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For Members Only

KENNETH MILDENBERGER

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

As Director of Programs, Kenneth Mildenberger will play a leading role in broadening the commitment of the MLA to work for improvement in English as well as in the modern foreign languages. Over the past ten years, some consensus has been achieved on the philosophy of the foreign language curriculum, on the essentials of teacher preparation, on new textbooks and teaching materials, and on national tests of foreign language achievement at various levels. In English the cloak of "pluralism" still hides the skeleton of chaos, there is no agreement as to what can or should be achieved at any level, and teachers cannot tolerate the notion of national examinations by which to measure their own or their students' achievement. Much remains to be done in the foreign languages, but more remains to be done for English. And the English constituency of the MLA is only now beginning to wake to its responsibility for curriculum and standards. It will be Kenneth Mildenberger's special responsibility to coordinate and direct the conferences and research through which the profession makes policy and evaluates its own achievement.

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

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

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

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

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

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

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

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

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

In various immediate ways, we in Washington can seek to forestall this surrender of authority. We have an advisory committee of eminent scholars and educational administrators to advise the Commissioner of Education on language matters. We use consultant panels of your peers to review and rate applications and proposals. Our language programs in the Office of Education are staffed by people who are close to the language classroom, and we have a healthy turnover of such staff people. For reasons which I know are obvious to you here this evening, when, four years ago, we wanted a thoroughly sound and expert evaluation of the new NDEA institute program, we turned to Middlebury College for the independent, candid, and scrupulous professional direction that was needed. I am alluding, of course, to the unique competencies of Stephen Freeman, who already was carrying more than a full load of work, but nevertheless recognized the responsibility of the private sector and took on the task, both in the initial NDEA summer of 1959 and again in 1960. And the relatively high quality of the institute program, despite tremendous subsequent expansion, is greatly indebted to the perceptive reports which Dr. Freeman submitted to us in that formative period.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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For Members Only—Continued

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

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

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

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

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

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

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

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

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FL Program Notes

VOLKSWAGEN. The Volkswagen Foundation, through the National Carl Schurz Association (formerly the Carl Schurz Foundation) has contracted with the MLA Research Center to make a series of surveys on the teaching of German in the United States and on the use of new materials in this teaching. The Steering Committee for this project mixes Germanists and non-Germanists and includes Theodore Andersson, Chairman, Romance Languages Dept., Univ. of Texas, Jermaine Arendt, Consultant in Foreign Languages, Minneapolis Public Schools, John B. Davis, Jr., Superintendent of Schools, Worcester, Mass., Victor Lange, Chairman, German Dept., Princeton, M. Phillip Leamon, School Coordinator of Foreign Languages, Indiana Univ., and F. W. Strothmann, Executive Officer, German and Romance Languages Dept., Stanford Univ.

MODERN SPANISH REVISED. Hugo Montero, formerly of San Francisco State College and now a lecturer at Harvard, has completed the revision of the text of *Modern Spanish*, working under the general direction of Dwight Bolinger and Joan Ciruti. The new edition, which should be ready in the spring of 1966, will be published by Harcourt, Brace, and World. Since it is a notable improvement over the original edition, which sold over 150,000 copies, we look forward happily to the success of its successor. A student workbook is being prepared to acccompany it. You will remember that this is an MLA-sponsored text, financed by a grant from the Rockefeller Foundation. The manuscript was produced by a team of six writers who worked on and off (mostly on) for over two years, with no hope of royalties, all of which come to a revolving fund of the MLA, which uses the money to finance other worthy projects. The roster of the noble team: Dwight L. Bolinger, Coordinator, Harvard, J. Donald Bowen, UCLA, Agnes M. Brady, Kansas, Ernest F. Haden, Texas, Lawrence Poston, Jr., Oklahoma, and Norman P. Sacks, Wisconsin.

CONTINUING SPANISH. The manuscript of this MLA-sponsored sequel to *Modern Spanish* is being completed this summer. Chairman of the writing team is Lawrence Poston, Jr., of the Univ. of Oklahoma, and the team is spending the summer there. The other authors are Joan Ciruti, Mount Holyoke College, Eugenio Chang-Rodríguez, Queens College, James Ferrigno, Univ. of Dayton, James Holton and Matías Montes, Univ. of Hawaii. The text will be published by American Book Company and the tentative date of publication is the spring of 1966.

NORTHEAST CONFERENCE REPORTS. Response to our letter of enquiry addressed to school and college librarians has been so encouraging that the MLA Materials Center will distribute reprints of the Reports of the Working Committees for the years 1954 through 1958, which have been recently obtainable only through University Microfilms. FL teachers and school and college librarians can now order complete sets of the Conference Reports, 1954 through 1965, for $30.00.

MLA FOREIGN LANGUAGE TESTS. We are grateful to Joseph Astman (Hofstra), who consented on short notice in September 1964 to succeed Wilmarth Starr (NYU) as Director of Testing. Under his supervision, the file of information in the MLA office on the use of the tests has continued to grow, and he has made good use of it for the many addresses he has made about the tests before state and local groups. Working with Wilmarth Starr, he brought to completion Form C of the MLA Proficiency Tests for Teachers and Advanced Students, which is being normed and will be ready for use this winter. A national testing program is being planned which will make it possible for individuals to take these tests, like the College Board examinations, at designated times and places during the year, throughout this country and abroad. To date some 300,000 Proficiency Tests have been administered. Data from them is now being transferred to IBM cards for further analysis. On 1 July 1965 André Paquette became Director of Testing. During the next year he will supervise continued collection and analyses of test data. He will also supervise a comparative study of the MLA Proficiency Tests for Teachers and Advanced Students and the MLA Cooperative Tests used in the classrooms; he will work with ETS in organizing the test centers and a transcript service so that users can have their grades sent to schools or employers; and he will begin planning new forms of the Proficiency Tests.

FSM. This is the acronym for Fundamental Skills Method, which we propose as a descriptive phrase for language instruction that attempts to teach listening comprehension, speaking, reading, and writing. We prefer it to "audio-lingual" because this phrase can be misinterpreted as an approval of restriction to two of the four skills. It can also be confused with official approval of one set of teaching materials.

COLLEGE BOARD LANGUAGE TESTS. The Board Achievement Tests in MFLs, which are mostly reading tests, are administered five times a year. There is an optional Listening Comprehension Test, administered only once a year. An Ad Hoc Committee, appointed by the Board's Committee on Examinations, has urged that a test of listening comprehension be made an integral part of the Achievement Tests, with separate scores reported for listening and for reading, so that college language departments in colleges that use the Achievement Tests may be able to section incoming freshmen according to their separate skills. We urge you to urge your official College Board representative (usually the director of admissions) to support this change in the Board's Achievement Tests in MFLs and we urge you to utilize the added information that the new tests will give you. Members of the Ad Hoc Committee: Mildred Boyer, Univ. of Texas, Micheline Dufau, New York Univ., Remigio Pane, Rutgers Univ., Manuel Salas, Douglass College, David Weiss, Brooklyn Technical High School, Donald D. Walsh, MLA, *Chairman*.

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FL Program Notes—Continued

FL DEGREE REQUIREMENT RESTORED. Princeton, which for many years allowed undergraduates to choose between advanced work in a FL or in math for the bachelor's degree, has announced that freshmen entering in 1966 must successfully complete a FL course at the Advanced (third-year) level, which would normally be taken by those entering with four school credits.

ANALES GALDOSIANOS. This new journal, devoted to studies on Pérez Galdós, will publish in its first number (late in 1965), an historical survey of Galdosian scholarship. Editor is Rodolfo Cardona of Pittsburgh and the Advisory Committee includes Salvador de Madariaga, Sherman Eoff, Joaquín Casalduero, Stephen Gilman, Carlos Blanco Aguinaga, J. B. Avalle-Arce, A. A. Parker, William H. Shoemaker, G. W. Ribbans, and Daniel Aaron. Articles may be written in English or Spanish.

ESCORT INTERPRETERS. The U. S. Department of State is seeking escort interpreters for foreign leaders and student-leader groups visiting this country under the various exchange and technical assistance programs. Any qualified person interested in this service should write for application forms to the Division of Language Services, Room 2212, U. S. Department of State, Washington, D. C. 20520. Applicants should have a broad educational background, at least the equivalent of a bachelor's degree, and a fluent knowledge of English and one or more of the following languages: Afghan, Persian, Amharic, Arabic, Bulgarian, Finnish, French, Greek, Icelandic, Italian, Japanese, Malay, Persian, Polish, Portuguese, Rumanian, Serbo-Croatian, Spanish, Thai, Turkish. United States citizenship is necessary for escort interpreters in Bulgarian, Rumanian, and Serbo-Croatian. Men and women may apply for positions in Finnish, French, Icelandic, Japanese, Malay, Portuguese, Serbo-Croatian, and Turkish. No previous interpreting experience is necessary. Those whose application forms seem promising will be asked to go to Washington, at their expense, for interviews. Those whose interviews are satisfactory will enter into a contract with the State Department. The work is generally intermittent and the assignments usually last from one to three months. The beginning salary ranges from $20 to $24 a day of work, which usually includes Saturdays and Sundays. Transportation is paid by the government and the escort interpreter also receives an allowance of from $15 to $20 a day to cover living expenses. This seems an exceptional opportunity for interesting service for teachers who are on sabbatical leave or who have retired or who, for any other reason, are able to take on this intermittent service.

NDEA LANGUAGE INSTITUTES. The MLA again contracted with the U. S. Office of Education to visit some of the Institutes this summer, both domestic and foreign. Joseph Axelrod of San Francisco State College was the project director and the special focus of this summer's study was to see which institute teaching practices can be most easily and effectively adapted to use in regular teacher-training programs during the academic year. The visitors this year were drawn from the FL profession, from educational administrators, and from teachers holding joint appointments in a foreign language department and a school of education: Eugene W. Anderson, State Supervisor of MFLs, Columbia, S.C., Oliver M. Andrews, Chairman, French Dept., St. Lawrence Univ., Jermaine D. Arendt, FL Consultant, Minneapolis Public Schools, Dora S. Bashour, French Dept., Hunter College, Russell M. Cooper, Dean of the College of Arts & Sciences, Univ. of South Florida, Micheline Dufau, French Dept., New York Univ., Frank M. Grittner, State MFL Supervisor, Madison, Wis., Clemens Hallman, Professor of Secondary Education, Pennsylvania State Univ., Paul J. Harney, Academic Vice President, Univ. of San Francisco, Lawrence B. Kiddle, Spanish Dept., Univ. of Michigan, Lester W. McKim, Central Washington State College, Robert G. Mead, Jr., Spanish Dept., Univ. of Connecticut, Joseph Michel, Professor of Curriculum and Instruction, Univ. of Texas, Karl Openshaw, Co-Director, Research in Teacher Education, Ohio State Univ., Mrs. Josephine Bruno Pane, Highland Park, N.J., Henry W. Pascual, MFL Specialist, Santa Fe, N.M., Lawrence W. Poston, Jr., Spanish Dept., Univ. of Oklahoma, James R. Powers, MFL Supervisor, Boston, Mass., Allan F. Rosebrock, N.J. State Dept. of Education, President of the National Association of State Directors of Teacher Education and Certification, Wilmarth H. Starr, French Dept., New York Univ., Donald D. Walsh, MLA, William G. Zimmerman, Jr., Superintendent of Schools, Hanover, N.H. The visitors will meet in October to plan a report on their experiences and conclusions.

STUDYING IN A FL. It should not be confused with studying a FL. It's what you're ready for after you have learned the FL. Your subject matter may be belles lettres or culture or history or fine arts or any other subject for which there are teachers and materials available in the FL. A *New York Times* item (Oct. 7) quotes Tass as saying that Soviet specialists are studying math and physics in German, French, and English.

POETS OF REALITY

Six Twentieth-Century Writers

By J. HILLIS MILLER

Challenging the assumption that modern poetry is merely the extension of an earlier romanticism, the author presents critical studies of the six central figures—Joseph Conrad, W. B. Yeats, T. S. Eliot, Dylan Thomas, Wallace Stevens, and William Carlos Williams—who played key roles in evolving a new kind of poetry in the 20th century. *Belknap Press. Coming in October.* $7.95

THE ELIZABETHANS' AMERICA

A Collection of Early Reports by Englishmen on the New World

Edited by LOUIS B. WRIGHT

This book presents, for the first time with modern punctuation and spelling, some of the more colorful descriptions, narratives, and reports by the 16th- and 17th-century English adventurers, explorers, and settlers in the New World. Included is an introduction by the editor providing a clear analysis of the atmosphere and temper of the times. $6.50

JOHN LYDGATE

Poet of Transition

by ALAIN RENOIR

Lydgate, the most productive and the most versatile writer of 15th-century England, has been all but ignored by modern literary criticism. Concentrating on the more important poems in this long-needed critical reappraisal, the author places Lydgate in the literary and historical context of his age. *Coming in October.* $5.50.

MEASURE FOR MEASURE

By WILLIAM SHAKESPEARE
Edited by J. W. LEVER

Here is the full text of the play based on the First Folio, with a thorough and informative introduction. The editor sees the play not as a cynical "problem play," but as an essay in tragicomedy permeated by the values of Protestant Humanism. *The Arden Shakespeare. Coming in October.* $4.50.

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English Program Notes

DEPARTMENTAL BOOKSHELF. *The College Teaching of English* and *Freedom and Discipline in English*, published coincidentally in April 1965, will be of interest to all department members, and one hopes that they will be as influential as *The Basic Issues* (1959) and *The National Interest* (1961). *The College Teaching of English* (Appleton-Century-Crofts, 312 pp., $6.00; $4.75 to MLA members), the fourth volume in the NCTE Curriculum Series, is sponsored by the four components of the Basic Issues group—MLA, NCTE, CEA, and ASA. Its editors are John C. Gerber and Curt A. Zimansky of Iowa and John H. Fisher of NYU and MLA, and its authors are listed in the following selective summary. (1) John Fisher's "Prospect" is an essay in the dialectics of tradition vs. modernism, content vs. skills, and scholarship vs. teaching in the profession of English. Fisher reveals the history of the "tensions" among these competing ideals in American education. In the first, he argues for balance. In the second, he believes that skills and content can be joined "if we can agree that mastery of the kind of language used in our major literature is the mainstream of our English curriculum" from elementary school through college. In the last, he deplores the strait jacket of German scientism on our graduate work: "we might as well admit that in American society, in American colleges and universities, the major business of departments of English and other departments in the humanities is education" rather than the increase of knowledge, and our primary targets for education should properly be future English teachers rather than students in general. Under the guise of a sedate "Prospect" Fisher thus presents two radical suggestions for reforming the teaching of English—an emphasis on literature throughout the school-college curriculum, and an emphasis on training teachers in college English departments—generative transformations not always matched by the other prospects in the volume. (2) William C. DeVane (Yale) surveys "The Study and Teaching of English" through the eras of philology and geneticism, enthusiasm and appreciation, New Humanism, political and social emphasis, history of ideas, New Criticism, and archetypalism, with brief glances at bibliography, stylistics, linguistics, and rhetoric. His conclusion is that "Each mode of study has its value" and that therefore all teachers of English can utilize or at least tolerate each mode. (3) Beginning with a solid summary of the literary curriculum in America from about 1800 to the present, Hoyt Trowbridge (New Mexico) discusses in depth typical "Introductory Literature Courses" at Swarthmore, Wisconsin, Iowa, and Harvard as exemplifying the historical survey, generic types, humanities, and interpretive criticism approaches, respectively, yet all proceeding somewhat compositely as "complex, diverse, and flexible." Trowbridge rounds off his analysis by presenting his own "convictions" about the syllabus, critical standards, reference to professional scholarship, and the importance of such courses no matter what their approach. (4) For "General and Interdisciplinary Courses," Robert C. Pooley (Wisconsin) identifies and describes the world literature emphasis (either in great books or in a "multinational" survey), the integration of literature with arts, history, and/or philosophy, and the advanced single-genre or introductory double-genre concentration. On the premise that "The English department is now the purveyor of Western culture to the great mass of undergraduate students," Pooley ends by stating three needs of these departments: a theory of general education, a balance between historical and critical approaches in general courses, and an organization of staff and curriculum for handling literary interests beyond those of the English major. (5) Only a dedicated veteran could anatomize "Freshman Composition," and Robert M. Gorrell (Nevada) makes his way through its status, content, textbooks, administration, self-criticism, and possibilities with patience and fortitude. Yet he suggests finally a revitalized content—something more various but more focused, more demanding, more sequential, more based on rhetoric, grammar, and logic, and more carefully staffed than the present course. "If it is to survive," Gorrell warns, "it must extend, not merely summarize, high school work, and it must focus on content significant enough to warrant its continued existence." (6) "Advanced Composition," the province of Richard Lloyd-Jones (Iowa), includes not only the expository writing of the liberal arts but also business and technical-scientific writing courses. If the former is potentially "the most unabashedly humane course offered in any curriculum," the latter also "ought to be basically humane and social." (7) In another restricted field of teaching —"Courses in Creative Writing"—Richard Scowcroft (Stanford) draws on the experience of other prominent teachers as well as his own to consider inevitable implicit questions about the subject such as: how much reading? how much teaching? how much assignment? how much conference? how much student and staff credit? For advanced writing courses, Scowcroft's basic observation is that "In no other class, probably, is the teacher's role less differentiated from that of his students. . . . And yet he is essential." (8) For the oldest and yet newest important area of English teaching, Albert H. Marckwardt (Princeton) summarizes the promises and problems of "Courses in Language and Linguistics," subtly adjudicating differences between traditional and structural grammarians, between linguists and rhetoricians, and between major and nonmajor courses. General courses in the English language may emphasize its relationship to society and culture, its early literature, or its historical forms, but any and all of these must be carefully delimited and organized. Marckwardt's conclusion states his belief that "our departments of English are departments of language and literature," and that since "language constitutes the raw material, the medium of literature," linguistic scholarship may eventually give us "a sophisticated and verifiable stylistics" for use in teaching composition and literature. (9) Murray Krieger (Iowa) sounds the polemic note at the start of "The Discipline of Literary Criticism" by opining that although more criticism is being taught today, it has not yet pervaded the graduate level, and "the accommodation of the academy to literary criticism [is] inadequate." How to improve? A good department, says Krieger, must have a real program in criticism—courses in history, in theory, and in practice for the major purposes of training future teachers and of affecting other courses in the de-

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partment—"a fearfully imperialistic ambition for criticism, giving it an autonomous realm and also authorizing it to mold all other realms to its own objectives." (10) "The Undergraduate Program" is the concern of Wayne C. Booth (Chicago), and he is concerned first to counteract the status quo, the numerous "nonprograms, the many amorphous assemblages of course numbers, required in such-and-such quantities, taken in any conceivable order, with no reasons given." Booth's own positive program changes "our goals from coverage to competence": it rearranges cart and horse by first stating the skills which the English major needs—the ability to read literature, criticism, and rhetoric, plus the abilities to write, to handle literary history, to analyze criticism, and to use libraries—and only then proceeding to the possibility of courses, readings, theses, and examinations to create and test the skills. Booth does not avoid the importance of integrating Freshman English, teacher training, and related disciplines with the major, and although he feels it necessary to end his essay in some wan hope, it is heartening to learn that his non-non-program has already changed the English major requirements at the university that gave two editors and two contributors to this book. One hopes that it will spawn a national review and revision. (11) Roger P. McCutcheon (Tulane, Vanderbilt, Texas) plain deals the requisites for Ph.D. "Graduate Programs in English": a well-stocked library (that is, a half-million books), a "well-trained" and well-paid teaching staff, and a "well-prepared" and well-subsidized student group. To reach this "Utopia," English graduate teachers must keep high standards in admissions, foreign languages, the M.A. or M.A.-3, the hypothetical D.A., and the regular Ph.D. candidacy. To a degree (one might say), McCutcheon's ideal graduate program follows Booth's undergraduate blueprint by putting skills before coverage, in this case utilizing the statement of George Winchester Stone's "Articulated English Program." McCutcheon does not balk at adding "Some Counsels of Perfection" to his discussion of curriculum, or at stressing teacher training to the point, for example, of satisfying standards of classroom speech "as a reasonable protection to the undergraduates." (12) Fifteen years ago, "Articulation between High School and College English," by Donald J. Gray (Indiana), would probably not have been commissioned for such a book, and most of the source-references in this most-researched chapter are from the past decade. But despite all the recent interest, such articulation remains a crucial problem. "The college student and the college teacher of English almost always meet in a course in which one or the other will waste some of his time" is the beginning of Gray's elegy, but his concluding charge is far from epitaph: "it is the final responsibility of college teachers alone to create a first-year course in English . . . which will reflect a complete and intimate knowledge of what students have already learned, and which will set about its proper business of teaching them something new." In between, Gray parallels Gorrell, Booth, and McCutcheon by emphasizing goals as well as means: for articulation, these chiefly involve high school and college courses in sequences planned by *both* high school and college teachers. Aware of all the difficulties, Gray suggests a nation-wide information agency, a nation-wide analysis of student competence, and a nation-wide set of appropriate textbooks, together with renewed emphasis on training teachers properly. (13) In the final chapter, Robert W. Rogers (Illinois) discusses "The Department of English: Organization and Administration," a topic for which there exists little research and guidance, yet which is all-important to modern college English teaching. The action of the good chairman, the recruiting of good candidates, the maintenance and promotion of good teachers, the establishment and promotion of the good curriculum—these are the desiderata described and illuminated by a former chairman who now sees also with a dean's eyes. It is significant that the last exhortation in this valuable book concerns the burden of so many of its sections—the importance of the training of teachers. It is equally significant, however, that the last two words of text in a book on teaching are "humane learning," for the two should be inseparable.

Freedom and Discipline in English: Report of the Commission on English, CEEB, Box 592, Princeton, N.J., 178 pp., $2.75 (cloth) and $1.75 (paper, the paper edition also available from the MLA Materials Center), an appropriately anonymous but uniformly written essay in reforming the teaching of English, is directed chiefly to the high school but is actually applicable to all levels, especially college. It reveals hard experience and gentle sensitivity as it discusses "The Quality of Instruction in English" and the teaching of language, literature, and composition. (A fifty-page Appendix A demonstrates critical analysis of discourse and fiction according to scheme.) English, defined as "the study and use of the English language," is currently hampered (suggests the Report) by the basic double premise that "too much work is ordinarily required of teachers for whom, at the same time, too little professional preparation is expected." The Commission counters with Fourteen Points: four recommendations for qualifying English teachers before and after certification, seven for improving the physical conditions of teaching, and three for defining and planning the curriculum and its sequential administration. In the *language* area, the essay surveys the history of language study (noting the right of contemporary linguists to disagree), the process of the child's language learning (emphasizing the difference between skills and concepts), "The Debate about Teaching Grammar" (concluding that the study of grammar "can be both illuminating and useful"), the approach to usage (comprising both dialect and style), and finally the preparation of teachers (specifying a two-term course in language structure and history). For *literature*, the Commission philosophically suggests that a curriculum should blossom from a consensus within a school department, presumably as in college, but that the best curriculum should comprehend (1) appropriate approaches of history, theme, or type, (2) appropriate critical questions on the form, rhetoric, meaning, and value of all literary works, and (3) appropriate pedagogical questions for preparing to teach a work, for actually teaching it in class, and for testing by examination the effectiveness of the work and the teaching. In *composition*, says the Report, "one must care—care for truth, care for the audience, care for one's own integrity." The steps of instruction in writing should follow a spiral cycle, both through school and college and within each grade, in which Whiteheadian freedom and discipline alternate

principles and methods of teaching a second language

A SERIES OF FIVE MOTION PICTURES

1. The Nature of Language
2. The Sounds of Language
3. The Organization of Language
4. Words and Their Meanings
5. Modern Techniques in Language Teaching

This series of five films was produced under the educational supervision of Charles A. Ferguson, Director of the Center for Applied Linguistics of the Modern Language Association of America. The films illustrate the principles of modern foreign language teaching and show how they may be applied in the classroom. They may be used by teachers of any language, including teachers of English both as a native and as a second language. Each sixteen mm black-and-white film lasts about thirty minutes.

The consultants for the series were Pauline Rojas (Dade County Public Schools) and Howard E. Sollenberger (Foreign Service Institute). The Review Committee for the scripts of these films, national in scope and representing the fields of linguistics, language teaching, and film production consisted of: Emma Birkmaier, University of Minnesota; Simon Belasco, Pennsylvania State University; Nelson Brooks, Yale University; John B. Carroll, Harvard University; Roy Fallis, United States Government linguist; Charles C. Fries, University of Michigan; J. R. Frith, Foreign Service Institute; Albert H. Marckwardt, Princeton University; Stanley McIntosh, Teaching Film Custodians; Ainslie B. Minor, United States Information Agency; Lawrence S. Poston, Jr., University of Oklahoma; Henry Lee Smith, Jr., State University of New York at Buffalo; Donald D. Walsh, Modern Language Association of America; and Gerald Winfield, Agency for International Development.

A teaching guide accompanies each film, and an *Instructor's Manual* by Theodore B. Karp, Patricia O'Connor, and Betty Robinett for use with the whole series may be purchased for one dollar from the Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036. The purchase price of each film is $170, and the films may also be rented. Ten sets of teaching guides (fifty in all) are available for one dollar. For further information and to purchase the films, write to Teaching Film Custodians, 25 West 43rd Street, New York, New York 10036.

The films may be rented from:

Arizona State University, Tempe
University of Arizona, Tucson
University of California, Berkeley
University of Colorado, Boulder
University of Delaware, Newark
Florida State University, Tallahassee
University of Georgia, Athens
Southern Illinois University, Carbondale
University of Illinois, Champaign
Indiana University, Bloomington
Indiana State College, Terre Haute
Kent State University, Kent, Ohio
University of Iowa, Iowa City
Massachusetts State Department of Education (In-State users only)
Michigan State University, East Lansing
University of Michigan, Ann Arbor
University of Minnesota, Minneapolis
University of Missouri, Columbia
Montana State Department of Education (In-State users only)
University of Nebraska, Lincoln
University of Nevada, Reno
New York State Department of Education
American Museum of Natural History, Film Library, West 77th Street, New York, N.Y. 10024
University of North Carolina, Chapel Hill
College of Mount St. Joseph-on-the-Ohio, Mount St. Joseph
Oklahoma State University, Stillwater, Okla.
System of Higher Education Extension Division, Corvallis, Oregon
Pennsylvania State University, University Park
University of Texas, Austin
Texas Southern University, Houston
Brigham Young University, Provo, Utah
University of Utah, Salt Lake City
Washington State University, Pullman
University of Washington, Seattle, Wash.
University of Wisconsin, Madison

and combine—first the freedom of expressive creative writing, then the discipline of formal logical writing, and at last the synthesis of style, "the ultimate morality of mind," in Whitehead's phrase. To substantiate this noble concept, the Commission adduces a dozen practical suggestions for seminal assignments and critical corrections in composition, and indeed the essay ends on a pragmatic "middle ground" between freedom and discipline which is further solidified by the bibliographies of Appendix D and, indeed, symbolized by the op art on the paper cover. It is difficult to conceive of more sophisticated and knowledgeable treatments of English teaching than are found in these two books, *CTE* and *FDE*, which are the small print for a boldly written new covenant. (F. L. Gwynn)

USOE RESEARCH CONTRACTS. The following contracts for research in English and Reading were approved by the Cooperative Research Division of the USOE as of 1 July 1965: Kenneth Stafford (Arizona State), Problem solving as a function of language; John D. McNeil (UCLA), Auditory discrimination training in the development of word analysis skills; W. P. Griffin (North Carolina State Dept. of Public Instruction), Research in first grade reading instruction; Lyman Hunt (Univ. of Akron), Teacher and pupil attitude and performance in relation to number of books used in first grade reading; Frederick Davis (Pennsylvania), Identification and measurement of comprehension skills involved in reading of high school students; Edward Fry (Rutgers), Comparison of three methods of reading instruction; Karl Kroeber (Wisconsin), Analysis of fictional prose style; Harrison Hayford (Northwestern), Preparation of a complete edition of the writings of Herman Melville in clear text; Frederic Cassidy (Wisconsin), Completion of collection and preparation for editing a dictionary of American regional English; Daniel Nelson Fader (Michigan), An English curriculum for training schools; Robert Emans (Chicago TC South), The usefulness of commonly taught phonic generalizations; Melvyn Paul Robbins (Chicago), A comparison of the Delecato Program and a general program on the development of mental age and reading at the second grade level; John J. Geyer (California), Perceptual systems in reading; Lawrence F. McNamee (East Texas State Coll.), A bibliography of all English and American literature dissertations accepted by American, British, and German universities from 1864 to 1964, classified by period and major authors: Evan R. Keislar (UCLA), Developing children's use of language in problem solving; Edmund H. Henderson (Delaware), Reading-thinking patterns among children of varying abilities; Robert W. Blake (SU of New York), An exploratory study of the effect of English language instruction using generative and structural grammatical approaches upon the performance of seventh and eighth grade students in writing compositions and understanding poetry and short fiction; John M. Kean (Kent State), A comparison of the classroom language of second and fifth grade teachers; Kenneth S. Goodman (Wayne State), The psycholinguistic nature of the reading process; M. C. Wittrock (UCLA), The effect of word association strength on textual response acquisition; and Marcia McBeath (Stanford), Three training methods for reading readiness of perceptually handicapped kindergarteners.

ENGLISH INSTITUTE EVALUATION. On 28 May the U. S. Office of Education discovered a small sum with which to conduct a pilot study to develop criteria for evaluating the NDEA English institutes. On the premise that writers, editors, and others concerned in a professional way with the arts and humanities would make useful contributions to the plan for evaluation, Frank Slaughter, W. D. Snodgrass, Eric Larrabee, Charlotte Brown-Mayers, and Julian Street were asked to meet with the project directors and evaluators at the initial conference in the MLA office on 22 June. The MLA negotiated the contract for the study, which was arranged by a planning committee composed of John H. Fisher (MLA), James R. Squire (NCTE), Floyd Rinker (Commission on English), William Work (Speech Association of America), and Eugene E. Slaughter (Western Oklahoma State College, incoming Director of the Division of NDEA Modern Language Institutes in the USOE). Working with them was Donald Tuttle, who is directly responsible in the U. S. Office of Education for the NDEA English Institutes. Donald Gray (Indiana Univ.) was named Project Director and is now writing the report. Craig Swauger (Indiana SC, Penn.), Associate Director, drew up a questionnaire which was sent to all participants, and another which was sent to the directors and staff. Richard Corbin (Hunter Coll. High School), Frederick L. Gwynn (Trinity Coll.), John H. Fisher (MLA), John Maxwell (Minneapolis Public Schools), Floyd Rinker (Commission on English), and James Squire (NCTE) visited nine institutes that were thought to be significantly *unlike* the Commission on English pattern (which most of the 1965 NDEA English Institutes followed). In addition, Corbin, Gray, and Maxwell visited three others which were making particular use of "new media" (i.e., closed circuit television, language laboratories, audio-visual aids). The preliminary version of the report will be reviewed with the visitors and the consultants on 10 September at Boulder, Colorado, at the same time that the directors of all of the NDEA English institutes meet there to compare notes on the 1965 institutes. Later in the winter, the MLA will take the initiative in bringing together representatives of all of the various teams of evaluators (History, Reading, Geography, etc.) to see what common guidelines they may be able to discern for future evaluations of NDEA institutes and to consider the place of these institutes in the larger picture of teacher preparation.

NDEA INSTITUTES. Proposals for 1966-67 NDEA summer or full-year institutes must be postmarked no later than 8 October 1965. The 1965 *Manual for NDEA Institutes for Advanced Study*, which must be followed in preparing proposals, may be secured from Dr. Eugene Slaughter, Director, Modern Language Institutes Branch, Division of Educational Personnel Training, Bureau of Elementary and Secondary Education, U. S. Office of Education, Washington, D. C. 2020.

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