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SCHOLARLY STANDARDS. The following is from an experienced and valuable reader of manuscripts submitted to *PMLA*: "I return herewith a most undistinguished paper. If what you are sending me—and other journals too—is any fair sample, it must be becoming a common practice for graduate students to send in any used term papers for publication while they prepare to write a dissertation . . . I have previously taken considerable pains to write criticism which I thought would be helpful for rewriting. Such papers as the last one should simply be deposited in the wastebasket and waste no one's future time. A further trick is to accompany the paper with an endorsement from Professor Zuverlässigkeitsfahrt, attesting to its excellence . . . A point might be made that such purported endorsements tend to reflect on the professional competence of the endorser . . . I shall hence not bother in future with written analysis of such stuff." This situation poses a special problem for *PMLA* since, as the journal of the Association, it has in the past promised that every manuscript submitted would be read by at least one reader with special competence in the field. But the rising tide of term papers threatens the whole system. It may be necessary soon to undertake a preliminary screening in the office. What really seems called for is higher standards in graduate schools. Term papers may possibly contain germs of publishable pieces, but any scholar worth his salt will teach his students the difference between an early draft and the finished article. And any scholar who endorses an early draft is paying no compliment to his colleagues.

ACLS TRAVEL GRANTS. The ACLS has funds from which to make travel grants for persons participating in international congresses. Since the funds are limited, applicants must be sponsored and recommended by their member associations. The MLA Executive Council in 1958 established a procedure for recommending applicants. Only persons who are to read papers or to take some official part in a congress will be eligible for such awards. In the case of major congresses held triennially or at longer intervals as many as six awards, covering tourist class air travel or cabin class steamship travel, may be made. For minor congresses or planning sessions for major congresses, not more than two will be made. Congresses must be of truly international participation. Applications should be received in triplicate (together with supporting letters of recommendation) not later than 1 December of the year directly preceding the one in which the congress is held.

AMPHIBRACH (semantic transforms) ". . . In reviewing the situation I thought that events like this might well be named with metrical terms that are underused these days. Amphibrach might be transformed as a term for activity which tries to shortcut both ends but winds up long in the middle." (W. P. Lehmann)

BODLEIAN COLOR SLIDES. Another fascinating list of film strips and individual slides has reached us from W. O. Hassall in the Department of Western Manuscripts. Illustrations from the Romance of Renart and Isegrin, the Romance of Troy, the Romance of the Rose, the Bible Historiale, and much else. Rich fare for any course in medieval literature.

HENRY E. HUNTINGTON LIBRARY AND ART GALLERY AWARDS. Of the 26 appointments announced for grants-in-aid, the following 11 scholars are MLA members: Marcia Allentuck (English, City College, New York), Uvedale Price and George Beaumont; R. C. Bald (English, Chicago), John Donne; G. E. Bentley, Jr. (English, Toronto), William Blake; Lloyd E. Berry (English, Illinois), Sir Thomas Elyot; Elizabeth Story Donno (English, Columbia), Diary of Richard Madox; Philip Edwards (English, Dublin), the Plays of Philip Massinger; David Laird (English, California State, Los Angeles), Style in Shakespeare; Father Germain Marc'hadour (English, Univ. of Angers), Thomas More; Edmund Reiss (English, Penn. State), Works of John Skelton; Edward W. Tayler (English, Columbia), John Milton's Use of Typology; Edward Weismiller (English, Pomona), John Milton.

PHI BETA KAPPA VISITING SCHOLARS. Phi Beta Kappa has announced the appointment of nine Visiting Scholars for 1965-66, among whom are two MLA members: Dorothy Bethurum Loomis, Professor Emeritus of English at Connecticut College, and W. T. H. Jackson, Professor of German at Columbia University.

VIGNETTE XCII. Executive Council member **CLAUDE M. SIMPSON** is one of those rare individuals who truly excels in two fields. We know him as linguistic geographer and student of American literature. His Harvard dissertation, *Early Rhode Island Pronunciation, 1636-1700*, is Microfilm Monograph No. 1 for the American Dialect Society. He is biographer, critic, and editor of books and articles on a dozen important American authors, and among the chief begetters of the Ohio State Centenary Edition of the Works of Nathaniel Hawthorne. He and his wife were life-long friends of Robert Frost, and his collection of Frost's works is one of the best. He has taught with distinction at East Carolina Teachers College, Wisconsin, Harvard, and Ohio State (17 years) before going to Stanford in 1964. But this is only one part of his life. In the other, he is an expert musician, member of the American Guild of Organists, and editor of eight volumes of words and music ranging from American folk-songs and carols to settings of Elizabethan music, Bach, and Mozart. A native Texan, he took his B.A. (in Math & German), B.Mus., and M.A. (in English) at Southern Methodist University. Another M.A. and his Ph.D. (in English) are from Harvard. He has held a Dexter Fellowship (1941), Rockefeller Post-War Fellowship in the Humanities (1946), and Fulbright Research Fellowship to England (1950). He emerged from four years as naval airman and navigator a lieutenant commander. His administrative tact and business sense have made him repeated prey to administrative offers, but his dedication to teaching, scholarship, and music have kept him in the capacity of board member, committee chairman, and advisor to university administrations, the Woodrow Wilson Foundation, Phi Beta Kappa, and now the MLA. In grappling with the problems that face the profession over the next four years, the Executive Council will appreciate the broad sympathy and articulate expression that Claude Simpson brings to the analysis of any situation.



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VIGNETTE XCIII. Executive Council member CARL WOODRING, also a Texan (B. A., M. A., Rice), also Harvard (M. A. and Ph. D.), Dexter Fellow (1948), Fund for the Advancement of Education Fellow (1955), Guggenheim Fellow (1955), ACLS Fellow (1965), is another scholar with broad humane and intellectual interests. The interplay of his critical and social interests is revealed in his scholarship, e.g., *Politics in the Poetry of Coleridge* (1961), *Wordsworth* (1965), and in many articles and editions of 19th-century English authors. It is revealed equally by his creation of the poetry reading room at the University of Wisconsin ("He raised the money, ordered the records, built the room, sharpened the needles, and, when he found he was the only person using the room, he stood in the library corridor directing people to it"), while at the same time working to broaden the curriculum of pre-medical students and cooperating in the graduate program in Political Science. He emerged from his naval career on mine sweepers a lieutenant and began teaching in 1948 at the University of Wisconsin, rising to Professor before he came to Columbia in 1961. His tact and ability mark him as a natural for administrative responsibility, but so far he has escaped by burying himself in his books or fleeing to fellowships. But the graduate students at both Wisconsin and Columbia know him as the most patient and helpful of advisors. His wife, Mary Ellis, is Office Manager for Gordon Ray at the Guggenheim Foundation.

ACLS FELLOWSHIPS FOR POST-DOCTORAL RESEARCH IN THE HUMANITIES AND SOCIAL SCIENCES. Of the 47 scholars granted these awards for 1965-66, the following 12 are MLA members: Thomas H. Blackburn (English, Swarthmore); Charles T. Davis (History, Tulane); Harvey S. Gross (English, Denver); Jost Hermand (German, Wisconsin); Philip Kolb (French, Illinois); Charles S. Levy (English, Minnesota); David D. Perkins (English, Harvard); John D. Rosenberg (English, Columbia); Carl Woodring (English, Columbia); Todd K. Bender (English, Virginia); Frederick C. Crews (English, California, Berkeley); Richard N. Ringler (English, Wisconsin).

ACLS GRANTS-IN-AID FOR POST-DOCTORAL RESEARCH IN THE HUMANITIES AND SOCIAL SCIENCES. Of the 46 scholars receiving these grants, 12 are MLA members: Michael Fixler (English, Tufts); Peter Contrum (German, Oregon); Tom B. Haber (English, Ohio State); Paul D. Herring (English, Chicago); Robert E. Kaske (English, Cornell); John W. Kinnaird (English, Vassar); Sven E. Molin (English, Randolph-Macon); Robert J. Nelson (French, Pennsylvania); Ronald H. Paulson (English, Rice); Claire Sacks (English, Brooklyn); Earl R. Wasserman (English, Johns Hopkins); George E. Wellwarth (English, Pennsylvania State).

GUGGENHEIM FELLOWSHIPS. The following MLA members have received them for 1965-66: Charles R. Anderson (English, Johns Hopkins); Carlos Baker (English, Princeton); Walter J. Bate (English, Harvard); Frederick J. Beharriell (German, Indiana); Larry D. Benson (English, Harvard); Eric A. Blackall (German, Cornell); Reuben A. Brower (English, Har-

vard); Louis J. Budd (English, Duke); James L. Clifford (English, Columbia); Louise G. Clubb (English, George Washington); Morton N. Cohen (English, City College, New York); Ruby Cohn (English, San Francisco State); Rowland L. Collins (English, Indiana); Edward H. Davidson (English, Illinois); Peter Demetz (German and Comp. Lit., Yale); James Doolittle (Romance Lang. and Lit., Cincinnati); Julien S. Doubrovsky (French, Smith); Leon Edel (English, NYU); Hans H. Frankel (Chinese, Yale); William E. Fredeman (English, British Columbia); Albert B. Friedman (English, Claremont Grad. School); Stanley B. Greenfield (English, Oregon); Richard A. Gregg (Russian, Columbia); Alfred Harbage (English, Harvard); Carolyn Heilbrun (English, Columbia); Edith F. Helman (Spanish, Simmons); Virgil B. Heltzel (English, Northwestern); Walter E. Houghton (English, Wellesley); Paul Ilie (Spanish, Michigan); Andrew O. Jaszi (German, California, Berkeley); Wendell S. Johnson (English, Hunter); Martin Kanes (French, California, Davis); Frederick R. Karl (English, City College, New York); Willard F. King (Spanish, Bryn Mawr); Herbert L. Kufner (German, Cornell); Rev. James F. Larkin, CSV (English, DePaul); Leo Marx (English, Amherst); Hugh McLean (Russian, Chicago); J. Hillis Miller (English, Johns Hopkins); James G. Nelson (English, Wisconsin); Maximilian E. Novak (English, California, Los Angeles); Ronald H. Paulson (English, Rice); Mark L. Reed (English, North Carolina); Earl H. Rovit (English, Wesleyan); Bernard N. Schilling (English, Rochester); John H. Smith (English, Marquette); James Thorpe (English, Princeton); William B. Todd (English, Texas); Alan S. Trueblood (Spanish, Brown); Herschel Webb (Japanese, Columbia); Joan Webber (English, Ohio State); Calhoun Winton (English, Delaware).

FULBRIGHT FELLOWS. The following list contains the names of 70 MLA members who have already accepted Fulbright awards for 1965-66: Richard P. Adams (English, Tulane); James C. Austin (English, Southern Illinois); George C. Avery (German, Swarthmore); Jane A. Bauman (English, George Washington); Morris Beja (English, Ohio State); John Bernstein (English, Princeton); Thomas W. Bishop (French, NYU); Germaine Brée (French, Wisconsin); Frederick Brengelman (English, Fresno State); Richard Bridgman (English, California, Berkeley); Merle E. Brown (English, Denison); Joseph A. Bryant (English, North Carolina, Greensboro); David J. Burrows (English, Rutgers); David R. Clark (English, Massachusetts); Louis Cooper (Spanish, West Virginia State); Lewis M. Dabney (English, Smith); Curtis Dahl (English, Wheaton); Robert G. Davis (English, Columbia); Douglas T. Day (English, Virginia); Carl R. Dolmetsch (English, William and Mary); Robert P. Falk (English, California, Los Angeles); Alexander Gelley (English, City College, New York); Martha Hardman de Bautista (Foreign Lang., Santa Clara); John Q. Hays (English, Texas A. & M.); Brian F. Head (Romance Lang., Texas); Clyde E. Henson (English, Michigan State); J. Homer Herriott (Spanish, Wisconsin); William M. Holton (English, Maryland); Vladimir Honsa (Spanish and Portuguese, Indiana); Kenneth Jablon (Romance Lang., Hamilton);



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LIFE MEMBERS. Congratulations to the following 37 members added to our roster of life members during 1965 after 40 years of membership: John R. Adams (San Diego State), Frank Gees Black (Oregon), Willard Hallam Bonner (NYSU, Buffalo), Bertrand H. Bronson (California, Berkeley), Eva A. W. Bryne (Philadelphia, Pa.), William Smith Clark, II (Cincinnati), Martin Michael Crow (Texas), George Odell Switzer Darby (Dept. of Defense), Frederic Everett Faverty (Northwestern), Alfred Foulet (Princeton), Joseph G. Fucilla (Northwestern), Julian Earle Harris (Wisconsin), George Passmore Hayes (Agnes Scott), Archibald A. Hill (Texas), Urban Tigner Holmes, Jr. (North Carolina), Putnam Fennel Jones (Pittsburgh), Helen Drusilla Lockwood (Vassar), Herbert Dean Meritt (Stanford), June J. Morgan (Kansas State TC), Gertrude E. Noyes (Connecticut Coll.), Thomas Rossman Palfrey (Arizona State), Thomas Matthews Pearce (New Mexico), Josephine Ketcham Piercy (Indiana), Thomas C. Pollock (NYU), William Kolb Provine (Tufts), Walter A. Reichart (Michigan), Franklin Prescott Rolfe (California, Los Angeles), William M. Sale, Jr. (Cornell), George Brandon Saul (Connecticut), Matthias A. Shaaber (Pennsylvania), William H. Shoemaker (Illinois), William Darby Templeman (Southern California), Albert Wilder Thompson (Washington State), Lois Philip Ware (Texas), Autrey Nell Wiley (Texas Woman's Univ.),

Austin Wright (Carnegie Inst. of Tech.), Louis Booker Wright (Folger).

Life emeritus memberships have been extended to the following 41 members who have retired from teaching after completing 20 or more years of membership in the Association: Ned B. Allen (Delaware), Israel Baroway (Queens), Thor J. Beck (Hanover, Ind.), H. M. Blegen (Augustana), Eleanor Dickinson Blodgett (Hofstra), Muriel Bowden (Hunter), Ralph Colby (Oregon State), Eleanor S. Conwell (Beloit, Wis.), John H. Fawcett (City Coll. of San Francisco), Ian Forbes Fraser (American Library in Paris), Aurelia Brooks Harlan (Colorado State), Robert T. Ittner (Akron), E. Gustav Johnson (North Park Coll.), Linnie L. Keith (Columbia Union Coll.), Stephen A. Larrabee (East Hartford, Conn.), Charles B. Lombardo (Connecticut), John C. Major (Pennsylvania State), Mabel Major (Texas Christian), Roger P. Marshall (North Carolina State), Percy Matenko (Brooklyn), Dorothy B. Moody (Canal Zone Coll.), Stewart S. Morgan (Texas A. & M.), William R. North (Mary Baldwin), Gertrude Gilmer Odum (Valdosta State), Ruth A. Putman (Akron), James Van Nostran Rice (Ohio Univ.), Gretchen Louisa Rogers (George Washington), Alice Schlimbach (Douglass), Evelyn Harwood Scholl (Michigan State), Hans-Karl Schuchard (Drew), Robert Boies Sharpe (North Carolina), Elizabeth-Vera Loeb Stern (Hunter), Charles H. Stevens, Jr. (Rutgers), George D. Stout (Washington Univ.), Arturo Torres-Rioseco (California, Berkeley), Matthew H. Volm (Virginia), Edward Wagenknecht (Boston Univ.), Glen D. Willbern (MLA), Edna Rees Williams (Smith), Elizabeth Cox Wright (Swarthmore), Eva Cornelia Wunderlich (Upsala).

Congratulations also to the following life members by purchase: Lloyd E. Berry (Illinois), Charles Clay Doyle (Texas), Peter H. Fries (Wisconsin), Rev. Walter J. Ong, S.J. (St. Louis Univ.), S. Ernest Sprott (Dalhousie, Canada), Sister Mary Ethelind, SNJM (Marylhurst), Guy Stern (Cincinnati).

MLA GENERATIONS. Informed of his accession to life membership after forty years, Bertrand Bronson (California, Berkeley) wrote back, "My father, Thomas B. Bronson [Lawrenceville School], was a charter member of the Association, so end to end, we are as long as it. Probably there are lines of three generations reaching back to the beginning." Our felicitations to Mr. Bronson—and if there are any lines of three generations, we would be happy to record them. We know of none. Felicitations, too, to Peter H. Fries (Wisconsin) for the life membership given him by our good friend Charles C. Fries (Michigan).

LUSO-BRAZILIAN CONGRESS. Plans are under way for the Sixth International Colloquium on Luso-Brazilian Studies to be held at Harvard Univ., 7-10 September 1966, with a closing session at the Hispanic Society of America in New York City on 12 September. The planning is being underwritten by a grant of \$14,000 from the ACLS. Details may be secured from Francis M. Rogers, 201 Boylston Hall, Harvard Univ., Cambridge, Mass. 02138.

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FL Program Notes

ON LEARNING FOREIGN LANGUAGES

At an MLA conference on the application of linguistics to language learning, held on 29 May 1964, a need was expressed for a short statement about the nature of language learning to be addressed to the beginning secondary-school or college student, a statement that he should read before he begins to study his textbook, perhaps even before he acquires it. What is here offered is not the definitive statement, but perhaps a semi-final version. It has progressed through several stages, and many people had a voice and a critical pencil in its shaping. We here express our thanks to them all, without in any way implicating them in the responsibility for the wording of this version: Genevieve S. Blew, Dwight L. Bolinger, Agnes M. Brady, Nelson Brooks, Jean Charron, Joan Ciruti, Elizabeth Epting, Edward J. Geary, Mortimer Graves, Ernest Haden, Martin Joos, Lester W. McKim, Archibald T. MacAllister, Albert H. Marckwardt, William G. Moulton, Sanford Newell, Lawrence Poston, Jr., Frank Rice, Sol Saporta, Douglas Sheppard, George Smith, Jack M. Stein, W. Freeman Twaddell. We now turn to readers of these FLP Notes for criticisms, in general or in detail, which may lead to a definitive version. Please address your criticisms to D. D. Walsh, 69 West 9th St., New York, N. Y. 10011.

About 3500 languages are spoken in the world today, and more than 140 of them have over a million speakers each. Since the United States is involved in some way with almost every other country, you and other members of your generation will need to learn all the major languages and even some of the minor ones. The trouble is that no one can predict today which of these many languages you will need to know ten or twenty years from now. Maybe some day you will have to learn a language that you have not even heard of yet. Your present foreign-language course therefore serves a double purpose, teaching you the language you are now starting to study and also teaching you the techniques of foreign-language study so that you can apply them to later study of other languages.

Learning your own language. All over the world children learn to understand and speak their own language before they go to school. They acquire this wonderful skill by constant practice, by listening and talking all the time to themselves, to their parents, to their friends. At first the child simply repeats words and phrases that he has heard and learned. But to get what he wants he finds that he has to put new sentences together. He tries them out on people. They accept some of his sentences but reject others, because they are funny or because they don't make sense. The child keeps trying until he works out a system for producing acceptable, understandable sentences. He assembles, in his own mind, a model of the language, a grammar, unlike that of any other language in the world.

Languages are different. Your new language will be easier for you to learn if you do not expect it to behave like English. It will have different sounds, and its words will have different kinds of meaning arranged and fitted together in un-English ways. Although every living language has been learned by every child who speaks it, you will not find it child's play to learn this

new language, because it is a different language from your own. Learning it will require a lot of hard work, but any hard-working and reasonably intelligent student can accomplish it, especially with a good textbook.

Language and writing. In all languages writing has always followed speech, often by many thousands of years. Most of the languages of the world have not yet been put in written form by their speakers. A writing system is little more than a way of putting on paper what someone has said, either aloud or to himself. All the written languages of Western Europe use the Roman alphabet, but each one uses these letters in its own way to represent its own sounds. When you study the written form of any of these languages you will have to learn to overcome the interference from English, which will tempt you to pronounce letters in another language just as they are pronounced in English. They almost never are.

Learning a foreign language. This is not something that you think and talk about, like rules and theories. It is something that you *do*, a physical *activity*, like learning to play the piano or the violin. Success in such skills requires a great deal of practice. And since using a language means using sounds, you must do much of your practicing aloud. Learning a language means learning a whole new pattern of habits; your English habits will get in your way, just as the habits for tying a four-in-hand will get in the way of tying a bow tie, and you must work to prevent this. Many of your English language habits will be bad habits for your new language.

There are three techniques in language learning: imitation, analogy, and analysis. You must use them all.

Learning by imitation. In learning a language you must practice imitating a model who is speaking at normal speed. You need also to hear a variety of voices, on records and tapes. Watch your teacher carefully and listen carefully to him and to the other models, and practice imitating them aloud. Concentrate first on the spoken form of sentences and conversations, not on the written forms that you will find printed in your book. Repeat what you hear as closely as you can, so that your pronunciation will improve with practice.

Learning by analogy. A significant moment in a child's learning his own language is the first time he says something like "Johnny goed home." This mistake is a creative mistake, for it shows that the child is beginning to understand how language works. Maybe thinking of "sew, sewed" or "show, showed," which he learned through imitation, he has created by analogy a new pair, "go, goed," that he has never heard before, and in so doing he has shown that he can learn by analogy, even though this attempt is not a complete success. Until you can make and understand new utterances, building upon patterns learned earlier by imitation, your knowledge of the language is even more limited than the child's when he says: "Johnny goed home." Learning how to create by analogy is the purpose of pattern drills and other exercises. Each of these drills begins with a model phrase and asks you to produce new phrases by analogy from the model. A child has to grope his way toward language control

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FL Program Notes—Continued

through many trial-and-error analogies, but a student using a good textbook will have step-by-step practice arranged to keep his errors to a minimum.

Learning by analysis. Young children learn sounds more accurately and with more enthusiasm than their elders. As you grow older you begin to lose this capacity for easy imitation. But to make up for this loss, you have the advantage of being able to reason: you can analyze language. You can see how your new language is put together, how it works, how it differs from English. Information of this sort, given in grammatical explanation or rules, can help you to learn the language faster. But language analysis (learning about the language) is not the same as language learning. Explanations are only an aid to learning; they are not the language itself, just as knowing the rules of the road does not make you automatically a good driver. That takes practice.

The need for practice. Unless you are learning your new language in a country where everyone speaks it, you can not hope to get as many opportunities to practice speaking it as you got when you were learning English. So you will learn more rapidly if you make your opportunities for practice intensive and enthusiastic. You will find many conversations and drills in your textbook. Practice them as intensely as you can, in class and out. Whenever someone else is reciting, practice silently right along with him. When you do your homework, practice out loud. Practice with tapes and records. Repeat what you hear, and speak up, just as if you were talking all the way across a big room. And practice your newly learned phrases on your fellow students.

Memorizing. You will have to learn a great many patterns and phrases as you study a language. Don't be afraid of stretching your memory. The more you use it the better it gets. You can involve almost all your senses as you learn a language, by using your ears, mouth, eyes, fingers. Break up your memorizing sessions into several intense, short periods (15-20 minutes) instead of a single long stretch of time. And be sure to practice out loud when you memorize.

Reading and writing. You can learn these skills more easily if you have first learned to *speak* the language. You must practice speaking it right from the start and continue to practice speaking throughout all your study of the language. But even if you are not interested in the spoken language, you can not learn to read it without using *some* kind of pronunciation, even if it is only a silent one that you invent. So it makes sense to learn the normal pronunciation. Reading foreign articles and books for information and enjoyment is one of the principal reasons for studying a foreign language: your enjoyment will increase if you know what the language sounds like to the writers and readers of its literature.

Writing systems. They are incomplete because they seldom indicate rhythm, pitch, or stress. They often seem senseless—even in English—because there may be no apparent reason why any letter or combination of letters represents a sound. Consider, for example, the various spellings of a single English sound: *see, key, she, receive, believe, tea*, or the various sounds represented by the letters *ea* in *meat, create, great, heart, Seattle*. Speech and writing, though related, are different systems. Speech came first in the development of language, it comes first for every native learner, and it should come first for you, too.

How to read a language. At first, you should read only what you have practiced saying, and you should read it aloud. When you begin to read silently and you come to words and phrases that are new to you, use the following techniques: 1) Read the passage through for general sense first, without stopping to puzzle over unfamiliar words or constructions. Then go back for a second, more careful reading. When you come to an unknown word, read on at least to the next punctuation mark before you look it up. Try to guess at meanings. Look up as few words as possible. 2) When you decide that you must look up a word, a) underline the word with your pencil, b) take a good look at it, and pronounce it aloud, c) repeat the word over and over, concentrating all your attention on its sound and spelling while you are looking for it in the vocabulary, d) when you find it put a dot before the word in its column, e) turn back to your page, find the last underlined word, and go on reading. Never write the English translation on the page. Doing so puts the emphasis on the English equivalent and not on the foreign word, which is what you must learn. When you finish your assignment, reread it and see how many of the underlined words you still know. Look up those you have not yet learned and put another dot in front of them in the vocabulary. Look through the vocabulary once a week and make a special effort to learn the words with several dots. These are your "hard" words. Learn them now or you will be spending hours looking them up month after month, year after year.*

Prepare for the future. We said earlier that you have no sure way of knowing now which foreign languages will eventually be of most value to you. But if you learn one foreign language effectively in school, the skills that you acquire will be very helpful in learning your next foreign language, whenever and wherever you learn it. You may have to work with inadequate materials or with no materials at all and with a model who has had little or no training as a teacher. But if, in learning your first foreign language, you have also learned how to study languages in general, you will be able to apply this skill to the study of any other language at any time or place.

MFL KIT. Educational Testing Service in Princeton, N.J., has developed a kit to try to persuade administrators that they should support language learning by the fundamental skills method. The kit consists of film strips plus records. School superintendents may write to Donald Melville, Cooperative Test Division, E.T.S., to arrange for a free demonstration.

WALKING TOUR. The Museum of the City of New York has for many years conducted walking tours of various parts of historic and picturesque New York. This spring the Museum decided to conduct some of these tours in Spanish to help familiarize Puerto Ricans and other Spanish-speaking city dwellers with the history of their city. The first of them was a great but somewhat unexpected success. It was attended by large numbers of English-speaking students of Spanish, glad of the opportunity to get some extra listening practice.

* We realize that public-school pupils are not allowed to put marks in their books, but we believe that this prohibition is a serious obstacle to FL vocabulary building.

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FL Program Notes—Continued

A FOREIGN LANGUAGE PROGRAM POLICY STATEMENT

From July 1964 until March 1965, John S. Diekhoff, then a member of the faculty of the Center for the Study of Higher Education at the University of Michigan and now Associate Dean of the Graduate School of Western Reserve University, studied and wrote a report on the impact of the National Defense Education Act upon foreign language learning in the United States. This study was carried on under the auspices of the MLA with support from the Carnegie Corporation. The report will be published by the MLA in September 1965 under the title *NDEA and Modern Foreign Languages*.

During the time that John Diekhoff was making his study, the Foreign Language Program Advisory Committee (Mildred V. Boyer, Ruth J. Dean, Albert H. Marckwardt, William R. Parker, Jack M. Stein, Leon I. Twarog, W. Freeman Twaddell) met with him and with consultants on five separate occasions for two-day meetings. The report remains John Diekhoff's personal evaluation (although informed and tempered by the reactions of the Committee and the consultants). However, as a result of their participation in the process of the writing of the Diekhoff report, the Advisory Committee emphatically affirms, or reaffirms, the following policies in connection with the teaching of foreign languages in American education. All these policies are explained and documented in the report itself:

1) When any language program is initiated in elementary school or secondary school, it should be with the expectation of developing the program into a sequence that can result in a reasonable language competence. Without that expectation, the program should not be initiated. The language sequence should be planned from the top down. Every sequence should continue through grade XII, no matter what grade it begins in. Instruction in a second foreign language should not usually be introduced into a school until a sequence of at least four years has been established in a first foreign language.

2) The nineteen million Americans whose mother tongue is *not* English can not be effectively educated by assuming that their native language is English. Every American child should begin his schooling in his mother tongue and should have the opportunity to continue the study of that language at least until he is securely literate in it. Instruction in English should begin in kindergarten or grade one, but for non-English-speaking children, English should be treated as a second language. Special materials must be developed for this instruction, both in English and in the non-English mother tongues of these American children (Spanish, French, Chinese, Japanese, etc.). Some teacher-preparing institutions should introduce special programs designed to train teachers especially for non-English-speaking communities in the United States.

3) Before installing a language laboratory, school administrators should make careful advance plans with consultants experienced in the use of the laboratory as an aid to language teaching. These consultants should not be in any way affiliated with manufacturers of language laboratory equipment. The costs of operating and maintaining a language laboratory, both in money and in expert man-hours, are essential items in a laboratory budget. At least some of the school's foreign language teachers should be sympathetic toward and acquainted with the use of a language laboratory and prepared to integrate these uses into their teaching.

4) Every state should have an adequate number of foreign language supervisors at both state and local levels. These positions are commensurate in importance with principalships and superintendentcies, and comparable salaries should be established. Current salaries for such supervisors are seldom adequate to attract and hold people with the requisite ability and experience.

5) Some existing language programs, strategically located throughout the country and at various levels (elementary, secondary, undergraduate, and graduate), should be so organized as to serve as demonstration centers, to be visited by teachers and administrators from other institutions.

6) Support for full utilization of the present capacity of strong language and area center programs and the improvement of the education they already provide should take precedence over the creation or expansion of new center programs.

7) Graduate foreign language programs should be organized with recognition of the fact that nearly all their products become language teachers or teachers of language teachers.

Surveying the learning of foreign languages in March of 1965, the Advisory Committee of the MLA FL Program listed some top priority tasks:

1. Further research on supplementing the study of literature with the study of other aspects of culture.

2. The definition of reasonable goals of language study for students of different ages and with different sequences of language study.

3. Continuing study of the nature and content of college foreign language courses taken by freshmen who enter college with a superior control of the language skills.

4. A re-examination of the performance standards for elementary language courses taken by college students who are already proficient in one or more foreign languages.

5. Designating teams of experts who would offer to visit colleges and universities at their request in order to consult with their foreign language departments on how to strengthen their teacher preparation programs.

6. Research on the mechanics and the psychology of reading a foreign language as compared with reading one's own language.

7. Continuing attention to the training and certifying of teachers and to the use of tests to measure proficiency.

8. The production of materials for the study of culture (including literature) at advanced-secondary-school and intermediate-college levels.

9. Further research on the reliability of prognosis tests.

10. Research to discover how the graduates of various FLES programs compare in language proficiency in grade XII with students who begin language study later.

11. Further research on FLES learning through various means: FLES specialists, televised lessons, grade-school teachers, and in various combinations of these means.

12. Conferences among foreign language teachers and administrators at various school and college levels addressed to the coordination and articulation of foreign language programs at the several levels.

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English Program Notes

DEPARTMENTAL BOOKSHELF. Three new books show the increase in interest in rhetoric. A valuable collection of studies on rhetoric by various hands hitherto scattered through various journals is found in *The Province of Rhetoric*, edited by Joseph Schwartz and John Rycenga (New York: Ronald Press Co., 1965). These essays treat the nature and significance of rhetoric, the development of classical theory, modern rhetoric, and the uses of rhetoric. Together they give a sweeping survey of rhetorical history, rhetorical theory, and some of the applications of rhetoric in our day. In *Classical Rhetoric for the Modern Student* by Edward P. J. Corbett (New York: Oxford University Press, 1965), the author undertakes to apply classical rhetorical concepts to the modern teaching of English composition. More speculative treatment of rhetorical problems is found in *Philosophy, Rhetoric and Argumentation*, edited by Maurice Natanson and Henry W. Johnstone, Jr. (University Park: Pennsylvania State University Press, 1965). There are some interesting treatments of recent Continental rhetorical theory here, some of them reflecting an existential and phenomenological interest. Most of the interest in rhetoric is still apparently to be found among American scholars and teachers. This itself is an interesting phenomenon inviting speculation. European scholars occasionally speak wistfully of the Americans' interest as though they would like to share them but do not know how. This too is an interesting phenomenon. (W. J. Ong)

PLANNING CONFERENCE ON ENGLISH. A forerunner of a potentially important device for planning and coordinating professional developments in English was a conference held in the Willard Hotel in Washington, D. C., 1-2 May 1965. Sponsored by the United States Office of Education, the Conference brought together executives of the MLA, NCTE, CEA, ADE, CCC, and CEE, along with members of the USOE English panel and present and past coordinators of the USOE's program in English. Of the actions taken at the conference, these were the most significant:

1. *Areas of major concern to the profession.* Five areas of major concern were identified and a small committee was appointed to encourage appropriate projects in each area. The areas and the committee chairmen were the following: a) the English curriculum in the elementary schools, James R. Squire (NCTE office); b) the articulation and evaluation of the new curricula being developed in the Curriculum Centers and elsewhere, John H. Fisher (MLA office); c) teacher preparation and certification, Erwin Steinberg (Carnegie Tech); d) research into the critical areas of teaching composition, Richard Braddock (Iowa); and e) research into the critical areas of teaching literature, James E. Miller, Jr. (Chicago). In addition, the Conference discussed the need for valid proficiency tests based upon a re-evaluation at all levels of the objectives of the English curricula, but postponed the appointment of a committee.

2. *A profession-wide information center.* The Conference discussed the need for such a center, and the pos-

sibilities and difficulties of establishing it. John Gerber (Iowa) was delegated to take such steps as seem necessary to get such a center established. Policy for the center, it was agreed, should be under the control of a board of representatives from the various professional organizations.

3. *The Office of Education.* After discussing present and future activities of the United States Office of Education with officials from the Office, the Conference adopted a set of recommendations to be sent to Francis Keppel, United States Commissioner of Education. In these recommendations the Conference requested the Commissioner to continue to retain a coordinator or consultant on English as well as a strong staff of permanent English specialists in the USOE. The Conference expressed the hope that the USOE would not lose interest in projects within the various subject fields as it plans the creation of huge interdisciplinary educational centers and laboratories. In addition, it requested the establishment of clear policies on publication and royalties relative to material produced under Office of Education grants and contracts.

4. *A Language Advisor to the President.* The Conference discussed the desirability of having a National Language Advisor attached to the Office of the President, such an advisor to function on a level comparable to that of the National Science Advisor. Leonard Dean (Illinois) was delegated to initiate action designed to get such a request before the President.

5. *Subsequent Planning Conferences.* The Conference charged future English consultants in the Office of Education, whoever they may be, to call planning conferences similar to the present one.

Those attending this Planning Conference were Richard Beal (Boston), Richard Braddock (Iowa), Dwight Burton (Florida State), John Carroll (Harvard), Leonard Dean (Illinois), John Fisher (MLA), John Gerber (Iowa), Frederick Gwynn (Trinity Coll.), J. N. Hook (Illinois), Glenn Leggett (Univ. of Washington), Albert Marckwardt (Princeton), James Miller (Chicago), Robert Pooley (Wisconsin), Donald Sears (American Council on Education), James R. Squire (NCTE), Erwin Steinberg (Carnegie Tech). John Gerber, 1964-65 Consultant on English in the USOE, was chairman of the Conference.

MLA ENGLISH PROGRAM. We are grateful to Frederick L. Gwynn (Trinity Coll.), who gave up part of his sabbatical leave last year to help inaugurate the MLA English Program. Thanks to his assistance, we were able to take on the English Institute Materials Center and to begin collecting material for a clearing house of information. As Secretary-Treasurer of the Association of Departments of English, he inaugurated the cooperation between ADE and MLA, editing the *ADE Bulletin* and compiling the first vacancy list. Back at Trinity, teaching and administering his department this fall, he will continue as Secretary-Treasurer of ADE, working now through the new MLA coordinator, Michael Shugrue, to further the development of this promising organization.

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THE PH.D. IN ENGLISH

No dependable statistics exist as to the shortage of college teachers of English. The number of graduate students enrolled in English rose from 12,595 in 1960 to 18,442 in 1963. The number of Ph.D.'s granted in English rose from 356 in 1953 to 556 in 1964. How many doctorates *should* be granted each year to meet the demand for college teachers, we have no idea. This is but another evidence of our distressing ignorance concerning the nature and needs of our profession. We do know that between 1953-54 and 1964-65, the percent of college English teachers beginning full-time teaching with doctorates fell from 29 to 10.9. We do know that the median time it takes to get a Ph.D. in English is 9.7 years as compared with 5 in Chemistry. We do know that in 1963-64, 342 NDEA graduate fellowships (not all in English) fell vacant. We do know that when the trial issue of the ADE list of vacancies in English was compiled in May 1965, 117 institutions still listed 272 (158 in the professorial ranks, 114 instructorships) positions unfilled. Against this background, a conference was convened in June 1965 at the MLA offices in New York City to ascertain what bearing the rising numbers of graduate students in English and the continuing shortage of college teachers of English might have upon the shape of the Ph.D. in English. The members of the conference talked about how time is spent in graduate work and asked if it might be spent more wisely. How many years of a professional career should be devoted to graduate study? Do some of the present requirements add to the length of program without adding much to its value? Is there presently a good balance between course work and private or tutorial study? Do the usual doctoral examinations duplicate course examinations? Are they well designed to test for a reasonable balance of coverage and skill? What are the educational benefits and liabilities to graduate assistants of several years of part-time teaching of freshman English or paper-grading? The discussion of questions like these led to the following statement which it is hoped will stimulate departmental consideration and action. Many graduate departments are in fact already moving in the direction indicated by this statement, but much remains to be done. Future conferences will be needed to discuss these propositions and the nature of and support for serious post-doctoral work in English.

Policy Statement of the Conference on the Ph.D. in English, 15-16 June 1965

In view of the activities in which most Ph.D.'s in English engage, we recommend that the degree be considered as preparation both for teaching and scholarship, and that post-doctoral fellowships be provided for those who are especially concerned with research and writing.

Pursuant to these objectives:

- 1) The Ph.D. program, including supervised teaching, should be so constructed that full-time students will complete it in no more than four years beyond the baccalaureate.
- 2) The dissertation should be regarded as a demonstration of scholarly and rhetorical ability. It may take the form of a collection of separate studies.
- 3) The foreign language requirement may be satisfied by the demonstration of ability to understand, speak, and read one modern foreign language well or read one classical language well, and by some knowledge of the major literature of the language in the original.
- 4) The basis for doctoral study should be a reasonable coverage of literature in English with a concentration in one or more areas. In addition to this coverage, the student's individual program should be so designed that his undergraduate and graduate education shall have included a) literary and rhetorical theory, and criticism; b) bibliographical, textual, and other techniques of scholarship; c) the nature of language.
- 5) Employment of the doctoral candidate in instructional duties should be restricted to his useful training as a teacher and should not be prolonged beyond the point at which it ceases to serve this purpose.

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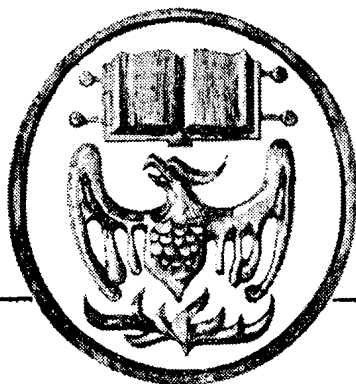
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INDEX OF SECTIONS AND GROUPS

Modern Language Association, 1965 Meeting, Palmer House, Chicago, Monday, Tuesday, and Wednesday, 27, 28, and 29 December. We are pre-printing this list (which will appear in the official *Program*) to help members make their travel plans.

<p>AMERICAN DIALECT SOCIETY—Mon. 10:30–11:45 A.M. (Crystal)..... 00</p> <p>American Literature—Tues. 3:00–4:15 and Wed. 10:15 A.M.–12:15 P.M. (Red Lacquer)..... 00</p> <p>AMERICAN STUDIES ASSOCIATION—Tues. 1:15–2:30 (Red Lacquer)..... 00</p> <p>Celtic Lang. & Lit.—Wed. 8:30–9:45 A.M. (Victorian)..... 00</p> <p>COMP. LIT. SECTION—Tues. 10:00 A.M.–12:00 (Grand Ballroom)..... 00</p> <p>Comp. Lit. 1 (Prose Fiction)—Mon. 3:00–4:15 (Adams)..... 00</p> <p>Comp. Lit. 2 (Popular Lit.)—Mon. 3:00–4:15 (Room 17)..... 00</p> <p>Comp. Lit. 3 (Arthurian)—Mon. 1:15–2:30 (Room 17)..... 00</p> <p>Comp. Lit. 4 (Renaissance)—Tues. 10:30–11:45 A.M. (Victorian)..... 00</p> <p>Comp. Lit. 5 (Anglo-French)—Mon. 8:45–10:00 A.M. (Room 17)..... 00</p> <p>Comp. Lit. 6 (Anglo-German)—Wed. 8:30–9:45 A.M. (Room 17)..... 00</p> <p>Comp. Lit. 7 (Franco-German)—Wed. 10:15–11:30 A.M. (Victorian)..... 00</p> <p>Comp. Romance Linguistics—Mon. 1:15–2:30 (Victorian)..... 00</p> <p>ENG. SECTION I (to 1650)—Wed. 10:15 A.M.–12:15 P.M. (Grand Ballroom)..... 00</p> <p>ENG. SECTION II (after 1650)—Mon. 2:30–4:30 (Grand Ballroom)..... 00</p> <p>Eng. 1 (Old English)—Tues. 3:00–4:15 (Victorian)..... 00</p> <p>Eng. 2 (Middle English)—Mon. 10:30–11:45 A.M. (Adams)..... 00</p> <p>Eng. 3 (Chaucer)—Tues. 1:15–2:30 (Monroe)..... 00</p> <p>Eng. 4 (Period of Spenser)—Tues. 8:45–10:00 A.M. (State Ballroom)..... 00</p> <p>Eng. 5 (Shakespeare)—Mon. 8:45–10:00 A.M. (Red Lacquer)..... 00</p> <p>Eng. 6 (Period of Milton)—Tues. 3:00–4:15 (State Ballroom)..... 00</p> <p>Eng. 7 (Classical Period)—Wed. 8:30–9:45 A.M. (Red Lacquer)..... 00</p> <p>Eng. 8 (1750–1800)—Wed. 10:15–11:30 A.M. (Crystal)..... 00</p> <p>Eng. 9 (Wordsworth et al.)—Mon. 10:30–11:45 A.M. (Red Lacquer)..... 00</p> <p>Eng. 10 (Victorian Lit.)—Tues. 3:00–4:15 (Monroe)..... 00</p> <p>Eng. 11 (Contemporary)—Mon. 1:15–2:30 (Monroe)..... 00</p> <p>Eng. 13 (Present-Day Eng.)—Tues. 8:45–10:00 A.M. (Adams)..... 00</p> <p>Eng. 14 (Eng. Drama)—Mon. 10:30–11:45 A.M. (Victorian)..... 00</p> <p>French 1 (Ling. & Med. Lit.)—Tues. 8:45–10:00 A.M. (Victorian)..... 00</p> <p>French 2 (16th Cent.)—Mon. 8:45–10:00 A.M. (Victorian)..... 00</p> <p>French 3 (17th Cent.)—Tues. 1:15–2:30 (Adams)..... 00</p> <p>French 5 (18th Cent.)—Wed. 8:30–9:45 A.M. (Monroe)..... 00</p> <p>French 6 (19th Cent.)—Tues. 3:00–4:15 (Adams)..... 00</p>	<p>French 7 (20th Cent.)—Wed. 10:15–11:30 A.M. (Monroe)..... 00</p> <p>French 8 (North-Amer.)—Tues. 1:15–2:30 (Room 17)..... 00</p> <p>Gen. Top. 1 (Poetics)—Mon. 3:00–4:15 (State Ballroom)..... 00</p> <p>Gen. Top. 2 (Romanticism)—Tues. 8:45–10:00 A.M. (Monroe)..... 00</p> <p>Gen. Top. 4 (Gen. Phonetics)—Tues. 10:30–11:45 A.M. (State Ballroom)..... 00</p> <p>Gen. Top. 5 (Exper. Phonetics)—Wed. 8:30–9:45 A.M. (State Ballroom)..... 00</p> <p>Gen. Top. 6 (Lit. & Society)—Tues. 10:30–11:45 A.M. (Adams)..... 00</p> <p>Gen. Top. 7 (Lit. & Science)—Mon. 10:30–11:45 A.M. (Monroe)..... 00</p> <p>Gen. Top. 8 (Bibliog. Evidence)—Tues. 3:00–4:15 (Crystal)..... 00</p> <p>Gen. Top. 9 (Lit. & Other Arts)—Mon. 1:15–2:30 (Adams)..... 00</p> <p>Gen. Top. 10 (Lit. & Psychology)—Wed. 10:15–11:30 A.M. (Room 17)..... 00</p> <p>GERMANIC SECTION—Tues. 3:00–5:00 (Grand Ballroom)..... 00</p> <p>German 1 (Philology)—Tues. 8:45–10:00 A.M. (Crystal)..... 00</p> <p>German 2 (Lang. & Lit. to 1700)—Tues. 1:15–2:30 (State Ballroom)..... 00</p> <p>German 3 (Goethe)—Mon. 8:45–10:00 A.M. (State Ballroom)..... 00</p> <p>German 4 (19th Cent.)—Mon. 10:30–11:45 A.M. (Room 17)..... 00</p> <p>German 5 (Modern Lit.)—Mon. 1:15–2:30 (State Ballroom)..... 00</p> <p>Italian 1 (Med. & Renaissance)—Wed. 10:15–11:30 A.M. (Adams)..... 00</p> <p>Italian 2 (Modern)—Wed. 8:30–9:45 A.M. (Crystal)..... 00</p> <p>MEDIEVAL SECTION—Mon. 2:30–4:30 (Red Lacquer)..... 00</p> <p>Portuguese Lang. & Lit.—Tues. 3:00–4:15 (Room 17)..... 00</p> <p>ROMANCE SECTION—Mon. 10:00 A.M.–12:00 (Grand Ballroom)..... 00</p> <p>Scandinavian Lang. & Lit.—Tues. 10:30–11:45 A.M. (Crystal)..... 00</p> <p>Slavic 1 (Literatures)—Mon. 1:15–2:30 (Crystal)..... 00</p> <p>Slavic 2 (Linguistics)—Mon. 3:00–4:15 (Crystal)..... 00</p> <p>Spanish 1 (Lang. & Med. Lit.)—Tues. 1:15–2:30 (Victorian)..... 00</p> <p>Spanish 2 (Ren. & Golden Age)—Mon. 8:45–10:00 A.M. (Adams)..... 00</p> <p>Spanish 3 (The Spanish <i>Comedia</i>)—Wed. 10:15–11:30 A.M. (State Ballroom)..... 00</p> <p>Spanish 4 (18th & 19th Cent.)—Tues. 10:30–11:45 A.M. (Monroe)..... 00</p> <p>Spanish 5 (Modern Lit.)—Wed. 8:30–9:45 A.M. (Adams)..... 00</p> <p>Spanish 6 (Early Span.-Amer. Lit.)—Mon. 3:00–4:15 (Victorian)..... 00</p> <p>Spanish 7 (Modern Span.-Amer. Lit.)—Tues. 8:45–10:00 A.M. (Room 17)..... 00</p>
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THE FOLLOWING seven names will appear on the ballot for election to the Executive Council in October, "together with the three names receiving the largest number of supporting signatures among those proposed by members of the Association, provided that no name be entered on the ballot that is not supported by ten members." Any petitions must be in the MLA office by 15 September.

C. L. BARBER. Born in Berkeley, Calif., 1913. B.A., Harvard; Soc. Fellows Jr. Fellow (1936-39); Henry Fellow, Magdalene Coll., Cambridge (1935-36). Taught at Harvard, Amherst Coll. Now Professor of English and Chairman, Indiana. Visiting Professor Yale School of Music (summers) (1942, '48); Harvard Summer School (1950); Princeton (1961-62); Fellow Folger Shakespeare Library (1951, '54); Ford Fellow (1954-55); USNR (1943-46). Publications: *Shakespeare's Festive Comedy, More Power to Them, The New College Plan.*

MORTON W. BLOOMFIELD. Born in Montreal, Can., 1913. B.A., M.A., McGill; Moyses Fellow, Univ. of London (1935-36); Ph.D., Wisconsin. Taught at McGill, Wisconsin, Akron, Ohio State. Now Professor of English, Harvard. Visiting Professor New York Univ. (1955-56), Columbia, Michigan State (summers), Guggenheim Fellow (1949-50, 1964-65), E. C. Howald Fellow, Univ. of London (1953-54). Publications: *The Seven Deadly Sins, "Piers Plowman" as a Fourteenth-Century Apocalypse, A Linguistic Introduction to the History of English* (co-author), and many editions.

ANDRÉ VON GRONICKA. Born in Moscow, Russia, 1912. A.B., A.M., Rochester; Ph.D., Columbia. Taught at Kansas, Chicago, Columbia. Now Professor and Chairman of German Literature at Univ. of Pennsylvania. Social Science Research Fellow (1957). Guggenheim & Fulbright Fellow (1957-58). ACLS Fellow (1965). Publications: *Henry von Heiseler, a Russo-German Writer; Essentials of Russian.*

ROBERT B. HEILMAN. Born in Philadelphia, Pa., 1906. A.B., Lafayette; A.M., Ohio State; A.M., Ph.D., Harvard. Taught at Tufts Coll., Ohio Univ., Univ. of Maine, Louisiana State. Now Professor of English and Chairman at Univ. of Washington. Publications: *America in English Fiction 1760-1800, This Great Stage: Image and Structure in King Lear, Magic in the Web: Action and Language in Othello*, many editions of drama and fiction.

JOHN W. KNELLER. Born in Oldham, England, 1916. A.B., Clark Univ.; A.M., Ph.D., Yale. Now Professor of French and Provost at Oberlin Coll. French Govt. and Fulbright Fellow, France (1949-50). Publications: *Initiation au français, Introduction a la poésie française* (co-author), "The Poet and His *Moirra*: 'El Desdichado'" (*PMLA*). Editor, *The French Review*.

HELMUT REHDER. Born in Bergedorf, Germany, 1905. Ph.D., Univ. of Heidelberg. Taught at Univs. of Missouri, Wisconsin, Illinois. Now Professor of German, Univ. of Texas. Visiting Professor Colorado, Northwestern. Publications: *Goethe's Faust*, (co-author), editions and texts. Co-editor: *JEGP* (1945-56).

DEAN S. WORTH. Born in Brooklyn, N.Y., 1927. A.B., Dartmouth; A.M., Ph.D., Harvard. Diploma Ecole Langues Orientales, Paris; Cert. Sorbonne. Now Associate Professor of Slavic Languages at Univ. of California, Los Angeles. Guggenheim Fellow (1963-64). Publications: *Sofonija's Tale of the Russian-Tatar Battle on the Kulikovo Field* (co-author), and edition of *Kamchadal Texts Collected by W. Jochelson.*

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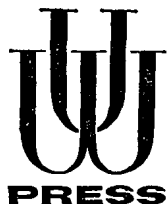
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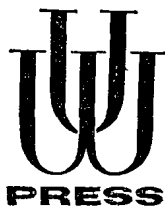
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- American Association of Teachers of German.** 28–30 December 1965, Palmer House, Chicago.
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- American Association of Teachers of Slavic and East European Languages.** 27–29 December 1965, Pick Congress Hotel, Chicago.
- American Association of Teachers of Spanish and Portuguese.** 28–30 December 1965, La Salle Hotel, Chicago.
- American Council of Learned Societies.** 20 January 1966, Mayflower Hotel, Washington, D. C. (tentative).
- American Dialect Society,** 27 December 1965, Palmer House, Chicago.
- American Folklore Society.** Dates not received in time for printing.
- American Name Society.** 29 and 30 December 1965, Palmer House, Chicago.
- American Philological Association.** 28–30 December 1965, Sheraton-Biltmore, Providence, R. I.
- American Studies Association.** 28 and 29 December 1965, Palmer House, Chicago.
- Association for Asian Studies.** 4–6 April 1966, Americana, New York City.
- Association of American University Presses.** 12–15 June 1966, Rutgers Univ. Press, New Brunswick, N. J.
- Bibliographical Society of America.** Dates not received in time for printing.
- Central States Modern Language Teachers Association.** Dates not received in time for printing.
- College Language Association.** April 1966, Atlanta Univ., Atlanta, Ga.
- Conference on College Composition and Communication.** Dates not received in time for printing.
- English Institute.** 7–10 September 1965, Columbia University, New York City.
- Georgetown Roundtable (Institute of Languages and Linguistics).** Dates not received in time for printing.
- Indiana Language Conference.** To be held in 1966–67.
- Kentucky Foreign Language Conference.** Dates not received in time for printing.
- Linguistic Society of America.** 27–30 December 1965, Knickerbocker Hotel, Chicago.
- Mediaeval Academy of America.** April 1966, Cambridge, Mass.
- Middle States Association of Modern Language Teachers.** 4 December 1965, Chalfonte-Haddon Hall, Atlantic City, N. J.
- Midwest Modern Language Association.** 28–30 April 1966, Univ. of Iowa, Iowa City.
- Modern Language Association.** 27–29 December 1965, Palmer House, Chicago.
- National Association of Foreign Student Affairs.** 3–6 May 1966, Pick Congress Hotel, Chicago.
- National Council of Teachers of English.** 25–27 November 1965, War Memorial Auditorium and Sheraton Boston Hotel, Boston.
- National Federation of Modern Language Teachers Associations.** 27 December 1965, Palmer House, Chicago.
- New England Modern Language Association.** Dates not received in time for printing.
- New Jersey Modern Language Teachers Association.** 11–13 November 1965, Dennis Hotel, Atlantic City, N.J.; March, 1966, Montclair State Coll.; May, 1966, Rutgers Univ., New Brunswick, N.J.
- New York State Federation of Foreign Language Teachers.** Dates not received in time for printing.
- Northeast Conference on the Teaching of Foreign Languages.** 31 March–2 April 1966, Americana, New York City.
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- Philological Association of the Pacific Coast.** 25 and 26 November 1965, U.C.L.A.
- Rocky Mountain Modern Language Association.** 8–9 October 1965, Colorado State Univ., Fort Collins.
- South Atlantic Modern Language Association.** 4–6 November 1965, Atlanta Biltmore Hotel, Atlanta, Ga.
- South Central Modern Language Association.** 5 and 6 November 1965, Fontainebleau Motor Inn, New Orleans.

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