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ACLS. A sum of \$100,000 for *Fellowship Grants* not to exceed \$7,000 each for tenure during the academic year 1958-59 is now available to provide opportunities for younger scholars to complete research projects in the humanities or to extend their competencies by intensive study in a field or fields related to their areas of special interest. Candidates must possess doctorates or the equivalent, must have demonstrated high competence, and must show the importance of their projects. Grants will be made normally to candidates under 45 years of age whose programs envision at least six months of full time study, since grants are intended primarily to provide free time from normal duties. Estimated budgets will be required, and grants will be made according to needs. Application forms may be requested from the ACLS Fellowship Program, American Council of Learned Societies, 2101 R Street, N.W., Washington 8, D.C. Applications must be received before 15 October 1957. * * * *ACLS Grant-in-Aid Program*: Another \$100,000 is available for grants to aid humanistic research during the academic year 1958-59, in amounts depending on need not to exceed \$3,000 each. These are to aid research in progress (not for free time) in the following fields: philosophy, philosophy of science, philosophy of law; philology, languages, literature and linguistics; archeology; art history and musicology; history, including the history of science and the history of religions; and cultural anthropology, including folklore. Terms of award are generally the same as for the Fellowships noted above, but progress reports on programs will be requested, and unused sums are to be returned to the ACLS. Applications, on forms obtained from the ACLS, should be filed by 15 September 1957, 15 January, or 15 March 1958. * * * Don't stop reading. Glance further at the ACLS *Special Awards Program* for mature scholars of unquestioned ability who are nearing completion of a distinguished and significant work. A third \$100,000 is available for not more than ten such scholars at \$10,000 each. Same fields as those listed above. Expected tenure: eight months of uninterrupted study. Applications from individuals will *not* be solicited for this category, but will be sought by the ACLS from academic institutions, professional societies and other sources.

WHO WILL LISTEN, do you suppose, at some unspecified date this fall, when, through the efforts of the Board of Directors of the ACLS, Broadcast Music, Inc., will release to various radio stations throughout the country a series telling with some vibrancy (we hope) the stories of the twenty-five constituent societies? It will be available to all radio and television broadcasters as well as to schools, libraries and universities that use the material in cooperation with their local stations. The MLA will have a spot in the series. So keep your dial tuned if you wish to refresh yourself briefly on the beginnings, aims, accomplishments and hopes of the Association. Much will be familiar to you from your reading of Bill Parker's account of the early history (*PMLA*, Sept. 1953), but in Addisonian fashion we have taken the liberty of framing all under a seemingly appropriate motto: "Strength through the knowledge of many tongues: Wisdom through the knowledge of many literatures."

UNESCO. "Men must come," states the report of a UNESCO Committee, 12 May 1956, "to see that their forebears and their fellows in all lands, in the East as in the West, have shared in a common struggle for civilization. They must be encouraged to acquire a greater awareness of the rich treasury of human achievement, as well as the many problems men have always faced. They must come to visualize the whole pageant of the splendors and miseries revealed in the story of man in his many environments at various periods of the historical process." The report pleads for the use in schools of "reasonably coherent and balanced pictures of other civilizations . . . presented in human terms, in lively readable accounts, on the basis of a just appreciation of social and cultural aspects as well as others, and without misleading, exaggerated or arid generalizations." The West has by and large neglected studious appreciation and understanding of Asian cultures. Much sheer ignorance of Eastern history and culture increases the task before our modern schools of correcting ancient wrongs and deficiencies in our education in these areas. UNESCO's general conference at New Delhi, 5 December 1956, adopted therefore, as one of its major projects, the promotion of the mutual appreciation of the cultural heritages of the

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Orient and the Occident. The 1957-58 budget for this project is \$839,209. Specific tasks include 1) encouraging the cooperation of specialists in the preparation of such reference works as an Asian encyclopedia, a dictionary of World Literature, a guide to Oriental research institutes and collections, and a history of Islamic art; 2) studying the interaction of Oriental and Occidental social and economic systems; 3) holding international meetings of educators, writers, artists, commentators on public affairs and philosophers; 4) providing travel grants for study and teaching; 5) providing classroom materials on the culture of the orient and occident; 6) stimulating a two-way flow of information and knowledge via translations, traveling exhibits, exchange of books, museum collections, and wider dissemination of visual arts and music; and 7) supplementing the information programs of the Member States by providing the general public with articles, pictures, publications, broadcasts, films, in an effort to increase understanding of each other's viewpoints and ways of life. * * * We seldom give advice in these columns, but recent participation as a member of the U. S. National Commission for UNESCO prompts the suggestion, "Go east, young scholar, go east," though westward still the land is bright, daylight still floods in by eastern windows. The Sixth National Conference of the U. S. National Commission will be held in San Francisco 6-9 November 1957. Theme: Asia and the United States.

REPORT FROM THE ACE. The American Council on Education, through its Committee on Relationships of Higher Education to the Federal Government, by a letter of 27 May 1957 expressed itself on a Bill in the U. S. Senate (S.1326) "to establish a system for the classification and compensation of scientific and professional positions in the Federal Government." The Bill seemed to omit from discussion the teaching profession. The Council therefore expressed its concern that this legislation "shall not fail in any way to recognize the essential contribution of those who serve the government in the field of education and training. It is our conviction that the failure to give appropriate recognition in terms of status and compensation to teachers inevitably will result in deterioration in the quality of instruction in govern-

ment, and in addition will detract in some measure from current efforts to enhance the attractiveness and prestige of the teaching profession in order to meet the critical needs of this nation. Since the urgency of this matter was brought to our attention by the Modern Language Association of America, I am attaching a letter from the Association and asking that it be accepted as a part of the Council's presentation for the record./s/ R. F. Howes, Acting Chief Executive." . . . The ACE Committee on College Teaching has recommended to several Foundations six points for consideration in Graduate Fellowship Programs: 1) Need exists for graduate fellowships free of an "indenture clause"; 2) Graduate fellowships for prospective college teachers should provide opportunity to the fellow to teach; 3) Teaching opportunities should provide guidance under experienced teachers; 4) Fellowships will attract the best if they offer an adequate living for a period long enough for the holder to complete doctoral requirement; 5) Fellowships should be so allotted as to help *increase* the pool of teachers; 6) Fellowships should allow students freedom of choice of the institution in which to study. . . . The Carnegie Corporation has granted \$9,900 to the ACE to sponsor a conference on the present status of research on the education of women.

ANDOVER TEACHING FELLOWSHIPS. These will continue through 1957-58. The experiment, begun last year, involves a two-year training period, the first year "on-the-job" under the supervision of senior Andover teachers. Financial assistance is provided towards a second year of training at a graduate school of education or study abroad. Fellows are chosen from the fields of English, ancient and modern languages, history, mathematics, science, art, and music. The program is deliberately designed to interest outstanding young men in trying teaching as a career.

NOTE ON RECRUITMENT HUNT. Word from Hans Gottschalk (STC, Geneseo, N.Y.) notes the task of the New York NCTE Committee to collect, evaluate and eventually publish ways and means of recruiting English teachers on all levels during the imminent shortage. Suggestions and materials should be sent to him.

NATIONAL WOODROW WILSON FELLOWSHIPS. An intensive nationwide effort to combat the mounting shortage of teachers in the nation's colleges has been inaugurated by the Ford Foundation in its \$25 million grant for a large-scale extension and development of the Woodrow Wilson Fellowship program, which was initiated at Princeton in 1945. The locus of operation has moved to the University of Michigan. The aim is to single out from all schools the best qualified seniors who wish to go into teaching, and to encourage them by fellowships, for their first year of graduate study, averaging \$2,200. Recipients, in general, may choose their field of work and select the graduate school they wish to attend. Tell them, when they come to you, about the MLA.

VIGNETTE XXXVIII. Norman Lewis Torrey, Professor of Romance Languages at Columbia, and past Vice-President of MLA was born in Newbury, Massachusetts, in 1894. He took his A.B., A.M., and Ph.D. degrees at Harvard, with an interruption between the first two when he served with the U. S. Army in France in World War I, winning the Distinguished Service Medal and the Croix de Guerre. He taught at Harvard, Yale, Swarthmore, and the Anglo-Chinese Col. in Foochow. Internationally known authority on Voltaire and the Age of Enlightenment, he travelled to Leningrad in 1932 as a Guggenheim Fellow to work on Voltaire's library. His outstanding books include *Voltaire and the English Deists* (1930), *The Spirit of Voltaire* (1938), and, with Otis Fellows, *The Age of Enlightenment* (1942). He was an editor of the *Journal of Philosophy*, 1939-42; general editor of the *Romanic Review*, 1946-53; and has contributed widely to the learned journals. He is, of course, a Chevalier de la Légion d'Honneur, and in 1951 was made Docteur honoris causa of the University of Paris. The term humanist, which each of the 9,506 members of the Association likes to apply to himself—with its connotations in which we all delight (rich sense of understanding, knowledge tempered by feeling, wisdom, value, dedication, deep-rootedness)—fits Norman with special grace, for he carries the heart as well as the mind and speech of the enlightenment, and adds a fine sense of

humor. Eminent scholar, who has always been keenly aware that the ivory tower is a myth not a must, he has rendered pedagogy noble by distinguished teaching, and professionalism in our field distinctive by participation. Translation of ancient *humanitas* into modern English defies the cleverest wielder of the full English vocabulary. Why try when the exemplar is at hand in the person and influence of Norman Lewis Torrey?

OF SCHOLARLY STYLE. For our sins we have become an editor, of a learned and (we hope) increasingly distinguished journal. Many hours formerly spent in the cool of the Folger Library are now taken up with preparing copy for Banta. The heart sinks occasionally when the eye meets a scholarly contribution, marked by two readers as "outstanding," yet which makes its point in clotted and long-winded fashion. What to do? Our 400 *PMLA* reader-consultants supply contributors liberally with critical comment on their scholarship, but (quite rightly) hesitate to rewrite their papers to supply vibrancy that will make their scholarship a pleasure to read. Those of us who are training the next generation of graduate students might don hair shirts for past failures and try from here on out for style as well as documentation in all required papers. Failing the hair shirt we might direct them (and ourselves) to Sheridan Baker's brief article in the *Bulletin of the American Association of University Professors* (Autumn 1956). He waives generalities and gets down to specifics in his treatment: "more words, less light, and almost no movement." His closing seven commandments seem elementary, but we wish, at times, we had a thousand offprints for discreet distribution in fulfilling our new duties. John Kotselas' delightful 4-sheet commentary on "The Pleasures of Publishing" (March 1957) reminds us of Brand Blanshard's *On Philosophical Style* published by the Indiana University Press, where Blanshard deplors the penchant for jargon among the social scientists, which bids fair to block communication completely, save for the initiate. Our articles, we notice, are fairly jargon-free. The clichés are silently departing too, but clottedness and the rotund phrase still make us stiff and heavy.

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BEST PRACTICES—INDIANA DIVISION. We have cited instances recently of the dropping of "Remedial English" (Illinois, Washington) and hope to keep the box score on the trend in this important movement. Indiana University has now taken the step, and will allow no period of grace. The former no-credit remedial courses were out as of the beginning of the 1957 summer session. All students register for the regular beginning course. Those who feel deficient have opportunity to receive individual attention by the "most competent English composition teachers" in a "Clinic" open afternoons and evenings during the first four days of the week throughout the school year. The point is that all entering students are expected to meet mature competition in the most basic course in the college from the outset. Principals, guidance counselors, and secondary school teachers throughout the state have been advised of the policy.

GUGGENHEIM FELLOWSHIPS. Last year 276 were awarded, of which 57 were in the MLA field. This year 343 were awarded; 66 were in the MLA field. The following MLA members (in English unless otherwise noted) have received them for 1957-58: Meyer H. Abrams (Cornell), Karl J. Arndt (German, Clark), Robert L. Beare (German, New York City), Konrad Bieber (French, Connecticut), Sigurd Burckhardt (German, Ohio State), John Corominas (Romance Langs., Chicago), Curtis Dahl (Wheaton), Arthur M. Eastman (Michigan), T. C. Duncan Eaves (Arkansas), Durand Echeverria (French, Brown), Richard D. Ellmann (Northwestern), John Jacob Enck (Wisconsin), Sherman H. Eoff (Romance Langs., Washington Univ.), Victor Erlich (Slavic, Washington), Charles A. Fenton (Yale), Albert B. Friedman (Harvard), Arthur Friedman (Chicago), Donald J. Greene (California, Riverside), André von Gronicka (German, Columbia), Oscar A. Haac (Romance Langs., Emory), Bruce Harkness (Illinois), Armand Hoog (French, Princeton), Benjamin B. Hoover (Washington), Richard M. Hosley (Missouri), Wilbur S. Howell (Princeton), Robert C. Humphrey (Woman's Coll., Univ. of N.C.), Walter G. Johnson (Scandinavian, Washington), Georges J. Joyaux (French, Michigan State), Waclaw

Lednicki (Slavic, California), Vincente Llorens-Castillo (Spanish, Princeton), John Henderson Long (Morehead State Coll., Kentucky), Juan López-Morillas (Spanish, Brown), Juan Marichal (Spanish, Bryn Mawr), Thomas F. Parkinson (California), Walter T. Pattison (Romance Langs., Minnesota), Henry D. Piper (California Inst. of Tech.), Martin Price (Yale), Fannie E. Ratchford (Librarian, Texas), Irving Ribner (Tulane), Walter B. Rideout (Northwestern), William A. Ringler, Jr. (Washington Univ.), Durant W. Robertson, Jr. (Princeton), Robert W. Rogers (Illinois), Eleanor Rosenberg (Barnard), Louis D. Rubin, Jr. (Editor, Richmond, Va.), John C. Stephens, Jr. (Emory), Wilfred H. Stone (Stanford), Joseph H. Summers (Connecticut), Albert D. Van Nostrand (Brown), Carl A. Viggiani (Romance Langs., Wesleyan), Olga S. Virski (Romance Langs., Yale), Richard Walser (North Carolina State Coll., Raleigh), Alvin Whitley (Wisconsin), Donald K. Wilgus (Western Kentucky State Coll.), and Laurence W. Wylie (Romance Langs., Haverford). Fellowships were also awarded to the following non-members in the MLA field: Carlos B. Aquinaga (Spanish, Ohio State), Franklin M. Dickey (Oregon), Paul H. Engle (Iowa), James R. Hightower (Far Eastern Langs., Harvard), Paul M. Kendall (Ohio Univ.), Paul O. Kristeller (Philosophy, Columbia), James W. Marchand (German, Washington Univ.), Hans Nathan (Lit. and Fine Arts, Michigan State), Byron H. Reece (Young Harris Coll.), Robert Shafer (Oriental Langs., Oakland, Calif.), and Werner Vordtriede (German, Wisconsin).

NOW IT'S HERE, IBM. In fact it's been on hand for about a year, the Jesuit-IBM "Thinking" Machine, that is. With due ceremony, the world's first center for mechanized indexing and analyzing of great works of literature was opened on 17 December 1956 in Gallarate, near Milan. Bill Parker gave advance notice of this (September 1952 FMO) under the rubric "Brave New World." The Gallarate method for mechanized preparation of indices and concordances, and for any other research in linguistic statistics, was evolved by Father Roberto Busa and Paul Tasman of the IBM World Trade Corporation. The Center will supply scholars with

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any information from its central indices. It will also put its facilities at the disposal of any scholar who wishes to compile any new type of concordance. One of the first jobs will be the completion of indices of the controversial *Dead Sea Scrolls*. Work will also be completed on a card index of all the words in the works of St. Thomas Aquinas.

PHILOBIBLON. Though now we till fields of scholarship in the 18th century, we are really a fugitive from the 14th. Richard de Bury's *Love of Books* happens to be one of our favorites for rereading. "Finally," wrote he, "we must consider what pleasantness of teaching lies in books, how easy, how secret! How safely we lay bare the poverty of human ignorance to books without feeling any shame! They are masters who instruct us without rod or ferule, without angry words, without clothes, without money. If you come to them they are not asleep; if you ask and inquire of them they do not withdraw themselves; they do not chide if you make mistakes; they do not laugh at you if you are ignorant. O books, who alone are liberal and free, who give to all who ask of you and enfranchise all who serve you faithfully, by how many thousand types are ye commended to learned men!" He had more books than all the other English bishops put together. How stand we in scholarly collections? "Statistics for College and University Libraries for the fiscal year 1955-56" collected and published by the Princeton Library tells us: The ten largest university libraries, in number of volumes—Harvard (6,085,761), Yale (4,073,946), Illinois (2,978,597), Michigan (2,411,628), Columbia (2,164,652), California-Berkeley (2,142,801), Chicago (1,925,754), Minnesota (1,841,437), Cornell (1,812,826) and Pennsylvania (1,501,586). Ten more have over a million. Some shuffling of order occurs with the ten who spent the largest amount on books, periodicals and binding: Harvard (\$595,374), Illinois (\$491,554), Yale (\$480,495), California-Berkeley (\$464,057), California-Los Angeles (\$382,620), etc. The order shifts again when the schools are ranked according to the largest operating budgets (amount spent for books, periodicals, binding, staff and student salaries): California-Berkeley (\$2,029,196), Harvard (\$1,842,374), Illinois (\$1,529,967), California-Los Angeles 01,302,944), Michigan (\$1,277,311). . . . Salute to the Folger,

with sack, with sherry, which celebrates this year its 25th of service in its own special field.

SHOOT THAT TRANSLATOR. B. Q. Morgan, most faithful helper of the central office—he reads proof on all MLA publications with swiftness and deftness that defies comparison—has been collecting translation howlers. We'll quote a few from time to time to lighten the columns and cheer our FL members. G. Carducci wrote, "Io no sono un Manzoni" (I am not of the school of Manzoni); the translator, finding *manzo* means 'ox,' made it, "I dislike eating beef." Hitler wrote in *Mein Kampf*, "durch ein schlagkraftiges Schwert" (by a sword potent to smite); translation, "by a power or combination of powers." "Los Ioloes hicieron entradas en Camucones" (the Ioloes made raids among the Camucones); translation, "The Ioloes came here with chamois-skins." Goldsmith ". . . as oceans sweeps the laboured mole away," translation "comme la mer détruit les travaux de la taupe." Chekhov, "I have spent some 30 thousand rubles on my cure," translation "I have attended several tens of thousands of patients in my lifetime."

MEETINGS OF INTEREST. *Southern Humanities Conference* met at the invitation of Tulane University on 29-30 March 1957. Reports were heard on "Support of Research in Southern Universities," and "Encouragement of the Humanities in Southern Colleges." Discussion centered on "Bridging the Gap between the Humanities and Industry." Topics and questions included: The need for more subject matter in secondary education; The National Science Foundation and its relation to the liberal arts; What non-professional training does business expect of the college graduate; and Are business and industry satisfied with the non-professional training of the average college graduate. . . . An *Invitational Conference on the American Vernacular* was held at Mills College, 5-6 April, as part of an expanded program in American Studies made possible by a Carnegie grant. Forty participants came largely from the Pacific Coast. Topics: Scope and limitations of the American vernacular; Use of the vernacular in *Huckleberry Finn*; Ways in which the model-T Ford and its manufacturer have affected the folk imagination; Vernacular aspects of jazz; and the Idiom of folk art. . . .

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The Catholic Renaissance Society as a follow-up of its Washington meeting in December held a Spring Symposium, under the sponsorship of Barat College, at the Palmer House in Chicago, 22 April, on the subject of "James Joyce and Western Culture." Topics, all centering on Joyce, concerned his acquaintance with Aquinas, the influence of Dublin, his Jesuit education, the Metamorphic tradition, and his Ulysses, *The Divine Nobody*. . . . *The Medieval Academy of America* held its 32nd Annual meeting at Harvard, 26-27 April 1957. Austin P. Evans of Columbia spoke on "Hunting 'Subversion' in the Middle Ages." Guest speaker at the banquet was Dr. Beatrice M. I. White, Univ. of London (Westfield College), now Visiting Professor of English at Connecticut College. Vernam H. N. Hull (Harvard) was inducted among the five new Fellows of the Academy, and the following MLA members were elected to offices: *President*, Ernest Hatch Wilkins (President Emeritus of Oberlin); *Clerk*, Taylor Starck (President of MLA, and Emeritus Kuno Franke Professor of German, Harvard); *Councillor*, Robert A. Pratt (North Carolina). . . . *The Humanities Association of Canada* met 13-14 June in Ottawa. Topics: Canadian Music; The Paradox of Socrates; Contemporary Poetry; and Science and the Humanities. Gregory Vlastos of Princeton was guest speaker, who guessed once more about who Socrates was and what his contribution to humanity was. . . . *Second American Humanities Seminar*, upon invitation from the Humanities Center at the University of Massachusetts and in cooperation with the College English Association, met 27-29 June, and discussed "Science, Technology, and the Humanities." Professor George Boas (Philosophy, Hopkins) was the guest speaker. Discussion centered upon the topics, *The Humanities in Society: Where do they and should they stand? and What curriculum changes are called for to meet the objectives of the Humanities?* . . . *The Third International Colloquium on Luso-Brazilian Studies* was held in Lisbon, 9-15 September. The first was held in Washington, 1950, the second in São Paulo, Brazil, 1954. Sponsored by the Portuguese Institute of Higher Education and the Committee on Overseas Research, the third colloquium was divided into seven main sections: Land and Man, Language, Litera-

ture, Fine Arts, Society Politics Economy, Legal Structure, and Instruments of Research.

MEN OF MARK. Globetrotter *Kemp Malone*, now heading the English Language Program in Turkey for the Georgetown University Institute of Languages and Linguistics, has been elected President of the Modern Humanities Research Association for 1958. He also represented the MHRA at the 8th Congress of Linguists in Oslo in August. . . . *Lionel Stevenson* (Duke) lectured at the Royal Society of Literature in London on "George du Maurier and the Romantic Novel," then read a paper on "Meredith and the Problem of Style in the Novel" at the congress of the International Federation for Modern Languages and Literatures in Heidelberg. . . . *Daniel G. Hoffman* (Swarthmore) was recipient of one of the Clarke Fisher Ansley Dissertation awards from Columbia University Press. The award, established as memorial to Dr. Ansley, late editor of the press, makes possible the publication each year, in book form, of three outstanding dissertations submitted for the degree of Doctor of Philosophy at Columbia. Hoffman's manuscript is entitled "The Poetry of Stephen Crane." The author has been visiting lecturer on a Fulbright at the University of Dijon, 1956-57. The other two recipients were Joel Halpern, for "Social and Cultural Change in a Serbian Village," and Burton Watson, for "Ssu-ma Chien: The Historian and his Work." . . . *John Kenneth Leslie* (Northwestern) has been appointed by Dodd, Mead & Company, as Advisory Editor in the field of Romance Languages. . . . *Joseph-Arthur Palmero* (Univ. of Connecticut) has been awarded a CRB Fellowship by the Belgian American Educational Foundation for study and research in Medieval French Literature in Belgium for the Spring of 1958. . . . *Joseph Prescott's* paper, "James Joyce's Stephen Hero," first read at the MLA meeting in 1952, has now appeared in *JEGP* (April 1954), *The Bell* (Ireland, Nov. 1954), and *Litterature Moderne* (Italy, Nov.-Dec. 1956). . . . Query: In how many departments, in addition to the Michigan English Dept., is the annual MLA directory referred to as the stud book?

GWS.

FL Program Notes

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WILLING VOLUNTEERS. Last spring the San Francisco public school system decided to experiment with voluntary after-school classes in French and Spanish for 4th, 5th, and 6th graders. But so many children applied (more than 6,000 of 18,000 asked) that surprised administrators had to restrict the venture to the lower 6th grade, and, even so, 26 classes were required instead of the planned 20.

EYES AND EARS. Frank G. Dickey, President of the University of Kentucky and former dean of the College of Education, wrote in April 1957: "Language is both humane and social: it is humane in that it enables man to express himself in all of his feelings, ideas, discoveries, and aspirations, and in that it enables him to fund and pass on all of these through oral and written tradition; it is social in that it enables man, through communication, to live, work, and share with his fellows in social situations ranging from the home and small casual groups to the masses in the markets, in the festivals, in the military, and in governmental assemblies. Each society develops according to the needs of its own physical and spiritual environment, and, for those who have eyes to see and ears to hear, this development is mirrored intimately in the lexicography and syntax and even in the morphology and phonology of the language each society uses in both spoken and written form."

POPULAR EDITORIAL. On 3 January 1957 the *St. Louis Post-Dispatch* carried an editorial based on some press releases that came out of the Christmas meeting of the MLA. Entitled "A Trend in Tongues," it said: "The English language has become, as those who speak it no doubt suspected, 'a standard medium of communication.' Oliver J. Caldwell, assistant commissioner in the United States Office of Education, says only Chinese is spoken by more people, but Chinese is broken into several dialects. One of every eight persons today either speaks or is studying English. Does the growth of worldwide interest in English since World War II mean that English-speaking peoples need learn no other languages? Of course this does not follow. The rise of English speaks of the rising international leadership and influence

of the United States and English-speaking nations, but if that leadership is to be preserved, Americans for one have more need than ever for learning to understand other peoples, their languages and ways of thinking. After all, seven of every eight persons on earth do *not* speak English. Kenneth W. Mildener, an official of the Modern Language Association, believes that the nation may be pulling out of a 40-year slump in foreign language study. He says more than 270,000 pupils in elementary schools are now studying other languages, which is four times as many as in 1952. Obviously a number of our schools are trying to teach languages where they are best learned—in early youth. The movement is still limited, and will require more and better language teachers. But if education is the enemy of misunderstanding, foreign language instruction ought to be improved greatly in America within the next difficult decade." A fine editorial, worth repeating—and indeed, it has reappeared. We've seen it reprinted in the *Christian Science Monitor* (22 March) and in the Paris edition of the *New York Herald Tribune* (3 April), with the source duly acknowledged in each case. And, as the ultimate honor, it has appeared in the student newspaper at a major university, embellished with a few new paragraphs, doctored here and there with a substitute word, and proudly signed by an undergraduate editor.

TOURISTS IN THE DARK. We hear there's a travel agency in Paris that advertises a guided tour with this poster: "Paris la nuit—3,500 Francs. Paris by night—4,000 Francs."

PREDICTIONS. David Sarnoff, Chairman of the Board of RCA, wrote a short piece on "What I See Ahead" for the April 1957 *Reader's Digest*. About electronic translation he said: "Some day we will have machines which instantaneously and accurately translate one written language into another. Laboratory research, notably at Massachusetts Institute of Technology, has already laid down some of the techniques by which this can be achieved. . . . Further ahead lies the possibility of translating human *speech* from one language into another by an elaboration of similar methods. We now have a system in