

# For Members Only

**COPYRIGHT LAW REVISION.** Scholars and critics are both producers and consumers of the written word; hence the membership of MLA should have a special interest in the new copyright bill (S. 1006, H.R. 4347) now before Congress. Provisions of special importance to us are the following:

1. Copyright, presently protecting an author's work for 28 years, with a renewal of 28, is now extended to the life of the author plus 50 years, bringing American protection into conformity with international use. This is an advantage to authors and publishers, and to their heirs and assigns; a disadvantage to scholars and teachers, since 80% of copyrights under the present law are not renewed. Scholarly editions will have to be postponed unless arrangements can be worked out with owners of rights.

2. The protection of common law and state laws is abolished. Under common law unpublished works are protected in perpetuity. By fixing a terminal date of protection the new bill releases materials for research in a foreseeable time.

3. For "anonymous, pseudonymous, and works made for hire" the new bill proposes a copyright term of 75 years from first publication or 100 years from creation, whichever expires first. There is a danger to authors in the phrase "works made for hire" since some publishers may pressure an author toward the end of his career to become "an employee" to work under this phrase instead of a royalty agreement.

4. In section 107 of the new bill it is simply stated, "the fair use of a copyrighted work is not an infringement of copyright." Is this as good for teachers, critics, and scholars as was the provision in the bill which was submitted by the Register of Copyrights last year (H.R. 11947) but which automatically expired with the Congressional session, since no action was taken: "Section 6. Limitations on exclusive rights; fair use. Notwithstanding the provisions of Section 5, the fair use of a copyrighted work to the extent reasonably necessary or incidental to a legitimate purpose such as criticism, comment, news reporting, teaching, scholarship, or research is not an infringement of copyright." The present copyright act contains no statement of just what is "fair use." It has hitherto been determined wholly by court action and will be in the future with the historical precedents in mind that have been judicially determined up to the time of the enactment of the present bill. But to some, the statement of those court-determined precedents in the language of last year's bill is a better protective base than that contained in the bill now before Congress. Last year's language gives a choice of defenses against charges of infringements, i.e., one may choose to be a critic, commentator, teacher, or scholar, when charged—which ever seems to offer the best defense. The Hon. Abraham Kaminstein, Register of Copyrights, in whose office the pending bill was written, has stated that he would not object to the restoration of last year's fuller statement of "fair use." Note that the present bill does not give any indication of how far under "fair use" you may make photocopies rather than take notes. Should not the bill contain a specific grant to teachers to make ephemeral copies of works (i.e., copies to be

destroyed after use) in limited number solely for purposes of instruction?

5. The present act leaves to the courts the determination of damages and fines for infringement of copyright, whereas there are statutory fines in the proposed bill. An author, of course, is entitled to full damages for knowledgeable infringement of his copyrights. But there is innocent legal infringement of copyright on an enormous scale every day in the academic year. For this, with the burden of proving his innocence of intent, the infringer is still subject, in the pending bill, to a fine of "not less than \$100." Should not this be stricken and the fine left to the courts?

6. Government publications are excluded from copyright. Presumptively the government should adequately compensate the authors and dispense information compiled at the public expense without collecting an author's royalty.

7. The new bill provides reversion of rights to an author after 35 years, whereupon he may reassign his rights. In view of the present large paperback market, and the refusal of some publishers either to bring out paperbacks, or negotiate for them, while permitting a book to remain out of print, should not the term of reversion be shortened from 35 years?

8. Under the existing act non-profit, educational radio and TV use of non-dramatic materials is uncontrolled. The new bill allows for closed circuit use within classrooms and the like and for open circuit channeling directed solely to educational institutions. It allows for ephemeral taping, i.e., single tapes to be destroyed in a given period of time. But open circuit adult educational broadcasting, such as has been practised by Channel 13 in New York and Channel 2 in Boston, will be an infringement under the new bill and arrangements will have to be negotiated with copyright holders and assigns as is the case in commercial broadcasting. Note that, on the other hand, the FCC distinguishes between educational and commercial broadcasting.

This summary has been prepared by Oscar Cargill (New York Univ.), official MLA representative on matters of copyright. He has consulted with the Advisory Committee of the Executive Council (Victor Erlich, Harold Jantz, B. J. Whiting), and by the time these words reach print either he or the Executive Secretary will have testified before the Judiciary Committee of the Senate on the copyright bill on the points made above.

**YOUR HELP NEEDED.** *The MLA Style Sheet* is being revised for the first time since 1954, in an effort to make it even more useful to users. You can assist in this important process. What rules are not stated clearly? (Section 13b, on ellipsis, would seem to be one.) What rules would you like to see changed? What recurring problems of documentation are not now covered in the "sample footnotes"? What problems of foreign spelling should be discussed? What practical advice to students or to young scholars should be added? The revision has been entrusted to the original compiler, but your suggestions should be sent to the Executive Secretary of the Association, 4 Washington Place, New York, N.Y. 10003. Please write today.

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## For Members Only—Continued

**PORTRAIT OF A CHAIRMAN.** If success in one's academic discipline may be measured by the winning of a chairmanship at one of the top universities, there are certain career patterns that any hopeful should follow, for the top chairmen in the modern languages show remarkable homogeneity. Thus if you want to be a chairman of the English Department in one of the top 25 universities in the United States, you must take your bachelor's degree from a large university and be sure to graduate by age 22. Before you are 30, you must complete your Ph.D. from a prestige institution—preferably that at which you wish to be chairman—and should specialize in either 18th century or Renaissance literature. You should marry at about the time you complete your doctoral work and plan to have 1.4 children. You must also keep busy with professional work, projecting 32.5 articles and 4.6 books in the years following completion of your graduate studies and traveling to 4 regional meetings and 5.6 national meetings in a four-year period. With the goal attained, you will be chairman at age 54.4.<sup>1</sup>

Nearly the same career pattern pertains if your goal is a chairmanship in romance languages; you should take your B.A. at 22.3, your Ph.D. at 30.4, and your wife at 28.4. Only in number of children would you find the yeastier temperament of the "romantic" literature having its effect—you plan for 2.1 children. In spite of this foreign flavor, your undergraduate work must without exception be at a large American university, and your Ph.D. should be from one of the top ten institutions. As chairman you will be 54.5 years old.<sup>2</sup>

Should neither the English nor the romance language pattern appeal to you and you still dream of a chairmanship, you might look to the German department, but you will have to be younger at the time of receiving your degrees, 21 for the B.A. and 28.2 for the Ph.D. On the other hand, you must plan to delay marriage until you are 33.7 and you must demonstrate Nordic restraint in having a family of 1.5 children. Like your brethren in English and romance languages, you should choose an American university for your undergraduate years, although you will not lower your chances appreciably by doing your graduate work in Germany. You will be four years younger than your colleagues in the other languages when you find yourself in the ranks of chairmen at age 50.3.<sup>3</sup>

These are the profiles of the typical modern language chairmen as drawn from data compiled during a major survey conducted last spring by the Commission on Plans and Objectives for the American Council on Education. Professors in 30 separate disciplines in the 106 largest universities were asked to rate the quality of graduate faculty in their respective fields in each institution. From the nearly 80% response to the 5,400 questionnaires it is possible to extract a good deal of information.<sup>4</sup> Detailed findings will be published June 1965. The field of English, which has been studied in more depth, reveals still further information about the similarity of department chairmen.

When we examine the data for English we note that the typical chairman of one of the top 25 graduate departments of English is married with one or two children (six have 0; none has more than 3); and while his average age is now 54.4 years, the range is 38 to 68. The group contains 5 who are single, including only 1 one woman. Excluding the one who married late, the

average age at marriage was 27.6. All but 4 were married by 30, that is, at about the average age for the receipt of their Ph.D. degree (29.8). Six were married as early as 23 and 24. These marital patterns correlate well with recent findings of Ginzberg and Herma that 81% of the Ph.D.'s in their sample who had reached top achievement level had married under 30.<sup>5</sup> The Ginzberg-Herma findings also indicate that 76% of those showing strong leadership orientation were married at an early age (under 30).<sup>6</sup> We can conclude that English chairmen and their colleagues in romance languages in marrying young fit the general pattern for successful, leadership-oriented Ph.D.'s. While no state holds preeminence in producing English chairmen, New York and Ohio were each the birthplace of 3, and Illinois, Minnesota, and Missouri of 2. Two chairmen were born abroad, one in France and one in Scotland,<sup>7</sup> but both took most of their college and university work in the United States. Of the entire group, 10 hail from the Mid-West, 7 from the Eastern seaboard, 3 from the South and 2 from the Far West. Only 4 now live and work in their birth states.

The English chairmen prepared at 18 different undergraduate colleges, all but 3 of which were large universities. Small liberal arts colleges thus account for

<sup>1</sup> Information drawn from data compiled by the Commission on Plans and Objectives (COPO) of the American Council on Education. See text below for details. Information about publications and meetings based on returns from 11 of 25 chairmen. The age given is present age to the nearest 6 months. Of the top 10, six became chairmen in the last 3 years, although under the rotation system some had prior service in the post.

<sup>2</sup> Figures are based on the chairmen of the top ten romance language departments as determined by the COPO study discussed in the text below. In alphabetical order, these are California (Berkeley), Chicago, Columbia, Harvard, Johns Hopkins, Michigan, Pennsylvania, Princeton, Wisconsin, and Yale. Only one chairman took his doctoral work abroad, and 7 out of 10 went to one of the top ten institutions.

<sup>3</sup> Figures are based on the chairmen of the top ten German departments as determined by the COPO study discussed in the text below. In alphabetical order, these are University of California (Berkeley), Columbia, Cornell, Harvard, Indiana, Ohio State, Pennsylvania, Princeton, Texas, and Yale. Three of the 10 took their Ph.D.'s from German universities.

<sup>4</sup> For this paper findings from the Commission survey were supplemented by the biographies in *Directory of American Scholars*, 4th ed. (New York, 1964). I am indebted to Miss Penelope West, Research Assistant, for much of the data.

<sup>5</sup> Eli Ginzberg and John L. Herma, *Talent and Performance* (New York and London: 1964), Table 31, p. 180.

<sup>6</sup> *Ibid*, Table 32, p. 180.

<sup>7</sup> Of the top ten in each field, only 1 romance language chairman was born abroad in comparison with 3 German chairmen.

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only 12% of the chairmen, although 60% took their bachelor's degree at private rather than public institutions. The largest number from a single institution were 5 (20%) who trained at Harvard-Radcliffe. Although the range was 20 to 28, the typical future chairman was 22 years old at the time he took his first degree. The length of time that it took the group to move from their B.A.'s to the completion of their Ph.D.'s is well below the national average<sup>8</sup>—a span of 8.3 years, although one completed his doctoral work in 3 years and one took as long as 13 years. At the time of the completion of the doctorate the average age was 29.8 with a range from 23 to 37. This graduate work was taken at 15 different institutions, with 7 from Harvard and 3 from Yale, Chicago, Cornell, and The Johns Hopkins account for 2 each. Two holders of special fellowships did not take a doctoral degree. A surprisingly large percentage (40%) are now chairmen at the institutions from which they received their Ph.D. degrees. The close tie to alma mater becomes even more apparent when the top ten departments<sup>9</sup> are examined. In this prestige group, all the Ph.D.'s represented were awarded by one of these top institutions. Yale and Harvard as the top two universities account for all but 4 of the graduate degrees in this group. Chicago, Columbia, Stanford, and Wisconsin each produced one. Three of the chairmen of the 10 prestige departments took all of their work, both as undergraduate and graduate students, at the institution where they now teach and "chair." Twice this number are now chairmen at the institution from which they received their Ph.D. In the full group of 25, a third of the chairmen (8) have a primary special field of the eighteenth century while the Renaissance runs a close second with 7 chairmen. Three work in the 19th century and two each are specialists in American, Irish, and medieval literatures. One is in the field of drama.

The typical chairman spends 49% of his time in academic administration, 17% in graduate instruction and preparation, 12% in undergraduate instruction, 13% in research and writing, and 9% in professional and other activities outside the university. Ideally he would like to rearrange the division of his time to reduce his administrative chores by one-half (24.5%)<sup>10</sup> and double his research time (25%). He also yearns to spend more time with his students, wishing for an increase from 29% to 45.5% of his total time. While most seek only a modest increase in undergraduate teaching (from an average of 12% to 18%), only one wished to reduce his undergraduate assignment to 0.

DONALD A. SEARS  
*American Council on Education*

<sup>8</sup> The mean elapsed time between the B.A. and the Ph.D. for the arts has been reported as 12 years (1960-61). (*Doctorate Production in the United States Universities, 1920-1962 . . .*, National Academy of Sciences—National Research Council, publication no. 1142, p. 40.)

<sup>9</sup> In alphabetical order the top 10 institutions for English are University of California (Berkeley), Chicago, Columbia, Cornell, Harvard, Indiana, Princeton, Stanford, Wisconsin, and Yale.

<sup>10</sup> Three who are now spending between 60% and 80% of their time in administrative tasks felt that 50% would be optimum.

VIGNETTE LXXXVIII. First Vice President Oskar Seidlin was born in Germany, which he left in 1933 when Hitler took power, to complete his Ph.D. (*eximie cum laude*) at the University of Basel, Switzerland. In 1938 he arrived in New York, where in the first year he managed to stay alive (barely) by writing for Swiss newspapers and doing secretarial work for Thomas Mann and his daughter Erika. Since 1939 he has taught German literature at Smith College and the Ohio State University, with four years out for military service, rising from Private to Second Lieutenant. The first draft of one of his finest Goethe papers, on Faust's Helena (published by PMLA in 1947), was written during the battle of Bastogne, partly in a Belgian nunnery, partly in a house of ill fame near Charleroi, both of which the U.S. Army had in beautiful impartiality taken over as billets. Although his many later critical essays cannot boast of similarly colorful places of origin, they have been inspired and broad in range, as shown by his two collections, *Essays in German and Comparative Literature* (1961) and *Von Goethe zu Thomas Mann* (1963). He is the author of a volume of poetry, three children's books, a monograph on Otto Brahm, and co-author of an *Outline History of German Literature* which has sold nearly 100,000 copies. In 1959, he was appointed Ford Professor in Residence at the Free University of Berlin. In 1960 he was in the first group of five to receive the \$1000 Distinguished Teaching Award of Ohio State University. He is an honorary member of Phi Beta Kappa, a fellow of the Guggenheim Foundation, and he has received the Eichendorff and the Golden Goethe Medals from Germany. His long awaited book on Eichendorff will be issued by his German publisher in the fall of 1965. The intensity of his teaching has inspired (and at times exhausted) his students. Once, at the end of a Schiller seminar, one of his more phlegmatic graduate students asked him with slightly disapproving amazement: "Why do you always get so excited? You act as if the Holy Ghost had appeared." He replied, "What do you mean 'as if'? When a great poet writes, that is the moment when the Holy Ghost appears." All of his work, writing and teaching, is held together by one underlying concern: the concern with—and for—those values which we term "humanistic." For him, literature is not merely the expression, but a recurrent, troubled, and lastly victorious enactment of these values.

HONORS AND APPOINTMENTS. This has been a bumper year for the elevation of MLA members to college presidencies. Congratulations to Wayne State University upon the appointment of William Rea Keast (Cornell); to Harpur College of New York State University for George Bruce Dearing (Delaware); to Union College for Harold Martin (Harvard); and to Fresno State College for Frederic William Ness (Hofstra). Honors: Jean Hagstrum (Northwestern), Melville Cane Award by the Poetry Society of America for his *William Blake, Poet and Painter*; Taylor Starck (Harvard), the "Grosse Verdienstkreuz" of the Federal Republic of Germany; Walter J. Ong, S.J. (St. Louis), 1964 Terry Lectures at Yale; Frederick J. Hoffman (Calif. at Riverside), Distinguished Professor of English, Wisconsin (Milwaukee); J. B. Avalle-Arce (Smith), Sophia Smith Chair in Spanish; Albert E. Stone (Emory), 1965 Danforth Foundation award for

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excellence in teaching; Helen Jakobson (George Washington), National Foreign Language Achievement Award of the National Federation of Modern Language Teachers Associations.

**VIGNETTE LXXXIX.** Vice President Germaine Brée is the daughter of a *pasteur*, as ministers in the Protestant Church in France are called, and the intellectual devotion of her upbringing has remained her cardinal characteristic. After taking her degrees from the University of Paris, she taught at Bryn Mawr (1936-52), New York University (1953-60), and is now Vilas Professor in the Institute for Research in the Humanities of the University of Wisconsin. Her sense of commitment led her into the French army as an ambulance driver during the war, for which she was awarded the Bronze Star, and later, *Légion d'honneur*. Her brilliance and her energy grow to legendary proportions. In 1955, Henri Peyre declared that her *Marcel Proust* made her the leading authority on twentieth-century French literature. Since that time her *Camus* and *André Gide* have added luster to this reputation. She rises at 4 or 5 a.m. to begin her work, and can work as steadily on trains and planes as in her study. Her popularity as a lecturer coupled with her incurable wanderlust keeps her travelling much of the time. This energy and these achievements have earned her five honorary degrees and countless honors (e.g., Fulbright, Christian Gauss, Best Dressed Woman on the Wisconsin Campus). But this brilliant dynamism is only one side of Germaine Brée's character. Her students and friends know her as a true gourmet, a bit absent minded (forever losing her glasses), generous of time, money, and concern. She can tell a student what is wrong with a paper, or with him, without mincing words, and yet bolster his self-respect. As a research professor at Wisconsin she is required neither to teach nor to direct dissertations, yet she does both, regularly. Her service on the MLA Executive Council, on the Board of Directors of ACLS, as American President of the MHRA, and on many other committees bespeaks her professional commitment. She is a vigorous thinker, a generous human being, a temperamental and charming lady.

**WEIL SUMMER FELLOWSHIPS.** Eight fellowships, each yielding \$1,200, are available for post-doctoral Faculty members who are working on publishable papers in the humanities (literature, art, history, philosophy, etc.) dealing with religion. The purpose of the grant is to enable the recipient to forego summer teaching so as to further his research or writing in connection with his paper, at a location of his choice. Preference in the past has been accorded to younger candidates in the lower academic ranks (Instructor and Assistant Professor). Candidates should submit, by 1 September 1965: a biographical statement (include area of specialization); a description of the paper—title, area, and relevance to religion and the humanities; letters of support from three academicians relating to the competence of the candidate and providing an opinion on the proposed paper. Applications are to be sent to: Weil Institute, 3101 Clifton Avenue, Cincinnati, Ohio 45220.

**CLAUDEL PARLE.** For the tenth anniversary of the poet's death, the French Société Paul Claudel is about to issue a ten-inch 33 rpm record "inédit." Made in February 1944 while Claudel was unaware he was being recorded, it contains extracts of conversations he had at Brangues with Jacques Madaule and Pierre Schaeffer. He discourses on politics, literature, his biblical exegeses, language, music, theater, and on his own life. He also reads some of his works. Harold A. Waters (Univ. of Rhode Island) has agreed to help the Société Paul Claudel in this non-profit venture by arranging distribution in the United States. If you would like a copy of this limited edition, send a check for \$6, made out to "Société Paul Claudel," to: Société Paul Claudel, Dept. of Languages, Univ. of Rhode Island, Kingston 02881. This sum pays for the record, a transcript of its contents, and all shipping charges.

**ENGLISH INSTITUTE.** The English Institute will this year award two prizes of \$100 each for the best essays on any of the following topics. The four topics will constitute the program of the 1965 session at Columbia University, 7-10 Sept.: *Northrop Frye and Contemporary Criticism* (Chairman, Murray Krieger); *Sexuality and the Limits of Literature* (chairman to be announced); *The Early 1590's and the Early Shakespeare* (Chairman, John Berryman); *American Romanticism* (Chairman, Charles T. Davis). The prize-winning essays will be read by their authors at the Institute sessions and published in the Institute's annual volume. For further information, write R. W. B. Lewis, American Studies Program, Yale University. Those interested in attending the sessions should write Paul Fussell, Jr., Dept. of English, Rutgers Univ., New Brunswick, N.J.

**SIXTH YEATS INTERNATIONAL SUMMER SCHOOL.** 14-28 August. For information, address Mrs. K. Moran, Yeats International Summer School, Stephen St., Sligo, Ireland. American lecturers for 1965 are Cleanth Brooks (U.S. Cultural Attaché to Great Britain), George M. Harper (North Carolina), Daniel Hoffman (Swarthmore), and Thomas Parkinson (California, Berkeley).

**ROMANTIC BIBLIOGRAPHY.** The Romantic Bibliography, long published in *PQ*, will appear as a supplement to the September issue of *ELN* beginning with September 1965.

**GRAZIE.** Deborah Champion Webster was presenting her daughter with a life membership; when she heard that the fee was going up, she presented the MLA with an additional \$50. The only all-MLA family we know of are the Samuel Middlebrooks: Sam, Professor of English at City College and just retired as Assistant Dean, Ruth, Professor of English at New York University and just retired as Assistant to the Head of the Department (both now enjoying sabbaticals in England), their son, Jonathan, Instructor in English at Yale, and daughter, Judith Ann, Graduate Student in English at Yale.

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## For Members Only—Continued

NATIONAL HUMANITIES FOUNDATION. In 1963 Robert Lumiansky, as Chairman of the Board of Directors of the ACLS, and Frederick Burkhart, President of the ACLS, secured the cooperation of the Council of Graduate Schools and the United Chapters of Phi Beta Kappa in forming the Commission on the Humanities. Barnaby C. Keeney, President of Brown University, consented to act as Chairman. The Commission met frequently throughout 1963-64. (President Keeney gave a preview of some of its thinking at the MLA General Session in Chicago in December 1963: *PMLA*, May 1964, p. 3.) Its report (available from the ACLS or the MLA) was transmitted to the sponsors on 30 April 1964. In January 1965, Congressman William S. Moorhead introduced Bill H.R. 334 and Senator Claiborne Pell Bill S. 316 into the House of Representatives and Senate, both calling for creation of a National Humanities Foundation. More than 90 Congressmen joined in support of H.R. 334, more than 36 Senators in support of S. 316 or another version, Bill S. 111, introduced by Senator Ernest Gruening. Likewise in January Congressman William B. Widnall introduced House Joint Resolution 185 calling for a commission of the two houses "to make a study and prepare recommendations with respect to the composition, scope, and functions of a National Humanities Foundation. . . ." Impressed by this wide support, the House Subcommittee on Labor and the Senate Subcommittee on Arts and Humanities held hearings on the proposed bills during the last week in February and the first week in March. On 4 March 1965 MLA President Howard M. Jones testified before the Senate Committee. (Senator Yarborough during the hearing attributed to Howard Jones's ACLS report on the humanities, *One Great Society*, the President's term "A Great Society.") On 11 March President Johnson transmitted through Senator Pell the Administration bill for "The National Foundation on the Arts and Humanities Act of 1965," S. 1483. In his preliminary statement, Senator Pell said, "I believe that the administration proposals are basically in accord with the concepts expressed in our recent hearings before the subcommittee under my chairmanship by numbers of distinguished representatives of the arts and humanities. . . . I would like to add at this point that I am indeed grateful for the initiative taken by Dr. Barnaby Keeney in behalf of the humanities and the arts. . . . It was the report of the Commission on the Humanities which, under Dr. Keeney's excellent chairmanship, gave recognition to the close relationship between the humanities and the arts, and which helped form the basis for the legislation I have already presented." The President's statement, accompanying S. 1483, observed, "The humanities are an effort to explore the nature of man's culture and to deepen understanding of the sources and goals of human activity. . . . Pursuit of artistic achievement, and making the fruits of that achievement available to all its people, is also among the hallmarks of a Great Society."

The purpose of S. 1483 sets forth that "The Congress hereby finds and declares— (1) that the encouragement and support of national progress and scholarship in the humanities and the arts, while primarily a matter for private and local initiative, is also an appropriate matter of concern to the Federal Government; (2) that a high civilization must not limit its efforts to

science and technology alone but must give full value and support to the other great branches of man's scholarly and cultural activity; (3) that democracy demands wisdom and vision in its citizens and that it must therefore foster and support a form of education designed to make men masters of their technology and not its unthinking servant; (4) that it is necessary and appropriate for the Federal Government to complement, assist, and add to programs for the advancement of the humanities and the arts by local, State, regional, and private agencies and organizations; (5) that the world leadership which has come to the United States cannot rest solely upon superior power, wealth, and technology, but must be solidly founded upon worldwide respect and admiration for the Nation's high qualities as a leader in the realm of ideas and of the spirit; and (6) that, in order to implement these findings, it is desirable to establish a National Foundation on the Arts and the Humanities and to strengthen the responsibilities of the Office of Education with respect to education in the arts and the humanities."

Section 3 (a) states "The term 'humanities' includes, but is not limited to, the study of the following: language, literature, history, and philosophy; archeology; the history, criticism, and theory of the arts; the creative and the performing arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods."

In detail, the bill would establish an independent foundation with two virtually autonomous subdivisions: a National Endowment for the Arts and a National Endowment for the Humanities. Each endowment would be given guidance by a National Council. Each Council would be headed by a Chairman who would be responsible for the administration of the Endowment. Section 7 spells out the procedure with regard to the Humanities Endowment: "(a) There is established within the Foundation a National Endowment for the Humanities. (b) The Endowment shall be headed by a chairman, who shall be appointed by the President by and with the advice and consent of the Senate. The Chairman shall receive compensation at the rate prescribed by law for the Director of the National Science Foundation. (c) The Chairman, with the advice of the Federal Council on the Arts and the Humanities and the National Council on the Humanities (hereinafter established), is authorized to— (1) develop and encourage the pursuit of a national policy for the promotion of progress and scholarship in the humanities; (2) initiate and support research and programs to strengthen the research potential of the United States in the humanities by making arrangements (including grants, loans, and other forms of assistance) with individuals or groups to support such activities; (3) award fellowships and grants to institutions or individuals for training in the humanities and the arts. Fellowships awarded to individuals under this authority may be for the purpose of study or research at appropriate nonprofit institutions selected by the recipient of such aid, for stated periods of time; (4) foster the interchange of information in the humanities; (5) foster, through grants or other arrangements with groups, public understanding and appreciation of the humanities and the arts; and (6) support the publication of scholarly works in the humanities and the arts without regard to the provisions of section 87 of the



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PMLA A-21

## For Members Only—Continued

Act of January 12, 1895 (28 Stat. 622), and section 11 of the Act of March 1, 1919, (40 Stat. 1270; 44 U.S.C. 111). (d) The Chairman shall correlate the programs of the National Endowment for the Humanities, insofar as practicable, with existing Federal programs and with those undertaken by other public agencies or private groups, and shall develop the programs of the Endowment with due regard to the contribution to the objectives of this Act which can be made by other Federal agencies under existing programs."

The work of the two Endowments will be correlated by a Federal Council on the Arts and Humanities composed of the Chairmen of the two Endowments, the U.S. Commissioner of Education, the Secretary of the Smithsonian Institution, the Director of the National Science Foundation, the Librarian of Congress, and a member designated by the Secretary of State. Five million dollars would be authorized for each endowment in fiscal '66 with another five million available if matched from private sources. Hence, each endowment could have as much as fifteen million to work with in the first year. In addition, \$500,000 are appropriated to the U.S. Commissioner of Education to assist the states in strengthening their facilities for education in the humanities and the arts, and another \$500,000 for teacher training institutes for teachers of the humanities and arts in the elementary and secondary schools—these sums in addition to those provided in the expanded NDEA Act of 1964.

If this bill is enacted, we in the humanities will have significant new support for research, publication, and teaching in the humanities at every level from elementary school and adult education to the most advanced scholarship and criticism. We shall also find ourselves drawn unavoidably even further into the political negotiation over who staffs the various councils and panels and how decisions are made for the spending of the money. This will call for communication and organization among scholars of a sort that we have been loath to accept. This is the hard reality that we must hold on to as we hope (with Chaucer):

may the holy roode  
Turne us every drem to goode!  
For never, sith that I was born,  
Ne no man elles me beforen,  
Mette, I trowe stedfastly,  
So wonderful a drem . . .

**CASTERTON SCHOOL, WESTMORLAND.** The school was attended by the Brontë sisters at its original site at Cowan Bridge. In 1833 it was moved to Casterton, and the present buildings are substantially those referred to by Charlotte Brontë in *Jane Eyre* as "more convenient buildings in a better situation . . . which thus improved became in time a truly useful and noble institution. . . . I bear my testimony to its value and importance." The Board of Governors is now seeking to raise £100,000 to bring the building to modern educational standards and would appreciate help from Brontë lovers in America. Address His Lordship, The Bishop of Penrith, Fox How, Ambleside, Westmorland, England.

**THE MACHINES DOMESTICATED.** Automation has come to the MLA Annual Bibliography—or at least part of it. The author index that is appended to the

1964 Bibliography, the first such index since 1956, was compiled with the aid of electronic data processing and automatic printing equipment. The published form is simply a photographic reproduction of a print-out furnished by the machine in three-column format ready for photographing. This was based upon cards punched from the galleys. The result is hardly as handsome as the letterpress work in the Bibliography itself. But the machines are promising, and Stephen Mitchell (Syracuse Univ.), their mentor, and the author of the automatic program for the index, expects that they will soon overcome their juvenile attachment to solid caps and disregard for diacritics. The day may not be distant when information retrieval equipment can produce an orderly compilation in specified form from bibliographic material fed into it at random, and automatically control a linotype machine that will print the result in the desired format and type style. The savings achieved by the machines in compiling and proofreading the index are already considerable. Perhaps broader applications may someday reduce the eighty-hour work week of the Bibliography Committee to sixty hours. We are certainly willing to try—the next step is up to Mr. Mitchell and the machines.

**PMLA INDEX.** B. Q. Morgan (Stanford, Emeritus), who has for years read every galley of *PMLA* in proof, is now preparing an author-title index of *PMLA* from Vol. 1 (1935) to LXXX (1965). Here are some of his observations on his findings: "As proofreader I have made no gayer discovery than the one which said that Etna, displeased by the intrusion of Empedokles, 'threw out his scandals.' I hadn't expected that indexing *PMLA* would be similarly rewarding, but I was agreeably surprised. For one thing, our authors never proofread the index of a volume in which they appear. Also, I suspect that making a volume index is a chore likely to have been hurriedly and somewhat casually done. Be that as it may, in 19 of the 29 volumes which recently passed through my hands I found at least one error. Several are amusing, and two are so hilarious that they deserve the double star of the estimable Baedeker. Hard for me to understand, in vol. 57, are Edward Berend (index), Edvard Berend (p. 188), and Eduard Berend (p. 850), which seems to be correct. No less puzzling is the fact that Mendal G. Frampton, correctly presented in vol. 56, turns up in vol. 58 as Mendel, and is absent from the list of members. Franz Mautner shifts to Moutner in vol. 60, Joseph Fucilla to Fucilia in vol. 66; Lester G. Crocker loses his middle name in vol. 69; Marcel Françon becomes Francon in vol. 52; and the German Georg Kaiser gets anglicized to George in vol. 77, in which William Dean Howells, by a quirk of the apostrophe, gives us 'Howell's *Their Wedding Journey*.' I liked 'The Hount, the Bay Horse, and the Turtle-Dove' in vol. 52, 'Études d'Anthropopnyme' in vol. 58, and the 'Rhime of the Ancient Mariner' in vol. 75. But the gremlins must really have chuckled when they inspired, in vol. 61, 'The martial dilemma in the *Wife of Bath's Tale*'; and the prize specimen, innocently hiding in the lower right corner of the page in vol. 60, is 'L'Unité des Fleurs du mai.' As Don Walsh promptly quipped, when this was pointed out to him, 'Baude-laire with a daisy chain'."

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