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WHERE WE CAME IN. The MLA was founded in 1883 for "the advancement of the study of the modern languages and their literatures." At the first annual convention, attended by 40 teachers, these topics for discussion formed the program: 1) "the present condition" of modern language studies in American colleges, 2) "the general educational results to be aimed at by college training in the modern languages," and 3) "the best expedients for raising the standards of these studies and the chief material objects in their way." The following resolution was passed: "That, in the opinion of the Association, the chief aims to be sought in the study of modern languages in our colleges are literary culture, philological scholarship, and linguistic discipline, but that a course in oral practice is desirable as an auxiliary." Commenting on this resolution the next year, A. Marshall Elliott, first Secretary of the Association, declared: "The great problem for the teacher of today is to harmonize these two ideas; where the one shall begin and the other end; their mutual relations in time and space; their respective and proportionate importance according to the needs of local education." He remarked further: "Modern language study with us is just now entering upon a transition period. . . . Whatever is done must be done with the wants of our practical life kept constantly before us. . . . We shall have to bear in mind the preeminently practical life of the American youth."

AND WHY PMLA? We go back to Marshall Elliott's report on the 1883 meeting: "The last subject brought before the Convention was 'The Best Expedients for Raising the Standard of Modern Language Studies . . .' Here the Journal was the first idea to be suggested, and there was a division of opinion as to the best character to be given to such a publication. On the one hand, it was held that an organ of communication confined to the interests of the Modern Languages . . . would be the best means of keeping before the public sound views on philological matters, and of doing good work in the field. According to this idea, there should be three divisions of each [language] department, one for original articles, one for reviews of books, and a third for the discussion of pedagogical questions . . . On the other hand, it was held that such an undertaking would be more likely to have financial success if the publication were made thoroughly popular, and should be open to the treatment of all language subjects. In this way, illustration and other aids to popular interest might be used, so that the circle of its readers would naturally be much wider . . . The two ideas, however, as was shown, do not necessarily clash, since the one would be especially that adapted for a teachers' organ, while the other would be adapted to the tastes of the general public. *Whatever should be done to bring us nearer together and give us a sense of centralized power*, this Journal idea was thought to be of the greatest importance, as through it every man could have a chance to make his views known, and to have them criticized by the body at large. The members generally seemed thus to regard the Journal as one of our most pressing needs . . ."

AAUW FELLOWSHIPS. Chemistry and literature ran second to historical research in the 1952-53 awards to 33 women scholars. Among those honored: Caroline Brady (\$2,500, for reinterpretation of OE poetic vocabulary); Mrs. Pauline Bryson (\$1,500, for study of cultural contacts of Latin American countries with other nations); Mary E. Dichmann (\$1,500, literary relationship of Wordsworth and Arnold); Mrs. Avriel H. Goldberger (\$2,000, the role of the hero in the 20th-century French novel); Pearl Hogrefe (\$3,000, the influence of More and other humanists on early-16th-century drama); and Marguerite M. Iknayan (\$1,800, criticism of the novel in France 1800-50). *PMLA* published Miss Brady in June and has Miss Dichmann in this issue (pp. 702-715).

MEDINA CENTENNIAL. The MLA is one of the sponsoring organizations for the three-day symposium and festival being held in Washington November 6-8 commemorating the birth of José Toribio Medina, Chilean philologist and bibliographer (1852-1930). The celebration is being organized by the Pan American Union, the Library of Congress, and the Embassy of Chile in the United States. For information, address Maury A. Bromsen, Pan American Union, Washington 6, D.C.

For Members Only—Continued

SUPPLY AND DEMAND. We verge on acute embarrassment. Both inside and outside the Fulbright program there is a steadily increasing demand for well qualified American scholars willing to spend a year abroad lecturing on American literature or culture or civilization. In the Fulbright program alone there are annual requests for such persons from every country in Europe except the United Kingdom. France wants three; the University of Liege is establishing a new chair in expectation. Since both international relations and the prestige of American scholarship are at stake, we in the MLA should be alert to the sudden problem raised by this situation. We shall all be harmed if Europeans are thus exposed to ill-informed spokesmen for American culture or unfortunate representatives of American scholarship. Our government seems to assume an unlimited supply of persons competent to lecture to foreigners on such matters, but this is of course unrealistic. What shall we say when the junket-seekers and incompetents begin to profit from our professional unreadiness to recognize dangerous situations and to prepare remedies?

REJECTION. In our capacity as Secretary we often feel that we have many friends. In our capacity as Editor of *PMLA* we sometimes wonder if we have any; in fact, we sometimes empathically hate ourselves. It is not a pleasant job to have to turn down five out of every six articles offered to us. It becomes a decidedly uncomfortable job when the author—as has happened—is an old personal friend, or a regular consultant for *PMLA*, or a member of the Executive Council, or even an Honorary Member. To make matters worse, we know perfectly well that we make plenty of mistakes, that the system upon which we depend is not infallible. We write these reflections sadly, sitting at our desk staring at one more indignant letter from a rejected author, who damns us for sending her article to a critic who bears her a personal grudge. We find no consolation in the fact (not new in our experience) that she is guessing wildly and that her Nemesis never saw her paper.

VIGNETTE VIII. Albert C. Baugh of Pennsylvania, sixty-second President of the Association, was born in Philadelphia (1891), began teaching English at the University of Pennsylvania immediately after taking his A.B. there (1912), as an instructor in the department went on to an A.M. and Ph.D., and continued up through the ranks, skipping the associate professorship. In summer he occasionally roams as far from the Schuylkill as Stanford, Northwestern, or Duke, teaching medieval literature and English linguistics. Active in the Mediaeval Academy and the Linguistic Society of America, president of the MHRA 1949-50, and member of the American Philosophical Society, he has been a particularly devoted member of the MLA, serving as compiler of the English Section of the "American Bibliography" since its beginning (1921), as a member of the Editorial Committee for *PMLA* 1930-41 and again 1946-51, and as a member of the Executive Council 1943-46. He was Vice President in 1950. An ardent collector (and bargain-hunter), he has a fine library, a fair stamp collection. He is proud of his skill as a carpenter, his knowledge of stocks (he has few), his ability to brew coffee (he grinds his own every morning). As a teacher he is methodical, a severe taskmaster, setting his students an example of hard work and great accuracy. As a department chairman (and as presiding officer of the MLA Council) he is deliberate, judicious, fair. His wife, née Nita Scudder, has been a member of the MLA since 1923, two years before their marriage. Editor or co-editor of seven books, he is best known for his own *History of the English Language* (1935) and the collaborative *Literary History of England* (1948). Old but less conservative friends thought it significant when he voted the Democratic (reform) ticket in the recent Philadelphia election—his first lapse from Republican orthodoxy. An inveterate pipe smoker, who formerly smoked matches, he even sports a jet-propelled, down-draft lighter these days. [This is the eighth in a series of word-portraits of members of the Council. For much of the above our thanks go to A.G.C. —ED.]

FRENCH MEDIEVAL. A reprinting of Volume I (medieval period) of the *Critical Bibliography of French Literature*, edited by Urban T. Holmes, is about to be published by the Syracuse University Press. New material through 1950 and such other items as were unavailable when Volume I was originally published (1947)

Important Announcement

THIS might be called a calendar of reconversion. On June 20 the MLA received a grant of \$120,000 to be spent over a three-year period for a constructive inquiry into the role which foreign languages should play in American life. Here is how it came about.

The MLA was founded in 1883 for "the advancement of the study of the modern languages and their literatures." Although the Association's active concern with pedagogy soon diminished and eventually died (the "Pedagogical Section" disappeared in 1903), the broad statement of purpose stood unchanged until 1927, when, without debate and almost without notice, the words "the study of" were replaced by "research in."

In 1939, a revived concern with the relations of teaching to scholarship led to the creation of an extra-constitutional "Commission on Trends in Education," which subsequently issued a number of reports. At a General Meeting of the Association on December 27, 1946, the Secretary (Percy Long), under direction of the Executive Council, introduced the following resolution, which was unanimously adopted: the MLA "in devoting itself to research does not abandon its original purpose, the advancement of the study of modern languages and literatures; the Association is opposed to curtailment of these subjects in the curricula of colleges and secondary schools; and it regards the mutual understanding of peoples through understanding of their languages and literatures as essential to the implementing of the social international obligations which our country has undertaken."

On April 24, 1949, the Executive Council appointed a special committee to recommend revisions of the MLA Constitution. One year later the Council voted unanimously to recommend to the membership that we hereafter exist "to promote study, criticism, and research in modern languages and their literatures." This change was approved at the annual meetings in 1950 and 1951, the membership in effect endorsing the resolution passed by the Commission on Trends in March 1950: "The scholarly research of the MLA cannot exist by itself; it must rest upon a broad base of work in the schools and colleges of the country. The promotion and support of the study of English and of foreign languages at all levels must, therefore, be a matter of continuing concern to the Association" (FMO, Sept. 1950, p. viii).

At its first meeting under the revised Constitution, March 29-30, 1952, the Executive Council addressed itself immediately and enthusiastically to the formulation of new policies (FMO, June, p. v). On April 17 the Executive Secretary discussed their decisions with officials of the Rockefeller Foundation and on April 27 made a formal request for a grant of \$120,000. On June 20 the grant was approved. The MLA had come full circle. *We are back in the campaign to advance the study of foreign languages in this country.*

For Members Only—Continued

will be added in an appendix of about 50 pages. Errors, misprints, and omissions will be corrected. The index will be redone to conform with the style and purposes of the index of Volume IV. The price is expected to be \$7.50.

GEIGER COUNTER? Having once rewritten an entire college catalogue, so that people could find things in it and understand what they found (we couldn't), we occasionally scan these triumphs of unclarity with morbid interest but with no itch to repeat our performance. As an Editor we yearn to know the divining device which enables the NYU School of Education (*Bulletin*, July 2, 1951, p. 42) to proclaim: "No thesis or document will be read irrespective of any other consideration unless the English is technically accurate."

SCHOLARLY WRITING. We share with you part of a report on a paper recently submitted to *PMLA*: "Once the article gets started on page 2, the style tones down to what has now become a more or less conventional method of explication, with very full restatement of plot and character details and a rather pedantic air of superiority. All these critics do this and I sometimes wonder whether they shouldn't be sent to Quiller-Couch's little essay on 'Jargon.' They take you figuratively by the hand, condescendingly point out the logical problem with which they are going to improve you, and then lead you step by step through the intricate maze of their own profundity. When a Blackmur or an Eliot does it, there is real profundity, but with recent graduate students the whole thing looks to me like wearing a false red beard."

GRATEFUL ACKNOWLEDGMENT. In April and June we printed lists of members whose generous gifts to the Association have made possible the purchase of fresh equipment and furniture for our new offices. We shall publish additional names in future issues. Herewith we acknowledge our heartfelt appreciation of the contributions sent us by the following since the last list went to the printer: Don C. Allen, George W. Arms, Emmett L. Avery, Bertha Reed Coffman, George R. Coffman, Otelia Cromwell, Ruth J. Dean, James R. Foster, Hubert Heffner, Joseph J. Kwiat, James G. McManaway, Henry W. Nordmeyer, Moody E. Prior, Thomas M. Raysor, Helmut Rehder, Francis L. Utley, Helen C. White, Margaret M. Bryant, John Louis Haney, Edwin B. Place, George F. Reynolds, Roger S. Loomis, Thomas O. Mabbott, Charles M. Coffin, Hyder E. Rollins, George R. Havens, John S. Diekhoff, Julian I. Lindsay, Rossell H. Robbins, Francis M. Rogers, Ruth C. Wallerstein, William Berrien, Clifford P. Lyons, Albert H. Marckwardt, Helaine Newstead, Kenneth Neill Cameron, Willard Thorp, Hoxie Fairchild, Gerald E. Wade, and Hayward Keniston. The total number of benefactors on August 1 was 165.

VIGNETTE IX. Casimir D. Zdanowicz (pronounced Stan'o-vich) of Wisconsin, First Vice President and member of the Executive Council (1946-49, 1952), Officier d'Académie and Chevalier de la Légion d'honneur, was three months old when the MLA was born and two years old when his father joined the Association as professor of modern languages at Vanderbilt. His own membership dates from 1905, when he took his M.A. at Harvard (Ph.D. 1906) after a Vanderbilt A.B. Except for two years (1919-21) at Randolph-Macon Woman's College, his teaching since 1907 has been entirely at Wisconsin, where he is affectionately known as "Stanny" and where his courtesy, conscientiousness, and warm hospitality are bywords among students and old friends. A good Methodist (he was president of the Wesley Foundation of Wisconsin 1931-44), he disapproves of cigarettes but smokes a well-crusted old pipe. A southern gentleman of the old school, he blushes at any *gauloiserie* but has been a lifelong student of Molière and Rabelais. He has been active in the MLA 17th-century French Group since its formation in 1929. In 1930-31 he was president of the Federation of Modern Language Teachers; in 1939 and again in 1944-46 he was president of the AATF. Together with his wife Frederica he carries on a voluminous correspondence, and each year he gets out a departmental newsletter bringing hundreds of former students up to date on the doings of each other. Although hard to please and hard to convince, he can always be counted upon to encourage young scholars, to participate in meetings, and to support good causes. He is currently, as Acting Secretary, trying to revive the American group of the Société des Amis de la Bibliothèque Nationale et des Grandes Bibliothèques de

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France, of which he was Executive Secretary for a decade before the last war. [This is the ninth in a series of word-portraits of members of the Council. For some of the above our thanks go to J. H. —ED.]

PREXIES AND PROFS. The fact that it's an Election Year may have reminded us (and prompted us to remind you) of Harry Wriston's classic statement of the qualifications of a successful university president as one who is an educator, has been a scholar, has judgment about finance, speaks continuously in phrases that charm and never offend, takes bold positions with which none will disagree, consults everyone and follows all proffered advice, does everything through committees but with great speed and without error. All this in turn reminds us that the average tenure of the American college or university president approximates four years. That's pretty long, come to think of it, if there's anything in another classic definition, that of a professor: a man who thinks otherwise.

SCIENCE. President Conant, lecturing at Columbia on April 22, declared that we must all try to think of science in new terms—as “a formulation of policy,” as “a guide to human action and thus an extension of common sense.” Sir Frederick Handley Page, speaking in London on March 25, thought it a sad reflection that between 50 and 60 per cent of English university students were still taking cultural subjects instead of subjects “that would fit them for the application of science that was wanted in industry and technology.” The Ford Foundation evidently thinks of science as something still needing financial support, for in 1951 it gave \$25,000 to support publication of the bulletin of the atomic scientists, MLA member Fred A. Dudley speaks of “The Impact of Science on Literature” (and the story of the MLA General Topics VII Group) in *Science*, CXV (18 April 1952), 412-415.

VICTORIAN NEWSLETTER. The first issue (11 pp.) appeared in April; expect the second this autumn. Edited by Richard D. Altick (Ohio State) for the English X Group, and distributed gratis, it contains news and opinions relating to the study of Victorian literature. Want to be on the mailing list? Notify Gordon N. Ray (Illinois, but Berg Professor at NYU in 1952-53), who is handling circulation. The 1952 program of the Victorian Group, incidentally, will be devoted to Arnold.

DID YOU KNOW? Melville Herskovits gives up the editorship of the *American Anthropologist* at the end of the present volume, and Glanville Downey quit the *American Journal of Archaeology* in June (his successor: Ashton Sanborn). . . . Stuart Atkins is now editor of the *German Quarterly*. . . . Uriel Weinreich has been appointed to the new chair of Yiddish language, literature, and culture at Columbia. . . . Last November, at the Swedish Embassy in Washington, Helge Kökeritz of Yale had the knighthood of the Order of the North Star conferred upon him in recognition of his scholarly work. . . . It is estimated that some 200,000 veterans will be enrolled in institutions of higher education during 1952-53 (first semester of 1951-52, 415,000; second semester, 330,000). . . . The 1952 program of the American Literature Group will be devoted to literary criticism. . . . In May, Marcia Lee Anderson (Hollins) won a prize of \$50 from the Poetry Society of Virginia for a sonnet, “Is Someone Looking at Me?” . . . The French Cultural Services (934 Fifth Ave., New York 21) are sponsoring a contest for the best school or college paper or magazine issued by students of French. . . . Members may receive complimentary copies of *The Language Laboratory* (the report on the 2nd annual Round Table Meeting on Linguistics and Language Teaching held at Georgetown University) by writing to Educational Laboratories, 1625 Connecticut Ave. N.W., Washington 9, D.C. . . . The *ACLS Newsletter* (still sent free to any MLA members who request it) is now a quarterly. . . . There is a *PNLA (Pacific Northwest Library Association Quarterly)* which subscription agencies sometimes confuse with *PMLA* (shame on them!). . . . A biographical directory of the 1,028 persons who held Social Science Research Council fellowships during 1925-51 was published last year. . . . Michigan has a 1952-53 summer project in new methods of teaching Latin (Latin Teachers' Workshop), financed by \$25,000 from the Carnegie Foundation. . . . Foreign students in U. S. colleges and universities during 1951-52 numbered 30,000 (at least 600 more than in 1950-51), almost half of them here on scholarships. . . . As of July 1, 593 MLA members had not paid their dues (\$7) for 1952. . . .

For Members Only—Continued

MLA PUBLISHING. When we became Secretary and Editor, only one MLA book (Stewart's *English Notebooks of Hawthorne*) had gone out of print, and none had ever paid for itself. Today, two books still in print have already paid for themselves—*The English Romantic Poets* and Foster's *History of the Pre-Romantic Novel in England*—and (in June, when this was written) nine titles have gone out of print. Five other titles, which we shall not name here because we feel they should be sold to libraries, are on the verge of going out of print, and may be unavailable by the time you read this. Eight additional titles, which we shall name in a moment, are still in print but with few remaining copies. If you have postponed sending your check to us for any of these, we advise you to do so before it is too late. We have exactly 29 copies left of Aubin's *Topographical Poetry in 18th-Century England* (price \$3.50), 30 copies of Menner's *Poetical Dialogues of Solomon and Saturn* (\$1.34 to members only), 60 copies of Harbage's *Cavalier Drama* (\$2.50), 61 copies of Stein's *David Garrick* (\$2.50), 67 copies of Meritt's *Old English Glosses* (\$3.00), 69 copies of Dunbar's *Dramatic Career of Arthur Murphy* (\$3.50), 85 copies of Clement's *Romanticism in France* (\$3.00), and 97 copies of Bradner's *History of Anglo-Latin Poetry* (\$3.50). First come, first served!

SCHOLARS' CONFERENCES. Since those scheduled at MLA annual meetings are strictly limited to 35 persons, since they are normally not announced before the appearance of the printed *Program*, and since only those members who write in advance to the Discussion Leaders are privileged to attend, many interested members may find themselves excluded from meetings of concern to them as a consequence of erratic December mails. In an effort to remedy this situation, we announce herewith some conferences planned for the 1952 convention at Boston next December 27-29. (1) New Perspectives on French Literature of the 19th Century (write to Margaret Gilman, Bryn Mawr). (2) Plans and Prospects for the Literature and Society Group (Carl Bode, Maryland). (3) Hispanic American Area Studies (Ronald Hilton, Stanford). (4) Literature and Psychology (Leonard F. Manheim, City College). (5) The Spanish *Comedia*: Motifs (Harry W. Hilborn, Queen's). (6) Interlinguistics (Alexander G. F. Gode, IALA). (7) Slavic Studies in America Today (Ernest J. Simmons, Columbia). (8) Onomastics (E. G. Gudde, California). Persons who wish to organize conferences for the Boston meetings should read carefully the regulations printed opposite page i of the February or April *PMLA*.

ACLS NATIONAL REGISTRATION PROJECT. On January 7 questionnaires were sent to 6,101 MLA members and 3,501 had been returned by May 15. We are sure that among the uninterested 2,600 are all those who will hereafter complain that no one cares about what happens to humanistic scholars.

AMERICA ABROAD. Who are the scholars who have thus far interpreted American literature or culture to students abroad? By the time you read this, we shall have compiled a basic list of persons in American colleges and universities now engaged in American studies (art, literature, history, etc.), and on these thousands of cards we intend to record pertinent data about interest in foreign travel, linguistic proficiencies, etc. We shall, for example, note that the following have lectured abroad under Public Law 402 (the *Smith-Mundt Act*): Daniel Aaron (Smith, at Helsinki, 1951), Walter M. Bastian (U.S. Naval Academy, at El Salvador, 1948-49), Edwin H. Cady (Syracuse, at Stockholm and Uppsala, 1951), William Charvat (Ohio State, at Copenhagen, 1952), G. Glenwood Clark (William and Mary, at Brazil, 1950), Alexander Cowie (Wesleyan, at Goteborg and Lund), Eugene Current-Garcia (Louisiana State, at Habana, 1944), William J. Griffin (George Peabody TC, at Brazil, 1945), Victor M. Hamm (Marquette, at Freiburg, 1952), Theodore Hornberger (Minnesota, at Brazil, 1951), Thomas H. Johnson (Lawrenceville, at Copenhagen, 1951), Robert C. LeClair (Principia, at Geneva and Fribourg, 1951), Ernest E. Leisy (Southern Methodist, at Vienna, 1951), Edd W. Parks (Georgia, at Brazil, 1949), William Randel (Florida State, at Helsinki, 1951), Ralph Rusk (Columbia, at Heidelberg, 1951), Harold F. Ryan (Loyola at L.A., at Catholic U. in Rio de Janeiro, 1949), J. A. Thompson (Louisiana State, at Habana, 1944), Edward L. Tinker (at Montevideo, 1945), J. G. Varner (Texas, in South America, 1951), Arthur L. Vogel-

MEETING OF THE EXECUTIVE COUNCIL

THE Executive Council met in the headquarters of the Association, in New York City, in five sessions on Saturday and Sunday, May 31 and June 1, 1952, for discussion of a supplementary statement to be sent to a foundation by the Executive Secretary in support of a request for a grant to make possible a three-year study of the foreign language situation in America.

Present were the President (Baugh), the First Vice President (Zdanowicz), the Second Vice President (Nordmeyer), Professors Hughes, Malone, Wade, Bush, Doyle, Willard Thorp (as proxy for Stauffer), Keniston, and Loomis, the Executive Officers, and the Assistant to the Executive Secretary (Rowell). Absent were Professors Lange and Stauffer (both abroad), Schreiber, O'Brien, and Woodhouse.

Only two formal actions were taken: (1) the resignation of Edwin B. Williams as a member of the Committee on the American Bibliography [since 1931] was regretfully accepted, and (2) the Executive Secretary was instructed to arrange for a Sunday morning program at the Boston meeting to be devoted exclusively to the current situation of foreign language instruction in America.

By mail vote subsequent to this meeting the following actions were taken:

1. The Executive Secretary was reappointed for the term 1952-55.
2. The Committee on Planning and Development was dismissed with thanks.
3. Stuart P. Atkins was appointed to the Editorial Committee for *PMLA*, *vice* Henry Hatfield (1951-56), for the term 1952-53.
4. The following were appointed to the MLA-Macmillan Committee of Award for the year 1953: Clarence Gohdes, Howard M. Jones, Gordon Ray, and Samuel C. Chew.
5. The following were appointed to the MLA-Oxford Committee of Award for the year 1953: T. G. Bergin, Hayward Keniston, Victor Lange, Ira O. Wade, and Harry Levin.
6. The Association's sponsorship of the Medina Centennial Celebration, November 6-8, was authorized.
7. The Treasurer was authorized to sign contracts with University Microfilms concerning the filming of *PMLA*.

BUDGET FOR 1952-53

ESTIMATE OF EXPENDITURES:

<i>PMLA</i> Manufacture	\$23,800.00
<i>PMLA</i> Paper	6,530.00
<i>Program</i>	2,000.00
For administration:	
Secretary	7,000.00
Treasurer	3,000.00
Staff	14,500.00
Job printing	1,000.00
Postage	1,500.00
Supplies	2,000.00
For miscellaneous:	
Committees	1,250.00
Executive Council	1,250.00
Audit	300.00
Officer's Travel	500.00
Grants in aid	2,100.00
Total	\$66,730.00

ESTIMATE OF RECEIPTS:

Dues	\$42,000.00
Libraries	8,000.00
Exhibits	4,300.00
Advertising	10,000.00
Interest	1,500.00
<i>PMLA</i> office sales	1,000.00
Total	\$66,800.00

Nominations to the Executive Council

LATE in October all members will receive a postcard Ballot containing nominations to the Executive Council for the term 1953-56, and will be asked to vote for one, two, or three (no more). Seven of these nominations were made by the present Council, and for the guidance of members we give below some biographical data about each.

ARNOLD BERGSTRAESSER, age 56, born Germany; Ph.D. Heidelberg; at CHICAGO since 1944 (prof. of German cultural hist.); acting dir. German-Am. Student Exchange 1924-25; taught pol. sci. and int. relations Heidelberg 1925-36, German civilization at Scripps and Claremont 1937-44; acad. dir. Goethe Bicentennial 1949; author of studies in Goethe, cultural and intellectual history, modern German literature.

MORRIS BISHOP, age 59, born Willard, N.Y.; A.B., A.M., and Ph.D. Cornell; at CORNELL since 1921 (prof. since 1936); hon. Dr. Rennes 1948, Légion d'honneur 1947, Officier d'Acad. 1937, Order White Rose (Finland) 1919; with OWI (psych. warf. div.) 1943-45; author of *Pascal, Champlain, Ronsard, A Treasury of British Humor, A Gallery of Eccentrics*, and other books.

JOHN E. ENGLEKIRK, age 47, born New York City; A.B. St. Stephen's, A.M. Northwestern, Ph.D. Columbia; at TULANE since 1939; taught at Northwestern, New Mexico, Columbia, Wisconsin; Office Inter-Amer. Affairs (prin. pubs. officer) 1942-44; director European office Inst. Int. Ed., Paris, 1950-51; co-editor *Revista Ibero-Americana*; Pres. AATSP 1949; Pres. Inst. Int. de Lit. Ibero-Am. 1940-42; author of studies in inter-Am. lit. relations, contemp. Sp.-Am. lit., and Poe in hispanic lit.

EINAR HAUGEN, age 46, born Sioux City, Iowa; A.B. St. Olaf, A.M. and Ph.D. Illinois; at WISCONSIN since 1931 (prof. since 1938); chairman Scandinavian area studies 1949—; Guggenheim fellow 1942; Pres. Linguistic Soc. 1950; U. S. cult. relations attaché Oslo 1945-46; author of *Voyages to Vinland, Norsk i Amerika*, and various studies in linguistic theory and Norwegian.

PERRY MILLER, age 47, born Chicago; Ph.B. and Ph.D. Chicago; at HARVARD since 1931 (prof. since 1946); capt. and maj. U. S. army 1942-45; author of *Orthodoxy in Massachusetts, The Puritans* (with T. H. Johnson), *The New England Mind*, and *Jonathan Edwards*.

WARNER G. RICE, age 53, born Aurora, Ill.; A.B. Illinois, A.M. and Ph.D. Harvard; at MICHIGAN since 1929 (prof. since 1937); Dir. Gen. Library 1941—; taught at Illinois, Harvard, Radcliffe; author of studies in English Hellenism, Milton, and Renaissance literature.

ERNEST J. SIMMONS, age 48, born Lawrence, Mass.; A.B. and Ph.D. Harvard; at COLUMBIA since 1947; taught at Harvard, Cornell; editor *Am. Slavic and East European Rev.* 1948-50; author of *Leo Tolstoy, U.S.S.R.: A Concise Handbook, English Literature and Culture in Russia*, and studies in modern Russian literature.

THREE *additional* names may be added on the Ballot by the Executive Secretary on October 15 (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. In recent years, few members have done so. 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*, from which, for your convenience, the above data were taken.

For Members Only—Continued

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back (Mary Washington, at Aarhus, 1950), Stanley T. Williams (Yale, in Mexico, 1947), and Morton D. Zabel (Chicago, at Brazil, 1943-44). We shall welcome corrections and additions to this list. (NB. We realize that other members—e.g., Albert H. Marckwardt and Leo L. Rockwell—have received Smith-Mundt grants for lecturing abroad but, we take it, for other reasons.)

FULBRIGHT DEADLINE. Members interested in applying for a 1953-54 Fulbright Award, for university lecturing or post-doctoral research in Austria, Belgium, Denmark, Egypt, England (or the U. K. or colonial dependencies), France, Greece, Iraq, Italy, Japan, the Netherlands, Norway, Pakistan, Turkey, or the Union of South Africa must have their applications postmarked *no later than October 15*. For information or application forms, write to the Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Avenue, Washington 25, D.C. *Graduate students* desiring to enroll for courses abroad or to pursue a directed program of studies at the pre-doctoral level should apply to their local Fulbright adviser or directly to the Institute of International Education, 2 W. 45th Street, New York 19, N.Y.

BRAVE NEW WORLD. On June 27 we, along with Henry Silver, Cardinal Spellman, and perhaps a dozen others, were guests of the IBM Corporation at their World Headquarters Building in New York, witnessing a demonstration of "mechanized linguistic analysis." Our co-host was Father Roberto Busa, S. J., of the Aloisianum at Gallarate, who is now editing a word index of the works of St. Thomas Aquinas. We say (with some uncertainty) "editing," for the actual *compiling*, as well as *printing* (i.e., making perfect copy for the camera), is being *automatically* done by IBM punched card machines—and is being done more accurately than the most accurate scholar could do it. There is even a machine (the Collator) which "proofreads" and catches errors in transcription. These electric machines, it is modestly estimated, can do in one year what would be the work of twenty years for a Bradford Booth, Leslie Broughton, Homer Combs, Lane Cooper, Philip Graham, Joseph or Putnam Jones, Arthur Kennedy, or Charles Osgood (Are these members listening?). We found this fact impressive (awfully so); but we were even more impressed—if these suddenly slowed-down scholars will forgive us—by our realization that the punched cards and machines constitute a lightning-quick *articulate* concordance, a self-analyzing one as it were, capable of telling us instantly, upon demand, the answers to almost any question about usage or imagery or vocabulary (e.g., what was the extent or nature of the author's vocabulary at any given period of his literary career?). As we staggered out of the air-conditioned building into the hottest June yet recorded for New York, we punched (not pinched) ourselves for reassurance, and heaved a sigh for the 10,000,000 handwritten cards compiled with the cooperation of five German universities for the "Thesaurus Linguae Latinae." Throw them into the Isar. IBM is here.

ETIQUETTE. We didn't receive one, but it has come to our attention that a member, early in June, sent a mimeographed letter to a number of persons (including some distinguished ones) listed in the 1952 "Research in Progress," asking their help in his own current research. Now this, if we may say so, is the wrong way to make friends in the profession and the wrong way to use the "Research in Progress" compilation. We don't want to rebuke an individual publicly but the implications of the case interest us considerably. As we grow more numerous (and more mechanically minded), professional etiquette gets forgotten or is never learned. Humanists, however, should vigorously resist this trend. In the fellowship of learning the young scholar (this one is 35) may pardonably seek the help of older scholars, even those to whom he is unknown, *under certain conditions*. He must not waste their time, expecting them to do things he should be doing (or has already done) for himself; that is, his request for help should be very *specific*, with a clear indication of what he has already attempted in vain (and why he now turns to other specialists). He must also be unusually tactful and polite. Mimeographed letters, with names crudely typed in, are not tactful in the circumstances. A person asking a stranger to spend time on his behalf should, at the very least, take time to write a personal letter.

For Members Only—Continued

DE LA LENGUA CASTELLANA. John Corominas' 3-volume *Diccionario Crítico Etimológico* (about 3,000 pages, double column), to be published soon by A. Francke (Berne) and distributed here by the University of Chicago Press, will discuss practically all the words in the Spanish Academy Dictionary plus many additions from the old language, dialects, and neologisms. For each entry, and each meaning of each entry, the date of first appearance will be given; radical words will be studied at length and a source given for every item of information. A systematic distinction will be made between hereditary and learned words; rare, poetic, literary, technical, and slang words will be so characterized. Main articles will be fully supported by literary and documentary quotations from each century. The area of every word within Spanish-speaking territory will be exactly determined. Foreign language sources—Catalan, Occitanian, Arabic, Vulgar Latin, French, Italian, etc.—will be abundantly detailed.

1952 MEETING. It is scheduled to be held in Boston on Saturday, Sunday, and Monday, December 27-29, with headquarters and all sessions in the Hotel Statler. Taylor Starck (Harvard) is chairman of the Local Committee on Arrangements.

SCIENCE SERVICE. Such is the name of the Institution for the Popularization of Science organized in 1921 as a non-profit corporation, with trustees nominated by the National Academy of Sciences, the National Research Council, the American Association for the Advancement of Science, the E. W. Scripps Estate, and the journalistic profession. It publishes a weekly *Science News Letter* (for laymen who want to "find out how science is changing their lives"). We don't read it; we just can't help wondering when someone is going to start a Humanities Service, and what of a life-changing sort it will find to publish in its weekly message to all of us sick of being changed by science.

LOSS. Milton A. Buchanan (Toronto), President of the Association in 1932, died on May 7. A distinguished scholar in the field of Spanish literature, he headed the 1924 Canadian Committee on Modern Languages which eventually reported on *Modern Language Instruction in Canada* (1928).

AMERICAN NAME SOCIETY. Interested in place names, personal names, scientific or commercial nomenclature? You may wish to join this new society (born in a conference on onomastics at the MLA meeting last December); dues \$5 (for a first year ending December 1953 [sic]); send them to the Treasurer, Erwin G. Gudde (Univ. of Calif. Press, Berkeley 4). The ANS plans to publish a quarterly. First president: Elsdon C. Smith. The Society will meet with the MLA in Boston to complete its organization; it was recently incorporated as a non-profit organization in Illinois.

EARLY AMERICAN HISTORY PRIZE. It's \$500, for a published book (in English) in any field of early (to about 1815) American history and culture, and the first annual award will be made in May 1953 for a book published during 1952. Entries must be submitted not later than next January 15 to the Director (L. H. Butterfield), Institute of Early American History and Culture, Box 1298, Williamsburg, Virginia. The Institute reserves the right to withhold the prize in any year if no book submitted attains the standard of excellence desired.

YEARBOOK OF COMPARATIVE AND GENERAL LITERATURE. Sponsored by the MLA Comparative Literature Section and the NCTE Comparative Literature Committee, and featuring a regular annual supplement to the Baldensperger-Friederich *Bibliography*, it will appear in the University of North Carolina Studies in Comparative Literature Series. The first issue is scheduled for publication next month (probable price: \$2.50—with a 20% discount to MLA comparatists). A continuation and amalgamation of former *Newsletters*, it will not contain learned articles but will discuss the teaching of Great Books courses, the task and scope of comparative literature, and similar pedagogical problems.

BENT TWIG. "Science knows no political boundaries; it has an international origin. Research workers of all lands are interdependent. . . . Political science and history cannot be honestly taught while national prejudice dominates. It is absurd to study English literature totally oblivious to the fact that a parallel development may be found in France, with influence reciprocal. . . . Work in our colleges and secondary schools should begin with the idea that education is international, and that the economic, social, and intellectual well-being of humanity depends upon the good will which the nations of the earth display toward each other. . . . Education is the channel through which the currents of international peace and understanding must everlastingly begin to flow. . . . A true international university is one of the immediate objectives. . . . An excellent first step toward the elimination of international misunderstanding would be to make it compulsory upon all publishers of school histories to submit prospective texts to an international committee of historians for indorsement. . . . Distance is being annihilated by science. In a few years all Europe will be our next-door neighbor, and education must take up the task where science leaves it. . . . And if we would continue in peace, . . . we must inculcate an international outlook in every course of study; we must infuse into education a spirit of understanding and friendliness toward all men. . . . Peace is brought by friendships, not battleships. Friendships are the result of understanding. . . ." Ah, us! We penned these words in 1927, when we were twenty, and we published them the next year in an educational journal—our first publication in a national magazine apart from some rather pimply verse. We got out the magazine the other day, just to see what we were like so long ago. Woodmen, spare this tree!

TWO HUNDRED YEARS AGO THIS MONTH. England and her colonies "lost" eleven days between September 2 and 14, 1752. England's belated shift from the Julian (O. S.) calendar to the Gregorian (N. S.) calendar was largely the result of the parliamentary work of Lord Chesterfield, Lord Macclesfield (later President of the Royal Society), and Mr. Bradley (eminent mathematician). Lord Chesterfield wrote to his son (March 18, O. S. 1751): "It was notorious, that the Julian calendar was erroneous, and had overcharged the solar year with eleven days. Pope Gregory the Thirteenth corrected this error; his reformed calendar was immediately received [in 1582-83 by dropping ten days] by all the Catholic powers of Europe, and afterwards adopted by all the Protestant ones, except Russia, Sweden, and England. It was not, in my opinion, very honourable for England to remain in a gross and avowed error, especially in such company." (Sweden adopted the New Style in the 18th century, Russia in 1918, Rumania not until 1919.) There was widespread popular resentment against the change—at Bristol several persons were killed in riots—because of the profanity of tampering with immovable feasts and saints' days and because of apparent injustices in the collection of rents and interest; but the New Style was generally accepted by the more literate classes, as witness the dating of Dr. Johnson's New Year's prayer for the year after the death of his wife: "Jan. 1, 1753, N. S. which I shall use for the future."

CALENDAR CONFUSION. England's belated shift to N. S. is responsible for much confusion of the sort that underlies the widespread acceptance of the "fact" that both Shakespeare and Cervantes died on April 23, 1616; actually Cervantes died N. S., on a Saturday, and Shakespeare died O. S., on a Tuesday ten days later. Even more confusion stems from the fact that from medieval times until 1752 the English legal year began on March 25 (the Feast of the Annunciation, or Lady-Day—also the date of the vernal equinox at the time of the introduction of the Julian Calendar, 46 B. C.) rather than on January 1 (the Feast of the Circumcision). In Scotland, Circumcision style was adopted beginning 1600, and some few Englishmen (e.g., Ben Jonson)—including booksellers—soon adopted it. Such inconsistencies as these must make the modern scholar wary both of the ambiguity of the year in English dates from January 1 through March 24, even as late as 1752, and of the differences of ten or eleven days (before or after 1700 respectively) between O. S. and N. S. dates. Many scholars, who ought to know better, further confuse these two confusing matters, speaking and writing of dates from January 1 through March 24 as O. S. or N. S., which, strictly speaking, they are not. September 1952 seems an appropriate time to memorialize these calendrical oddities anew in the English-speaking world.

For Members Only—Continued

PUNNING. It may be a d— vice, but none better has ever been invented to balk a bore, puncture a pundit, or maul a monopolizer of free conversation. Imagine a group of word-watchers listening to some prolix traveller prate of his vast knowledge of voodoo. If he pauses a moment, the context demands a demonstration of the many categories of punning: *The pun laconic*: Says witch? *The pun ironic*: Some enchanted evening! *The pun literary*: Thank you for the Lindsay report. *The pun topical*: It all reminds me of flying sorcerers. *The pun allusive*: Very occultured pearls for us swine. *The pun peripheral*: I'd hock cultured pearls; shall we appoint an I'd hock committee? *The pun elaborate*: Your descriptions were very eloquent; in fact, you're quite a phraser, and I bow to you. *The pun jarfetched (or frantic)*: Well, my fetish are killing me! *The fabricated pun*: It suited me to a "T," but I Haiti. *The capping pun (bilingual)*: Hate tea? I speak French with a Southern accent: Haiti. *The pun quadrilingual*: You are too voodoo. *The pun inevitable*: Do you mind our spelling "you"? . . . This punfest never happened, of course; it's just a case of seer a-knowing. Can one of our readers (who actually got this far) now produce a *quinquelingual pun* for this context? We *almost* had it when the telephone rang.

JOBS. In June, after reading these paragraphs, a member wrote: "I wonder why they are written in such an optimistic tone. If later generations read them, they will never believe that there was a crisis in the humanities in the year 1952. I myself am one of the victims and I should be thankful if *PMLA* would pay some attention to the coming generation of teachers and scholars who do not get a chance to show their ability . . . This year I wrote an article which will be published in *JEGP*, and part of my dissertation will be published in Switzerland. However, . . . I have no employment. I wrote numerous letters . . . Most probably I will be working as a cook in October, as I have to live. But I wonder whether nothing can be done to save us for the profession we are educated for. . . . Professors are so heavily loaded with courses that they complain they have no time for research. What if there came a few more assistantships, so that we might get a chance? And could not the MLA establish a central bureau where every vacancy was listed and every applicant could send his papers? That would save both heads of departments and applying teachers lots of time and trouble. I hope that you will write a few lines about the situation, as this is bad for scholarship as well as teaching." Right, but there is little to be said. A temporary crisis exists. Colleges and universities have been remiss in exhibiting little sense of responsibility for it. The ACLS has recognized the problem in a practical way, with a fellowship program, but has been grievously hampered by lack of funds. Learned societies are impotent to help. If the MLA instituted an employment agency, it would not only have to raise dues to at least \$10 (thus losing the younger members who now need the MLA most); it would also, in all probability, add to the present confusion, because employment agencies *do not increase the number of jobs available*. The best we can do, as a learned society, is to remind members of the facts. Tomorrow morning's headlines can stultify any predictions, but cradle-gazers say that, after this fall, college enrollments will gradually increase for a period of five years and then may sharply increase until 1960. The U. S. birth rate began increasing in 1935 (by about 50,000 a year, on the average, to 1939); by 1947 the increase was nearly 75% and in 1951 almost 100% above the average annual birth rate during the 1930's (a little less than 2,000,000). Moreover, an increasing proportion of the population of college age has, we know, been entering college. Members presently unemployed cannot eat these statistics, but if they are in the profession "for keeps," perhaps they can find encouragement in them.

KEATS-SHELLEY JOURNAL. The first issue of this annual appeared last January. Published by the Keats-Shelley Association of America (Donald F. Hyde, secretary), the *Journal* solicits articles up to about 5,000 words on Keats, Shelley, Byron, Hunt, and their circles—biographical, bibliographical, textual, critical, or on "matters of general interest in the field to readers both academic and non-academic." Contributions should be sent to Miss Mabel A. E. Steele, chairman of the Editorial Board (Houghton Library, Harvard University, Cambridge 38, Mass.). The *Journal* follows the common style of the *MLA Style Sheet*.

Language Study and World Affairs

ON May 3, at a meeting of the Central States Modern Language Teachers Association in St. Louis, U. S. Commissioner of Education EARL J. McGRATH did all that one man in one moment can do to reverse a trend. From now on it is up to us. If we care enough, we shall see to it that his urgent and sensible words are read *by the right people*—those in a position to introduce or put back or improve foreign language instruction in American schools. You may read his entire speech in the June number of *School Life* or the August *Hispania* or the May *Modern Language Journal*. Here are some excerpts (our italics):

"The social, the political, the international reasons for the study of languages deserve the thoughtful consideration of all who determine the character of American education. There are, of course, other arguments for the study of languages. . . . [But] for the average citizen the basic consideration . . . is our world position as a nation. . . . This small world is one in which . . . our children will live even more intimately than we with their contemporaries in other lands. Whether we discharge our world responsibilities well or poorly . . . will be determined by our ability to understand other peoples and their ability to understand us. . . . Only through the ability to use another language even modestly can one really become conscious of the full meaning of being a member of another nationality or cultural group. *It is in our national interest to give as many of our citizens as possible the opportunity to gain these cultural insights. . . .*

"Educators from the elementary school to the top levels of the university system *ought to give immediate attention to this matter. . . .* The citizens of other nations excel ours in using foreign languages, and the principal reason for this superiority is that they have the opportunity to study languages early in their lives in the school system. . . . Only a small percentage of American children have an opportunity to begin the study or use of a language other than their own before they enter high school. Yet it is a psychological fact that young children learn new languages easily and idiomatically. . . . [I propose] that there be a *complete reconsideration* of the place of foreign language study in American elementary education. Such a reappraisal, I should hope, would lead to the offering of foreign language at least on an optional basis in many of our schools *beginning in the fourth, fifth, or sixth grades. . . .* Much could be done *at once* in many places. . . . I am not proposing that every child in every elementary school in every American community be required to begin the study of a foreign language. I am suggesting that as many American children as possible be *given the opportunity to do so. . . .* With a little ingenuity and determination this opportunity could be extended to hundreds of thousands. . . .

"Greater emphasis should be given to language study in *high schools* and in *colleges* for the same reasons. . . . Enrollments in foreign languages have fallen relatively in both high schools and colleges in recent decades. Again in view of the world situation this decline has been unfortunate. . . . If proper steps are taken, these trends can be reversed. We cannot wait. . . .

"To gain the popularity it deserves, language study must in my judgment be made more *functional. . . . The spoken language should be emphasized*, and the many modern teaching methods and devices that have been so successfully employed put to *maximum use*. Moreover, unless language study is *related to history, sociology, art, geography, and the other aspects of life which make up the totality of a culture, it will remain at best only partly alive. . . .*

"This matter seems to me of sufficient importance to move me to propose that some organization, perhaps the MLA, take the leadership in bringing together a deliberative body to consider the status of foreign language study in our entire educational system . . . and make convincing proposals concerning the importance of language study in American life. . . . This is a matter which deserves the earnest consideration of *all members of the academic profession and of all laymen as well. . . .*"

[This was on May 3. On April 27 the Executive Secretary of the MLA had asked the Rockefeller Foundation for a grant to make possible just such an inquiry.]

The FL Program

THE SPOT. Hereafter look under this heading for news of the 1952-55 MLA special program supported by a grant of \$120,000 from the Rockefeller Foundation, as announced earlier in this section. We shall attempt here not merely to keep you informed but also to bring you useful facts and figures, provocative ideas, and illuminating comment on people and places. Five times a year you will find here food for your thinking, helps for your teaching, ammunition for your talks with colleagues, administrators, parents, and that part of the American public that still needs to understand the values of instruction in foreign languages. Form the habit of reading these pages regularly; they will keep you up to date on the campaign in which you have a vital stake—and a vital role to play. When we say this, we are thinking of members in the fields of English or American literature as well as those concerned with foreign languages. But we are giving this section a heading of its own because it is *not* for members *only*: it is for all persons who believe that America's changed position in the world makes it highly desirable, if not imperative, for more and more Americans to know foreign languages. This is the conviction with which we begin.

THE START. And we begin also with a fact, not needing demonstration but certainly needing fuller explanation: the study of foreign languages in this country has been deteriorating in recent years. Our request for a grant, therefore, was for means (1) to understand a critical situation well enough to know how to correct it, and (2) to *start* correcting it. In the view of the MLA Executive Council, the FL program is less one of diagnosis than one of prescription. Our purpose is remedy; we are concerned with change—of our own attitudes and practices as well as those of American society, to the extent that change is demanded by diagnosis. While we are not so unrealistic as to think that a highly complex situation can be examined in every part and every part corrected in the course of three short years, we have reason to believe that we can move rapidly from objective study to positive action and that this positive action can be made in large part self-perpetuating.

THE STRATEGY. There is no expectation that the FL program will end with another book-length report that only the convinced (and not all of the convinced) will ever read. There is no intention to rehash the materials and duplicate the efforts of the Carnegie Foreign Language Study of twenty some years ago. Indeed, we intend to avoid involvement in endless arguments over teaching methods, basic materials, requirements, tests, and such—not that we believe these matters unworthy of further study and clarification (they cry for it), but because the urgency of our central purpose, the brevity of the program, and the comparative smallness of the grant all argue against complex investigations which would postpone action. We therefore intend to hold to an absolute minimum additional fact-finding, questionnaires, and statistical study of trends. Because we trust to reverse a trend, the Executive Council has directed that in the overall conduct of the program our attitude shall be irenic rather than controversial, positive and constructive rather than defensive. For example, we shall try to discover *what is being most successfully done* in foreign language instruction today and then try to persuade you to do it.

THE SCOPE. Since a primary concern is to know more surely the role which foreign languages and literatures *should* play in American life, in conferences and interviews and correspondence we shall solicit the advice and enlist the support of informed and influential *non-academic people* in many fields—domestic and foreign commerce, publishing and journalism, the armed forces, government, entertainment, the professions. We shall also make a start, within the limits of our inquiry, toward achieving some integration of the social sciences and the humanities, by clarifying the role of foreign language study in a systematic understanding of human behavior, American or foreign. Some members of the Executive Council are already convinced that foreign language instruction in America needs to be remotivated to make the understanding of another culture the main objective; but this remains to be seen. In any case, an essential part of our program will be the

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search for *new ideas* on the whole foreign language problem, from persons both inside and outside academic life. And we do not doubt that the program will result (whatever its other consequences) in recommendations and pronouncements, standards and goals, which will *unify* and increase the effectiveness of foreign language teachers.

THE SPIRIT. It is a program of action that we intend, conceived in awareness of America's new role in the world, and outlined with a deep sense of urgency. There is not time to do all that we should otherwise like to do. This is no longer an "academic matter." We trust that, with the money generously granted and in the time designated, we can succeed in our intention of singling out the really crucial problems, the best sources of new ideas, and the most influential spokesmen for our cause. We realize that we shall be suspected by some of trying to preserve the status quo, although it is the sickness of the status quo that we propose to cure. We realize that we shall be accused of trying to protect vested interests, although the interests are those of America in a changed world and they are presently vested in ill-fitting garments. America has changed and the MLA has changed too. We mean now to make ourselves more serviceable to our nation and to our world.

THE SITUATION. Why the present hostility or indifference to foreign language study? In our opinion, not one or two, but many, factors make up the answer, and we therefore need to know (1) the *relative importance* of these factors and (2) *effective means* to overcome them. We believe that many elements in the American "psyche" are involved: a growing ethnocentrism or single-language, single-culture orientation, with resulting cultural provincialism and the "Let 'em learn English" attitude; the "mucker pose" or anti-intellectualism; persistent political isolationism in some quarters; the attitude of second-generation Americans; the (demonstrably mistaken) notion that Americans are peculiarly poor linguists; the American emphasis on the supposedly "practical"; the notion that modern language study, like Latin or geometry, is a "luxury" or is "aristocratic," hence undemocratic. But we believe that many other factors are also involved: popular hostility to xenomania in English studies; the traditional emphasis of foreign language teachers on the (vaguely defined) "literary" aspects of their subject; the competition of new subjects in high school and college curricula, and resentment (in some places) of the "privileged" position still occupied by foreign language studies; theories of education which emphasize the vocational or "democratic" or "practical" with narrow concepts of these terms; the linguistic incompetence of persons in authority in educational circles who, consciously or unconsciously, rationalize this incompetence; and, allied to this, genuine disillusion on the part of countless educated persons with the results of incompetent or insufficient instruction in foreign languages, or with loss through disuse. There are also the amazing resourcefulness and self-sufficiency of American scholarship and technology, as demonstrated in abstracts, textbooks, reference books, etc., written in English, with consequent negligence toward acquisition of current foreign publications. Finally, the decline of foreign languages is probably part of the general decline in prestige of humanistic studies. Our problem—to repeat—is to discern the relative importance of such factors, to find effective means to cope with them, and to get to work.

THE SOLUTION. Getting to work means understanding our critics, discovering and enlisting the support of our friends, and bringing the facts (in person and in print) to those who need to be persuaded, whether foreign language teachers themselves or teachers in other departments of instruction, or administrators, or the government, or the public at large.

THE STAFF. Both the MLA Executive Council and the Rockefeller Foundation have explicitly designated the MLA Executive Secretary as director of this special program. As the MLA constitution requires, the Council will determine matters of overall policy, but, for practical purposes, it will appoint a small Steering Committee with power to decide policy questions between Council meetings, and also a larger Advisory Committee made up of persons, both academic and non-academic, *outside* the membership of the Association. The Staff in the national offices will be responsible for centralization and coordination of efforts and information, planning and liaison, collection and dissemination of data, and preparation of material for

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conferences. We are happy to announce the addition to this Staff (effective at once) of Professor C. Grant Loomis (German, University of California) as Associate Secretary, and of Dr. Kenneth W. Mildener (English, recently of Queens College) as Research Assistant.

AND YOU? We need to learn fast *who knows what*, in terms of this "campaign." We don't want to duplicate work already done or to struggle for information or insights already in someone's head. We don't want to compete with anybody or to embarrass work now in progress by some other organization or group. We hope to unite scholars by coordinating scattered efforts, by cooperating with anyone who shares our aims, and by providing encouragement and practical support to the many teachers who have lived with this problem in semi-isolation for years. We want to work with all informed individuals, regional groups, journals, or national societies that have contributions to make to the program. There is a great danger (because of our past preoccupations with other matters) of our overlooking some such potential help now. *Don't let us*. Your suggestions and criticisms will always be welcome—but please bear with us if unprecedented pressures of work sometimes make us slow to reply.

AND OTHERS? "As president of SAMLA, I wish to pledge our full support and cooperation. We shall welcome suggestions for an active part which we may be able to play in the campaign." (P. T. Manchester) . . . "I am very glad indeed that under your distinguished leadership MLA has at last realized that without teaching research must suffer. Under my presidency of the FMLTA it will always be a pleasure to cooperate in your plans." (Arthur P. Coleman) . . . "If the Institute of Languages and Linguistics [Georgetown University] or any members of its staff can be of assistance to you, please do not hesitate to let me know." (L. E. Dostert) . . . "Your efforts will render a multiple service. . . . They will strengthen foreign language study as an intrinsic discipline. They will at the same time strengthen English studies. And they will give a heartening lift to humanistic studies generally. . . . I trust you will feel free to call on me personally and as executive secretary of the CEA . . ." (Maxwell H. Goldberg) . . .

VIGNETTE A. He was a jovial, companionable Southerner, with unflagging enthusiasm and cheerfulness. A robust man, with a ruddy, round face, his looks belied his great energy and intellectual alertness, but there were other things about him that announced the born organizer—a persuasive charm of manner, a firm confidence in cooperative action, and a profound tolerance of gradual processes of change. Of English Quaker stock, he was born in North Carolina, and after graduating from Haverford he went on to Harvard to take another B.A., as third in his class. Then he went to Europe. He was later to cross the ocean more than 60 times, eventually to spend some 40 summers abroad. His first trip lasted eight formative years. He learned (among other things) Sanskrit, Arabic, Russian, Persian, modern Greek, and the chief languages of western Europe. He travelled widely (he was manhandled in Spain; he escaped from Paris the day before the Germans marched in), and he observed that Americans had much to learn from European methods of teaching modern languages and literatures. When he returned to become a member of the faculty of Johns Hopkins University, he first intended to teach Eastern tongues but soon turned to the Romance field, despite (or because of) the fact that Romance studies in America were in a discouraging state. Seven years later, when he was 39, fully realizing that he was risking his own reputation and that of his University, he called upon his fellow teachers and scholars in the modern language field to organize and to assert vigorously the importance of their studies to American education. In December 1883 he founded the MLA. He served as the first Secretary and first Editor of *PMLA* for nine years, meanwhile launching *MLN*, which he edited for 25 years. He quit the MLA secretaryship in 1892 to devote himself to a monumental critical edition of the *Fables of Marie de France*. He never completed it. He did, however, live to see the fiftieth Johns Hopkins Ph.D. in Romance conferred upon one of his pupils (the first was in 1881); and before he died in 1910 A. Marshall Elliott did see his beloved MLA become a flourishing, influential learned society. *Si monumentum requiris, circumspice*. [This is the first in a series of vignettes of past MLA "worthies." —ED.]

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