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NOV 28 1952

PMLA

PUBLICATIONS OF
THE MODERN LANGUAGE ASSOCIATION
OF AMERICA

Edited by
WILLIAM RILEY PARKER
Secretary of the Association

December · 1952

VOLUME LXVII · NUMBER 7

PMLA

Issued six times a year during the months of March, April, June, September, October, and December, by the Modern Language Association of America

(Indices: Vols. I-L, 1935; LI-LX, 1945)

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Membership in the Association, open only to individuals and including subscription to *PMLA*, costs seven dollars. The subscription price of *PMLA* for institutions is ten dollars. Single numbers and the Supplements may be obtained at \$2.00 each.

Earlier volumes and earlier numbers may be purchased at the same rate. Volumes I-VII can be supplied only as complete volumes.

OFFICE OF PUBLICATION
450-454 Ahnaip Street
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EDITORIAL OFFICES
6 Washington Square North
New York 3, N.Y.

Business communications and notice of changes of address should be addressed to the Treasurer of the Association.

Entered as second class matter at the postoffice at Menasha, Wis., under act of March 3, 1879. Subject to the provisions of ¶¶7 and 8, Sec. 10, P. L. and R.

Acceptance for mailing at the special rate of postage provided for in the Act of February 28, 1925, embodied in paragraph 4, section 538, P. L. R., authorized October 2, 1935.

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The FL Program

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FIRST STAGE. Let no one expect too much. Let no one expect tangible results soon. The first task is to get ready. The wise course is to work patiently at the few important things that are possible. The new three-year MLA program began, formally and officially, on October 1, with the augmented staff in the national office still incomplete and with the vast job of accumulating facts, figures, and personnel data barely begun. Progress has been made since then, but in the midst of activities which in previous years had severely taxed the resources of the staff: preparations for the annual meeting (more than 70 separate programs to collect and prepare for printing) and all the complex problems that go with an increasing membership—correspondence, clerical records, editorial duties, and the rest. We are on schedule. We shall keep you informed. But nothing will happen over night; and we solemnly assure you that we shall hold no conference, make no public move, until we are ready to act with confidence, an overall program and strategy clearly in mind. After we know surely where we are, we shall know better where we want to go.

YOU CAN HELP. We need things. We ask *all persons who have written on the FL problem* to send us offprints of their articles, copies of their books. They will be put to use. We ask for *news*—of changes in local situations of FL instruction (new methods, new equipment, changing requirements, etc.), of *threatened* changes or interesting *proposals*, of meetings or conferences, of efforts to influence public opinion, of attempts to gather relevant data. Much of this we shall want to record in this section, so that others, as well as we, may be better informed. We ask for **QUOTES**—documented statements from any persons favoring foreign language learning and with no vested interests at stake. We have begun a master file of such quotations (from published and unpublished sources), the practical uses of which we shall tell you about later; meanwhile, don't let us overlook anything pertinent. We ask for *volunteers*, for the hundreds of tasks that will develop, large and small, as we move from fact-gathering to opinion-influencing. We'd like to receive several thousand letters like the one we received in October from John Wilcox, Professor of English at Wayne: "I am delighted and excited over the prospect. . . . How can a busy professor in the ranks help the cause? I would like to volunteer."

GRATEFUL ACKNOWLEDGMENT. Our thanks to Harold Basilius (Wayne) for about 60 books, pamphlets, and offprints thoughtfully collected. Thanks to Paul F. Angiolillo and Walter V. Kaulfers for copies of their own books. Thanks for offprints of their pertinent articles go to Stephen H. Bush, Vincenzo Cioffari, Pierre Delattre, Stephen Freeman, Everett W. Hesse, Theodore B. Hewitt, Grace and Harry Kurz, Otto K. Liedke, Virginia Nyabongo, Jacob Orenstein, Thomas R. Palfrey, Mario Pei, Oreste F. Pucciani, Arthur Selvi, Armand E. Singer, Charles N. Staubach, B. L. Ullman, and Laurence Wylie (up to October 10). Thanks to Taylor Starck for sets of *GQ* and *Monatshefte*. Thanks to Margaret Gilman for *FR* and a nearly complete run of *MLJ* (we still badly need Vol I, numbers 1-4, 6-7; III, 1 and 3; VI, 1-2, 8; VIII, 8; IX, 1-4, 6-8; XI, 2-3; XV, 5; XXIV-XXIX). Can any reader fill these gaps for us—or supply numbers 5 and 6 of Volume I of the *FR*? Our practical needs (on your behalf) prompt us to beg or borrow or buy. We keep a careful record of materials sent us *on loan* for the three years of the FL Program.

CONVERSATION PIECE. We have invited to our new offices, for talk about details of the FL Program, a great many members; and we shall invite many more before this paragraph sees print. Among our visitors up to October 10 were Theodore Andersson, Madison Beeler, Arnold Bergstraesser, William Berrien, Carl Bode, George Borglum, Robert Clements, Henry Grattan Doyle, Margaret Gilman, James Grew, Henry Hatfield, Elton Hocking, Hayward Keniston, Archibald McAllister, William Milwitzky, B. Q. Morgan, Mel Most, William Moulton, Howard Nostrand, Victor Oswald, Henri Peyre, Arthur Selvi, Gordon Silber, and Jack Stein. We list these names, first by way of publicly thanking these persons for much valuable advice and information, second by way of explaining our deficiencies as a correspondent of late. We are particularly grateful to Howard Nostrand (Univ. of Washington), who gave us a full week of his time, and to Robert Clements (Penn. State), who contributed a wealth of useful material for our files after personally ascertaining our needs.

The FL Program—Continued

ROUND-UP. *Chicago*: The English Department requires of all majors not only the passing of the regular reading test in French or German but also an additional exam based on a "literary" reading; e.g., if the student offers French for his test, his exam is based on Molière, Voltaire, Flaubert, and Proust. . . . *Omaha*: A new major in foreign languages for inter-American trade is being offered this year. . . . *Goucher*: A French House was opened last year. . . . *Georgetown*: A summer review program prepared candidates for the State Department's examination in September. . . . *New Britain*: The Teachers College offers a new course in "Language and Folklore of Other Lands." . . . *Lafayette*: A language laboratory was opened this fall. . . . *Skidmore*: A new course in Russian is offered. . . . *Asia Institute*: A new method of teaching Persian was introduced in the summer session. . . . *Smith*: 93 junior-year students are in France, Italy, Spain, Switzerland. . . . *Wilson*: A Spanish House has opened. . . . *Fordham*: A course on problems of cultural assimilation centers on the migrations of Puerto Ricans to the U. S. . . . *Randolph-Macon (Woman's)*: A new course in Russian is offered. . . . *Penn. Charter: Freeman Taddell* (Brown) and Henry Lee Smith (Dept. of State) offered a course (8 lectures) this fall for teachers of junior and senior high schools of Philadelphia and vicinity. . . . [We solicit from readers contributions to this "round-up," which we plan to make a regular feature of this section.]

FUNCTIONAL REQUIREMENT. At NYU a new liberal arts program spreads the required FL study over the entire four-year period and brings it more closely in line with the student's major. A student beginning a new language is required to take three hours a week of basic study through his first two years, one hour a week of reading FL material related to his major through either his junior or his senior year. A student continuing a language studied in high school will also be required to take the related reading courses, with the amount of basic study in the first two years depending on the extent of high school preparation.

EX PARTE. When Adlai Stevenson spoke in New Orleans on October 10, four sentences of his address were spoken in French. By the time you read this, you will know, perhaps, what this presidential candidate's stand on monolingualism presages for the rest of us.

CONVERSATIONAL VS. TRADITIONAL. How is it elsewhere? At Wisconsin the *traditional* (4 hours a week) courses for first-year instruction in a foreign language are a great deal more popular. The score: in French, 129 students in conversational, 240 in traditional; in Spanish, 92 conversational, 145 traditional; in German, 32 conversational, 190 traditional. In Portuguese, Russian, and Norse, only the conversational method is available. To anticipate one of your questions: French has had *unlimited registration* for the last few years in the conversational sections. Julian Harris' comments on these figures may anticipate other questions: "The majority of students are interested in getting their degrees with a minimum of effort and this inclination on their part is not opposed by advisers in the social studies and sciences . . . Certainly some people definitely go out of their way to sabotage the conversational sections because they know that students who come out of them are enthusiastic about the study of foreign language. Others tend to keep students out of conversational sections because they themselves, having been brought up on the traditional method, feel, somehow, committed to it and look upon the new as something bad per se."

WE'LL GET AROUND. Insofar as other commitments permit, the director of the FL Program or some member of his staff will try to attend (and, if asked, will address) all important national or regional meetings interested in the FL problem. The Associate Secretary (C. Grant Loomis of California) has already spoken at the Rocky Mountain and South-Central MLA meetings, in Fort Collins, Colorado (Oct. 10-11), and Denton, Texas (Oct. 31, Nov. 1). The Assistant Editor (Robert E. Taylor of NYU) has spoken at the Pennsylvania State MLA meeting, in Chambersburg (Oct. 25). The director has addressed the South Atlantic MLA meeting in Miami (Nov. 27-29), and plans to attend a joint meeting of AAT groups in New York City on March 7, the Pacific Northwest Conference in Portland, Oregon, on March 19-21, the Barnard-Yale Conference in New York on March 28,

The FL Program—Continued

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the Central States MLA in Cincinnati on April 10-11, and the sixth University of Kentucky FL Conference on April 24-25. When members of the staff find it impossible to attend important meetings, we shall try to send a member of the Executive Council or someone else thoroughly familiar with the MLA program. Thus, on November 20 in Cleveland, Hayward Keniston spoke (and acted as discussion leader) at a Carnegie Endowment regional conference on universities and world affairs, as our official representative. We welcome opportunities to explain to large groups the details of our campaign as it gradually unfolds. Later we shall ask your help in getting invitations to address audiences of the not-yet-convinced.

WORDS ARE WEAPONS, TOO. This was the title of a three-paragraph article, accompanied by seven striking photographs in color, in which *Collier's* for August 23 (pp. 16-17) introduced a wider public than we can normally reach to one of the values of foreign language instruction to Americans today. The piece dealt with the Army Language School at Monterey, California, and in addition to some facts and figures quoted the commandant, Col. D. W. Hickey: "When you sing, you talk friendship." Take a look. Twenty-four languages are now being taught, and it is intended that each course will eventually make use *only* of materials produced there for the School's specific needs. These materials are still in steady preparation, and the Academic Dean, D. Lee Hamilton, writes us: "Whatever may be the size of the contribution the teaching of foreign languages at this school offers toward the improvement of language teaching in a more conventional academic environment, and I believe it may be large, I am convinced that its essence lies at least as much in the use made of teaching materials as in the materials themselves." We shall report later, and at length, on both methods and materials.

LANGUAGE AND LIQUOR. Having long believed, and sometimes observed, that FL fluency increases as inhibitions vanish—having, indeed, astonished ourselves in divers situations which we shall not here report—we are naturally interested in the plan of A. W. de Groot (British Columbia) to investigate the effects of the use of alcohol (and of aphasia) on the disintegration of a linguistic system. We understand that no scientific experiments have yet been undertaken with the aim of determining details of hierarchy in linguistic units, or comparing the speech of the same persons before and after the use of alcohol; but we remember a summer in Bavaria, long ago, when the spirit of science descended upon us unawares and, for a time, the *Worte* flowed. Persons interested in accelerated courses may ponder this.

LEAFLETS AND GRASS ROOTS. The spring 1952 *Bulletin* of the MLA of Southern California is an attractive, four-page brochure in two colors, with nine telling quotations (Hutchins, Bunche, Barzun, Fulbright, et al.) and brief answers to the four questions: Who should study FLs? Which language should be studied? What benefit may be derived from FL study? When should one begin to study FL? If you are thinking about something of the sort to send to influential people in your region, take a look at this first; Wayland D. Hand (UCLA) may have a few copies to spare.

PAA TRAVEL FELLOWSHIPS. Established in 1937 by Pan American World Airways and providing free round-trip air transportation, they have brought more than 170 Latin American students to the U.S., taken more than 100 U.S. students to Latin America. Requisites for U.S. candidates: a bachelor's degree, *knowledge of the language of the country* to be visited, an approved study or research project. For further information write the Institute of International Education, 1 E. 67th St., New York 21.

U.S. AIR FORCE. "There are many specific needs for Air Force personnel who 'know' both our friends and antagonists and can speak their language. At a time when we are trying to help more than half the world defend itself, many organizations have grown up which must be staffed with personnel who have knowledge of languages. We need interpreters, translators, interrogators, analysts, psychological warfare experts, and various intelligence personnel, all of whom must be fluent in

The FL Program—Continued

certain languages." So Lt. Col. W. R. Middleton, Chief, Civilian Institutions Div., USAF Inst. of Tech., Wright-Patterson Air Force Base, Dayton, Ohio.

TRAVEL SAVINGS PLAN. The University of Colorado has had one since 1947 for students (currently 60 registered) and faculty members (19) to facilitate foreign travel and study. So successful that it deserves imitation by other institutions, it operates simply: participants make regular monthly (21 months the minimum) deposits (\$5 minimum), which draw interest (3% guaranteed by the University); and at the end of the stipulated period (e.g., graduation) participants may apply for a loan (4% interest) matching their accumulated savings, the loan to be repaid 30 months later. One sorority and one fraternity are establishing "deposit fellowships" for worthy students unable to participate in the Plan. Thus, by a little ingenuity and imagination, an inland university has made it considerably easier for its faculty and students to enjoy the rewards of study abroad. For more detailed information write to Stuart Cuthbertson, University of Colorado (Boulder).

McGRATH SEQUEL. The U.S. Office of Education, on Thursday and Friday, January 15 and 16, will hold a Conference on the Role of FLs in American Schools. The place: the auditorium of the Federal Security Agency Building in Washington (capacity about 500). Invitations have been sent to Chief State School Officers and to representatives of many lay organizations. In view of the purpose of the Conference, only a limited number of FL teachers can be invited.

16,000 MICHIGANDERS. The Department of Public Instruction told them: "All of us want our children to have a good education in the three R's, health, and perhaps some science. Beyond this, what would you insist on and be willing to pay for even if it should add to your school tax bill? Check what you think should be provided." Instruction in a vocation of the pupil's choice won first place (73%). Then: (2) instruction in home and family living (60.5%); (3) an understanding of U.S. history and geography and "perhaps" that of the world (52.5); (4) appreciation of and possible participation in music and art (46.7); (5) public speaking (46.6); (6) competitive athletics (38.2); (7) learning to drive a car (34); (8) opportunity for activity in school clubs (33); (9) *ability to speak a foreign language* (26.1%). The people have spoken.

THE BEST BRAINS. Which disciplines attract them? If the median scores made on the Army General Classification Test by college graduates in 20 fields provide a reliable criterion, our brightest people are now most drawn by the physical sciences, engineering, and law, in that order. English is next, followed by the foreign languages. Then come (still in order) psychology, economics, geology and the earth sciences, biological sciences, fine arts, nursing, history, agriculture, business and commerce, humanities (*except* English and the FLs), and the social sciences (*except* history and economics). At the bottom of the list: education, home economics, physical education. This survey was made by the Commission on Human Resources and Advanced Training, which also found that, of the *lowest fifth* of all graduate students tested, nearly half were in education.

METHODOLOGY. Except for 1946-48 each year of *MLJ* (from 1916) has seen a bibliography of the annual output of pedagogical material on FL teaching, and to fill the gap we now have James B. Tharp's *Annotated Bibliographies of Modern-Language Methodology for the Years, 1946, 1947, and 1948* (Ohio State Univ., Coll. of Educ., 1952), 84 pages, price 75 cents.

DEMANDER. Don't forget, and don't let your students and their parents forget (it was about a year ago), the American reporters who interviewed the French General Juin and quoted him as "demanding" American aid for the French war in Indochina.

REALLY GREAT. A member in English writes: "I was talking to one of my colleagues about the provincialism of American taste in literature. During the talk I told him that 78% of one set of reading lists I saw were made up of Anglo-American books, and 72% of another. Do you know what he said? 'Isn't that the way it is, anyway? Aren't three quarters of the really great novels either English or American?' Wow!"

Editorial

ALMOST ALL teachers like to argue, and teachers with good minds enjoy subtle, complicated arguments. All arguments may be divided into two kinds: the social (or sadistic) argument, a sort of intellectual exercise, which can be fun; and the argument you earnestly hope to win. Arguing with a layman or with a teacher in another field about the values of foreign language instruction belongs, you will agree, in the second category. The point we want to make (in this argument we now want to win) is that the subtlety and complexity so pleasant in the *social* argument are dangerously inappropriate in the other kind—the kind we now find ourselves forced to make.

It follows that *in public statements*, published or otherwise, we should limit ourselves to *no more than three or four* of our most telling and timely arguments. Our object should be to *persuade*, not to please ourselves with a thorough exploration of our subject. To adopt this point of view may not be so easy as it sounds, for the value of foreign language learning which seems to *us* most important may, because we have actually experienced it and most of our public has not and cannot imagine doing so, be the very hardest for that public to understand and accept. It is not dishonesty to suppress this evidence; but it may prove disloyalty to our common cause to stress it.

Examples? We know that there is loss through the use of translations. Loss of what? Almost entirely things which most of the public does not much value, or scarcely understands, *even in works written in English*. Although to us the loss is deplorable, as an argument this is also a deplorable loss; we get nowhere, weaken our position, and persuade only those already convinced. Another argument we had better drop, though our personal experience may richly attest its validity, is that the study of a second language helps one to understand his own. Our experience also tells us that this is neither an inevitable nor an indispensable aid to this end, that *some* of us are wretched examples, and that there are other, less time-consuming aids which our public probably *also ignores*.

Men who speak reasonably and make modest claims do not get shouted down and are hard to confute. Even when we produce our most telling and timely arguments, such as the role of foreign languages in international understanding, we shall persuade more people if we take care to speak realistically, not claiming too much—even conceding, perhaps, that it is possible for one civilization to influence another profoundly through translation alone, as witness the Old Testament or the modern Russian novel. Our case is strong without making excessive claims, and our power to persuade will grow as we use language with moderation and reasonableness.

The FL Program—Continued

LIAISON. The Rocky Mountain MLA has appointed the following to cooperate with the national society in the FL Program: Stuart Cuthbertson (chairman, Colorado), Arthur L. Campa (Denver), Boyd G. Carter (Nebraska), Raymond R. MacCurdy (New Mexico), and Werner Mueller (Wyoming).

KNOW A PARENT? B. Q. Morgan writes: "Elementary schools have supplementary 'arts and crafts' programs. Why shouldn't parents be encouraged to request that such programs include FL hours?"

WE LIVE AND LEARN. "It may be regarded as certain, however, that all foreign languages will be forever barred from our elementary schools as a result of the present war, and that neither German or [sic] any other language will be allowed to spread insidious propaganda for any foreign system in the mind of youth at its most susceptible age. In fact, the war already has effected an almost universal dropping of German as a subject of instruction in the lower schools." This was said by Parke Rexford Kolbe, President of the University of Akron, in 1919 (*The Colleges in War Time and After*). German was, you will remember, banned in Baltimore, New York, Newark, Philadelphia, Washington, and elsewhere (though *not* in Boston or Buffalo); and it was dropped for a time by 23 colleges (out of 210 surveyed). America learned something between the two world wars. What it was exactly, and how to encourage its further growth, are questions now worth our careful inquiry.

AWARD OF HONOR. The State of Schleswig-Holstein recently made one to MLA member Thomas Riley (Bowdoin). Although ineligible as an addendum to Johnson's article on "Honors and Prizes in the MLA Field" (Feb. *PMLA*), you will agree that it deserves notice here. Riley saved an 8-year-old German boy from drowning in the Baltic last August.

COLLEGE ENROLLMENTS. If you didn't see Raymond Walters' figures last October, here they are. He got reports from 507 institutions. A year ago, 8 out of every 10 approved institutions reported decreases in totals of full-time students; this year, only 4 out of 10 reported decreases, about 2 out of 10 (24%) no change, nearly 4 out of 10 (36%) increases. There were more freshmen this fall in about 65% of the institutions reporting. But as to educational programs chosen by freshmen, the smallest increase was in liberal arts courses.

SELF-EDUCATION. Heinrich Meyer (Muhlenberg) writes: "I think it extremely unwise to wail and to complain and to beg and to say that nobody studies languages. The fact is otherwise. There are surely more people taking FLs now in the U.S.A. than did ever before. Let us forget proportions and talk of absolute numbers, Sir! . . . The tactical error would be to belittle our actual language studies; the sound approach is to pose a solvable problem that gives those who can influence curricula, etc., something to do for us *and for themselves*. . . . It seems essential to engage the interest of the professional educators anew. They might be wanting a little variation themselves. . . . Why not put all the emphasis on an aspect appealing to psychologists and educators, something they can imagine to have to discover . . . the best age for language learning. Is it between 6 and 9 or between 10 and 13? How does it compare with acquisitions during adolescence? What are the inhibitions and limitations at the various age groups? *There* is something to keep many an educator and psychologist busy and interested; and then this trend will reverse itself. . . ."

GENERAL EDUCATION. "Investigations covering thousands of students have shown that secondary-school study of FLs improves freshman college grades in all subjects almost in direct proportion to the number of years of study, while the length of time devoted to other subjects has no effect (except in social studies which have an adverse one) on freshman grades." Leo L. Rockwell, "Modern Languages in General Education," *School and Society*, May 1950, p. 306.

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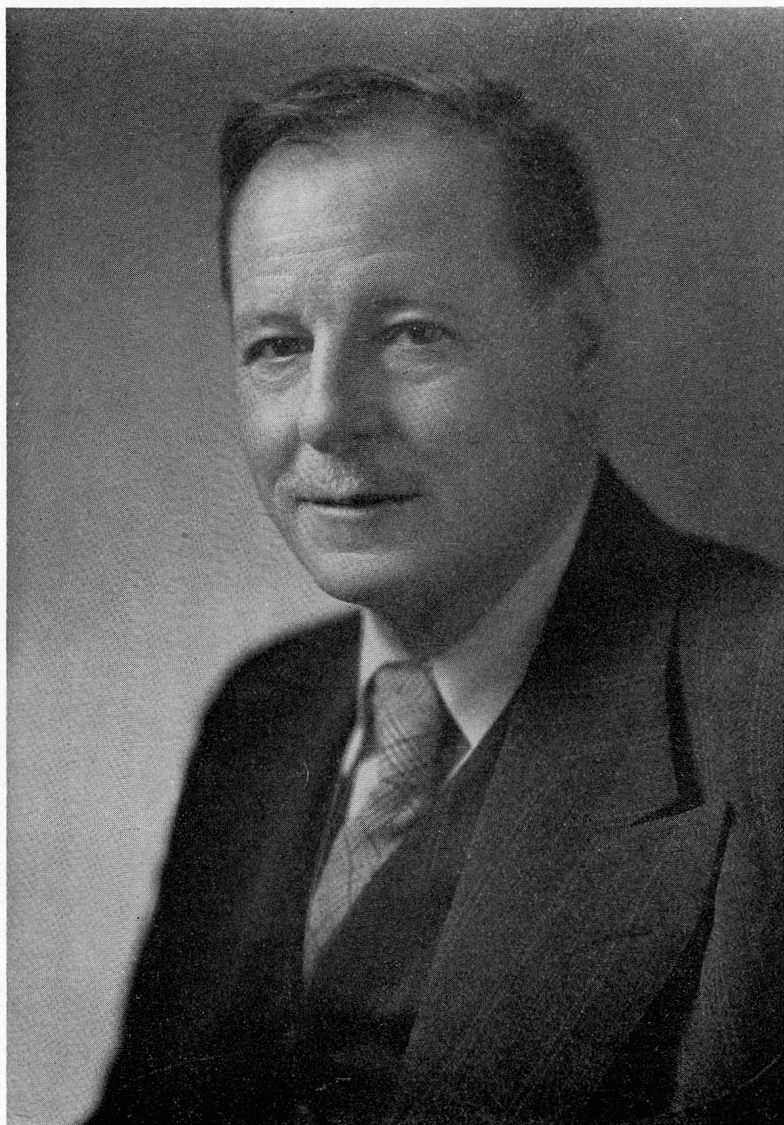
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IN JUNE:

Wordsworth's "Inscrutable Workmanship" and the Emblems of Reality. . . . Toward a Morphology of Goethe's *Urfaust*. . . . The Moral Allegory of the *Idylls of the King*. . . . Rima's Mother. . . . Irving's Use of American Folklore in "The Legend of Sleepy Hollow." . . . Originality, Controlling Purpose, and Craftsmanship in Chaucer's *Man of Law's Tale*. . . . Bernard Shaw: Technique, Symbol, and Theme in *Heartbreak House*. . . . Edmund Burke and the Two *Annual Registers*. . . . Abraham Mylius on Historical Linguistics. . . . Matthew Arnold and the *Academy*: A Note on English Criticism in the 1870's. . . . *What Maisie Knew*: A Comparison with *The Notebooks*. . . . Lord Eldon's Censorship. . . . Iago's Economics. . . . An Approach to Hermann Broch's *Die Schuldlosen*. . . .



PERCY WALDRON LONG

21 September 1876—2 October 1952

Secretary of the Association 1935–47

President 1948

IN MEMORIAM

PERCY WALDRON LONG, sixth Secretary of the Modern Language Association, 1935–47, and its President in 1948, died in Washington, D. C., on October 2, 1952, after a prolonged illness. This volume of *PMLA* is dedicated to his memory in warm recognition of his devoted services to the society and its fellowship.

He was born in Boston on September 21, 1876. He attended the Central High School in Philadelphia and after receiving his A.B. from Harvard (1898) he returned for a year of study at the University of Pennsylvania. With his A.M. from Harvard (1900) he became a specialist editor for *Webster's New International Dictionary* (1903–09). Meanwhile he worked for his Ph.D., joining the MLA the year he received it (1906). Leaving the *Dictionary* staff, he became an instructor in English at Harvard (1909–19) and Radcliffe (1909–13). In the year that he added teaching at Wellesley to these duties, he became Editor of *Dialect Notes* (1912–30). In 1915 his *Studies in the Technique of Prose Style* was published. During World War I, while in charge of English in the University Extension Department of the Commonwealth of Massachusetts (1916–23), he served as ROTC adjutant (1917–18) and SATC personnel officer (1918–19) at Harvard, and published his *French for Soldiers* (1917) and *Military English* (1918). A book on *Comparison* followed in 1921. From 1925 to 1933 he was back on the staff of *Webster's*, and in 1931 published *The Greek Element in English*.

He became Editor of *PMLA* (1932–47) under the secretaryship of his good friend Carleton Brown, and in 1935 succeeded Brown as Secretary of the Association. He was an associate professor of English at New York University 1934–39, a professor 1939–46.

Percy Long's early activity as a scholar—he was an authority on Spenser and prided himself on having discovered the origin of the English novel—ceased when his secretarial and editorial duties made him the encourager of scholarship in other men. Writing no more books himself, he left behind him a shelf-full in the Association's three Series. He steered the Association steadily through the threatening years of World War II, with a skill and understanding that his seafaring father would have admired. His passion for anonymity (sometimes of the winking kind) kept countless members from knowing him or recognizing his practical devotion to the Association's welfare. Those who would know him too late should read his Presidential Address (characteristically never delivered), published in March 1949 (Supplement, Volume LXIV). In it the man's humor, wisdom, and love stand clearly forth.

W.R.P.