

For Members Only

HUMANITIES. Said President Pusey of Harvard, in his annual report for 1953-54: "The Humanities hold a central position in liberal education. In a sense, all subjects deserve a place in a liberal curriculum only as they partake in at least some degree of the goals of humane scholarship. But a college in which the studies traditionally called Humanities are weak runs the risk of being less liberal than it should; for our full humanity is best quickened and developed through imaginative grasp of the subtler experiences of individuals as revealed through arts and letters. The chief aim of undergraduate education is to discover what it means to be a man. A college will be strong therefore only where those studies flourish whose principal value is to arouse such awareness and where they are taught with charm and vigor, and win respect."

LIBERAL EDUCATION. Is it still liberating the minds of students? Not according to President Harry P. Rogers of Brooklyn Polytechnic, who thinks that technical institutions, by demanding rigorous study and clear thinking, may be doing a better job of this than the liberal arts colleges, now emphasizing the easy and largely descriptive courses. All any kind of college can hope to do toward the development of the well-rounded man, Dr. Rogers said last March, "is to inspire, stimulate, encourage the interests of the students so that after graduation they—in the all-important evening hours—will continue through their lives the intellectual growth begun in college, by cultivating their tastes in the fine arts, sciences, literature, and expanding their knowledge of the political, social, and civic affairs of the world in which they live. . . . And the technical educational program—more than half of which is admissible in any liberal arts curriculum—provides equal if not greater stimulus to such growth than the higher educational program today which does not know whether to call itself liberal art or general education. . . . The disciplines—philosophy in particular—which throughout the history of human thought have proven to be the backbones of systematic, critical thinking are the most deserted on the campuses of the liberal arts colleges. . . . On the other hand, the engineering colleges, with their heavy programs, their preoccupation

with problems and their solutions, their objective experimental studies, their inexorable demand for personal discipline in meeting the course requirements, not only establish sound critical modes of rational thought but develop work habits and persistency of purpose."

PREXY. He took his Ph.D. at Harvard in 1939, and stayed on as an assistant (the next year an instructor) in history. The day after the attack on Pearl Harbor, he volunteered for service and was inducted into the Army as a private. Because of his FL proficiency he was transferred to a military intelligence training center, and in 1944 went overseas as officer in charge of an interrogation team. While in Europe he received the Silver Star, the Bronze Star, and the Purple Heart. He was separated from service in 1945 with the rank of captain, and 10 years later, Barnaby C. Keeney, age 40, is the new President of Brown University.

AND PREXY. At age 40, Frank H. Sparks was the wealthy head of a successful automobile accessory plant, though he had only a country high school education. Waking one morning before daybreak, he wrote himself a note: "I am going to be president of a college, preparation will be long, at times discouraging, but in 10 years I can be one of the best prepared college presidents in the United States." Resigning some of his jobs, he plunged zestfully into undergraduate work at Butler University. Four years later (1935), possessed of a B.A., he quit his business (including directorship of a bank), and began graduate work. At the University of Southern California he collected his Master's (1937) and Ph.D. (1941). Ten years after he had written the note, he became President of Wabash College, back home in Indiana. Seven years later (1948), when privately financed colleges faced the possibility of having to seek federal subsidies in order to survive, he and President Thomas E. Jones of Earlham College decided to appeal to Indiana industrialists. Five calls got them \$15,000. Today, their idea has spread from coast to coast, is sponsored by a national organization and leaders in American business, is one of the bright hopes of private and church-related colleges and universities.

FRENCH WINDOWS. Lafayette, where are

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we? Recent surveys by the French Institute of Public Opinion, covering a cross-section of all social classes, should be sobering to American tourists (and should be reported for discussion in French classes). Of Frenchmen polled, only 8% said they know English, 22% said they have a "smattering" of it, 70% said they don't understand a word of it—and 82% said they had never met an American. Only 28% believed that Americans are "peace-loving." We have an irritating way of treating Frenchmen "like poor relations," according to 70% of those interviewed, and 26% said that their feelings toward the United States had "chilled" in recent years (only 9% reporting they felt better about Americans than they did just after the war). As for American "culture," 70% of the French don't like our chewing gum, 54% don't like our jazz, but 73% like our household appliances and 64% describe us as "practical" people. The average Frenchman, according to the pollsters, thinks Americans are "overgrown children" who can't mind their own business, but only 10% favor an alliance with Russia against us.

AUSTRALIA. The 4th biennial congress of the Australasian Universities MLA was held at the new Queensland campus near Brisbane on 17-23 Aug., with 85 in attendance, including Werner P. Friederich (North Carolina) and A. Grove Day (Hawaii), who conveyed official greetings of the MLA of America. At the next congress, to be held at Hobart, Tasmania, in Feb. 1957, the theme will be "the classical heritage," and classicists will be invited to attend. Officers of AUMLA are: president, L. A. Triebel (Tasmania); vice president, R. Jackson (New England); secretary, H. MacLean (Melbourne); treasurer, R. P. Meijer (Melbourne). The Association has an official journal, *AUMLA* (45s), and also issues *Proceedings* and a *Newsletter*.

PRISONERS OF WHAT? Appointed by the Secretary of Defense, a Committee on Prisoners of War has reported to the Pentagon: "When plunged into a Communist indoctrination mill, the average American P.O.W. was under a serious handicap. . . . He was compelled to participate in debates. He had to tell what he knew about American politics and American history. And many times the Chinese or Korean instructors knew more about these subjects than he did. This

brainstorming caught many American prisoners off guard. . . . A large number of American P.O.W.'s did not know what the Communist program was all about. . . . They couldn't answer arguments in favor of communism with arguments in favor of Americanism, because they knew very little about their America." A great many of these servicemen were teenagers. Whose fault was it that they knew so little about either Communism or America? Whose responsibility is education, anyhow?

ACTION PROGRAM. "A child can hardly be expected to foresee his future needs, those elements of education that might make him a more useful, effective member of society. . . . His situation may be clearer . . . if it be recalled that, in any gathering, the person who most needs a bath is not the one most aware of his need. . . . If we intend to survive, we shall have to strengthen the hands of those school teachers and administrators everywhere who are opposing the degrading of education to the levels of the nursery and the school of charm. It is understandable that school officials who have never had any intellectual experience in their lives should try to compensate for this by denying the reality of intellectual discipline, but such persons should not be determining educational policies. . . . Get yourselves elected to school boards. Insist that the school superintendents and principals employed be persons whose education has not been limited to 'Education.' Work for higher salaries for efficient teachers. Work for special recognition of those teachers who have been notably successful in instilling into their students a zest for intellectual achievement. . . . Combat state requirements for teacher certification that specify pedagogy at the expense of understanding of the subjects to be taught. Insist that the primary duty of the school is to assist young people to become intelligent adults." Joel H. Hildebrand (California), President of the American Chemical Society, said it, on 12 Sept. 1955.

SUFFERED MOST. "Two absurd and dangerous notions held by a large body of American educationists tend to lower our educational standards and undermine our educational system: Any subject that the average pupil cannot pass successfully should be dropped or 'modified'; and any subject that cannot demonstrate its practical usefulness has no place in the curriculum. . . . Since about one third of the secondary student body

consists of pupils who are 'non-academically-minded,' the high school has been forced to make the shabbiest compromises. In an effort to provide something educationally valuable and interesting, curriculum makers developed 'watered-down' courses like general science, general mathematics, and general language. As this was not sufficient, the 'core program' was devised. Since the pupil no longer took genuine academic subjects and was, in all honesty, not entitled to an academic high-school diploma, the 'general' diploma was created. . . . Curiously enough, since the 'slow' pupil did not learn even on the elementary level, it was necessary to resort to the expedient of organizing 'remedial' classes in English, reading, and arithmetic in high school. . . . The natural result has been a marked increase in shops and crafts and an alarming decline in the academic program. 'Difficult' subjects are dodged. . . . Physics is disappearing. . . . From the viewpoint that a subject was good for the pupil as long as he did not like it, we have now arrived at the philosophy that anything the student likes is good for him. Under Life Adjustment Education, clay-modeling, ping pong, photography, wood-carving, stamp-collecting, etc., are seriously offered as school activities. . . . Unfortunately, the area that has suffered most in the educational readjustment is that of foreign languages." Theodore Huebener said it, in *School and Society* for 28 May 1955 (pp. 164-165). He is Director of FLs in the New York City Schools.

ENRICHMENT. In the 2 April issue of *School and Society* we read a statement by President Wilson of Texas that one of the state-supported institutions, deep in the heart of, offers a credit course in baton twirling. We were still feeling dizzy when we read, in the 30 April issue, a deadpan, richly ironic summary by the Editor of *S&S*, William Brickman, of an offering during the past 3 years of Fort Scott (Kan.) Junior College, fully described (5 pages) in the March number of the *Junior College Bulletin*. This is a semester course in "Telephone Techniques," offered by a Mrs. Ophelia K. Henderson for 2 credits. Let Professor Brickman describe it: "The course comprises, among other topics, the following: brief history of the telephone and telephonic communication, telephone personalizing techniques, effective opening and closing techniques, how to obtain informa-

tion over the telephone, how to withhold information over the telephone, and telephone wire-tapping ('a special problem'). Of particular interest is the unit, 'How to make appointments by telephone, including the appointment for the employment interview,' which, together with the one on 'Telephone personalizing techniques,' would seem to be most appropriate for correlation with the course on 'Dating' offered in many high schools. . . . It is clear that the communication-centered curriculum is being broadened to provide for the *real* needs of college students. But why stop with the telephone?" The title of Brickman's little article is "Enriching the College Curriculum."

EDUCATION. John Dewey said it: "You can have facts without thinking, but you cannot have thinking without facts." . . . In 1900, 1 out of 60 college students graduated; in 1954, 1 out of 8. . . . General Electric employs some 23,000 college graduates (from more than 540 institutions) and is this year matching any gifts (up to \$1,000) made by them to their alumni funds. . . . When Pan American Airways queried 1,944 institutions of higher learning recently, only 137 indicated that they granted academic credit for "educational" travel abroad (257 saying they offered "professional recognition" of some sort, but not credit). . . . In 1954 there were 122,677 students enrolled in West German universities, about 35% of them financed by their families (in 1951, 37.7%). . . . The "new education," according to the Rev. Jerome J. Marchetti, S.J. (St. Louis), has produced "poor spelling, weak reading ability with little or no comprehension, ineffective written and oral expression, little originality and less imagination." . . . More than 1,000 Negro students attend 100 universities which up to a few years ago were restricted to whites. . . . Only 1 high school student in 13 is enrolled in a chemistry course (according to the Manufacturing Chemists Association). . . . Americans spend nearly \$1 billion a year to beautify their lawns and gardens. . . . Although between 1940 and 1954 the real income of the average industrial worker has increased almost 50% (physicians, about 80%; lawyers, 10%), college faculty members have fallen behind in their real income by 5%. . . . The male college graduate will receive an average of \$100,000 more in lifetime income than the average high school graduate (according to

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2 population experts). . . . Beginning pay for the 1955 June engineering graduate (with a B.S.) was \$381 a month, compared with \$363 the year before, and electrical engineers got \$416. . . .

SCHOOLTEACHERS. Their average salary is \$3,816 a year (the overall average ranging from \$2,050 in Mississippi to \$4,950 in New York State). In Macon, Ga., they start at \$1,900; in Los Angeles, at \$3,940. The top salary can (but rarely does) run as high as \$8,500 (Great Neck, N.Y.). Last Jan. starting teachers with a college degree got about \$3,432 in New York City's schools; we read this in the *Times* (26 Jan.), which compared their \$66 a week with the \$84 received by a starting Sanitation Department worker who sweeps streets, drives a truck, or loads garbage. What prompted the comparison was a threatened strike in Manhattan and Bronx garages; the union was demanding increases (and other benefits) for floor men receiving \$65.99 a week and washers receiving \$72.35. Said the *Times*: "We contend that there is something wrong with a society's scale of values when this situation exists, and that it calls for correction."

JOB MART. As you know by now, at the Chicago meeting we shall try for the first time to bring a little coherence and dignity to a situation that has grown to alarming proportions and that we can no longer pretend isn't there. We solicit your patience and your cooperation as we grope toward an orderly solution. Members should note carefully that the MLA is *not* opening a year-around placement service; for this, members in English may turn to the College English Association, and members in FLs to their AATs. We have no intention of competing with these admirable facilities, which deserve to be better known. Our convention-time services end with the convention.

ARE THERE? Grover C. Smith, Jr. (Duke), writes: "I wonder if there are not many MLA members who, instead of keeping a file of the journal, tear out only certain articles for reference. If so, would it not be worth while, even at the cost of leaving a few pages blank, for each article to begin on an *odd-numbered* page? Otherwise, consecutive articles when torn out must sometimes be kept together,

whereas it is more convenient to file them separately if they deal with unrelated subjects. As to blank pages, these might be avoided by distributing the advertisements. (Hope I don't sound sacrilegious.)"

LONG BEACH. In case you didn't know, it's in California, it has a State College, and there are 127 *full-time* members of the faculty, *one* of whom teaches FLs, 12 English, and 31 Education. A friend of ours, studying the catalogue recently, sent us these statistics. Seems there are, besides the 31 teachers of Education (plus one educational psychologist), 15 full-time teachers of science, 24 of social science, 10 of physical education. The solitary teacher of FLs can, if he gets lonely, talk to the solitary teacher of chemistry, or physics. Maybe he feels outnumbered by the 2 teachers of geography, or mathematics.

PARANOMASIA. It was William Y. Tindall, we think (and it was probably a lot of other people too), who once wrote that "the pun is mightier than the word." Anyhow, we think you'd like to know that when several Marxist publications requested review copies of David Erdman's *Blake: Prophet against Empire*, somebody at the Princeton University Press, which published the book, muttered that this was carrying investigation of the prophet motive too far.

THE BALLOT. Responding to our remarks on this subject (Sept., p. v), a member writes: "I didn't vote. Some of the names I had no real knowledge of; those I knew of as scholars I did not know as committee members—what ideas they would have, how available they would be, how cooperative in this particular work. The biographical data is interesting but does not tell me what sort of Council member an individual will make. I did not want to vote at random, or by the suggestion of friends—'Vote for Z, he's a good man.' What is 'good' in this connection? In not voting I believed I was behaving like a responsible member, not intervening where I did not know the real issues." This conscientious reasoning fascinates us. Like so many problems of the MLA, it is really a larger problem—one, indeed, of the central problems of life in the Free World, where everything is more immediate, and everything immensely more complex, than it was yesterday. Despite the manuscripts that cross our desk daily, we some-

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times wonder if the truly scholarly decision is ever made—if delicate weighing, and thorough assaying, can result in a vote of confidence for anyone other than one's self. Our sympathy lies with the attitude expressed by our correspondent. But to other waverers, we point out only that one need not exercise his full franchise; he may vote for the *one* person that he thinks would make a good Councilman in an Association like ours. After working with nine different Executive Councils—and with some Councilmen who should never have been elected—we can say, with complete sincerity, that the MLA chooses its representative governing body well. There is rarely the smell of politics; there is normally a healthy concern for the welfare of our profession.

MLA PRESIDENTS. How old (to say nothing of how good a scholar) must a member be to be elected President of this Association? We won't try to answer the question, but we were fascinated by the attempt of a psychologist, Harvey C. Lehman (Ohio State), to find the answer for professional organizations in general. Writing in the *Scientific Monthly* (May 1955, pp. 293-298) he analyzed "age data" for 3,394 presidents and former presidents of 68 societies—including the MLA. Among his conclusions: there is little or no relationship between the number of members and the ages of a society's presidents; "the fifties are predominantly the years during which both men and women are most likely to become presidents of their professional organizations"; "sheer professional merit, in the narrower sense of that term, is not the sole factor that determines whether or not an individual is destined to become the president of his professional group." All this set us to calculation; we have served under 10 presidents, whose ages, at the time of their election, have been 65, 67, 71, 64, 71, 60, 60, 69, 65, and 82 (mean age, 67.4).

STRICTLY PERSONAL. We can hardly be unaware of some curiosity in the profession concerning our plans upon retirement from the MLA secretariat. Although Virginia-born (Suh!) it was from 11 years of teaching in the Midwest (at Ohio State) that we came to New York University and the MLA assignment, and it's back to the Midwest (at Indiana University) we intend to go next fall. We have no plans beyond more attention to teaching and our own scholarship than

we've been able to give since 1946. (Our immediate scholarly endeavors will involve editing *Samson Agonistes* for the Variorum of Milton's verse, and completing a biography that was almost done in first draft when we left Columbus to discover Washington Square.) To avoid misunderstanding we should perhaps add that an MLA Executive Secretary has tenure at NYU, that NYU more than generously met several offers we had from elsewhere, and that our decision to leave was largely for domestic reasons. But we already know we shall miss Metropolis.

FRENCH SYMBOLISM. As a soon-to-retire Editor, we unblushingly envy Justin O'Brien, Editor of the *Romanic Review*, for his ability to make the Oct. issue of his journal into an important book (special price, \$1). He turned this trick by getting the 4 papers on "The Poetics of French Symbolism" read at the 1954 English Institute (by W. M. Frohock, Judd Hubert, Jackson Mathews, and Warren Ramsey), asking Harry Levin to write an introduction and LeRoy Breunig to do a commentary, and then commissioning 2 review-articles by Anna Balakian and Olga Ragusa. Maybe this marks a new trend in paperbacks.

DIRECTORY ISSUE. We made every effort to achieve accuracy and completeness in the lists of members, of departmental chairmen, and of useful addresses in the Sept. Supplement to *PMLA*. Nevertheless, from past experience we know that some errors have gone unnoticed, and we ask the cooperation of members in finding them. Please check your own listing and that of any organization or journal with which you may be connected, and let us hear of any inaccuracies or omissions. We particularly want to record the rank and department of every member academically connected.

FACSIMILE FRAILTY. We don't want to take sides in any argument between Fredson Bowers (Virginia) and the producers of the phenomenally successful Yale facsimile of Shakespeare's First Folio, but we think all would-be editors among our members should read thoughtfully Bowers' review article in the August issue of *Modern Philology* (pp. 50-57). Scholars who still believe that a facsimile is a facsimile can and should profit from his discussion of the differences among the colotype, screened offset, and unscreened

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or line offset methods; and all editors inclined to trust scientific techniques they but vaguely understand will shudder—as we shuddered—while reading his detailed account of how the camera *can* lie when scholars are unwary.

MARY HULL. Let scholars remember her name gratefully, and let her good example be followed by others. In her will she left Cornell \$250,000 to aid publication by its faculty. The University may apply income from the bequest up to 80% of the costs of publishing works “of such character as shall be likely to advance its scholarly reputation in the field of liberal studies: history and political science, philosophy, languages and literature. . . .”

FOREIGN STUDENTS. Approximately 20% of them who come here come to study the humanities. Another 20% study engineering. The count for other fields: social sciences 14%, physical and natural sciences 12%, medicine 9%, business administration 9%, education 5%, agriculture 4%. Last year a census taken by the Institute of International Education showed about 34,000 students from 129 nations enrolled in 1,456 institutions of higher learning in all of our 48 states. Well over half of these young people had come here *entirely on their own resources*.

ENTRANCE EXAMS. In 1953 the Council of Europe drew up a Convention giving students who have passed the entrance examinations to a university in any one of the signatory nations an equal right with nationals to enter a university in one of the others. This Convention has now been ratified by Denmark, France, the German Federal Republic, Iceland, Ireland, Luxembourg, Norway, the Saar, and the United Kingdom.

SUBSIDY SEEKING. Authors need, above all, persistence when they have a worthy project. The MLA sponsored in 1950 a Variorum Commentary on the Poems of John Milton, a much-needed study. By mid-1951 plans had matured and a university press estimated the cost of publication at \$30,000. Since it was willing to gamble that half this would be recovered, \$15,000 was needed. During July and August the distinguished editors approached a number of major foundations, with no results. Encouraged by his graduate school to test the common theory that funds are really available for the Humanities if scholars will only try seriously to obtain them, the Editor-

in-Chief, Merritt Y. Hughes (Wisconsin), during the next 2 years wrote to about 420 foundations. He got a few “bites,” but not a penny. Then, resolved to cut costs and keep on trying, he and the director of the press concerned spent another 8 months negotiating with an English press for joint publication. It was eventually decided that a \$9,000 subsidy might suffice. Hughes again sent out letters. The Carnegie Corporation offered the subsidy needed.

EMERSON SOCIETY. It has just been organized and dues, including subscription to its *Quarterly*, are \$2 a year. Address the Secretary-Treasurer, Kenneth W. Cameron (Trinity), P.O. Box 1080, Hartford 1, Conn.

UNESCO. A nationwide public opinion poll, taken early last Aug. by the National Opinion Research Center (affiliated with the University of Chicago), showed that only 30% (the same percentage as in 1953) claimed to have heard of UNESCO—and only half of this 30% actually had a correct or partially correct understanding of UNESCO’s purpose.

PREDICTION. “My own guess is that our age will be remembered chiefly for having been the first age since the dawn of civilization in which people dared to think it practicable to make the benefits of civilization available for the whole human race.” Arnold Toynbee said it.

READING A NEWSPAPER. Lester Markel, Sunday editor of the *New York Times*, estimates that it contains 450,000 words (about two thirds the length of the Bible), while the weekday editions contain about 100,000 words each. Not surprisingly, he advocates “skimming” (not to be confused with skimping) or the systematic selection of important articles as part of a reading routine. Properly approached, he counsels, the *Times* can be fruitfully read in half to three quarters of an hour (instead of 7½ hours) daily, in an hour and a half (instead of 33½ hours) on Sunday. “I start on the first page and read it all the way through, disregarding all ‘jump lines,’ hoping I can pick up the jumped stories in the inside pages. This gives perspective on the news. I recommend also a pretty full reading of the headlines; out of them you get the flavor of the news and its larger sweep. When you come upon what seems to be an important story, read at least

the first few paragraphs. It is a journalistic custom to condense in the opening sections the outstanding facts of any story. Especially I urge you not to skimp the background articles that explain why things happen. These are the most important contributions a newspaper can make."

FOUNDATIONS. There are probably 7,300 in the U. S., but most of their total resources are in the hands of a very few: Ford, \$493,213,842; Rockefeller, \$447,686,573; Carnegie Corporation of N. Y., \$178,861,599; W. K. Kellogg, \$109,812,214; Duke Endowment, \$109,552,000; Commonwealth Fund, \$105,993,035; and Pew Memorial, \$104,987,129. These facts are reported in a survey that has been 4 years in the making, Mrs. Wilmer S. Rich's *American Foundations and Their Fields*, in which a foundation is defined as "a nonprofit legal entity established to serve the welfare of mankind, having a principal fund of its own or receiving the charitable contributions of a living founder or founders, and governed by its own trustees or directors." More than half of the foundations covered in this survey (4,162) were established in the last 15 years.

BUSE. It's a new quarterly, the *Boston University Studies in English*, edited by Edward Wagenknecht (\$4). The first issue was a double number of 128 pages. Contributions from non-BU scholars are invited, and they are asked to conform to the *MLA Style Sheet*. Send MSS to Professor Wagenknecht at Suite 17, 236 Bay State Road, Boston 15, Mass.

AMERICAN LITERATURE. The University of Manchester has created a permanent Lectureship in it. First holder of the post is the English critic, Geoffrey Moore, who is also a poet and is currently writing a novel. In 1954 he published the *Penguin Book of Modern American Verse* and he is working on a 2-volume Penguin presenting the American short story.

HONORS. Fred N. Robinson (Harvard) was awarded an honorary Litt.D. by Dublin on 5 June. . . . M. H. Abrams (Cornell), R. A. Aubin (Rutgers), Donald H. Smith (Georgetown), and A. C. Sprague (Bryn Mawr) were last summer made honorary members of the faculty of arts at the Royal

University, Malta. . . . Mark Eccles (Wisconsin) is an Honorary Fellow of the Shakespeare Institute at Stratford-upon-Avon, and R. C. Bald (Chicago) is Charles Henry Foyle Research Fellow. . . .

ON OWNING BOOKS. "The old-time scholar accumulated his house full of books on a smaller income than that of today's young man. Books were important to him; they were the fabric of his life; he did without other things; he wore his coat a year longer and carried home 20 new volumes. Today's scholar will never be able to afford books, no matter what his income or his wife's income, until he feels that books are at least as important to him as table cloths, toothbrushes, cat food, rugs, whiskey, hats, newspapers, cameras, and all the odds and ends that now come higher on the list. . . . Let us have no nonsense about the library taking the place of books in the home or about the great number of volumes published every year. . . . There is a deep personal and psychological difference between owning a library and using someone else's. It is a little like the difference between owning and renting a house, between belonging somewhere and merely passing through. It might even be the difference between a scientist and a technician or between a scholar and a scholarly technician. . . . We might remember what George Savile, Marquess of Halifax, wrote in 1690 or thereabouts: 'The struggle for knowledge hath a pleasure in it like that of wrestling with a fine woman.' If the scholar or the reader finds pleasure, and not merely duty, in the struggle with learning, then he will want to live with it in his own house and not merely to sample it in the library." August Frugé said it, in the *Saturday Review* for 16 July 1955.

GOT A POSTCARD HANDY? We keep hearing of MLA members who were drawn to the teaching of literature or language after working in other, most unMLAish fields. Having ourselves become a full-time instructor in English a month after achieving 22, we rather envy them, not that we concede our love of literature to be less, but rather we fear our background for teaching literature is too exclusively literary. We were never a berrypicker like Adolph Benson, or a biochemist like Richard Vowles, or a bum like Perry Miller (FMO, Dec. 1953, p. vii). If

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we had enough material on various jobs held by MLA members before they entered this profession, we think it would make an interesting paragraph for this section. Want to contribute?

JEALOUSIES FORESEEN. A member writes: "I find myself in complete disagreement with the reader-system as it is used by *PMLA*. As far as I am concerned the person submitting a paper should know in advance who his reader is going to be, so that he can evaluate his chances and avoid the possible humiliation of finding his paper rejected on the basis of criteria that are frequently very personal. The reader-system of *PMLA* does not sufficiently take into consideration the element of professional jealousies. I shall personally submit my papers only to periodicals with a permanent staff of editors whose points of view and general intellectual tendencies I can evaluate in advance. The attitude I am taking will not be new to you since I have found it expressed frequently by my colleagues . . ." But it is new to us; during the previous 9 years we never heard it expressed, except by one scholar in Romance linguistics, who offered it more as a warning than as a criticism. We have taken the warning seriously; we know that professional jealousy to some extent exists; but, perhaps foolishly, we had thought the *PMLA* system a pretty effective safeguard against its potential injustices. Do many members share the opinion quoted above?

AMERICAN BOOK SHELF. It's a library of 99 paperback volumes of past and current American literature, and for \$30 CARE will ship it to any person or institution abroad in your name. This is a program of the U. S. Information Agency, designed to combat the spread of falsehoods about the lack of an American culture. You are also urged not to throw your magazines away but to send them (wrapped but unsealed, labelled "printed matter—not for sale") to some friend overseas.

DID YOU KNOW? The 3rd International Conference of University Professors of English will be held at Jesus College, Cambridge, 20-25 Aug. 1956. . . . A German Hegel Society has been founded in München. . . . The Microcard Foundation of Middletown, Conn., has moved its offices to the University

of Wisconsin Press (Madison 5), with Thompson Webb, Jr., as Director. . . . The *U. S. Quarterly Book Review*, published for the Library of Congress by the Swallow Press (Denver 10, Colo.), has been called "the best general current selector of serious books published in the U. S." . . . *The Use of English* (formerly *English in Schools*), edited by Denys Thompson, is published quarterly (12s 6d p.a.) by Chatto and Windus (40 William IV St., London W.C. 2), which took it over from the Bureau of Current Affairs about 4 years ago. . . . For information on where and how to obtain a photo of a particular MS, monument, painting or other work of art, consult UNESCO's *International Directory of Photographic Archives of Works of Art*, Volume I (1950) of which lists 1,195 collections in 67 countries, and Volume II (1955) an additional 100 collections in 24 countries. . . . Folklorists may submit (to Helena Gamer, Chicago) unpublished or recently (within the year) published material of any length for the 1956 Chicago Folklore Prize of \$50 (deadline, 15 April). . . . Younger scholars are encouraged to submit papers (to Hennig Cohen, South Carolina) for the 13th annual Southeastern Renaissance Conference (20-21 April). . . . There is an American journal named *ETC.* (a review of general semantics) and a Mexican journal named *Et Cætera*. . . . There are 1,765 daily newspapers in the U. S., with a total daily circulation of over 55,000,000. . . . Telephone users in Düsseldorf can call a number and get the latest joke; musicians in Wien can call a number and get a perfect A-tone. . . .

"AGES OF FAITH." Notre Dame first offered special courses in medieval studies in its graduate school in 1933; in 1936 Volume I of its *Publications in Medieval Studies* appeared; in the spring of 1946 its Medieval Institute was established, with Gerald B. Phelan, former president of the Pontifical Institute of Medieval Studies at Toronto, as first Director (succeeded in 1952 by Astrik L. Gabriel, Canon of Premontre). Notre Dame offers M.M.S. and D.M.S. degrees (master and doctor of medieval studies), and the Institute offers a graduate scholarship (\$980 plus tuition) to a student wishing to qualify for either degree. Deadline for completed applications: 15 March.

Good Teaching

"THE TEACHING of the humanities is a vocation, like that of a physician or priest; and the teacher must consider himself not only 'called' but always 'on call.' All teaching—i.e., all education—must be education of individuals. If one has to practice the 'lecture method' one must, like Irving Babbitt, single out each year the few men of talent deserving of special attention.

"It should be, but is not, a 'self-evident truth' that the teacher must be literary—not someone who could as well have become a lawyer or a wholesale hardware salesman. This 'literariness' involves close reading of texts, writing, sympathy with creative writers—those dead, those alive, and those *to be* (i.e., the young, the potential writers). It involves interest in the creative writing and the literary criticism of our day. The teacher of literature must not only *represent tradition*, but also engage in the *constant revision of it*.

"The teacher must be neither a scribe nor a pharisee. He must be honest with himself, and with his pupils; must not allow himself to turn into a professional, handing out information for docile notebooks.

"It is one form of intellectual honesty that the teacher shall not limit himself to asking the students: 'what do *you* think?' He must give his own judgment as well. Empathy is next to essential, but it is dangerous also; one must be able both to listen (as I have heard I. A. Richards do) and also to bear witness and to prophesy.

"The teacher must keep alive. What happens after he gets his requisite degrees, after he gets a proper post, after he has acquired tenure? How does one keep himself thereafter from awaiting retirement? Here are some modest proposals. He must be doing something 'creative' himself (not necessarily scholarship, 'research,' or even writing). He must not associate merely with his colleagues: the great teachers continue to learn from their bright students, just as do the poets. He must have friends outside his own department, and outside the academic world. There must be steady cross-fertilization.

"A vulgar dean I once knew contractually required his staff to take care of their physical health. But teachers need much more: the experience of not being teachers. They must travel, work with their hands, cook, or make tables and chairs. It would be spiritually salutary—though I confess the notion Utopian—that every other year teachers work at something unrelated to libraries and books. Colorless girl-graduate students should stop taking more courses and work in Woolworth's for a year; but the equivalent would be good for teachers as well. It is dangerous to be called 'Rabbi' all one's life.

"Literature is an imitation of life. Most teachers fail both at teaching it as an art and at knowing life. Amateur practice not only of poetry and fiction but at music and painting would immeasurably add to the understanding of literature as an art. Participation in politics and religion are central modes of the '*existential*'—which is well-nigh the opposite of *existence*. It is so easy to 'kill' literature that I often think it should not be taught. Conscientiousness may itself be a mode of destruction.

"Duty and discipline are admirable; but they must start from joy. Only those obsessed by literature can impart it, and then quite as much by osmosis as by calculated pedagogy or 'good teaching'."

Austin Warren said it, in May 1952.
