

For Members Only

FORTHCOMING MEETINGS AND CONFERENCES OF GENERAL INTEREST

- SYMPOSIUM OF THE DEPT. OF GERMANIC LANGUAGES AT THE UNIV. OF TEXAS**, 28-30 November 1966. *Address* Stanley N. Werbaw, Dept. of Germanic Langs., Univ. of Texas, Austin 78712.
- COLLEGE ENGLISH ASSOCIATION**, 26-28 December 1966, New York City. *Address* Allan Lefkowitz, Howard University, Washington, D.C. 20001.
- MODERN LANGUAGE ASSOCIATION**, 27-29 December 1966, Statler Hilton and Sheraton Atlantic Hotels, New York City. *Address* John H. Fisher, MLA, 4 Washington Place, New York, N.Y. 10003.
- AMERICAN HISTORICAL ASSOCIATION**, 28-30 December 1966, New York Hilton, New York City. *Address* Paul L. Ward, 400 A Street, S.E., Washington, D.C. 20003.
- AMERICAN NAME SOCIETY**, 29-30 December 1966, Statler Hilton, New York City. *Address* Louise M. Harder, c/o State Univ. Coll., Potsdam, N.Y. 13676.
- AMERICAN STUDIES ASSOCIATION**, 27-29 December 1966, Statler Hilton, New York City. *Address* Robert F. Lucid, Box 46, College Hall, Univ. of Pennsylvania, Philadelphia 19104.
- SPEECH ASSOCIATION OF AMERICA**, 27-30 December 1966, Conrad Hilton Hotel, Chicago. *Address* William Work, Statler Hilton Hotel, New York, N.Y. 10001.
- AMERICAN PHILOLOGICAL ASSOCIATION**, 28-30 December 1966, Commodore Perry Hotel, Toledo, Ohio. *Address* William W. Minton, 244 Shuster Hall, Hunter College in the Bronx, Bronx, N.Y. 10468.
- LINGUISTIC SOCIETY OF AMERICA**, 28-30 December 1966, Hotel Roosevelt, New York City. *Address* A. A. Hill, Box 8120, University Station, Austin, Texas 78712.
- PRIMERA REUNION DEL XIII CONGRESO DE LITERATURA IBEROAMERICANA**, 18-21 January 1967, UCLA. *Address* Prof. Donald F. Fogelquist, Dept. of Spanish and Portuguese, Univ. of California, Los Angeles, Calif. 90024.
- AMERICAN COUNCIL OF LEARNED SOCIETIES**, 19-21 January 1967, Baltimore, Md. *Closed meeting. Address* Charlotte Bowman, Administrative Secretary, ACLS, 345 East 46th St., New York, N.Y. 10017.
- NATIONAL ENGLISH TEACHER PREPARATION STUDY**, 26-28 January 1967, Palmer House, Chicago, Illinois. *Address* William P. Viall, Western Michigan Univ., Kalamazoo 49001.
- SOUTHERN CONFERENCE ON LANGUAGE TEACHING**, 1-3 February 1967, Americana Motel, Atlanta, Georgia. *Address* Louis J. Chatagniet, Dept. of Romance Languages, Emory Univ., Atlanta, Ga. 30322.
- PACIFIC NORTHWEST CONFERENCE OF FOREIGN LANGUAGE TEACHERS**, 17-18 March 1967, Davenport Hotel, Spokane, Wash. *Address* Ernest S. Falbo, Dept. of Modern Languages, Gonzaga Univ., Spokane, Wash. 99202.
- COLLEGE LANGUAGE ASSOCIATION**, 27-31 March 1967, Virginia State Coll., Petersburg, Va. *Address* Charles H. Curl, Program Chairman, CLA, Virginia State College at Norfolk, Norfolk, Va. 23504.
- NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, 13-15 April 1967, Sheraton-Park Hotel, Washington, D.C. *Address* Donald D. Walsh, Madison, Connecticut 06443.
- CONVENTION ON TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**, 20-22 April 1967, Miami Beach, Florida. *Address* James E. Alatis, School of Languages and Linguistics, Georgetown Univ., Washington, D.C. 20007.
- NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS**, 25-28 April 1967, Houston, Texas. *Address* Claire Stachelek, Executive Assistant, NAUSA, 1860 19th St., N.W., Washington, D.C. 20009.
- AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS**, 28-29 April 1967, Sheraton-Carlton Hotel, Cleveland, Ohio. *Address* Mrs. Belle G. McGuire, AAUP, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036.
- SECOND INTERNATIONAL CONGRESS ON THE ENLIGHTENMENT**, 22-31 August 1967, Univ. of St. Andrews. *Address* S. S. B. Taylor, St. Salvator's College, The University, St. Andrews, Scotland.
- TENTH INTERNATIONAL CONGRESS OF LINGUISTS**, 22 August-2 September 1967, Bucharest, Rumania. *Address* X-ème Congrès International des Linguistes, Comité d'Organisation, 20 I.C. Frimu, Bucarest, 22, Rumania.
- FOURTH INTERNATIONAL CONGRESS ON MEDIAEVAL PHILOSOPHY**, 27 August-2 September 1967, Univ. of Montréal. *Address* Executive Committee, Apartment 23, 2910 Maplewood Ave., Montréal 26, Canada.
- FIFTH CONGRESS OF THE INTERNATIONAL COMPARATIVE LITERATURE ASSOCIATION**, 30 August-5 September 1967, Belgrade University. *Address* Secretary's Office, 5th ICLA Congress, Faculty of Philology, post fah 556, Belgrade, Yugoslavia.
- INTERNATIONAL ASSOCIATION OF UNIVERSITY PROFESSORS OF ENGLISH**, 20-25 August 1968, Dublin. *Address* Professor P. H. Butter, Dept. of English, The University, Glasgow, W.2.
- MHRA JUBILEE (Modern Humanities Research Association Invitational Conference)**, Cambridge, England, 25-31 August 1968 (see *PMLA*, March 1966, p. A-10).

REMARKS OF THE PRESIDENT OF THE UNITED STATES at the swearing-in ceremony for Barnaby Keeney as chairman of the National Endowment on the Humanities in the East Room of the White House, 14 July 1966:

"Carl Sandburg, our great poet and good friend, speaks in one of his poems of our endless search for things beyond mere wealth. Americans, he writes, always come 'To the time for thinking things over; / To the dance, the song, the story— / Or the hours given over to dreaming.'

"This morning we gather here not only to honor Barnaby Keeney as he begins this new chapter in his distinguished career. We have come here, also, to help our best minds find 'the time for thinking things over'; the time to encourage our singers and story-tellers; the time to assist our scholars and thinkers whose hours of dreaming insure the greatness that is America. . . . Ours was the only Nation ever based on an idea—that all men are created equal—that every man is entitled to life, liberty and the pursuit of happiness. But today, as we meet here, we still ponder the questions

of the meaning of life and the purpose of man. We already know that the answers are not wealth, or weapons, or wise government. These can help make life possible, but they can never really make it meaningful. So, then, we must turn for our answers to those whose profession is ideas: our scholars and writers, our historians and our philosophers; our men and women, and our boys and girls, of the Arts and Humanities. They have contributed as much to our national life as our soldiers and politicians. They have lighted our path for almost two centuries—and the centuries ahead ask even more of their mind and heart.

"That is why I have such great hopes for the Humanities Council—greater, perhaps, than the Endowment's budget. But I know, too, that small budgets can spur large imaginations—as does every board of regents in every school in this land. And if the Council has only a small membership and a small staff, I know that accomplishment does not depend on size. I think of the Council as a small spark which can give the Nation—and give the world—great light.

"All of us, Carl Sandburg has written, are reaching

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out 'for lights beyond . . . for keepsakes lasting beyond any hunger or death.' These keepsakes are not the products of industry, are not the spoils of war, are not the luxuries of wealth. They are the old ideas, the old words. The older they are, the more their meaning really excites all men. Freedom is one of them. Truth is another. How well we preserve these priceless keepsakes, Dr. Keeney, is going to depend a great deal on the quality and quantity and the effectiveness of the work that you do and that your colleagues do."

NEH IN CONGRESS. MR. DENTON. I yield to the gentleman from Iowa.

MR. GROSS. The gentleman mentioned the British and French Governments' contributions to art and culture. Does the gentleman have any idea how much money they owe us in terms of billions of dollars?

MR. DENTON. I do not know. What has that got to do with this question?

MR. GROSS. It has a lot to do with it. The fact that we have subsidized their arts and culture.

MR. DENTON. That is not a matter for consideration in this bill. It has been said that we Americans are the craziest people in the world.

MR. GROSS. What was that?

(*Congressional Record*, 5 April 1966, p. 7318)

CONPASS. This is another consortium which may be of considerable importance. Since enactment of the National Defense Education Act of 1958 the U. S. Office of Education has offered institutions of higher education ever-broadening opportunities to assist in strengthening instructional services in the schools through the institute program. With Federal financial assistance, colleges and universities may provide advanced study for short terms or in regular sessions to individuals whose professional concern is with the teaching of modern foreign languages, English, English as a foreign language, history, geography, reading, economics, civics, humanities, the arts, and the industrial arts. Institutes may also be conducted to improve the competencies of personnel who employ educational media, of teachers of disadvantaged or handicapped children, and of counseling and guidance officers. In 1966 a total of 554 institutes were supported with about \$33 million, and some 26,000 individuals participated. The legislation permits a good deal of latitude in the organization and implementation of institute instruction, and the Office of Education has encouraged imagination and experimentation. Many institutes, for better or worse, are quite conventional in their practices; but frequently higher education faculty members have seen the institutes as an opportunity to try out new approaches and devices which occasionally represent quite bold departures from the conventional. In any case, within the magnitude and variety of the institute program there are many lessons for American education if they can be identified, studied, and described. In order to make possible such a continuing professional assessment, the Office of Education in May 1966 initiated support for the development of a new mechanism involving the cooperative effort of non-profit professional associations. The organization is known as CONPASS, a convenient rendering of the rather cumbersome name, *Consortium of Professional Associations to Supervise Studies of Special Programs*

for the Improvement of Instruction in American Education.

Five professional associations participated in the organizing phase of CONPASS (but provision is made for additional association members of the Consortium): the Association of American Geographers (AAG), the American Historical Association (AHA), the Department of Audiovisual Instruction, NEA (DAVI), the International Reading Association (IRA), and the Modern Language Association (MLA). Each of these associations had been separately involved in 1965 institute evaluations in its own subject field. Association representatives had met twice (in January and February 1966, under the auspices of the MLA) to discuss problems of institute evaluation. At these meetings the idea of a functional Consortium developed, and the AAG agreed to be administrative and contracting agent for CONPASS. Each participating association appoints two delegates to the Consortium Board, which has responsibility for developing a continuing institute assessment plan, inviting relevant study projects from organizations or individuals, reviewing and recommending projects for Office of Education support, and supervising commissioned projects. Individuals with special competencies may be appointed to the Board for one-year terms. The Executive Committee of the Board consists of Kenneth W. Mildnerberger, Board Chairman (Director of Programs, MLA), Saul Cohen, Board Vice Chairman (Professor of Geography, Clark University), and Anna L. Hyer (Executive Secretary, DAVI). Director of Consortium affairs is William H. Wake (AAG). The Consortium launched a number of significant assessments during the summer of 1966, including: depth studies of institutes in fields newly authorized in the program (economics, civics, arts and the humanities, and industrial arts); a long-range investigation of the impact of institute experience upon participant teachers, faculty members, university structures, and professional societies; a series of studies of special institute problems, such as institutes for so-called "trainers of teachers," the employment of institutes for undergraduates preparing to teach, the use of new instructional materials in institutes, and the effectiveness of the institute concept for elementary school personnel; and an investigation of the effects upon participants of special media institutes for institute directors in other fields, such as history, English, and modern foreign languages.

MLJ, FIFTIETH ANNIVERSARY ISSUE (NOVEMBER 1966). This issue, including a 25-year history of professional concern with the preparation of MFL teachers and a reprinting of the key documents, collected and interpreted by André Paquette, MLA Assistant Secretary for Foreign Languages, offers testimony as to how a profession began to find itself. So many of the conference reports and policy statements about which controversy raged in the past seem commonplace now. They have been so largely absorbed into the new teaching materials and curricula that it is hard to see what the commotion was about. But there are others, like the MacAllister report, that have not been absorbed. The issue will make nostalgic reading for many people, and it may have the effect of reawakening us to how much is still left to be done. Congratulations to Robert Roeming, MLJ editor, for this historic issue.

READING, UNDERSTANDING, AND WRITING ABOUT SHORT STORIES

By Harry Fenson and Hildreth Kritzer, both, *Long Island University*

Using the short story as a point of departure for teaching the elements of freshman English composition, this book contains nine chapters devoted to analyzing and writing about plot, character development, setting, point of view, tone, symbolism, thematic development, and comparison and contrast. Some of the chapters contain sample student papers evaluated and commented on by the authors. Illustrations and examples are drawn from sixteen short stories which are included in their entirety: *My Kinsman*, *Major Molineux*, and *Rappaccini's Daughter* by Nathaniel Hawthorne; *The Overcoat* by Nikolai Gogol; *Madame Tellier's Excursion* by Guy de Maupassant; *Kashanka* by Anton Chekov; *The Bride Comes to Yellow Sky* by Stephen Crane; *The Real Thing* by Henry James; *Roman Fever* by Edith Wharton; *Counterparts* and *A Painful Case* by James Joyce; *The Horse Dealer's Daughter* and *The Odor of Chrysanthemums* by D. H. Lawrence; *Maria Concepción* by Katherine Anne Porter; *A Rose for Emily* by William Faulkner; *First Confession* by Frank O'Connor; and *Angel Levine* by Bernard Malamud.

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THE "NEW ENGLISH." There is, of course, no new English, but the press and the public so want there to be, and we so want public and parental support in our effort to improve training in the old English that together we are nearly on the point of creating it—or miscreating it, we often feel, as we see ourselves and our well-meaning colleagues distorted in the press! In an effort to convey more accurately some of the current ideas and problems in English teaching, Michael Shugrue, MLA Assistant Secretary for English, has written for the Family Life Library of the Association Press a small paperback called *How the "New English" Will Help Your Child*. We hope that it will be sold in every supermarket. Bear in mind the audience, but read it. It is a concise, lucid, and, we believe, accurate summary.

PH.D. IN LANGUAGE DEVELOPMENT AT FLORIDA STATE. Another evidence that English departments are expanding beyond total concentration on literature is a new program at Florida State to train researchers in the language development of school children. The aim of the program is to combine the study of linguistics with training in the methodology of educational research. About 50% of the student's time will be spent on linguistic theory; about 25% on tools of research, including research design, statistics, and computer programming; the remaining 25% on actual research. The program will lead to an M.A. in English Linguistics and a Ph.D. in either English or English Education. Director of the Program is Kellogg W. Hunt, Professor of English; Associate Director, Dwight Burton, Head of the Department of English Education. Support for the program comes from the U. S. Office of Education, including six fellowships of \$2,400 a year plus \$500 for each dependent.

MLA STATISTICAL STUDIES. The MLA is completing three statistical studies: foreign language enrollments in the fall of 1965 (a study conducted annually since 1959 under contract with the U. S. Office of Education); a study of the enrollment, methods, and materials for teaching German in the secondary schools in the United States (under contract with the National Carl Schurz Foundation under a grant financed by the Volkswagen Foundation); and a study of foreign language sequences in American high schools, i.e., the tendency for students to take more years of a single language (under contract with the USOE). Glen Willbern continues to direct this program, but in view of the fact that future MLA statistical studies will make use of the computer, he is now devoting half his time to mastering the forms and procedures needed to convert questionnaire and personnel data to computer-readable form. He will thus come to play an important part in the membership and service operations of the MLA, as well as in statistical research. Hans Rüttemann, who for the past year has been working on the Volkswagen study, has become Assistant Director of Statistical Studies, to backstop Willbern in his extended sphere of activity.

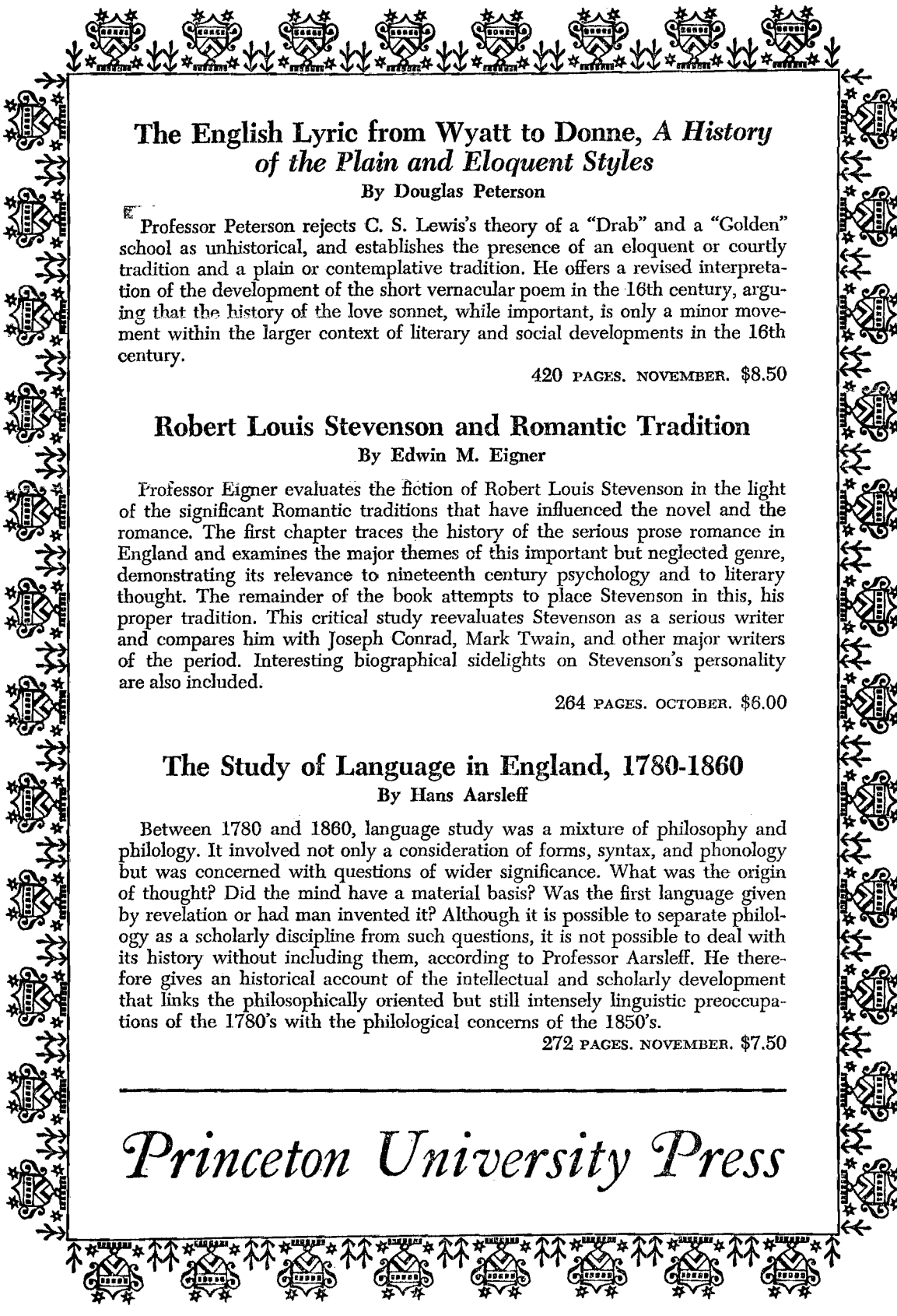
A TWO-WAY STREET. A phenomenon is taking place in the predominantly Negro colleges which deserves comment. Where law does not prevent it, white people are entering in substantial numbers not only as students but also as teachers. Both the student body and faculty of many Negro schools are increasingly

mixed: Hampton, Fisk, Howard, Lincoln (Pa.), and, to an even greater degree, West Virginia State College and Lincoln (Mo.), to name only a few. The situation is not new. There have always been whites in Negro colleges and especially on the faculties of the older ones established at Reconstruction: Lincoln, Howard, Hampton, Talladega, Shaw, Fisk, and many others—so many, in fact, that almost no church-related Negro college can be named that did not have a substantial number of white teachers and administrators at its founding. Missionaries they were called, sometimes in half-concealed cynicism, but often in grudging respect and affection. Their attitudes toward their students would be a deep study in post hoc psychology that no one should attempt. And most, if not all, of the privately endowed colleges enrolled white students. The children of white professors often spent a year or two under the tutelage of the local professorate before they went out and up to the Ivy League. The astringent post-Reconstruction racial attitudes in both the North and South nearly stopped the interchange of teachers and students, but now that America is rediscovering its conscience and its good sense, it is gratifying to observe that scholars are among the vanguard of discoverers. It would be hard to deny that the Civil Rights student willing to risk his life in Selma is quite sincere in seeking a position at Shaw. He is the new realist, the new humanist, who recognizes the hard truth that the ideal commonwealth or even the decent society cannot be achieved until all men are free to learn and to teach wherever they can bring light and love and leading. The racial tag has no place among men of spirit. But back to earth and cynicism. The new breed of white teachers may be seeking jobs in Negro schools because it is becoming easier to find them there, for the standards for hiring may not be so rigid as at the Ivy League. If that be the case, time, academic rigors, and social unease will work their patient way and the misfits will move on. It is more comforting to take the long view and to trust that there are just as many "dedicated souls" among the newcomers as there were among their forebears. The pay is good, anyway, and it is safer and more respectable now than formerly to teach in a Negro college. A final word, nearly off the subject: Ivy League and her children must continue to do what they have so conspicuously begun, to appoint the competent teacher wherever they find him and whatever he looks like. The Negro schools are doing it.

(Ivan E. Taylor, Howard University)

CAL ERIC. The Center for Applied Linguistics has now established an information clearinghouse for linguistics and the unusual languages, under contract with the U. S. Office of Education. Its clearinghouse, directed by A. Hood Roberts, Associate Director of the CAL, will work closely with MLA ERIC, MLA collecting information on the languages commonly taught in the U. S. and language teaching, and CAL collecting information on languages not commonly taught in the U. S. and pure linguistics. (See *PMLA*, Sept. 1966, p. A-12.)

VIGNETTE C. Nathan Edelman, 1966 First Vice President of the MLA, came to his chosen discipline naturally. He was born in Paris. He came to this country as a boy and took his B.A. at the City College of



The English Lyric from Wyatt to Donne, *A History of the Plain and Eloquent Styles*

By Douglas Peterson

Professor Peterson rejects C. S. Lewis's theory of a "Drab" and a "Golden" school as unhistorical, and establishes the presence of an eloquent or courtly tradition and a plain or contemplative tradition. He offers a revised interpretation of the development of the short vernacular poem in the 16th century, arguing that the history of the love sonnet, while important, is only a minor movement within the larger context of literary and social developments in the 16th century.

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Robert Louis Stevenson and Romantic Tradition

By Edwin M. Eigner

Professor Eigner evaluates the fiction of Robert Louis Stevenson in the light of the significant Romantic traditions that have influenced the novel and the romance. The first chapter traces the history of the serious prose romance in England and examines the major themes of this important but neglected genre, demonstrating its relevance to nineteenth century psychology and to literary thought. The remainder of the book attempts to place Stevenson in this, his proper tradition. This critical study reevaluates Stevenson as a serious writer and compares him with Joseph Conrad, Mark Twain, and other major writers of the period. Interesting biographical sidelights on Stevenson's personality are also included.

264 PAGES. OCTOBER. \$6.00

The Study of Language in England, 1780-1860

By Hans Aarsleff

Between 1780 and 1860, language study was a mixture of philosophy and philology. It involved not only a consideration of forms, syntax, and phonology but was concerned with questions of wider significance. What was the origin of thought? Did the mind have a material basis? Was the first language given by revelation or had man invented it? Although it is possible to separate philology as a scholarly discipline from such questions, it is not possible to deal with its history without including them, according to Professor Aarsleff. He therefore gives an historical account of the intellectual and scholarly development that links the philosophically oriented but still intensely linguistic preoccupations of the 1780's with the philological concerns of the 1850's.

272 PAGES. NOVEMBER. \$7.50

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New York and his Ph.D. in French literature at Columbia—but again, naturally, a Sorbonne certificate. In 1954-55 he held a Guggenheim fellowship. At City College, Hamilton, Johns Hopkins, and Columbia he has shown the patience, wit, and wisdom which so endear him to his colleagues and students. The scholarly acumen and attention to detail so evident in his departmental work likewise enabled him to bring to conclusion the monumental 17th-century volume of the *Cabern Critical Bibliography of French Literature* (Vol. III, 1961). His *Attitudes of Seventeenth-Century France toward the Middle Ages* (1946) and his articles on Vilion, Descartes, Racine, and other subjects reveal the range of his knowledge. We ourselves have observed the tact and precision with which he conducts a meeting, and we can understand the enthusiasm he engenders in those who work most closely with him. Few can match the richness and solidity of everything that Nathan Edelman does.

VIGNETTE CI. MLA Executive Council member John W. Kneller was born in Oldham, England, and educated at Clark and Yale Universities in this country, taking his Ph.D. in 1950. In 1949-50 he was in France as a Fulbright and French Government fellow, and again in 1963-64 on an Oberlin Faculty Grant. In 1950 he joined the faculty of Oberlin College where he was made chairman of the Department of Romance Languages in 1959 and Provost of the College in 1965. In 1962 he was appointed managing editor of the *French Review* and in 1965 editor. Author of articles on 19th-century French literature in *PMLA* and other journals, and of several widely used critical textbooks, he brings to the Executive Council a combination of achievements and loyalties that we sorely need. William Arrowsmith's article in the March 1966 issue of *Harper's Magazine* is one of the most vigorous reiterations of the accusation that the scholar's loyalty is today to his professional organization rather than to his students and his college. If this is true—and, on the whole, we doubt that it is—what are we to do about it? John Kneller has thought deeply on this subject and is in a position to see it from various points of view. We welcome him to the deliberations of the Council where it can be discussed.

REACTIONS TO THE DARTMOUTH CONFERENCE. We spent two weeks of August at the International Conference on the Teaching of English at Dartmouth, observing some twenty of our colleagues matching experiences and convictions with the same number of British teachers of English from different levels and different sorts of schools and universities. John Dixon (Bretton Hall College of Education, Wakefield, England) will write a full report for the profession, to be published by the British NATE (National Association of Teachers of English), NCTE, and MLA. Herbert Muller (Indiana) will write a book for the general public in both countries. Albert Marckwardt, Director of the Conference, will speak on the Conference in the NCTE session at MLA (29 December, 4:20 P.M.). In the meanwhile, we indulge in a few personal reactions.

Communication among literary scholars in British universities and American universities is now so cus-

tomary that it came as a shock to discover how totally ignorant we were of one another's elementary and secondary school English teaching problems. Discussion at first bogged down over such a simple phrase as "college bound," which for the British meant those not being prepared for higher education, since in Britain "colleges" are vocational training schools as contrasted with the "university." Again "tracking" or "streaming" had for the British much more drastic implications than for the Americans since it meant not homogeneous grouping by aptitude in a single subject but total segregation of one group of students from another, often in different schools and largely for social reasons. We were vastly impressed by the *quality* of the English teachers in the "training colleges" (equivalent to our schools of Education) and feel that exchanges must be set up between them and their opposites in this country. We were impressed by the profound influence of F. R. Leavis upon the effort to improve the teaching of English in the British common schools, and the extent to which D. H. Lawrence has become a culture hero. "Creativity" is the magic word in much recent thinking and writing about English teaching in Great Britain—an almost psychotherapeutic emphasis upon developing the sensitivity and perception of the culturally deprived student through having him listen to, mime, write, and read short poems, plays, and the like. Basil Bernstein, sociolinguist from the London Institute of Education, spent two days at the conference and the tension between his behavioral approach to language and the aesthetic approach of many of his British colleagues was very evident.

The gap between the schools and the universities in Great Britain is even greater than that in the United States. Some of the British university teachers at the conference were obviously concerned, but the concern was more theoretical than it is here because their process of selection still tends to filter only the most literate into university classes. The linguists on both sides of the water were somewhat mystified as to how they fit into the scheme of English teaching. Wayne Booth's, Paul Olson's, and James Moffet's attempts to arrange a sequential English curriculum around rhetoric or other cognitive and developmental schemes were not received with enthusiasm by the British. Benjamin DeMott called down fire on all our houses: "Literature is a dead subject in this country. It's even dead in England. Our subject isn't English. It's hate, it's love, it's violence, it's greed. Unless we can make students *feel* what the words mean, and use words to mean *real things*, we're wasting our time" (we paraphrase freely).

We had to leave early to get home and tend shop. We wonder whether the winebibbers' table, which finally circumvented all the rules of Dartmouth's Hopkins Center, ever got its finances straightened out. David Abercrombie is no doubt still out of pocket. But it was a memorable conference.

PROGRESS REPORT ON MLA BIBLIOGRAPHY. Transfer of the editorial machinery, and of the principal responsibility for the editing of the Annual Bibliography was accomplished during April and May 1966 with a minimum of difficulty, and the new editorial office has been established in space provided by the Pattee Library of The Pennsylvania State University.



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THE BLOOMSDAY BOOK: A Guide Through Joyce's Ulysses. Harry Blamires. 275 pp. Clo. \$6.50; Pap. \$3.50

THE CALENDAR OF MODERN LETTERS, MARCH 1925-JULY 1927. Edgell Rickword & Douglas Garman, eds. (Introductory essay by Malcolm Bradbury). 4 vols. in 3 (Vol. I—488 pp.; Vol. II—440 pp.; Vol. III & IV—176 pp.). 3 vols. \$45.00

COLERIDGE THE POET. George Watson. 147 pp. \$4.00

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In addition, generous cooperation by several departments and agencies of Penn State has provided a telephone for the Bibliography Office (Area Code 814 865-0331), full furnishings (including two new desks and chairs, an IBM electric typewriter with polyglot keyboard, file cabinets, tables, and shelving), and a dictaphone. The MLA office, in turn, has provided a Xerox copier and other equipment to speed up communication within the Bibliography Committee and to make more efficient the problems of editing for the press. This editorial office is now in full operation, and as these notes are being prepared, approximately 4,000 entries in the Bibliography for 1966 have been received, edited, and filed. Since realistic estimates of the growth of the Annual Bibliography suggest a 10 to 12% increase yearly in the total number of items recorded, we expect nearly 16,000 more entries before our 15 January 1967 deadline. By and large, our methods of compiling, checking, and editing materials will continue along lines established by Professor Paul A. Brown and members of the Bibliography Committee over the past decade. Yet several considerations are essential if we are to continue to provide the scholarly community with the accurate, selective Bibliography they expect each spring.

Chief among these considerations are: (1) The steady rate of growth in the number of items recorded each year. Burgeoning of published scholarship, increasing numbers of new journals founded (the most important of which we must add to our Master List if we are to continue to provide proper coverage in all fields of modern languages and literature), and more assiduous work by members of the Bibliography Committee are the principal agents of this growth. And though we are becoming increasingly stern in applying criteria of selectivity, we cannot hope through selectivity alone to offset this steady increase. We must find other ways to cope with it. (2) Closely related to the first problem is the question of even more extensive coverage in the Bibliography. In response to requests from various groups of scholars, we have in the recent past added to the Bibliography such specialized sections as those on Rumanian and African. This year we shall add in the General Section a very small group of items on "Computer-Oriented Literary Research" (probably no more than 25 or 30 items in all). And though we hold tight rein on such additions, we cannot declare a moratorium on them. (3) The steady increase in the cost of compiling, editing, and printing the Annual Bibliography. As the annual list grows, so do the costs of preparing and printing it. Though we cannot reverse this pattern, we can, I think, find ways to reduce the speed by which the cost curve rises. (4) Problems of disparate criteria of organization in certain sections of the Bibliography. Particularly in the linguistic divisions of French, Italian, German, Spanish, Portuguese, and the various East European languages, there is little uniformity of classification, which in itself is somewhat confusing not only for the general user of the Bibliography but also for members of the Bibliography Committee. Moreover, such variety of classification criteria makes cross-referencing difficult, sometimes impossible, and sometimes funny (e.g., a main entry under General I Comparative-Historical might well be cross-referenced to Italian I Miscellaneous, and to German I Middle High German). Obviously, each specialized section of the Bibliography

will require some specialized classification headings peculiar to that discipline and thus no complete uniformity of bold-face headings among different sections can be achieved (or is desirable). Yet in linguistics, especially in the light of recent trends in linguistic study, we should be able to improve our present, somewhat creaky organization. (5) The unwieldy character of the present General Section. Ranging from general linguistics, and items on genre study, themes, types, aesthetics, and literary theory and criticism, through various language fields (African, Oriental, Celtic), to folklore, Medieval and Neo-Latin, and bibliography, the General (and Miscellaneous) Section of the Bibliography seems to require immediate restructuring. In a proposal now in the preliminary stage of planning, I intend to suggest that we establish each specific language-literature discipline now included in General as a separate section, with a new Section Head and a team of bibliographers. Specifically, this proposal would establish Medieval and Neo-Latin, Oriental, African, and Celtic as separate sections, just as in the recent past we have established Portuguese and Rumanian as separate sections. I think the advantages of this move are evident, but the proposal in final form will spell out fully all details. (6) Closely related to (5) and (4) above is the problem of our present handling of linguistics, not only "General Linguistics" but also the linguistics of each language area we cover in the present Bibliography. Again, recent trends in linguistic study point the way here, as does the fact that the present organization of the Bibliography Committee does not provide at least one linguistic specialist in each language area we cover. It is a truism that a Dante scholar is not automatically conversant with the specialties of Italian linguistics; and that a student of Camus's style is not, similarly, a specialist in French linguistics. Yet we seem to have ignored this in our committee, with the resultant disparate character among the linguistic divisions. Part of the proposal mentioned under (5) above, therefore, concerns our treatment of linguistics.

We can expect some help in solving our problems of increasing size and increasing costs as we make fuller use in the Bibliography of new computer techniques. Stephen O. Mitchell and Harrison T. Meserole are now exploring ways by which the complex of machines to be installed in the new MLA offices can be of assistance in the Bibliography. Though we cannot expect an immediate saving in costs thereby, it seems clear that we shall be able better to cope with both problems—increasing size and increasing costs—as we make use of the computer in our annual work. Yet such assistance is in the future, two or perhaps three or four years ahead, and these two problems face us now. Consequently, a proposal envisioning a major change in our present bibliographical style has been drawn up by Messrs. Meserole and Charles Mish. This proposal will be discussed with MLA staff, and then with the Section Heads of the Bibliography Committee at a special meeting on 26 December 1966. After approval by Section Heads, our present plan is to institute this change beginning with the Bibliography for 1967. Though this proposal will be presented entire later on, the gist of it can be suggested here.

Our bibliographical style, developed over the years 1921-65 and refined by James Woodress and Paul Brown as an accurate, efficient tool, has served us well.

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PMLA A-23

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Its basic premise—that of supplying all necessary data for a given entry in concise form—must be the premise of any workable bibliographical style. Its flexibility is similarly important: little uniformity of publishing frequency, pagination and volume and issue conventions, and the like, among the 1200 journals on our Master List, demands a flexible style that can be adapted to any one or more of these conventions. Yet our style is not as concise as it could be, and though this fact was of less moment when the Annual Bibliography numbered fewer than 10,000 items, it is now of genuine concern as the list approaches 20,000, and it will be of increasing concern in the future. This proposal, therefore, argues for a change in style. To illustrate, the three forms used most regularly in our annual list are these:

<i>PMLA</i> , LXXXI, 163–169.	(19)
<i>RO</i> , LXVIII, i, 104–132.	(20)
<i>Diogenes</i> , No. 46, pp. 111–130.	(26)

[Numbers in parentheses to the right of each entry represent the number of printed characters (excluding spaces) needed to print the entry.] If we should alter our style as follows, we could significantly reduce the number of printed characters necessary in each entry:

<i>PMLA</i> 81: 163–9.	(13)
<i>RO</i> 68, i: 104–32.	(14)
<i>Diogenes</i> 46: 111–30.	(18)

Using our present style, we need 65 characters to print these three entries; using the proposed style, we need 45. We use more than these three forms, of course, but it seems clear we can construct a new entry style for each form we now use, to effect a similar reduction in the total number of printed characters. Additional significant space-saving can be achieved if we modify our present style in recording authors' names. Our present practice—that of printing each author's name in full (or at least as it appears in print at the end of his article in a given journal)—seems an unnecessary luxury, and in the hundreds of *DA* entries each year an almost preposterous waste. If we alter our style to

print only the last name and initials of each author's name, we can save an additional number of printed characters.

A test re-writing in the proposed style of the entries in column one, page 151, in the Bibliography for 1965 (*PMLA*, May 1966) suggests that we could have saved 359 printed characters—or, roughly, 6 lines of print per column (at 60 spaces per column line), or 12 lines per page, or approximately 3728 lines on the 319 pages of print occupied by the Bibliography for 1965. Though of course these figures will vary from entry to entry, column to column, and page to page, it seems reasonable to suggest that the over-all reduction in the total number of printed characters will be immediately reflected in the total cost of printing the Bibliography, in the present capacity of the Bibliography to absorb the steady percentage of growth, and in the labors of preparing and editing each year's list. The proposed revisions will also reduce the number of short part-lines in the Bibliography, and will save extra space there. The practical advantages of this style change are not limited to matters of cost and size alone. Two may serve as illustration: (1) the advantage of shifting from the unwieldy (and sometimes well nigh impenetrable) convention of Roman numbers to the readily perceived Arabic ones in recording volume numbers. Though we gain little by this shift when the move is from i to I, x to 10, or xv to 15, we gain much when it is from CXXLVIII to 248, LXXXI to 81, XLVIII to 48; (2) the advantage of reducing the amount of paper work and typing that each bibliographer must do each year. Though it may seem a small matter in terms of one, or two, or a dozen entries, it can be of genuine concern when thought of in terms of several hundred or even a thousand entries (at least four members of the Bibliography Committee contributed more than 1,000 entries each to the Bibliography for 1965). Most important, too, these revisions will be one step toward bringing our data closer to machine usable form, anticipating the day in the very near future when we can make extensive use of the computer in the Bibliography.

(Harrison T. Meserole, Association Bibliographer)