June 1963, Chandler Beall (Oregon, Romance Langs.) was appointed to replace Norman Torrey, who has resigned.

III. Nominations.

1. *The Executive Council for 1961-64.* The following were placed on the 1960 Ballot:

Meyer H. Abrams	Cornell	English
José Juan Arrom	Yale	Romance
Germaine Brée	NYU	Romance
William Edgerton	Indiana	Slavic
Richard Ellmann	Northwestern	English
Walter J. Ong	St. Louis Univ.	English
W. Freeman Twaddell	Brown	Germanic

MEETINGS OF THE EXECUTIVE COUNCIL

2. *The 1961 Nominating Committee.* The following were placed on the 1960 Ballot: Walter Blair, R. Florence Brinkley, Ernest F. Haden, J. Holly Hanford, Einar Haugen, Charles Knudson, John C. Lapp, C. Grant Loomis, Albert H. Marckwardt, and W. J. Roach.

IV. Committees.

1. *The Annual Bibliography.* The Executive Secretary was instructed to (a) extend the thanks of the Council to the Committee for their accomplishments; (b) extend the thanks of the Council to Robert M. Pierson for his offer (on behalf of the library of the University of Maryland) to undertake the compilation of a five-year index to the Bibliography and state that we are financially unable to undertake publication of such an index in the foreseeable future; (c) get a cost estimate on an annual index supplement to be included in the September Directory issue, and explore the possibilities of indexing the Bibliography by means of IBM cards; (d) instruct the Slavic committee members to assemble items for wider coverage in the Slavic and East European languages and literatures in order that costs may be estimated and, if feasible, seek State Department funds for adding these items.

2. *Committee on Book Publications.* The Executive Secretary was instructed to explore the possibilities of publishing, in the future, via subsidies to University Presses, in order to eliminate editorial work, distribution, and storage problems. He was also directed to announce in "For Members Only" a sale, at greatly reduced prices, of all books now in dead storage and, if this does not reduce the inventories, to donate these books to suitable libraries.

3. *Committee on Honorary Members.* Four names recommended by the Committee (Eugene Vinaver, Erhard Lommatzsch, Rafael Lapasa, and Friedrich von der Leyen) were approved by the Council and will be presented to the membership at the 1960 Business Meeting. Suitable bibliographical information on these four persons will appear in the Program for the 1960 meeting. An additional list of the names of distinguished foreign scholars was forwarded to the Committee for their consideration, and the Committee was asked to consider scholars from Russia, Hungary, Latin-America, and the Orient.

4. *Committee on Honorary Fellows.* Three names recommended by the Committee (André Malraux, Giuseppe Ungaretti, and W. H. Auden) were approved by the Council and will be presented to the membership at the 1960 Business Meeting. An additional list of names was forwarded to the Chairman for Committee consideration.

5. *Committee on Research Activities.* The Executive Secretary was urged to carry out his plan to call a meeting of this Committee and was directed to accept no more applications for grants-in-aid until this Committee can meet and formulate a more realistic and meaningful program in terms of the present needs of the Association.

6. *Program Committee.* The recommendations of this Committee, stemming from their meeting on 11 and 12 March 1960, were approved by the Council. These include procedures for allowing present Conferences to become Groups, and for allowing present Groups to split into two or more groups, and for examining present Groups biennially to see if their function is still a useful

one. The Council approved the recommendations of this Committee that Spanish 4 be allowed to divide provisionally into Spanish 4 (Colonial and 19th-Century Spanish-American Literature), and Spanish 6 (Spanish-American Literature of the 20th Century), and that the *Comedia* Conference be allowed to assume provisional two-year Group status. (See p. vi for further clarification.)

7. *Committee on the New Variorum Shakespeare.* R. C. Bald was directed to confer with the Chairman regarding the policy reversal presented in the latter's report, and to seek further information on the plans for soliciting funds for present Committee proposals. Mr. Bald will report to the Secretary, who will inform the Council members by mail.

8. *Advisory Committee of the Executive Council.* The recommendations of this Committee regarding ACLS travel grants were received, and the Secretary was directed to inform the ACLS of their recommendations.

V. The Foreign Language Program.

1. *The Foreign Language Program Research Center.* An informational report was received, and the Council extended to Donald D. Walsh its thanks for his report.

2. *Proposed Program for Producing Foreign Language Tests from Grades 7-12.* The Council approved the recommendations for negotiating, as necessary, a contract with the government for this program.

3. *National Defense Education Act.* The Executive Secretary was authorized to contract with the Federal Government or other agencies in the period between this meeting and the next meeting of the Council.

4. *The Center for Applied Linguistics.* An informational report was received, and the Council extended to Charles Ferguson its thanks for his report. Mr. Ferguson asked the Council to be thinking about the problems of publication which the Center faces in bringing out linguistic aids not now available to the general public.

VI. Miscellaneous.

1. *The 1964 Meeting.* No definite decision was made on the location of this meeting, pending further information from the cities under consideration.

2. *Letters of Thanks.* The Secretary was instructed to thank New York University for its continued generosity to the Association, and the Program Committee for its report and recommendations.

3. *The Cooperative English Program.* The Executive Secretary was requested to continue searching for funds with which to get the Program under way in accordance with previously adopted plans.

4. *The Council on Research in Education.* After hearing the Secretary's report, the Executive Council felt it was not ready to affiliate itself with this Council.

5. *The Revision of the Constitution.* After final suggestions for changes had been made, the revision was approved by the Council and will be presented to the membership at the 1960 meeting. The suggested alterations will be printed in the September Directory issue of *PMLA* and in the Program for the 1960 meeting.

6. *Index to Volumes LI-LXXV of PMLA.* The Secretary was instructed to get an estimate of costs for doing a subject-matter index to these volumes.

7. *Research in Progress.* The Secretary was instructed to ascertain, from leading graduate school chairmen, their feelings as to the usefulness of this compilation, and to report on this at the next meeting of the Council.

NOMINATIONS TO THE EXECUTIVE COUNCIL

LATE IN OCTOBER all members will receive a ballot containing nominations to the Executive Council for the term 1961-64. Seven of these nominations were made by the present Council, and for the guidance of members we give below some biographical data about each.

MEYER H. ABRAMS, age 47, born Long Branch, N.J.; A.B., M.A., and Ph.D., Harvard; taught at Harvard; now Prof. of English and Whiton Professor of the Humanities, Cornell; Henry Fellow at Cambridge University (1934); Rockefeller Memorial Foundation Fellow (1946); Ford Fellow (1953); Fulbright scholar, and Gauss prize recipient (1954); Guggenheim Fellow (1958); author of studies in the history and theory of criticism; the Romantic poets; psychology and literature.

JOSÉ JUAN ARROM, age 50, born Holguín, Cuba; B.A., M.A., and Ph.D., Yale; at Yale since 1937; currently Professor of Spanish-American literature, fellow of Saybrook Coll., and curator of Latin-American Collection; Guggenheim Fellow (1947); author of studies in Hispanic-American literature.

GERMAINE BRÉE, age 52, born France; educated in England and France with graduate work at Bryn Mawr; taught in Algeria and at Bryn Mawr; currently Head of the Romance and Slavic language dept. at New York Univ.; moves this fall to Wisconsin; served on national selection committees for student Fulbright and French Government awards; served with the French Army; decorated Bronze Star medal; received Citation à l'Ordre de la Division and Legion of Honor; author of studies on Proust, Gide, Camus, contemporary French literature; many reviews and articles.

WILLIAM B. EDGERTON, age 46, born Winston-Salem, N.C.; A.B., Guilford; A.M., Haverford; Ph.D., Columbia; taught in preparatory schools, Lycée de Belfort (France) and Guilford, Penn State, and Columbia; now Chairman of Slavic Languages and Literatures at Indiana; ACLS Fellow (1948-50); chairman of ACLS-SSRC Joint

Committee on Slavic Studies (1957-); chairman of Amer. delegation to Fourth International Congress of Slavists (Moscow, 1958); author of studies on Nikolai Leskov, 19th-century Russian literature, and American-Russian relations; member of MLA FL Program Advisory Committee.

RICHARD D. ELLMANN, age 42, born Highland Park, Mich.; B.A., M.A., and Ph.D., Yale; B.Litt., Trinity Coll, Dublin; taught at Harvard; currently Prof of English, Northwestern; Rockefeller Fellow (1946); Guggenheim Fellow (1950, 1957); Amer. Philosophical Society grantee (1953); Kenyon Review Fellow (1955); served in the U.S. Navy and with the O.S.S.; author of studies on Joyce, Yeats, Henri Michaux.

WALTER J[ACKSON] ONG (S.J.), age 47, born Kansas City, Mo.; A.B., Rockhurst Coll.; M.A., St. Louis; Ph.D., Harvard; taught at Regis Coll. (Colo.); visited at Univ. of California; currently Prof. of English, St. Louis Univ.; Guggenheim Fellow (1949, 1951); former chairman, Fulbright National Selection Committee (France); member, Advisory Council of Renaissance Soc. of Amer. (1957-59); author of studies on Renaissance literature and history of ideas; modern poetry and criticism; contemporary American thought.

W. FREEMAN TWADDELL, age 54, born Rye, N.Y.; A.B., Duke; A.M., Ph.D., Harvard; taught at Wisconsin; has visited at Hamburg, Princeton, Stanford, Michigan, and Indiana; currently Prof. of Linguistics and German, Brown; was academic director of ASTP; Fulbright lecturer (1954); consultant, English-teaching conference, Tokyo (1956-58); former President of Linguistic Society of America; author of studies in general linguistics.

THREE additional names may be added on the Ballot by the Executive Secretary on 15 October (Bylaw IV, Items 2 and 3). The Secretary is required to add "the three names receiving the most votes among those proposed by members of the Association *provided that no name be entered on the Ballot that is not supported by ten members.*" Any member may propose names. If names in addition to those above appear on this year's Ballot, you may learn biographical facts about them from the *Directory of American Scholars* or *Who's Who*, from which, for your convenience, most of the above data were taken.