

For Members Only i

DARKNESS VISIBLE. Lights fell from the firmament last year, and men spoke the names reverently—Croce, Dewey, Santayana. Philosophy still stands with head bowed.

WHO'S HUMANE? Anyone seen the Humanities lately? Yesterday, history tells us, they were strong, were clear and far-extending in their influence on men. Today, try to define their influence. For that matter, try to define the Humanities. Are we in the MLA included—literary historians, New Critics, linguists, and all? By what definition? Is religion, then, included? And its ministers? If we are doing more than pigeonholing departments of instruction in a college, the picture is clouded. Perhaps symptomatically, the director of the Division of the Humanities of the Rockefeller Foundation is a political scientist, an expert on the Far East. The ACLS includes almost all the *learned* societies in the field of the Humanities (however defined) but also includes all save two of the constituent societies of the Social Science Research Council. Organizationally speaking, a Shakespeare scholar is part of the Humanities but Shakespeare is not, except by proxy; in other words, there exists no national council of literary scholars and authors, of art historians and artists, of musicologists and musicians. Indeed, literary scholars associate with poets only on the printed page, where they can be foot-noted. The current quality and consequence of even *that* association may be suggested by the flourishing state of anthropology, psychology, sociology, and other studies that actively explore *the nature and behavior of man*. Have we students of literature been too little interested in this potential product of our own studies, which laymen sometimes expect of us? Have we been too little interested in learning something from current discoveries in these other, allied fields? What do we mean by saying that we are in the Humanities? If we do not soon redefine and rededicate our activities, humanity may tell us what we are and ask us please to excuse the expression.

PERSPECTIVE. In April 1951 the MLA Executive Council "expressed its desire to further closer relations with learned societies in allied disciplines, and authorized the Secretary to explore the feasibility of several specific projects toward this end." In December "the Executive Secretary was authorized to invite annually one or more secretaries of ACLS constituent societies to meet with the Council for dinner and during the first evening." At the spring meeting in 1952 the Council's guests were Charles Odegaard of the ACLS and Meriwether Stuart of the American Philological Association. At the spring meeting this year the guests were Mortimer Graves of the ACLS and Archibald Hill of the Linguistic Society of America. At the Boston convention Margaret Mead gave us an anthropologist's view of literature. Read her address in this issue, page 13.

AMERICAN PHILOLOGICAL ASSOCIATION. Our parent society has recently established a new committee, on Educational Policy. Members are W. E. Gwatkin, Jr. (Missouri, chairman), J. P. Elder (Harvard), and Gerald Else (Iowa State). The MLA greets this committee as a welcome means of joining us in examination of common problems.

AH, WE DO! From Europe and a travelling scholar this note: "I was calling on Robert Frost, oh, 15 years ago, when a copy of *PMLA* was delivered to him in the mail. . . . I expressed surprise that he read it. He said, 'I'll show you what I think of it,' and dropped it still in its wrapper in the wastebasket. I don't know what he does with it now (I am not hopeful) but I have become a faithful reader, not just out of professional duty but for pleasure, especially of your 'For Members Only' section. It has finally occurred to me that I had better pay attention to that label, so I enclose \$7 for a membership in your organization. It is not easy for a professor who supports five dependents on his salary to give \$7 for what he can get for nothing, and I hope you appreciate it. . . . Let me add three hearty cheers for your campaign to make us audience conscious and get us out of the ivory tower. Your remarks could all have been directed at me and I take them in good part."

For Members Only—Continued

LIBRARY RESOURCES. Last October (p. v) we crawled out on a limb which had borne our weight before, and declared that, "apart from their own specialties, scholars in the modern language fields have little notion where the strong collections are, and *there are no published surveys to tell them.*" This statement did not improve our popularity with librarian-members, several of whom wrote at once to protest. Writing concisely, we had not bothered to go on and say that there are, of course, books that do a limited job of locating strong collections (e.g., the Special Libraries Association's *Special Library Resources*, 4 vols., 1941-47) or of telling how to do so (e.g., Robert B. Downs's *American Library Resources: A Bibliographical Guide*, 428 pp., 1951). But we are convinced—and let the saw fall where it may!—that *librarians are the wrong people to do this job.* Only the scholar can recognize the strong collection, evaluate it, and compare it to strength elsewhere. The scholar must tell the librarian, so that the librarian can tell other scholars. Otherwise (if we may borrow the words of one of our correspondents) "all intelligible conversation may be drowned in a medley of 'Why don't they ask us?' and 'Why don't they tell us?'"

TEACHING AND RESEARCH. "On the assumption that research and teaching are similar activities, the graduate program has been built around the work of the scholarly investigator, and the future college teacher has learned little of the art and science of his future calling. The research worker, concerned with a minute analysis of an ever-narrower area of reality, requires a knowledge of research techniques and skill in their use. The prospective teacher, on the other hand, though he should have an imaginative and vital mind and the capacity for critical analysis, must master wide ranges of subject matter, learn the habit of philosophic synthesis, and acquire certain pedagogical skills and professional attitudes. *It is not essential that the teacher spend much time in research activities either as a graduate student or in later life.* If he has the special aptitude to do research, has an interest in it, and can find time for it without slighting his teaching, well and good. But for his teaching responsibility, it is enough that he become acquainted with the sources of knowledge and cultivate the habit of reflective synthesis of already existing material. *The future teacher may be handicapped by the very features of the graduate program which develop the expert and the specialist, and vice versa.*" Earl J. McGrath said it (December 1949). *Our italics.*

IBIDEM. "It is the fashion today to attribute the shortcomings of college teaching (and there are many) to the emphasis on research which the teachers have received in the American graduate school. . . . There are proposals that prospective teachers and research workers should be separated and given different training . . . most universities, while opposing such a division of training, are examining their doctoral programs and are trying to find better methods of preparing students for the profession of college teaching. . . . The research done in the graduate school can be judged from the dissertation which is universally required for the Ph.D. degree, and it must be admitted that some dissertations . . . are the products not of genuine research institutions but of factories. . . . The professor may have some light but the poor student is a slave laborer groping in darkness. . . . The only thing that could be said for the task was that no one had ever had the hardihood to do it. . . . Fortunately, though the critics do not seem to realize it, there is in our universities, besides this pseudo-research, training in research which . . . along with painstaking labor demands integrity, curiosity, initiative, and a wide view. . . . To deserve the name *research* the work must have meaning and importance for the investigator. . . . That under present conditions of specialization research has to be undertaken in a department or division of knowledge . . . does not necessarily mean that the student's view is steadily narrowing. If in following his trail the student reaches a valley with enclosing walls instead of an open place or a hill from which he can see the horizon, he has either picked the wrong object for his hunt or he has lost his way. . . . The more a scholar explores his own field, the more he will need, in understanding what he finds, to look across to other fields. . . . Now I submit that such research ought to make a contribution to teaching. It ought to develop

in the teacher the habit of inquiry, of searching for new evidence, of verifying, analyzing, and evaluating his discoveries in relation to a much wider body of material. . . . The college teacher, if he carries out a valid project of independent investigation, will come back to the classroom better able, as a comrade, to share the experience of his students. . . . it is to be hoped that the move to provide separate training for prospective teachers and research workers will not be extended. What is needed is rather a strengthening of research, with ruthless elimination of all pseudo-research wherever it is being fostered. . . ." Dean Lily Ross Taylor (Bryn Mawr) said it. For more on this subject, see the 1952 Presidential Address (March *PMLA*).

AMERICAN STUDIES: A SUGGESTION. A member writes: "After my examination of American Studies in the German universities for the State Department . . . I was requested to help a particular university find a suitable teacher of American language and literature (or culture) for one year at DM 4000 a semester, with transportation paid by the U.S.A. Thinking it would help the American officials in Germany build up a pool of candidates, I wrote to a dozen department heads or professors of American Literature asking them to recommend a candidate and to outline the contribution of their department or university towards training such candidates. . . . All agreed that the stipend was too small to attract a good person . . . Still, five candidates were found, one in American History, three in American Literature (one half Jewish with a query about his welcome), and one in German. Age and experience vary from candidates for the doctorate to a professor with years of experience. On the question of what the universities are doing, replies varied from (1) nothing—hadn't thought about it, through (2) nothing special, not enough persons involved for a special program, to (3) a thoughtful statement by one of the leading scholars who has taught American Studies abroad: 'I can only say that in my own courses I have for some years been stressing comparative literature and relating American literature of my period to literature of the same period in Britain, France, Germany, Scandinavia, and Italy. . . .' For the future, would it not be well for all concerned if a comparative point of view were adopted in framing not only programs of American Studies or any part of them, but also programs of foreign language and literature, comparative literature and culture, the latter to have roughly a 'minor' in American Studies, the former a minor in some field of foreign or comparative study?"

MIDDLE ENGLISH DICTIONARY. Four parts are scheduled to be in print by the end of this year. The first fascicle (120 pp.), *ē* to *ēndelōnges*, edited by Hans Kurath and Sherman Kuhn, was published last December (Univ. of Michigan Press); 1,000 copies were printed, and future print orders will be determined by the number of subscriptions received by next December. The complete dictionary (approximately 8,000 pages) is to be issued in 124-page parts (this first part ends in the middle of an entry), four to six a year over a period of ten years. Parts purchased separately will cost \$3.00; future subscribers to the whole work will pay \$2.50 each; subscribers *during 1953* will pay only \$2.25 now and hereafter. The wealth of entries and quotations, their reasonable classification, the copious cross-referencing, all strike us as most impressive and commendable. A bibliography and list of symbols and abbreviations will be published this year.

MODERN LATIN LITERATURE. A mimeographed roster of scholars proficient in this field (150 names—61 MLA members) is available upon request from James R. Naiden (Univ. of Washington, Seattle 5).

HONORS AND AWARDS. Melva Lind (Miami) has been awarded the *Palme Académiques* by the French government for "distinguished services in the field of French and as an interpreter for France and French culture." Hallett Smith (Cal. Tech.) received the Poetry Society of America's Poetry Chapbook Award (\$100) for his *Elizabethan Poetry* (Harvard Univ. Press, 1952). The second annual Warsaw Award in the Humanities (\$500) has been divided between two

For Members Only—Continued

associate professors of English: Norman A. Brittin (Alabama Poly. Inst.) and Joseph Jones (Texas); the winning essays were published in the Winter 1952-53 number of the *Western Humanities Review*.

DISSIDENTS. Two members write: "The MLA could save money by printing only the title and author of articles accepted for *PMLA*. Print up a few articles and make them available on request. . . . Never discontinue distribution of the program for the annual meeting, though: it's the funniest thing to get into print every year. All MLA publications should be sent in plain wrappers: if undergraduates ever get to any of this stuff, they'll laugh us out of business." . . . "In voting for reducing the number of 'learned articles,' I mean the kind of which, according to my opinion, too many have been filling the pages of *PMLA* lately. I love 'learning,' but I think that the kind of pedantic 'scholarship' in such papers is not the right kind of learning, and will not encourage the interest in learning and knowledge."

AS OTHERS SEE US. A member in England writes: "If a member feels like being politically conscious, he will go to other periodicals than *PMLA* to educate himself. But it is impossible for the writers of *FMO* to keep their material that of the parish magazine (even if *that* is desirable in a scholarly journal); politics *will* come in. The paragraph [{"Demander," Dec. *FMO*, p. xii} is in because the writer is worried about Indochina, rather than because he seriously thinks a mistranslated word can matter in the vast ocean of ignorance in the press. It is because I feel strongly that the intellectual in politics is a sight to make the angels weep that I protest against what is a necessary tendency of *FMO*. In *FMO* you can only share, and communicate, and inculcate worry, not enlightenment (which can only come from professedly political periodicals)." *Phew!*

VIGNETTE XV. C(harles) Grant Loomis of California, member of the MLA Executive Council (1952-55) and currently Associate Secretary of the Association, is a Germanist (17th-century literature), medievalist, folklorist, and hagiologist, with a strong interest in American literature. He is also a poet and (as friends on two coasts attest) an extraordinarily genial host. When he graduated from Hamilton (1923), he fully intended to become a teacher of English. Accordingly he studied under Max Förster at Munich (1926-28) and Kittredge at Harvard (M.A. 1929, Ph.D. 1933), doing his dissertation on the Saint Edmund legend. His Munich experience, plus the Depression, prompted him to teach German at Tufts (1930-37), later at Radcliffe and Harvard (1937-41). He never returned to English, except as a peripheral scholarly interest. Although he has taught at Berkeley for almost twelve years (since 1941), he has been a visiting lecturer at Harvard and Columbia and in 1945-46 enjoyed a Guggenheim, from which resulted his *White Magic: An Introduction to the Folklore of Christian Legend* (1948). He is also the author of almost a hundred articles, chiefly in folklore and German literature, and several dozen reviews. He was co-editor of *Western Folklore* for three years before accepting the MLA staff assignment, and in 1947 was Vice-President of the American Folklore Society. He has been active in the Mediaeval Academy, the PAPC, and the AATG. Some of his original verse has been privately published, and there is a good deal still unpublished, as well as translations of Hesse, Morgenstern, et al. At 52, his ambitions are to improve the status of foreign language instruction in America and to do an important book on 17th-century German poetry. He is conscious of the fact that the dilemma involved in these ambitions is one which every professionally conscientious scholar now faces. [This is the 15th in a series of word-portraits of members of the Council. —Ed.]

COMPARATIVE LITERATURE. Ohio State offers an interdepartmental course for freshmen (3 hours a quarter for 3 quarters), taught by 2 instructors in classics, 2 in Romance, 2 in English (German to be added eventually), who, in committee, pick the texts and plan the structure of the course. Students read individual texts (not an anthology). The centers are Greek and Roman literature,

Dante, Shakespeare, Milton, Molière, Goethe—the foreign literature in translation. The course has been surprisingly successful, demanding an increasing number of sections each quarter. We shall welcome news of similar courses elsewhere.

DID YOU KNOW? Professor John Orr (Edinburgh) will be MHRA President in 1954. . . . The 6th triennial Congress of the International Federation of Modern Languages and Literatures is scheduled to be held at Oxford 9-16 September 1954. . . . The average salary of all instructional personnel in American public schools (according to the Research Division, NEA) is this year \$3,530; and one teacher out of every 15 holds a substandard certificate. . . . In preinduction exams given 1,520,905 Selective Service registrants July 1950-June 1951, nearly 300,000 (19.2%) failed the Armed Forces Qualification Test of ability to absorb training—from 31 to 58% of the applicants from 10 Southern states being thus rejected. . . . According to Byron Hollinshead's *Who Should Go to College* (Columbia Univ. Press, 1952), whereas one fourth of the U. S. population has an I.Q. of 110 or more (i.e., enough to complete successfully a four-year course in college), of the qualified high school students 20% do not finish high school and 40% finish but do not go to college. . . .

FRENCH LIBRARIES. Sponsored by UNESCO, three volumes of interest to MLA members have recently appeared in the Répertoire des Bibliothèques de France series (450 francs each, from the Bibliothèque Nationale, 61 rue de Richelieu, Paris): they are *Bibliothèques de Paris*, with information about 384 different libraries; *Bibliothèques des Départements*, with information about the other great libraries of France, including mention of special collections and fields of strength; and *Centres et Services de Documentation*.

LIBER RECEPTORUM NATIONIS ANGLICANAE. This work for the years 1425-93 (MSS. Arch. Nat. H2587-88) will be included in Volume VI of the *Auctarium Chartularii Universitatis Parisiensis*, now in active preparation by Gray C. Boyce (Northwestern), A. L. Gabriel (Notre Dame), and Charles Samaran, and scheduled for publication by Didier (Paris) in 1954.

MILTONIANS. Those thus far honored at the annual dinner of the informally organized "Milton Society of America" have been Allan Gilbert, Sir Herbert Grierson, William Haller, James Holly Hanford, Raymond D. Havens, Charles G. Osgood, and E. M. W. Tillyard.

LITERARY CRITICISM. The author of a rejected paper writes: "I intended originally to send the article to some other publication with a more liberal and up-to-date editorial policy, for the reactionary attitude of *PMLA* is notorious. . . . [My colleague's] argument was that *PMLA* is badly in need of good articles on literary criticism. I recognize how right he was. . . . Now and then I read in 'FMO' that it is difficult to procure good MSS. At the same time, other reviews are printing papers of high distinction, in spite of the fact that their resources and memberships are less than those of *PMLA*. The obvious inference is that the backward-looking policy of our review is so well-known that those who are working with new ideas no longer care to submit papers to it. . . . it consistently betrays the ideals that should animate a learned journal and . . . in matters of literary criticism it places its trust in an outmoded tradition . . ." The official editorial policy of *PMLA* may be read in the March 1951 issue, pages 3-4. Editorial practice may be observed in issues since then.

ORGANIC FORM. A member submitting a paper to *PMLA* wrote: "Because of the nature of the article, I haven't followed McKerrow's five-part plan [*PMLA*, April 1950, pp. 3-8] in organizing it. In fact most of the parts are missing: there is an *introduction* and a *demonstration* but no *proposal* except by indirect suggestion, no *boost*, and no *conclusion* (at least not of the *crow* variety). My method grows out of my conviction that much of our scholarly writing is dull, not only

For Members Only—Continued

because of its style but also because of its form. In a quietly subversive way I'm trying here at . . . to overthrow the conventional form of graduate dissertation in favor of greater variety. Shouldn't literary articles as well as literature show something of 'organic form'?"

CHLOROPHYLL. Victor Hamm (Marquette) writes: "In a sophomore class in the Survey of English Literature I asked if any one had an idea why the Green Knight (in *Sir Gawain and the G.K.*) was green. One boy hazarded the to him apparently comic suggestion that it was because of chlorophyll. He was non-plussed when I said that he might be right. Cf. the folklorists' interpretation of the G.K. as a vegetation deity. *Ex ore, etc.*"

VICTORIAN POETS. A "review of research," intended as a companion volume in the MLA Revolving Fund Series to *The English Romantic Poets* (1950), is in active preparation by Paull F. Baum (Tennyson), W. C. DeVane (Browning), F. E. Faverty (Arnold), C. K. Hyder (Swinburne), Howard M. Jones (the Pre-Raphaelites), A. M. Terhune (Mid-Victorian Minor Poets), Lionel Stevenson (Late Victorian), John Pick (Hopkins), and Jerome Buckley (general materials). Copy is supposed to be ready for the printer in January 1954.

DEPARTMENT CHAIRMEN. C. Beaumont Wicks (Alabama) writes: "In recent months I have been in a position to notice the extensive use which is apparently made of the *PMLA* listing of chairmen [Oct., p. 156] . . . There is a slight mistake in my listing in that compilation, and almost half my mail recently has come to me addressed to B. C. Wicks . . . I am beginning to believe that these [initials] must be the real ones! . . . I thought you might be interested in the amount of service this list gives to people concerned . . ."

AMERICAN COMMITTEE ON RENAISSANCE STUDIES. To foster cooperative work, especially of an interdisciplinary character, this new group was organized at a meeting (at Columbia) on 31 January. Chairman of the executive committee: George B. Parks (Queens College); representative of the MLA Renaissance Group: Josephine W. Bennett (Hunter). Seven learned societies and nine Renaissance institutes or regional conferences are represented.

UNIVERSITY PRESSES. During 1952, 36 of them published 830 titles (28 more than in 1951). The most active: Harvard 114, Columbia 81, Chicago 63, California 60, Princeton 52, Yale 49, Stanford 31, Cornell 25, Pennsylvania 23, Illinois 22, Catholic 21 (7 in 1951), Minnesota and Oklahoma 20, Johns Hopkins and New Mexico 19, North Carolina and Michigan 18, Duke 16 (6 in 1951), South Carolina 14, Iowa State 13, Kansas 13 (5 in 1951), Indiana and Rutgers 12.

PUBLISHER TO AUTHOR. It's the title of a new, attractively printed set of suggestions on MS and proof, published by the University of California Press (1953). In 50 pages it nowhere mentions *The MLA Style Sheet*, and just to prove that we aren't hurt (much), we shall quote from its pages 22-23 what seem to us some depressing instructions: "It is preferable that you use a typewriter with the larger size of letter—the pica size, not the élite,—[sic] . . . the 'zero' character (not the small 'o' or capital 'O') [should be used] for a zero." Alas, we had to type this with pica type, because that's what's on our typewriter. It doesn't boast a "zero" character either—and from now on we're going to feel self-conscious every time we strike that capital "O."

REJECTED AUTHORS. They sometimes like to have the last word, and we get the impression of being rather unpopular. (In our few defensive moods, we hope that they will all become Editors.) Recently—just to illustrate the color (blue) of some of our correspondence—we received the following from a woman scorned: "No doubt by now you regret the bad taste and lack of dignity of your letter, and will be glad of this opportunity of destroying it yourself. [She returned it.] However, it has done good in this way, it has enabled me to perceive that your behavior is due to lack of savoir faire, and not to deliberate dishonesty. . . . I return the criticisms [the reports of 3 readers] . . . because they are of no interest in themselves and the people who perpetrated them have not the courage to come out into the open and append their signatures."

The FL Program

ix

CON AMORE. Foreign language learning is like love à la Tennyson. It is better to have had it and lost it, than never to have had it at all. What fool objects to falling in love because there may be eventual "loss through disuse"? After really *experiencing* a foreign language—and a foreign culture *through* its language—no person is ever the same again. What before was strange has not merely been *described* or *explained* (in the way of social science or monolingual "area" studies); it has been *encountered* in its reality, and the strangeness has gone. As in love, the words learned may fade, the grammar be forgotten; but he who has experienced a foreign language knows at first hand, and forever—as others less fortunate cannot know—what it means to transcend the limitations of a single tongue and a single culture. He has known one of the liberating forces in a liberal education.

TRENDS. There is now, we think, a trend toward an *increase* in FL instruction, particularly but not exclusively on the elementary school level. But let us be reasonable: a trend *toward* is no more valid an argument *for* FL study than was the recent trend against an argument against. Trends in this enthusiastic country of ours can be either silly or sensible. All that a trend *proves* is that we are again changing. Noticeable trends in recent years have included female drum majors, comic books, cowboy suits for children, space guns, bubble gum, and courses in typewriting conferring college credit. Let us, in discussing educational objectives, begin with the objectives. Only after agreement is reached on goals is it pertinent to notice whether the trend is favorable or unfavorable. Besides, it may change before a college faculty can make up its mind.

TEACHERS COLLEGE, COLUMBIA. Meet its Dean (since 1949), Hollis L. Caswell, vice-president of the John Dewey Society, chairman of the ACE's Council on Cooperation in Teacher Education, former president of the NEA's Department of Supervision and Curriculum Development. Writing on "Fundamentals for Tomorrow's Schools" in the January *Educational Forum* (XVII, 133-141), he asserts: "America with its democratic tradition cannot avoid an overwhelming responsibility at this critical time. . . . It is my conviction that profound social changes that are reshaping the world and the role and destiny of our country indicate the kind of education that is needed. . . . At an international conference in Beirut last year attended by delegates from all over the world, the longest travel time for any delegation was thirty-six hours. Yet, as they sat in conference they experienced great difficulty in arriving at common agreements. In the realm of ideas and interests and beliefs they were still a world apart in the old sense of the term. . . . We should greatly extend and deepen our understanding and appreciation of other cultures and people. We are ill prepared to fill the world role in which Fate has cast us. Most of us are extremely provincial. . . . Here are some practical steps that any school system could take to improve this situation: . . . improve the teaching of modern foreign languages. Study of foreign languages may be made to contribute greatly to the understanding of other cultures, but in few schools is this achieved. The difficulty arises because teachers too often do not have real command of the language themselves and have only an academic acquaintance with the culture. An educational program is needed for teachers in service and in preparation that provides firsthand experience with foreign cultures and an opportunity to achieve functional command of the language. All of these steps would foster international understanding, a fundamental for American schools . . ."

WOMEN. "*Resolved*, That the General Federation of Women's Clubs in convention assembled, June 1947, believing that a greater proficiency in speaking and reading foreign languages is highly desirable and important in increasing our understanding of and participation in world affairs, urges the incorporation of courses in the languages of the major nations in the curricula of our schools and colleges, and that courses be added also in the history, culture and economic life of these major nations." This resolution is "in force" for the period 1947-53.