

For Members Only

KENNETH MILDENBERGER

In 1950, the MLA Commission on Trends in Education declared, "The research of the MLA cannot exist by itself; it must rest upon a broad base of work in the schools and colleges in 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." In December 1951, the MLA Constitution was revised to make it the purpose of the Association "to promote study, criticism, and research in modern languages and their literatures, and to further the common interests of teachers of these subjects." In March 1952, the Executive Council addressed the MLA to this involvement in American education. And on 20 June 1952, the MLA received its initial grant from The Rockefeller Foundation to implement these directives with a campaign to improve the learning of foreign languages in the United States. This campaign could not be undertaken without additional staff in the MLA headquarters. The immediate need was for a research assistant who could concentrate exclusively on the work of the new program. The Executive Secretary and Treasurer thought at once of an outstanding student who had the year before taken his Ph.D. at New York University and was then teaching at Queens College. He agreed to join the staff in September, and thus was Kenneth Mildenerger wooed away from Anglo-Saxon literature to educational statesmanship. By 1958 he had become Associate Secretary of the Association and Director of the Foreign Language Program. When in September 1958 the NDEA was passed, the immediate need of the United States Office of Education was again for staff to implement the foreign language provisions. Kenneth Mildenerger went to Washington to help organize the Language Development Section of the USOE and stayed on to become Chief of the Section and eventually Director of College and University Assistance, charged with planning, developing, and implementing the four higher education aid programs of NDEA (Student Loans, Graduate Fellowships, Counseling and Guidance, and Language Development), supervising more than a hundred employees, and administering a budget of financial aid to higher education in excess of \$135 million a year. Throughout this decade of remarkable accomplishment, however, Kenneth Mildenerger did not forget the context in which the Foreign Language Program had been launched in 1952—not as an end in itself, but as the first phase of a *continuing* involvement on the part of the MLA with *English and the foreign languages* at all levels. In August 1963, in response to an LL.D. awarded him by Middlebury College, he offered the analysis of the state of the Foreign Language Program and, by implication, of the MLA's educational program, printed below. This September we welcome him back as Director of Programs for the Association.

As Director of Programs, Kenneth Mildenerger will play a leading role in broadening the commitment of the MLA to work for improvement in English as well as in the modern foreign languages. Over the past ten years, some consensus has been achieved on the philosophy of the foreign language curriculum, on the essen-

tials of teacher preparation, on new textbooks and teaching materials, and on national tests of foreign language achievement at various levels. In English the cloak of "pluralism" still hides the skeleton of chaos, there is no agreement as to what can or should be achieved at any level, and teachers cannot tolerate the notion of national examinations by which to measure their own or their students' achievement. Much remains to be done in the foreign languages, but more remains to be done for English. And the English constituency of the MLA is only now beginning to wake to its responsibility for curriculum and standards. It will be Kenneth Mildenerger's special responsibility to coordinate and direct the conferences and research through which the profession makes policy and evaluates its own achievement.

In this large assignment, Kenneth Mildenerger will have two lieutenants: F. André Paquette for the Foreign Languages and Michael F. Shugrue for English. André Paquette came to the MLA in the spring of 1964 from an assistant professorship in French at Plattsburgh State College in New York. Previous to that he had been State Supervisor of Foreign Languages for New Hampshire. During 1964-65 he conducted the study of foreign language teacher preparation and certification which has resulted in helping shift FL teacher preparation from credits and hours to proficiency. In 1965-66 he will be Director of Testing for the MLA as well as working in the Foreign Language Program. Michael Shugrue joins the staff this September from an assistant professorship in English at the University of Illinois. Previously he had a year's experience as Assistant to the Chancellor of the University of Nebraska, and he has worked with the National Council of Teachers of English and other groups on various national English programs. He will teach one course in the New York University English Department and act as the MLA Coordinator for the Association of Departments of English as well as working in the English Program. With Mildenerger, Paquette, and Shugrue, and its other growing resources, the Association should be able to extend its activity effectively into the areas of English and the humanities while maintaining its concern for the foreign languages. We have come far since 1950, but not yet far enough. Information retrieval lies before us, work with the disadvantaged, and the whole realm of international relations which we have hardly yet touched as an organization. We welcome Ken aboard. His ability and devotion will be a godsend in the period ahead.

REMARKS OF KENNETH W. MILDENBERGER
AT THE SUMMER 1963 COMMENCEMENT OF
THE MIDDLEBURY SUMMER LANGUAGE SCHOOLS

The Middlebury Summer Language Schools have stood, for a long time, as an inspiring professional symbol to modern foreign language teachers. During the past few years they have taken on a new symbolism, for we have around us here what I shall call, for want of a more elegant phrase, the mark of "private enterprise." With awakened Federal interest and seemingly



Letters of Ford Madox Ford

Edited by RICHARD M. LUDWIG. "Most of these letters are 'finds', never previously published and serving both to deepen and to give order to our awareness of Ford's literary activities and involvements. Professor Ludwig, with lucidity, exactness and wisdom, has provided us with a coherent personal documentation which we have missed in previous books about Ford."—*David D. Harvey*, author of *Ford Madox Ford 1873-1939: a Bibliography of Works and Criticism*.

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For Members Only—Continued

bountiful Federal funds to pay all the costs of summer language study, Middlebury has operated without Federal subvention, except for a mere handful of summer Fellowships for Russian study. Nevertheless, Middlebury thrives. The reasons for this success I need not delineate here, for you are just concluding this summer's experience and any tribute by me would be quite superfluous.

But I do want to emphasize to you the importance of the existence, and of the continuing integrity, of the concept of the "private sector" in our American educational world, and specifically, in the modern foreign language field.

The role of the private sector, as distinct from the Government, has undergone a rather remarkable and ironic reversal of roles in the language field, and it has taken place just in the past five years—that is, since the National Defense Education Act came into the picture. Five years of NDEA language programs have had a resounding impact on American education.

I might spend hours detailing the multitudinous NDEA activities under way and their far-reaching implications, and still only illuminate a modest share of the federally supported panorama. But permit me to give you some of the bare statistics. Nearly 14,000 elementary and secondary school teachers of modern foreign languages have had the benefit of 300 NDEA language institutes, including a growing number of summer institutes abroad. In other words, nearly one-fourth of our school teachers of modern foreign languages have now attended institutes. Fifty-five language and area centers are now supported at universities, and they offer instruction in 70 languages, few of which have been taught in the past. Some 3,450 fellowships have been awarded for the study of over 60 languages. More than 200 research programs have received financial aid, including projects for the development of instructional materials in 120 languages. The total cost to date of these various programs is \$58 million. In addition, NDEA has provided matching funds for the purchase and installation of language laboratories in 6,000 public high schools since 1958, at many millions of dollars more.

I presume that such statistics awe you; they do me, and very likely they fill you with a measure of satisfaction. But the very magnitude of the Federal effort in the last five years carries with it a spectre which we in Washington constantly eye uneasily, and it is this I wish to offer you as my theme for this evening. I believe it is unusually appropriate to this setting.

What we fear is that the private sector in your profession, out of awe and satisfaction, will be uncritical and will, by silence, desert its proper role of policy leadership.

In various immediate ways, we in Washington can seek to forestall this surrender of authority. We have an advisory committee of eminent scholars and educational administrators to advise the Commissioner of Education on language matters. We use consultant panels of your peers to review and rate applications and proposals. Our language programs in the Office of Education are staffed by people who are close to the language classroom, and we have a healthy turnover of such staff people. For reasons which I know are obvious to you here this evening, when, four years ago, we wanted a thoroughly sound and expert evaluation

of the new NDEA institute program, we turned to Middlebury College for the independent, candid, and scrupulous professional direction that was needed. I am alluding, of course, to the unique competencies of Stephen Freeman, who already was carrying more than a full load of work, but nevertheless recognized the responsibility of the private sector and took on the task, both in the initial NDEA summer of 1959 and again in 1960. And the relatively high quality of the institute program, despite tremendous subsequent expansion, is greatly indebted to the perceptive reports which Dr. Freeman submitted to us in that formative period.

But what has bothered me for the past few years is the immense stillness of the profession. It would seem as though the Modern Language Association Foreign Language Program of the Nineteen Fifties had settled all the questions of the language field, and now it remains only for Government funds to implement FL Program policies and American education will be fully served.

What has happened to the private sector and its leadership in policy-making? In the past there have been outstanding instances of self-study by the profession. The proceedings of the Modern Language Association in its first two years, 1883-1884, are alive with the give and take of professional policy. In 1897 the MLA sponsored a "Committee of Twelve" to look into the fundamental issues of language teaching, and a reading of its report is refreshing even today. In the 1920's, with the help of Carnegie Corporation funds, the far-reaching Modern Foreign Language Study brought forth volumes of results, including the controversial "Coleman Report." The Foreign Language Program of MLA began in 1952 and, insofar as its original objectives were concerned, ended in 1958, with six years support from The Rockefeller Foundation.

The FL Program was one of the most amazing educational phenomena of our time. It began when modern foreign language study in our educational system was at rock bottom. It was conducted with calculated scholarly precision and quiet determination. It mobilized professional leadership, made FLES a national issue, developed basic policies concerning language instruction in secondary schools. And at every step of the way it consulted with and reflected the thinking of leaders in the language profession. Significantly, it assembled the facts about the critical meaning of language instruction to our national interest, and it communicated these facts to the world of professional education, to the general public, and to Congress. In 1958 the United States Commissioner of Education affirmed that, were it not for the findings of the MLA FL Program, foreign languages might not have been a part of the NDEA.

In retrospect, the FL Program came at just the right time in history. It set out to examine the needs for modern foreign languages in American society, to develop the profession's policies regarding the means by which these needs could be met, and to make a start at implementing such policies. The FL Program built up to the crescendo of activity of the NDEA, though none of us who worked in the FL Program from 1952-58 foresaw such munificent Federal support. In truth, the MLA FL Program turned out to be so



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successful that, in the context of its original objectives, it has been consummated. In my opinion, events have now assigned it to a quite respectable place in history—past history.

But now the bounty of NDEA with its avalanche of development and progress has altered the state of affairs in the modern foreign language field. A new taking of stock is sorely overdue. We need a comprehensive reassessment of where we have come and where we *should* be going in the next decade and indeed in the next 25 years. A new major investigation of modern foreign language study at all levels of American education must begin very soon. I do not claim to be a seer, but it is surely inevitable.

In our society such an investigation is both the duty and the privilege of the private sector. I believe that this new and inevitable investigation should not be initiated by, nor even paid for by, the Federal Government. Its findings will have a profound effect upon the future of language instruction—upon what will be happening in tens of thousands of language classrooms, including of course yours. I hope then that your private sector may be able to fashion such an investigation and that its leadership may have the vision, wisdom, scholarship, and stamina to face this professional task, which has become so infinitely complicated during the past five years.

I very much fear that, unless the language profession seizes the initiative in this *immediately*, other forces will necessarily move into the void. Perhaps what I am saying is that the profession needs, right now and on a national scale, the kind of enterprise and independence which the College of Middlebury demonstrates here on this Vermont hillside.

TRIBUTE TO GILBERT CHINARD. *The Princeton University Library Quarterly*, xxvi (1965, No. 3), is devoted to a checklist of his writing over more than half a century. We, too, are proud of our sixty-fifth President. His tremendous achievement in interpreting the New World to the Old, and in analyzing such philosophical undercurrents of American culture as primitivism and democracy, has demonstrated the impact that humanistic scholarship can have on a society. The cumulated list of his writings, classified under Exoticism and Primitivism, Chateaubriand, the Doctrine of Americanism, Thomas Jefferson, John Adams, Benjamin Franklin, Frenchmen in America, France and the United States, Crosscurrents, and History of Ideas, reveal the intense and enviable intellectual engagement of all of Professor Chinard's work. This is what scholarship should be.

THE CAST-IRON UNIVERSITY. Gordon Ray's Kenyon Honors Day Convocation Address from last May takes as its text a sentence by John Henry Newman that we might well keep before us as this year 1965-66 gets underway, "An academical system without the personal influence of teachers on pupils is an arctic winter; it will create an icebound, petrified, cast-iron university, and nothing else" (*Historical Sketches* [1872], iii, 74).

PRESIDENTIAL POSTSCRIPT. My impolite farewell address to the MLA last December ("Research and Reward," *PMLA*, March 1965) evoked a remarkable response, within and without our Association. The *New York Times* gave it a column; *Time* gave it another. A number of newspapers commented editorially. Friends have sent me clippings from the *Providence Journal*, the *Hartford Courant*, the *Newark Evening News*, the *Baltimore Sun*, the *Miami Herald*, and even *Chemical Week*. The Folger Library dealt with it in its *Report*. And many friends and strangers have sent me welcome letters. I had steeled myself to meet angry opposition to my thesis, that we need rather restriction than expansion of purely literary research, that we should judge it rather by quality than by quantity. I had expected that some of my most honored colleagues would exclaim: "But you are undermining scholarship! You are going over to the barbarians! You are uncovering the nakedness of our sainted mother!" I envisaged being driven from the Statler Ballroom with hoots and jeers. But not at all. The astonishing thing is that all the reporters, commentators, and letter-writers, when they expressed a judgment, applauded. The general approval leads me to believe that while I said nothing new, I said aloud what many have been muttering in private.

I have indeed been confounded by the reproach of colleagues in other fields: "I see that you're against research." I should like to seize this opportunity to protest that I am not against research. I practice it, I honor it, I love it. But a taste for literary research is something special. It is not the same thing as delight in reading, or delight in introducing others to the pleasures of reading or the pleasures of writing. We do well to encourage literary research. We do ill to impose it as a requirement for promotion and status in the teaching profession. Literary research is a privilege, deserving of no reward except the writer's joy in his article, his book, his public utterance of his precious thought. (Morris Bishop)

THE LONDON LIBRARY. Scholars from abroad who would like the privilege of browsing through open shelves and borrowing books for use at home should know of this useful research library of over 700,000 volumes at 14 St. James Square, London, S.W. 1. It supplements the national and university libraries by lending runs of periodicals and other reference books for long periods. Douglas Matthews, Deputy Librarian, informs us that temporary membership can be accorded for £5.5 (\$14.70) to any visiting scholar who brings a letter of introduction from his head of department or another appropriate person whose status may be readily verified. (The Executive Secretary is happy to provide MLA members going abroad with a letter bearing the seal of the Association attesting to their membership. This is usually accepted as a letter of introduction by librarians and collectors.)

BNYPL. *The Bulletin of the New York Public Library* announces regretfully that its subscription will rise to \$5 in 1966. (At that, it will still be one of the best buys in academe. Ed.)

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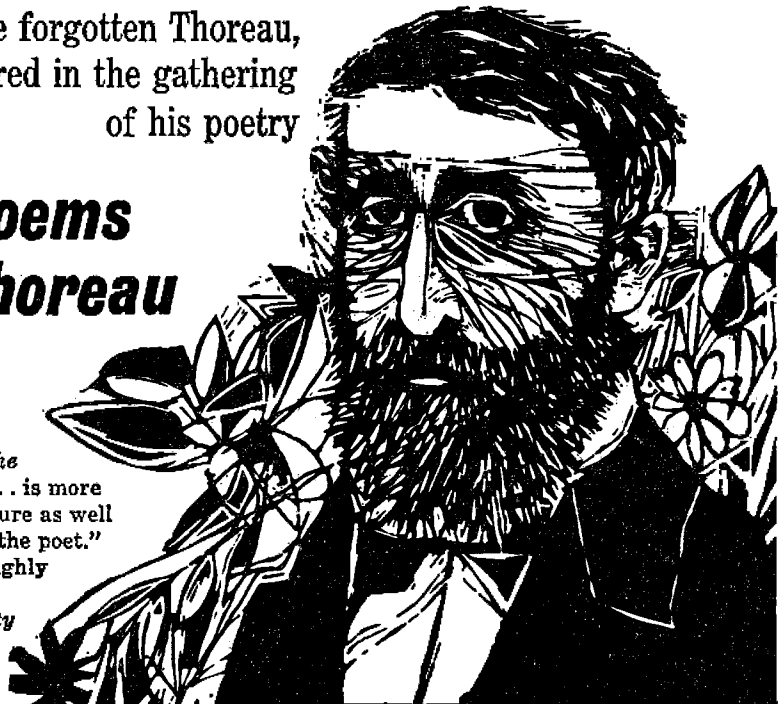
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HONORS AND APPOINTMENTS. 1965 Pulitzer Prizes to MLA President Howard Mumford Jones for *O Strange New World*, a study of the European sources of American culture; Ernest Samuels for his three-volume biography *Henry Adams* (the second volume, *Henry Adams—The Middle Years*, had previously won the AHA Bancroft Prize and the Parkman Prize in 1959); Mrs. James Feibleman (Shirley Ann Grau) for her novel *The Keepers of the House*. MLAer James Feibleman is Chairman of Philosophy at Tulane. The National Book Committee's first National Medal for Literature to Honorary Fellow and long-time MLAer Thornton Wilder. The prize, the first national literary award ever presented at the White House, consisted of \$5,000 and a bronze medal. It is to be given annually to an American author for the excellence of his contribution to literature. Detlev W. Shumann (Brown), German *Bundesverdienstkreuz*, first-class, and *Ehrenbürger* of Christian-Albrechts-Univ., Kiel, for scholarship and service to Brown-Christian-Albrechts student exchange. Glenn H. Leggett, President of Grinnell College, Iowa. Jerome Taylor, Dean of Kent State University. John Nist (Austin Coll., Texas), Shoap Research Professorship at Austin Coll.

MARTIN JOOS AND YIDDISH. We could make a small book of the corrections to our June FMO goof, but it is well to let Freeman Twaddell himself have the last word: "It wasn't Hebrew that Martin Joos was learning to read; it was Yiddish. Yiddish is often printed in Hebrew characters. Those characters are printed from right to left, and from above to below. Martin estimated that reading from below to above would disturb him less than from right to left. Hence he learned the Hebrew characters upside down. Then, by rotating the page through 180°, he was able to read from left to right but from bottom to top. It was a Yiddish newspaper. Good grief! Do you suppose people in the MLA don't know that Yiddish is a German dialect and that Martin knew German?"

VIGNETTE XCI. Executive Council member CHANDLER B. BEALL was born in New York State and reared in South Carolina. Both his B.A. and Ph.D. are from the Johns Hopkins Univ., and he taught at Hopkins, South Carolina, Amherst, Maryland, and George Washington Univ. before settling down in 1929 at the University of Oregon. Here he has been ever since, save for time out as visiting professor (Princeton, Tulane, North Carolina) and travelling fellow (ACLS to France 1935, Fulbright Research to Italy 1958). Like his fellowships, Chandler Beall's scholarship has been devoted to Italian and French: *Chateaubriand et le Tasse* (1934) and *La Fortune du Tasse en France* (1942). In 1947, when the Comparative Literature Section of MLA decided that it needed a journal, Chandler Beall persuaded the University of Oregon to support *Comparative Literature*, of which he has been the editor since that time. In 1965 he is Vice President of the American Comparative Literature Association. His wife Paulette is French, a talented sculptor and painter whose work has been frequently exhibited. Chandler is himself a keen fisherman. We welcome his knowledge and broad interests to the Executive Council.

CHAUCER STYLE. Donald Howard's interesting article in this issue has led the editor to decide to impose upon PMLA in the future the style that Mr. Howard, he, and others have used elsewhere. Will other Chaucerians join us in establishing it as a norm? Italics for titles of whole pieces by Chaucer (*Canterbury Tales*, *Troilus*, *House of Fame*, *An ABC*) but Roman for individual tales (*Knights Tale*, *Man of Law's Prologue*). *Sir Thopas* and *Melibee* should be italicized because they are titles and do not fit the pattern of So-and-so's Tale. "The" should not be handled as part of any title.

HUXLEY LETTERS. The family of the late Aldous Huxley has authorized Grover Smith (Dept. of English, Duke University, Durham, N.C.) to prepare an edition of his letters for Harper & Row of New York and Chatto & Windus of London. He requests owners of letters from Aldous Huxley to send them (or copies) to him for the edition. Original letters will be treated with the greatest care and, after being copied, returned immediately.

WHITMAN FACSIMILE. The New York Public Library is preparing a facsimile of Walt Whitman's personal copy of the 1860-61 "Blue Book" edition of *Leaves of Grass*. This is the volume which was discovered in Whitman's desk and led to his dismissal in 1865 from the Department of the Interior. Its pages, unsewn for Whitman's convenience, are extremely fragile. The sheer quantity of the manuscript additions, deletions, and revisions—occurring on all but 39 of the 456 pages—has prevented any adequate incorporation of this data into the body of Whitman scholarship. A companion volume by Arthur Golden (City College of New York) will be a guide to the textual changes and their significance. The project is under the direction of David V. Erdman, Editor of Library Publications, and supported by a gift from Oscar Lion.

CONFERENCES AND COLLOQUIA. The new Center for Modern Letters in the English Department at the University of Iowa will hold its first conference 28-30 October in Iowa City. The topic will be "The Poet as Critic." Speakers will be Richard Ellmann, Robert Hall, Elizabeth Sewell, René Wellek, Ralph Freedman, and Murray Krieger. Frederick McDowell, director of the Center, will be chairman for the conference. The English Department of Seton Hall University will hold its Seventh Annual Colloquium on Saturday, 30 October 1965. The subject will be "Psychology in Literature: Its Use and Abuse." Persons wishing to read papers are invited to correspond with Prof. Edward T. Byrnes, Colloquium Chairman, Seton Hall University, South Orange, N. J.

MLA CHARTER FLIGHTS. Three are planned for the summer of 1966. The first, New York—Paris—New York, will leave 23 June and return 25 August; the second, New York—London—New York, will leave 30 June, return 1 September; and the third, New York—Paris—New York, will leave 7 July, return 8 September. Each MLA member will receive an application by mid-September. All inquiries should be directed to our authorized travel representatives: Air-Res, 866 United Nations Plaza, New York, N.Y. 10017.



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Planned to follow *Mozart*, this second graded reader employs the past and present tenses, more complicated sentence structure, and an increased vocabulary in its biographical study of the naturalist. 1965. In press.

WAGNER

By J. William Dyck, University of Waterloo, Ontario, and H. E. Huelsbergen, University of Kansas

This third book in the graded series for the first year offers a biography of the composer and a brief analysis of his works. It utilizes past, present, and future tenses. 1965. In press.

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By Galina Stilman and William E. Harkins, Columbia University

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