

FLP Program Notes

TREND? In *FLP Notes* (June 1964, p. A-16) we noted the sharp increase in *intermediate* MFL enrollments at the Univ. of Washington. Since 1959, Russian has more than doubled, Japanese, German, and Chinese have tripled, Spanish has increased over fivefold and French over sixfold. Soon after this we heard, through Samuel Will and Bill Parker of Indiana, that enrollments in the four second-year French courses there had jumped from 79 in 1962-63 to 168 in 1963-64. The total for these courses was 15 in 1959 and 18 in 1960. Frank Ryder reports that Indiana's enrollments in second-year German reading are up from 148 (fall 1960) to 205 (fall 1963). Third-year literature is up from 34 to 55, third-year conversation up from 18 to 32. John C. Dowling reports Spanish second-year composition and conversation up from 126 (fall 1959) to 293 (fall 1963) of whom 82 are freshmen, and second-year literature up from 151 (fall 1959) to 259 (fall 1963) of whom 66 are freshmen. Gains in third-year courses are even more striking: between fall 1962 and fall 1963 the number of freshmen in one course went from 9 to 20, in another, from 7 to 27. We sent enquiries to a few other large universities. John Thompson of LSU had no statistics but he and his colleagues have the definite impression that the quality of high-school foreign-language instruction has improved tremendously over the past four or five years. R. R. MacCurdy of New Mexico reports that increases in enrollments in second-year courses between 1962-63 and 1963-64 (French, 104 to 140, German, 101 to 116, Spanish, 200 to 231) were significantly greater than the corresponding gains (or losses) in first-year enrollments (French, 252 to 250, German, 250 to 216, Spanish, 383 to 395). All this despite the university policy (about to be changed) that allows any freshman to enroll in a first-semester language course no matter how many entrance credits he presents in the language. Russian at New Mexico has declined at all levels over the past three years. At Pennsylvania, André von Gronicka reports that from fall 1959 to fall 1963 German 1 enrollments dropped from 174 to 133, German 2 went from 129 to 177, and German 5 (Advanced) went from 84 to 167, almost double. At Missouri, Kernan Whitworth reports that French 1 dropped from 364 in fall 1961 to 319 in fall 1963, French 2 (two HS units) went from 170 to 239, French 100 (three HS units) went from 215 to 334. In Spanish the same trend is evident, though less pronounced: Spanish 1, 331 to 298, Spanish 2, 224 to 207, Spanish 100, 257 to 295. Increases in advanced courses are even greater: French 200, 73 to 147, French 300, 75 to 170, Spanish 200, 99 to 153, Spanish 300, 87 to 149. At Michigan, James O'Neill reports that between 1959 and 1963 enrollments in upper-class language courses (four HS units or four college semesters) increased 70% in French and 55% in Spanish. One freshman in seven arrives with the four-semester language competence required for graduation. Clarence Pott reports that second-year German at Michigan has gone from 553 (1961) to 628 (1963), third-year from 153 to 190, and fourth-year from 99 to 156. The number of entering freshmen who earned placement in intermediate or advanced courses in German was 87 in 1961 and 185 in 1963. At North Carolina in 1960, writes Sterling Stoude-

mire, 26 freshmen won admission to the 5th-semester French course (four HS units); in 1963, the number was 65. The corresponding figures in Spanish were 29 in 1960 and 36 in 1963. Enrollments in *advanced* courses (lit. survey and advanced grammar and comp.) between 1959 and 1963: French 50 from 13 to 28, French 71 from 19 to 42, Spanish 50 from 10 to 24, Spanish 71 from 13 to 34. At Oregon, David Dougherty reports that enrollments in all courses above the introductory level went as follows from 1960 to 1963: German, 234 to 395, Italian, 11 to 38, French 457 to 682, Russian, 72 to 93, Spanish, 307 to 475. Anthony Pasquariello reports that Colorado's Spanish enrollment at the 300 level rose from 336 to 386 in one year. Robert Firestone reports that Colorado's German third-year enrollments went from 35 (1959) to 70 (1963) and its fourth-year enrollments went from 15 (1959) to 82 (1963). At Wisconsin, E. R. Mulvihill reports, the per cent of freshmen enrolled in intermediate and advanced courses in all FLs went from 39.8 (420 students) in 1958 to 53.1 (1070 students) in 1963. The corresponding per cents for French were 46.1 and 66.3, for German, 21.0 and 46.6, for Russian, 16.7 and 39.0, for Spanish, 52.1 and 58.0. From Texas Theodore Andersson reports that French intermediate enrollments (499) and advanced enrollments (253) together exceeded first-year enrollments (727) for the first time in 1963. In Spanish the intermediate and advanced enrollments have exceeded the first year enrollments for at least three years: 1049 vs. 910 (1961), 1094 vs. 993 (1962), 1255 vs. 913 (1963). From Arizona Arthur Beattie reports on enrollments in intermediate and advanced undergraduate courses in 1961-62, 1962-63, and 1963-64. In Intermediate French the figures for the three years were 213/292/315. In Advanced French they were 192/151/253. The corresponding figures for Spanish: Intermediate, 483/513/675, Advanced, 489/476/662. In German, the percentage increase in elementary enrollments has dropped (though the number has risen) but the number and percentage increase in intermediate enrollments have risen steadily: 227 to 310 (30%) from 1959 to 1961, 310 to 400 (29%) from 1961 to 1963. Do these reports from thirty-six departments in thirteen universities constitute a trend? Is your college or university part of the trend? Whether or not it is, we'd be grateful to have your figures, preferably including the figures for beginning courses, to get the contrast, if there is one, and with at least one year's back figures, for comparison.

UNDERGRADUTE STUDY ABROAD. This volume by Stephen A. Freeman is his report as consultant on this subject to the Institute of International Education. The report consists of a 34-page analysis of the situation followed by directories of academic-year programs and summer programs and an index of institutions. An authoritative and indispensable handbook for all interested in the subject. Published by the Institute (809 United Nations Plaza, New York 10017). 126 pp. \$2.50.

RAISING STANDARDS IN VERMONT. Its Board of Education ruled on 12 March 1964 that approved high schools must offer three levels of instruction in at least one FL.

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FL Program Notes—continued

HAZARDS OF LANGUAGE. “Exporting U. S. marketing techniques without special attention to nuances of local language and custom can trip up a sales message, experienced executives point out. Some examples were cited by David Rockefeller, president of the Chase Manhattan Bank. One popular U. S. advertising slogan turned up abroad in a Flemish translation as ‘corpse by Fisher.’ Another slogan, this one in a German version, came out: ‘Hertz makes you a chauffeur.’ Recalls Mr. Rockefeller: ‘In Africa, where they occasionally rerun our TV Westerns, a puzzled woman customer asked one of our bank tellers: “When all the good men have killed all the bad men, why do they rush off to brush their teeth?”’” (from *U. S. News & World Report*, 18 May 1964).

PRESS CONFERENCE. Edward Huberman of Rutgers, Fulbrighting in Innsbruck, picked up this April question and President Johnson’s answer: “Q: As you know, we now have a record number of military and diplomatic dependents abroad, well over 700,000. In your concern for the American image and your admirable desire to improve the status of women, don’t you think it would be worth the expense to provide language courses for these wives before they go overseas? *The President:* I think it is always desirable for anyone to acquire as much knowledge of languages as possible. I haven’t given any study to the particular suggestion you make. It seems to be a good one, and I will have it explored.”

LATIN AMERICAN STUDIES. The Univ. of Nebraska announces a new program, an interdepartmental minor of 18 credit hours selected from courses in anthropology, art, geography, history, journalism, political science, and Hispanic literature. Director of the Program is the new Department Chairman, Roberto Esquenazi-Mayo.

CARELESS RECRUITING. From an article in the May 1964 *Holiday* on the Army Language School in Monterey: “A graduate of a Russian course took a leave in Moscow. At the Bolshoi a woman tried the ancient non-Marxist ploy of dropping her handkerchief. To the gallant American who returned it to her, she said, ‘What part of Bulgaria do you come from?’ The disappointed American asked, ‘Do I sound so foreign?’ ‘No, it’s your haircut that gives you away. No Russian would submit to such an incompetent barber.’ Nevertheless, despite a few such successes, the Army does not pretend to turn out graduates who can pass for natives. The military administration and the faculty insist they are not running a spy school. If it is a spy school, the Army does careless recruiting. Perhaps the most successful student ever graduated from Monterey spoke Czech so well that he could imitate the accent and dialect of an industrial suburb of Prague—a kind of Bohemian cockney. He would be a superb spy except for one drawback. He is a 6-foot-8-inch Negro.”

L’ART FRANÇAIS. A course in the history of French art will be given in *French* at Indiana Univ. this fall by Prof. Bertrand Davezac of the Dept. of Fine Arts.

INSTITUTE EVALUATION. The MLA again contracted with the USOE to evaluate ND Language Institutes in the 1963-64 academic year and in the summer of 1964. Of the summer Institutes abroad, those in France, Germany, and Spanish America were evaluated. Of the domestic Institutes, only new Institutes or Institutes with new Directors were evaluated. In addition to fourteen FL teacher evaluators, there were eleven non-FL evaluators, professors of education and superintendents of schools, who paid special attention to the administrative structure of the Institutes. The total list of evaluators: Oliver Andrews, Jr. (St. Lawrence), Jermaine Arendt (Minneapolis Public Schools), Genevieve Blew (Maryland State Dept. of Education), John B. Davis, Jr. (Supt. of Schools, Worcester, Mass.), Leonard J. De Layo (Supervisor of Public Instruction, New Mexico), John Fein (Duke), Austin Fife (Utah State), E. Howard Floyd (Asst. Supt. for Instruction, Pasadena, Calif.), Matthew W. Gaffney (Supt. of Schools, Abington, Pa.), Betty Gilkey (District Supt., Dade County, Fla.), Calvin Grieder (Professor of Education, Colorado), Ernest Haden (Texas), Victor Lange (Princeton), Robert Leggewie (Pomona), Leonard B. Mayfield (Supt. of Schools, Medford, Ore.), Robert G. Mead, Jr. (Connecticut), Dean Carroll Miller (Howard), John L. Miller (Supt. of Schools, Great Neck, N. Y.), André Paquette (MLA), Lawrence Poston, Jr. (Oklahoma), Wilmarth H. Starr (NYU), Charles N. Staubach (Michigan), Jack Stein (Harvard), Salomón Treviño (Foreign Service Inst., Lima, Peru), C. C. Trillingham (Supt. of Schools, Los Angeles County), Leon Twarog (Ohio State), Ruth Weir (Stanford), William G. Zimmerman (Asst. Supt. of Schools, Hanover, N.H.).

EUROPEAN EDUCATIONAL CENTRES FOUNDATION. Established in Zurich in 1959 through the generosity of the late Gottlieb Duttweiler, the Foundation has established language schools, called Eurocentres, in England (Bournemouth and London), the United States (Michigan State Univ.), Switzerland (Lausanne and Neuchâtel), France (Paris, Cap d’Ail, and Amboise), Italy (Florence), Spain (Barcelona and Madrid), Germany (Cologne), and Austria (Vienna). In 1963 over 8000 students had 1,215,373 hours of intensive language instruction at these schools. Their nationalities in 1963: Germans, 37.4%, Swiss, 25.4, Americans, 9.9, Italians, 6.6, Danes, 5.5, French, 2.8, British, 2.1, Belgians, 1.4, Spaniards, 1.0. The most remarkable feature of these schools is that all the students of a language go to the country where it is spoken to do their studying. Courses last three, six, or nine months. Students are boarded with families near the schools. Director of the Foundation is Erhard J. C. Waespi, Seestrass 247, Zürich 2/38, Switzerland.

NEW CURRICULUM AT WISCONSIN. Its College of Letters and Science will require 14 credits in one MFL or 16 credits in two FLs if two years of Latin are offered for admission. These requirements may be met in whole or in part by high-school studies and attainment examinations. *Beyond this*, each student must choose between a year of calculus or 10 additional credits in the same MFL or 12 additional credits in two FLs.

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J L Program Notes—continued

BOOK GAP. "Our society needs the stimulant of ideas and thought from abroad. True exchange with the rest of the world is essential to the development of knowledge and understanding. So let us acknowledge that we in the United States have our own book gap. It is a need that must be met. If we expect others to know or care about our literature and culture, we must know and care about theirs. We Americans must import the works of other countries with increased interest and enthusiasm. . . . Traditionally, we have been a country with little interest or ability to speak or read foreign languages. This tradition is dramatically eroding, and drastic change is under way. College and university enrollment in modern foreign languages has increased significantly in recent years. On the secondary school level, the increase in enrollments is even more impressive. Today nearly three million students in junior and senior high schools are studying the common foreign languages. The increases in modern language enrollments have been at a higher rate than the growth of enrollments generally. But the most exciting development in language teaching is in the elementary school curriculum. In 1951 modern foreign languages were being taught in only 57 scattered American communities. Now there are at least 8,000 such elementary school systems offering languages. A million or more of our offspring are now studying languages between the first and seventh grades, when they should begin studying them. Our national competence in foreign language has grown with our own interest in the world beyond our borders and with our own cultural explosion. As we have sought to know ourselves, we have also sought to know others. With this should come an increased domestic market for the works of foreign authors, both in original and in translation. Like many other exchanges in the arts and sciences, the motivating power—or to be more explicit, the money—must come from private enterprise. We as a people stand now committed irrevocably and finally to a degree of participation in the world which would have been unthinkable when we were children. Forces of change challenge our knowledge of the world—particularly of Africa, Asia, and Latin America. Many fine books are written about these areas. But direct involvement with the thoughts and ideas of these nations is essential if we as a people are to understand better our own international commitment. The literature of these areas—and I use the word in its broad sense—can be an important aid to our insight into the stresses of change around the world." The Honorable Lucius D. Battle, Asst. Secretary of State for Educational and Cultural Affairs, speaking to the annual convention of the American Booksellers Assn., Washington, D.C., 8 June 1964.

DOUBLE ENTENDRE. Paul Betz of Saint Joseph's College asked his students to identify *billet doux* as one item in a quiz on *The Rape of the Lock*. Some knew it, some skipped it, and a few swung at it. One of the most interesting swings was "double bed."

HUNCH. "Hunches figure in many bets placed on horses, but you rarely hear of one from a loser. That's

why this hoss tale, told by Jack Herbert of Chicago, is different: 'On one of my recent trips to your wonderful city of Louisville,' he writes, 'I decided to spend the next afternoon at beautiful Churchill Downs. That night, I dreamed of hats, of buying hats, losing hats, of hats blowing off my head, chasing hats, of trying on hats. Next morning I read a newspaper, looking for a horse named Hat in the feature race. There was none. I spotted a Thoroughbred named Captain, however. CAPtain. I figured this was close enough. That afternoon I delved deep into my wallet and made a sizeable bet on Captain. But it didn't work. He ran out of the money. The race was won by a 20-to-1 shot with the ridiculous name of Sombrero.'" From the *Louisville Journal Courier*, 14 June 1964, courtesy of A. T. MacAllister.

SPANISH OR SPANISH-AMERICAN LITERATURE? The Fondo de Cultura Económica's *La Gaceta* published answers to questions about the relative emphasis that is and that should be placed in American education on Peninsular or Spanish-American literature. The answerers: Robert G. Mead, Jr. (Connecticut), Enrique Anderson Imbert (Michigan), Peter Earle (Pennsylvania), Frank Dauster (Rutgers), Seymour Menton (Kansas), Luis Leal (Illinois), and Ned Davison (New Mexico). Most of these answers are reprinted in the Hispanic World section of the May 1964 *Hispania*. Others will appear in the September issue.

ENTENTE CORDIALE. "Nowhere have Soviet relations with the United States been more consistently cordial, more seasoned with sympathizers, than in the kitchen of the Soviet Mission to the United Nations.

"There, for more than 15 years, several Russian cooks and two American grocers have communicated almost daily without an argument. When the American grocers deliver food to the Soviet Mission at 136 East 76th Street, they walk in the front door without even knocking.

"They say 'dobroye utro' (good morning) to the stern Russian at the front desk, skip down the hall past the photograph of Premier Khrushchev, then breeze into the kitchen with a big smile for Valentina, a buxom blonde who is cleaning the pots.

"'Dobroye utro, Valentina,' says Gil Shapiro, placing a carton of groceries heavily onto the table. 'Hello,' she says. (Hello is the only English word she knows.)

"Mr. Shapiro then speaks to her in Russian—a language he has picked up at Service Dairies, Inc., the grocery at 1042 Third Avenue, by listening to Hyman Podolsky, another grocer, speaking it over the telephone all these years while taking food orders from Russian cooks.

"Once the cooks came in while both Mr. Shapiro and Mr. Podolsky were out of the store, and they had their choice of communicating with a clerk at the fruit counter whose only foreign language was Italian, a stockroom clerk who could speak Gaelic, and a dairy counterman who could speak Spanish. Finally an American customer came to their aid, and the Russians and the American found a common bond in German." (*N.Y. Times*, 18 Aug. 1964)



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English Program Notes

HIGH SCHOOL TEXTBOOKS. The late James J. Lynch and Bertrand Evans's *High School English Textbooks: A Critical Examination* (Atlantic-Little, Brown, 1963) has been out nearly a year now. Its sweeping indictment of the quality of contents of the most widely used high-school anthologies, their chaotic organization, silent simplifying and bowdlerizing of the selections, and emphasis upon the contemporary suggest that here, as elsewhere, we have been remiss. When one thinks of the stature of the scientists who have helped produce the new curricula in science, it is interesting to observe that of the 107 authors of anthologies listed on pp. 28-33 of Lynch and Evans, ten are MLA members. MLA membership does not guarantee the quality of an anthology any more than does a Ph.D. But an examination of the list of authors makes it clear that we have entrusted the making of our high-school textbooks too often to those who have shown no evidence of scholarly or critical acumen. Part of the fault is, of course, in ourselves; but we are not alone to blame. The production of an elementary or high-school series, from conception to adoption by a state or system, is a complicated team operation. Publishers have tended to draw members of the team from among those who could help get the book adopted—school superintendents, English supervisors—rather than from among the scholars. If this is the inevitable result of free enterprise in textbook publishing, we are entitled to inquire about the effect of such free enterprise upon English education. The PSSC physics program and Project English materials suggest that initiative may not eventually rest with the publishers. On the other hand, several publishers have begun to assemble able teams of specialists to turn out excellent and imaginative foreign language textbook series. Do publishers have the imagination, courage, and capital to remain a dominant force in the shaping of English curricula, or is this function passing to subsidized groups of scholars who seek to mold the market to their ideals rather than catering to the market?

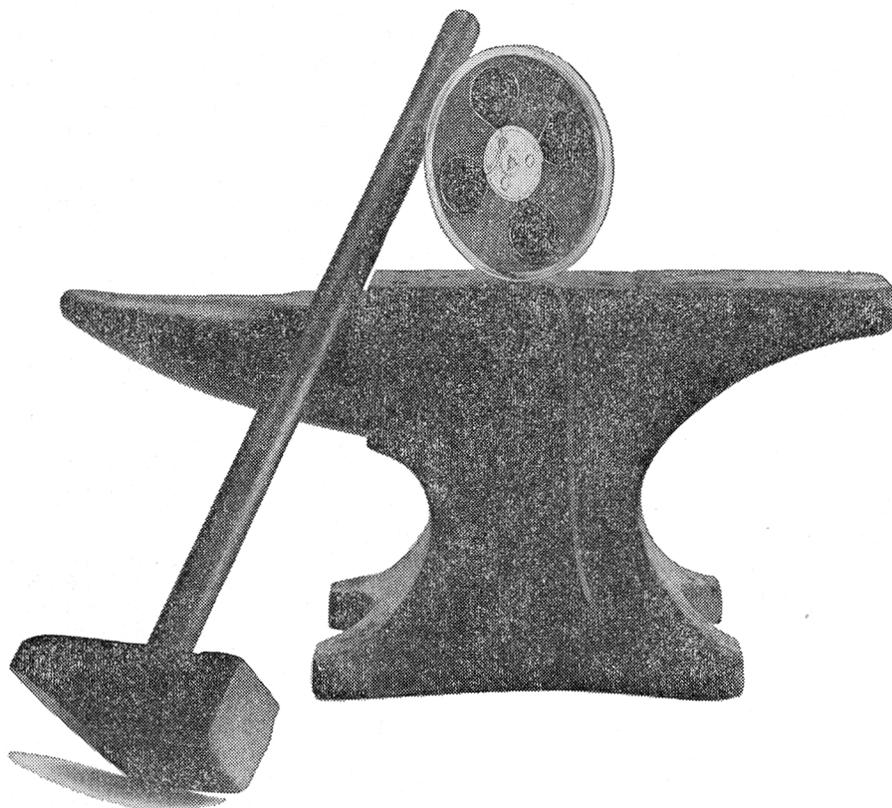
NEW JOURNAL. The quarterly *English Teaching Forum* will focus on theoretical and practical aspects of teaching English as a foreign language. U. S. residents may subscribe at nominal cost through the Superintendent of Documents, Government Printing Office, Washington 25, D. C. The editor invites relevant articles of from 1000 to 3000 words, teaching tips, and classroom games. Manuscripts should be typewritten, double spaced, and addressed to the Editor, *English Teaching Forum*, Institute of Modern Languages, Inc., 1322 18th Street, N.W., Washington, D.C.

LANGUAGE AND LEARNING. The spring 1964 issue of the *Harvard Educational Review* is devoted to a very informative and readable series of essays on language and linguistics. Would that all the new linguistics could be so lucidly presented! The main problems in English—English in the schools, linguistic geography, the multiplicity of grammars, English abroad—all are treated by scholars intimately and immediately concerned with the most recent developments.

MORE EVIDENCE OF THE LANGUAGE MATURITY OF YOUNG CHILDREN. Kellogg W. Hunt (Florida State) in a Project English-sponsored study (No. 1998) of the development of language in children demonstrates again that "the younger students know how to use almost every element, but they don't combine these elements so variously, nor do they achieve such great complexity . . . The general impression emerging from our study is that older students use more transformations per 'minimal terminable unit'—almost twice as many. If this hypothesis holds up under further tabulation, then a very interesting picture of language maturation will have emerged. Apparently a fourth grader of average intelligence can perform almost every single transformation that a twelfth grader can perform, but the fourth grader—whether or not he possesses the capacity to do so—actually does not perform as many per T-unit as does an older student. The older student has the greater 'density' of transformations, a higher ratio of them per T-unit. That means two things: What a fourth grader says in a sentence, the twelfth grader is more likely to say in a word or phrase, thereby achieving greater concision; the grammatical units of older students are demonstrably larger and more highly organized." All of this has implications for the development of reading and composition material in the elementary school—essentially that the material does not need to be artificially simplified.

HONOR ROLL. At a time when so much emphasis is being placed upon securing Federal aid for the improvement of English teaching, we feel Goldwaterish enough to want to recognize the private funds that have gone to special projects in English education. The following is only a beginning. Please send along details of other grants to be added to the list: In 1961 the Woods Foundation granted the English Department of the University of Nebraska \$10,000 which enabled it to hold a workshop under the direction of Paul Olson to begin curriculum improvement in English. In 1962, 1963, and 1964 the Woods Foundation made further grants, to a present total of \$100,000, and in 1964 the Hill Family Fund granted Nebraska \$65,000 to make a study of student writing—these grants in addition, of course, to Project English funds for Nebraska's Curriculum Development Center. In 1962-63 and 1963-64 the Esso Education Foundation supported a Saturday morning seminar in modern linguistics and criticism for English teachers at Johns Hopkins University under the direction of J. Hillis Miller. Each student was given \$250 to assist in covering travel and loss of potential income. In 1964-65 the Esso Foundation is supporting a similar seminar at Columbia University under the direction of Lewis Leary. The CEEB Institute at Rutgers University in the summer of 1962 was supported by a grant from the Victoria Foundation. The I. U. Foundation has contributed \$5,000, the Cummins Engine Foundation \$15,000, and the Newspaper Fund of *The Wall Street Journal* an additional sum to help the USOE-supported Curriculum Development Center at Indiana University prepare courses in English and Journalism for Indiana high schools.

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English Program Notes

DEPARTMENTAL BOOKSHELF. *The National Interest and the Continuing Education of Teachers of English* (May 1964), a second impressive report on the situation of English by the NCTE, is required reading for those of us concerned about our responsibilities beyond our own students and research. The more sensational figures provided the basis for Commissioner Keppel's address last December (*PMLA*, May 1964). The conclusion to be drawn from this painstakingly compiled and lucidly presented 192-page document is that our campaign must be waged on two fronts. While, on the one hand, we seek to adapt our programs to train more and better teachers and use our influence to see that schools settle only for English majors, on the other hand, we must provide evening, Saturday, and summer courses designed especially for the thousands of non-English majors who are now, and will be for years to come, teaching English to nearly 80% of the elementary and 50% of the secondary school students. *Research Development Seminar in the Teaching of English* is a report on a project English seminar directed by Louise M. Rosenblatt at NYU in 1963, at which specialists in English, psycholinguistics, testing, and educational psychology made suggestions for developing meaningful programs for research in the teaching of English. Copies of the report are available for \$1.00 from the MLA Materials Center.

SUCSESSES FOR AMERICAN EDITIONS. In May the Research Advisory Council of the Cooperative Research Division of the U. S. Office of Education recommended a grant of more than \$130,000 in support of the Harper and Rowe edition of the Works of Mark Twain, under the general editorship of John C. Gerber (Univ. of Iowa). This is in addition to the ca. \$11,000 already advanced the editors by the publisher. It should be enough to see the twenty-four volumes ready for the printer in four years. Also, William M. Gibson (New York Univ. and Director of the MLA Center for American Editions) has received a grant of \$5,665 from ACLS and IBM to explore the possibility of collation by computer. He will be working with the texts of Henry James's *Daisy Miller*. No substantial grant has yet been made to the Center itself, but it is gratifying to see its activities resulting in direct grants to individual projects.

RMMLA COMMITTEES ON ENGLISH STANDARDS. The minutes of its October meeting from T. Y. Booth (Utah State) indicate that Colorado, Idaho, New Mexico, Texas, Utah, and Wyoming have state RMMLA Committees working on standards of English certification, and state university and college English departments are offering workshops for teachers-in-service in Colorado, Idaho, New Mexico, Utah, and Wyoming. Undoubtedly there is much more of this sort of activity going on. We should like, in these pages, to cite imaginative and effective programs of liaison with the high schools, and cooperative curriculum development, if members will send us brief statements about them.

ASSOCIATION OF CHAIRMEN OF ENGLISH DEPARTMENTS. The officers for 1964 are, Chairman, *John C. Gerber* (Iowa); Secretary-Treasurer, *Robert W. Rogers* (Illinois); committee members *C. L. Barber* (Indiana); *John W. Bowyer* (Southern Methodist); *Leonard F. Dean* (Connecticut); *Frederick L. Gwynn* (Trinity Coll.); *Robert B. Heilman* (Washington); *Lewis Leary* (Columbia); *Henry Sams* (Pennsylvania State); *Mark*

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JOHN HAY FELLOWS PROGRAM. Eighty-five fellowships will be awarded for 1965-66 to high-school teachers under 55 years of age with at least five years of high-school teaching experience. The fellowships are to enable the recipients to increase their appreciation of the humanities, thereby bringing increased wisdom and enthusiasm to their classes and their schools. Each applicant will receive a stipend equal to his salary during the Fellowship year, plus travel expenses for him and his primary dependents, tuition, and a health fee. The six universities designated for the 1965-66 Fellowships are California, Chicago, Columbia, Harvard, Northwestern, and Yale. For further information write to Charles R. Keller, John Hays Fellows Program, 9 Rockefeller Plaza, New York, N.Y. 10020. Completed applications must be received by 1 December 1964.

TEFL ACRONYM INDEX. Teaching of English as a Second Language has spawned its own series of initials. In the United States it has been usual to use TEFL, Teaching English as a Foreign Language, at least since the time of Charles C. Fries, *Teaching and Learning English as a Foreign Language* (1945), still a classic in the field. TESL, Teaching English as a Second Language, has been more generally used by the British, who distinguish second and foreign language teaching. TESL is used to indicate that English is taught in such a way as to allow it to function as the language in use in the educational system and for government purposes, both national and international, while TEFL refers to the teaching of English in a way similar to that of modern language teaching in our school systems—see the article by A. H. Marckwardt (*PMLA*, May 1963, p. 25). TESL has gained currency in the United States since the USOE used the term to describe the new NDEA institutes for teachers of English as a second language to American students. It has been proposed that the name of the English Language Section of NAFA (National Association for Foreign Student Affairs) be changed to ATEFL, Association of Teachers of English as a Second Language. TESOL, Teaching English to Speakers of Other Languages, was the term created for the very successful conference of TESOL teachers held in Tucson last May. NACTEFL, National Advisory Council on the Teaching of English as a Foreign Language, is an important annual gathering, sponsored by the CAL (Center for Applied Linguistics), of representatives of government agencies concerned with TEFL (notably DLI, Defense Language Institute; AID, Agency for International Development; USIA, United States Information Agency; the Peace Corps—actually, the U.S. government carries on more TEFL than all other institutions in the world combined) and university and association representatives. NC/TOEFL, National Council on the Testing of English as a Foreign Language, is a group composed of representatives of MLA/CAL, NAFA, AGS (Association of Graduate Schools), and other interested parties which, through ETS (Educational Testing Service) and with support from the Ford Foundation, is creating new tests in English for foreigners, which are being administered at centers all over the world to students who want to come to this country to study. TOEFL indicates both the program on the Testing of English as a Foreign Language and the Test of English as a Foreign Language.

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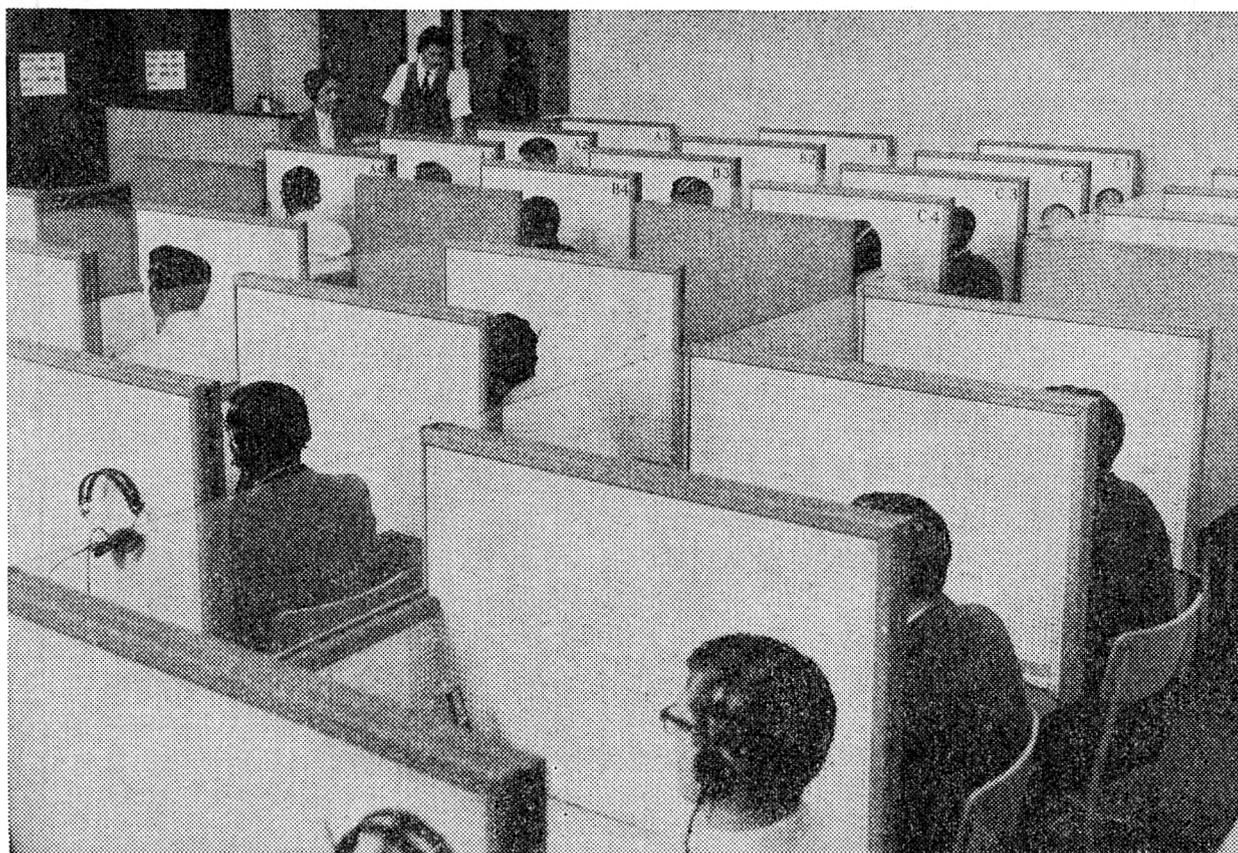
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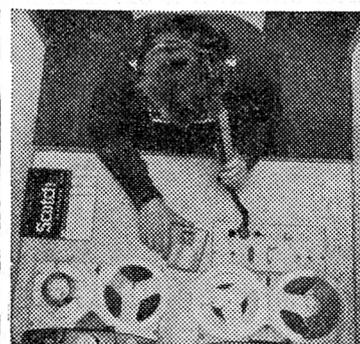
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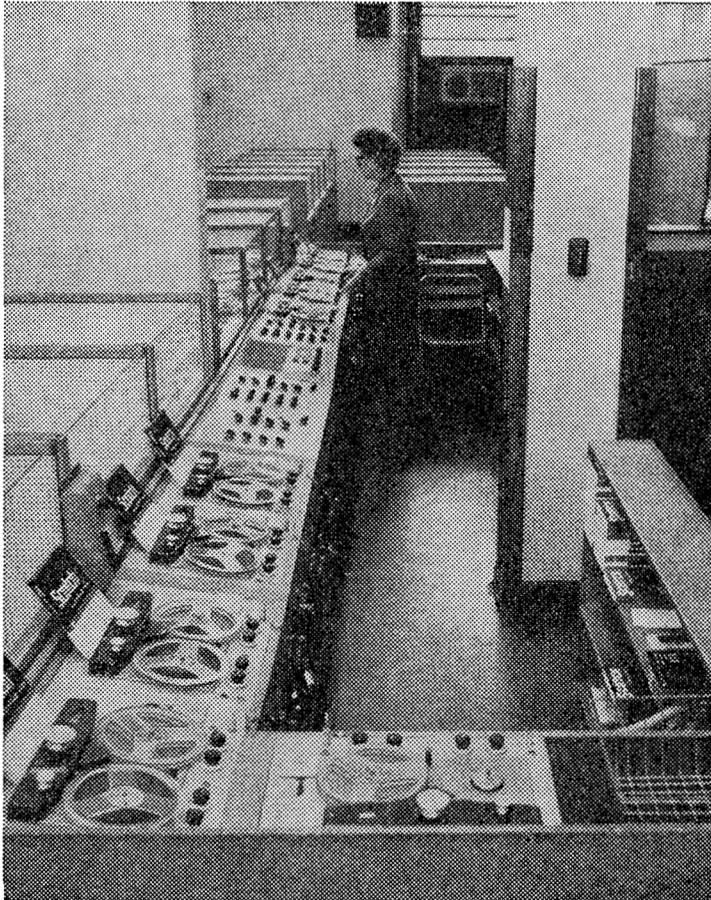
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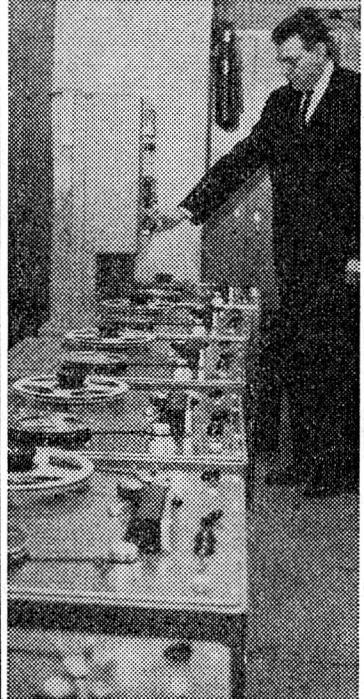
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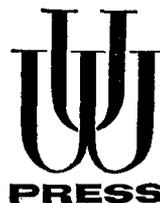
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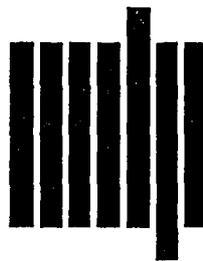
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NOMINATIONS TO THE EXECUTIVE COUNCIL

THE FOLLOWING seven names will appear on the ballot for election to the Executive Council in October, "together with the three names receiving the largest number of supporting signatures 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 petitions must be in the MLA office by 15 September.

CHANDLER B. BEALL, age 63, born Northport, N.Y.; A.B., Ph.D., Johns Hopkins. Taught at Johns Hopkins, South Carolina, Amherst, Maryland, George Washington. Now Professor of Romance Languages, Oregon. ACLS Fellow to France and Italy (1935-36); Fulbright Research Fellow to Italy (1958-59). Visiting Professor at Princeton, 1946. Editor of *Comparative Literature*. Publications: *Chateaubriand et le Tasse, Un Italofilo Americano de cent' anni fa, La Fortune du Tasse en France*.

CHARLES W. DUNN, age 48, born Arbuthnott, Scotland; B.A., McMaster; A.M., Ph.D., Harvard. Taught at Harvard, Stephens College, Cornell, Toronto, New York Univ. Now Professor of Celtic Languages & Literatures, Harvard. Dexter Traveling Scholar (1941); Rockefeller Fellow, Nova Scotia (1942-43); Nuffield Foundation Fellow, Edinburgh, Dublin, and Aberystwyth (1954-55); Guggenheim Fellow, Edinburgh and Brittany (1962-63). Publications: *Ireland and the Twelfth-Century Renaissance, Chaucer Reader, Highland Settler, The Foundling and the Werwolf*.

RUTH LEE KENNEDY, age 68, born Centerville, Texas; A.B., A.M., Texas; Ph.D., Pennsylvania. Taught at Oklahoma College for Women, Univ. of Puerto Rico, Southwest Texas State Teachers College, California, San Antonio Junior College, Smith. Now Professor of Romance Languages, Arizona. AAUW Palmer Fellow (1937-38); Justin Fellow (1945-46); Lecturer, Oxford and Cambridge (1946); Visiting Professor, Arizona (1950-51); Guggenheim Fellow (1951-52). Publications: *The Dramatic Art of Moreto, La Prudencia en la mujer and the Ambient that Brought it Forth*, and many studies on the literature of the Golden Age.

ADOLF D. KLARMANN, age 60, born in Austria; A.B., A.M., New York Univ.; Ph.D., Pennsylvania. Taught at New York Univ. and Rochester. Now Professor of German, Pennsylvania. Visit-

ing Professor, UCLA (1945, 1948); California, Berkeley (1962). Fulbright and Jusserand Fellow, Vienna (1952-53). Editor-in-Chief, *German Quarterly*, 1962-64. Publications: Edition of the works of Franz Werfel, *Erzählungen aus zwei Welten, Dramen, Das Reich der Mitte*.

CLAUDE M. SIMPSON, JR., age 54, born Kansas City, Mo.; A.B., Mus.B., A.M., Southern Methodist; A.M., Ph.D., Harvard. Taught at E. Carolina College, Wisconsin, Harvard, Ohio State. Professor of English, Stanford, 1964—. Visiting Professor, Boston Univ. (1940); Dexter Traveling Scholar (1941), Rockefeller Fellow (1946-47), Fulbright Resident Grant (1950-51), Visiting Professor, Stanford (1960, 1962-63), U.S.N.R. (1942-45), Lt. Comdr. Publications: *Local Colorists, American Reader, Treasury of the World's Finest Folk Song*.

AUTREY NELL WILEY, age 63, born St. Jo, Texas; A.B., Texas Woman's Univ.; A.M., Columbia; Ph.D., Texas. Taught at Texas Woman's Univ., now Director of the Department of English and Dean of the College of Arts and Science. AAUW Maltby Fellow, Texas (1930-31); ACLS Fellow, England and Scotland (1932-33); Lecturer, Texas (1942-45). South Central MLA: associate editor, "Bulletin" (1947-), vice president (1951), secretary-treasurer (1954-57), president (1960-61). Publications: *Rare Prologues and Epilogues, Jonathan Swift, Preparation and Certification of Teachers of English: A Bibliography, 1950-1956* (with annual Supplements).

CARL WOODRING, age 45, born Terrell, Texas; A.B., A.M., Rice; A.M., Ph.D., Harvard. Taught at Wisconsin. Now Professor of English, Columbia. Dexter Traveling Scholar, Great Britain (1948); Fund for the Advancement of Education Fellow (1955); Guggenheim Fellow (1955). Publications: *Victorian Samplers: William and Mary Howitt, Politics in the Poetry of Coleridge, Prose of the Romantic Period*.