

For Members Only

VIGNETTE LXXXII. Though *Madeleine Doran* (Wisconsin, MLA Executive Council 1964-67) has never appeared to be in a hurry, she took her degrees in swift stride—B.A. and Ph.D. from Stanford 1927 and 1930 with an M.A. from Iowa in between. From Stanford she went to teach at Wellesley. In 1933-34 she was an ACLS fellow in London and Oxford. In 1935 she went to Wisconsin where she became one of that rare triumfeminate with Helen White and Ruth Wallerstein. In 1946-47 she held an AAUW fellowship; in 1957 she was visiting professor at Wellesley, in 1960 at Stanford. In 1964 she has Huntington and Folger Library research awards. Her scholarship began with textual studies on *Henry VI* (1928) and *Lear* (1931) and a critical edition of Heywood's *If You Know Not Me* (1935). Her major critical and scholarly achievement is *Endeavors of Art* (1954), in which she tried to define the artistic climate of ideas and taste in which Shakespeare and his fellow dramatists worked. A grateful reviewer, commenting on her discussion of the relation of Elizabethan rhetorical principles to characterization, thanked her for illuminating seemingly unmotivated acts of various Shakespearean characters in terms of the response of the Elizabethan audience to the rhetorical situation. She is as enthusiastic and effective a committee member as teacher. Her hobbies, once the recorder and folk dancing, are now walking and natural history. Her apartment in Madison fronts the University Arboretum, and she keeps a supply of grain to feed the ducks that winter on her lagoon. She takes lovely photographs of flowers, and does watercolor studies of them. Artist, scholar, teacher, and worker for the good of the profession, we welcome her to the Executive Council.

SOUTHEASTERN INSTITUTE OF MEDIEVAL AND RENAISSANCE STUDIES, 1965. Seven seminars are projected for 42 fellows (from the Southeast, and preferably postdoctoral), led by seven senior fellows from Duke, the Univ. of North Carolina, and elsewhere. Fellows will use the facilities of both Duke and North Carolina. Some fellowships are available. Information may be secured from O. B. Hardison (North Carolina) or John L. Lievsay (Duke). This program is an outgrowth of the Ford Foundation grant to Duke and North Carolina for strengthening the humanities in colleges and universities in the southeastern part of the United States.

DOUBLING PROFESSORIAL PRODUCTIVITY. Imagine what one could accomplish both in research and teaching if he had competent help to answer inquiries from students, handle routine paperwork, type letters, teaching materials, and papers promptly, mark objective examinations, comb bibliographies and catalogues, make trips to the library, and type out notes and other material as instructed. The sciences and social sciences have gone far towards providing this sort of assistance. English and the foreign languages have lagged behind largely because we have not demanded equal rights. The situation might be altered in short order if scholars decided that they really needed such help. The next time you are offered that stellar job, don't bargain for money—most of which will go in taxes. Bargain for a secretary and help your fellow scholars.

TEACHING FELLOWS. "A committee of Harvard's Board of Overseers last week exposed a problem which plagues university-related colleges across the country and has spread dissatisfaction among the ablest of this generation of college freshmen. The Overseers Committee to Visit the College, composed of distinguished educator-alumni, criticized the quality of the 'teaching fellow program' or teaching by graduate assistants. The committee, whose findings were reported in *The Harvard Crimson*, said the program produces 'a considerable amount of uninspired, inexperienced, and weak teaching.' It put part of the blame on lack of proper supervision by senior faculty members and suggested that teaching fellowships are often given merely as a means of providing financial aid to graduate students, without much attention to their talent and enthusiasm for teaching. At Harvard as elsewhere the high quality of today's undergraduates makes uninspired teaching less acceptable than at any time before. 'Evidently no teaching fellows are ever discharged for poor work, and this seems strange to us, considering the number of inexperienced teachers employed under this title,' the report said. Apparently to emphasize that it did not wish to oppose the system of instruction by graduate students, the report pointed out that a number of departments—history, English, economics and chemistry—provided fine instruction under it. The committee recommended the creation of the position of Assistant Dean of Teaching Fellows to supervise the program and an increase in the salaries paid for graduate teaching assistants. The present maximum base pay for such fellows is \$5,400. Teaching fellows at Harvard as elsewhere usually take over 'sections' of students for classroom work after the undergraduates, usually in their first two years, have listened to lectures by experienced faculty members. The complaints about low-quality 'section men' have been especially persistent in some large state universities with huge freshman classes." This news item written by Fred Hechinger, education editor of the *New York Times*, appeared in its 8 Dec. 1963 edition. Harvard's German department, not here described, does not allow its students to teach in their first graduate year and insists that they take a methods course before teaching.

DUES AND DROPS. Between October and April, the MLA had a net growth of 2,800 members. Nearly 4,750 second dues notices were sent out in April; nearly 2,000 will have to be sent out again in June. In August some 1,000 names will be struck from the September Directory galleys for non-payment of dues. By December, nearly 500 of these will have been reinstated, but the names will not appear in the 1964 Directory. The larger the profession becomes, the more vital becomes the printed directory of PMLA—this is the "visible" portion of our profession. At \$10, the six issues of PMLA are the biggest bargain in academia today. If you have not done so already, please report any change in your status and pay your dues *at once*. The six recording angels in the Membership Office will bless you.

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For Members Only—continued

NEW JOURNAL. *Satire Newsletter*, ed. George A. Test (Oneonta State Univ. Coll., N.Y., twice a year, \$2), began with the Fall 1963 issue. Articles on classical and modern satire, poetry, and comment offer a varied fare. The two poems in the first issue show classical balance: one is pro and the other con *Webster's Third New International Dictionary*.

MISCELLANY. R. M. Kain (Louisville) invites nomination of distinguished visiting scholars in the humanities and history of Louisville for chairs established by Mr. and Mrs. Barry Bingham. The University of Chicago has established 45 Humanities Fellowships of \$4,250 per year, with up to an additional \$1,000 per year for dependents, renewable for each of two years following the initial selection. The Frank L. Weil Institute (3101 Clifton Ave., Cincinnati 20, Ohio) has established 8 summer fellowships of \$1200 each for post-doctoral faculty members who are working on publishable papers in the humanities dealing with religion—applications for 1965 due before 1 September 1964.

SCHOLARLY LITERARY JOURNALS. At recent MLA meetings the editors of a number of scholarly journals concerned themselves with the problem of granting permissions to reprint materials from their journals. It was thought desirable to continue the traditional policy of allowing the freest scholarly use of their materials but at the same time to take cognizance of some recent changes in publication patterns. Materials from journals are now being reprinted in essay collections to make them more accessible to students and are also being drawn on for casebooks and teaching aids. These projects usually deserve support; however, it was considered important to establish a policy to ensure that the wishes of the original authors be respected and journals retain some control over the use of material they had published. The statement approved in these meetings follows closely one subscribed to by many American University Presses, by which some of the journals are already bound (*PMLA*, LXXVII, Sept. 1962, Pt. 1, iv) and defines a policy that still leaves each journal editor independent.

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The signatories include:

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Books Abroad
Bucknell Review
Bulletin of Bibliography and Magazine Notes
Bulletin of the New York Public Library
CEA Critic
Centennial Review of Arts and Sciences
CLA Journal
College English
Comparative Literature Criticism
ELH: English Literary History
English Language Notes
Explicator
French Review
Germanic Review
Hispania
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Italian Quarterly
Italica
Johnsonian News Letter
Journal of Aesthetics and Art Criticism
Journal of English and Germanic Philology
Keats-Shelley Journal
Literature and Psychology
Massachusetts Review
Michigan Quarterly Review

Mississippi Quarterly
Modern Language Journal
Modern Language Quarterly
Modern Philology
Monatshefte
Newberry Library Bulletin
New England Quarterly
Nineteenth-Century Fiction
Ohio University Review
Philological Quarterly
PMLA
Quarterly Journal of Speech
Renascence
Satire Newsletter
Scandinavian Studies
Seventeenth-Century News and Neo-Latin News
Sewanee Review
Shakespeare Newsletter
Shakespeare Quarterly
South Atlantic Quarterly
Southwest Review
Speech Monographs
Speech Teacher
Studies in Bibliography
Studies in English Literature
Studies in Philology
Studies in the Renaissance
Studies in Romanticism
Studies in Short Fiction
Symposium
Texas Studies in Literature and Language
Traditio
Victorian Studies
Western Humanities Review

HUNTINGTON LIBRARY FELLOWS, 1964-65. MLA members Barry B. Adams (Cornell), John Bale's *King Johan*, Daniel C. Boughner (Brooklyn), Ben Jonson and Machiavelli, John S. Coolidge (California, Berkeley), Puritan and anti-Puritan polemics of the seventeenth century, Richard Hosley (Arizona), William Percy's *Aphrodysial*, John Francis McDermott (Southern Illinois), Wilkins journal, Donald Pizer (Newcomb), Hamlin Garland's diaries, 1898-1940, Louis A. Schuster, S.M. (St. Mary's Univ.), Thomas More's *Confutation of Tyndale's Answer*, Alice Lyle Scoufos (Arizona Western), the Oldcastle-Cobham-Falstaff problem, John Hazel Smith (Marquette), George Chapman's *Bussy D'Ambois*, S. Warhaft (Manitoba), Shakespeare's vision of the world, Joseph B. Zavadiš (New Mexico), Chaucer's *Man of Law's Tale*.

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For Members Only—continued

TRIBUTES TO A RETIRING SECRETARY
(Statements at the 1962 Annual Business Meeting,
Washington, D.C.)

Robert M. Lumiansky (Duke): It is my privilege to bring to this occasion the greetings of the American Council of Learned Societies, and to express in behalf of the Council our gratitude and esteem for the part Win Stone has had and still has in its activities. Win has been Executive Secretary of the MLA since 1956. Others will speak of how well he has done that job; I shall speak of him from the vantage point of the ACLS in his role as secretary of the largest constituent society within our council.

To us, Win has come to represent that rarest of combinations—the scholar-administrator, a combination so rare, indeed, that it is generally thought to be impossible, a contradiction in terms. Still, there is Win Stone in the flesh to prove that it is possible to understand and practice scholarly research, and to teach, and at the same time to administer a staff dealing with the varied functions of a complicated organization like the MLA, and to edit one of the outstanding scholarly magazines of the country. As a secretary of a constituent society he has done to perfection what the ACLS thinks a secretary should do: he has followed the affairs of the Council and understood them and reported them to his society accurately and fully, as all readers of "For Members Only" will testify. During 1959 he was Chairman of the Conference of Secretaries of the ACLS; while he occupied that post he edited and caused to be issued a Handbook for Executive Secretaries of Learned Societies. Win did this with characteristic care and thoroughness, seeing clearly that the small number of potential readers of this work bore no relation whatever to the importance of establishing clear and orderly prescriptions and procedures for running the affairs of the scholarly associations of the country.

Over the years, Win and the ACLS have, of course, also worked together intimately in all the causes that the MLA and the ACLS have in common—in the support of research, in sending scholars to international congresses, in planning conferences in this country, in improving the quality of secondary school education in English and modern foreign languages, in efforts to provide definitive editions of great American writers, in investigation of the problems of acquisition of scholarly materials by means of micro-copy, in bibliographic and documentary inquiries and studies, and in the manifold activities concerned with the federal support of higher education. Of these, one of the most important of our joint concerns, and certainly the largest in financial terms, has been the National Defense Education Act, particularly its Higher Education and Foreign Language sections. The Foreign Language part of this Act can without exaggeration be looked upon as mainly the result of the work of the MLA—the early defining of the need, the steady educational efforts over the years, and—during the period when hearings were held and legislation was being drafted—the close cooperation with the Office of Education and the legislative committees involved. As this country, during the next decade, learns to speak the tongues demanded by its position in the world and

necessary for its understanding of that world, its progress will in large degree be due to the leadership of Win Stone and a few others. Ken Mildenberger will speak in detail concerning this aspect of Win's activities. I would wish only to state that the ACLS, which has for years sponsored the cause of the so-called "exotic" languages, knows whereof it speaks when it recognizes Win Stone's contribution—and it is proud to have been associated with him in the effort to remedy the linguistic deficiencies which constituted one of the great educational weaknesses of this nation.

A year ago, Win was elected by the delegates of the ACLS a member of our Board of Directors for a term of four years, an event which was greeted with enthusiasm by the other members of the Board and by the executive staff. Certainly no new member of the Board ever needed less instruction in the affairs of the ACLS than Win; from his first meeting he showed full acquaintance with its programs and a quick understanding of its problems. Also, he will in the future serve as the MLA's delegate to the Council. His breadth of interest, his sense of responsibility to the whole cause of scholarly inquiry, and his solid judgment make him a valued colleague in our endeavors. And it is a source of deep gratification that the loss occasioned by his retirement from his executive post at the MLA is to some extent offset by the assurance of his continued association with the ACLS in other capacities.

I want also to say a few words about Win's activities as a representative of the MLA to the U.S. National Commission for UNESCO, in which capacity he worked as a colleague with Fred Burkhardt, who represents the ACLS. During his tenure, Win was extremely active and effective in the so-called Citizen's Consultations Committee, a kind of adult education program designed to bring about grass roots understanding and support of the objectives of UNESCO. He caused in this connection to have revised and reprinted W. R. Parker's pamphlet *The National Interest and Foreign Languages*, which was disseminated widely throughout the country. Win also served on the Cultural Activities Committee, the Membership Committee, and the Nominations Committee of the U.S. National Commission. Since his term there has just expired, he will be missed as sorely by the Commission as by MLA.

In conclusion, please allow me to make a personal observation about a trait I have always much admired in Win. To spend most of one's time attempting to improve the state of affairs is a necessity in the kind of job Win is relinquishing. Not infrequently holders of such jobs consequently develop and exercise a sense of superior piety about their work. In Win, however, I have never noticed the least tendency to sprout wings. On the contrary, as he has diligently sought his goals he has maintained a steadily good-humored tolerance toward the many frailties which characterize us lesser mortals. Thus of Win, as of Chaucer's Parson, one can truly say,

He waited after no pompe and reverence,
Ne maked him a spiced conscience.

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For Members Only—continued

Frederick Jackson (Carnegie Corporation): It was with genuine pleasure that I accepted the invitation to participate in this brief ceremony honoring Win Stone tonight. During the years I taught history the executive secretary of the guild of the historians was only a name to me. I developed a very warm feeling toward this far-off man in Washington, however, because he once accepted an article of mine for the *American Historical Review*. It occurs to me that many of you know Win Stone of the MLA about the way I knew Mr. Ford of the AHA. To some of you he is the man in New York who edits *PMLA* and somehow arranges these meetings each year. Of some executive secretaries I have known, little more than this need be said. They run rather routine shows, and little is heard of them or their associates. Fortunately for the members of the MLA, your association has had a quite different history in recent years. During a period of great change and rapid growth in the foreign languages, and more recently in English, MLA leadership has been excellent. I became acquainted with your organization in 1955 when William Parker was at the helm and have come to know it better ever since. Under Parker, and more recently Win Stone, it has been a vigorous, enterprising organization, interested in educational as well as scholarly problems, and increasingly taken the leadership in doing the many things which a modern professional association must do to advance its field. As a historian I find it interesting to speculate on how much the flowering of foreign language teaching in recent years resulted from the leadership of Parker and Stone and how much they were able to capitalize on trends already in motion.

It has been Win Stone who has taken the pulse of the fields represented by the MLA, helped determine priorities, and translated policy into action. This has meant drawing up workable plans, finding able men and women to implement them, and persuading a foundation or government agency to provide the funds to carry them out. One of the outstanding accomplishments of the MLA in recent years, it seems to an outsider, has been the construction of the foreign language tests. Some of the leading test makers in the country believe that no other field is as well served by standardized achievement tests as are the western European languages. In addition to measuring students' knowledge, the potentialities of these tests as instruments for teacher certification are very real indeed. The example which the tests provide for other disciplines may turn out to be significant as well. I can speak without restraint regarding the tests because their development was supported not by the foundation I represent but by the United States Office of Education.

It was in his search for funds for other purposes that Win and I became acquainted. We were both new to our roles and our early encounters were less than completely successful. Win made a couple of probes in the English field at a time when Carnegie Corporation was trying to decide what, if anything, it should attempt to accomplish in this field. When we began to see opportunities in the foreign language field things changed considerably. By this time Win and I had become well acquainted and were able to talk more frankly about his needs and my problems in helping him get what he needed. By last spring matters had

changed so radically and the MLA was getting so much of our money that some thought was given to opening a branch office on Washington Square to take care of the MLA accounts. When Win Stone's name would appear on our daily appointment sheets the treasurer took to calling and asking whether I thought he should put another guard on the vault. I told him not to bother—Win already knew the combination to the safe.

Another substantial accomplishment for which Win is directly responsible is the organization of the professors of Chinese under the aegis of the MLA. Win was able to find support for a series of meetings to assess the needs of the field. He also helped the Chinese scholars develop tests for use in language instruction. Through the good offices of the MLA a mimeographed newsletter was developed and a place on the program of the annual meeting was found for discussion of problems of teaching Chinese language and literature. Win Stone has worked exceedingly hard and effectively as your executive secretary. He was well worth whatever he was paid. I see many executive secretaries in the course of my work and I assure you, ladies and gentlemen, that your man is among the very ablest. Perhaps the best evidence of his judgment and wisdom is his decision to retire after a tour of duty of moderate length and to take up again the life of the teacher and scholar.

James R. Squire (NCTE): Nine hundred thousand individuals teach English in America's elementary and secondary schools and most of them have never heard of George Winchester Stone, yet virtually all will be permanently affected by the work that he has begun as Executive Secretary of the Modern Language Association of America. If today we stand on the threshold of a new English curriculum in our schools and colleges, as many of us believe; if we are about to see a massive national institute program for reeducating teachers of English; if we are already embarked on projects to test articulated English programs or to encourage better and more basic research in the teaching of English than we have seen before; much of the drive and the energy and the direction which the current effort is taking reflects the diligence of Winchester Stone. The seminal effort was, of course, the Basic Issues Conferences of 1958, which saw the Cooperative English Program bring together twenty-eight leaders of the Modern Language Association, the American Studies Association, the College English Association, and the National Council of Teachers of English. Without question, the leading spirit behind the Cooperative English Program, as behind many of the activities germinated at the Basic Issues Conferences, was the man we honor this evening. The publication in 1959 of the *Basic Issues in the Teaching of English* awakened college and school alike to many of the problems facing our profession.

Out of the discussion and concern that it engendered across the nation arose the Commission on English of the College Entrance Examination Board, the *National Interest* report of the National Council of Teachers of English, and a series of meetings and projects in the English field which eventually resulted in the establishment of Project English of the United States Office of Education. To all of these crucial projects, Win-



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For Members Only—continued

chester Stone has served as adviser and contributor. During this fruitful period, no one saw more clearly than did he the enormous task facing our profession. No one worked more tirelessly to secure the massive national support and leadership needed to develop new English programs, institutes for teachers, and research in the teaching of English. During the three and a half years that I have served the National Council of Teachers of English, I have turned to this man for guidance and support on many occasions. Never have I been refused. No matter how slight the task, no matter how inconvenient the time, whenever a request promised a possible contribution to the improved teaching of English, he was quick to respond. Not the least of his impressive contributions to these critical years in English teaching was the volume he personally edited on *Issues, Problems, and Approaches in the Teaching of English*. At a time when the profession needed guidance, he characteristically turned our attention to some of the major writers and critics of the past century and produced a source book to make it impossible for those planning new English curricula to ignore the great minds of the past.

If we now seem to be approaching a professional consensus that English is language, literature, and composition, as Winchester Stone has asserted, then his own writing and speaking over the past half-decade have done much to shape the nature of our agreement. Those of us privileged to work with him today in some of these endeavors have marvelled at his dedication. Observing his work has given the term "professional responsibility" a new dimension of meaning, and we are the better for the experience. Those who will teach in the strong new English programs of tomorrow will owe much to this professional leader of the fifties and sixties who saw the job before us and worked for effective solution. Because George Winchester Stone has been Executive Secretary of the Modern Language Association during the past few years, the teaching of elementary, secondary, and college English in tomorrow's schools and colleges will be immeasurably strengthened. As Executive Secretary of the NCTE, I know of no greater tribute than this to pay to any professional leader.

Kenneth W. Mildenerger (USOE): When Win Stone arrived at the MLA offices in the summer of 1955, in addition to other considerable tasks he immediately launched upon a comprehensive analysis of the Foreign Language Program, which then had been functioning for three years with the support of funds from the Rockefeller Foundation. A year later when he assumed the responsibility of Executive Secretary he had attained a remarkable grasp of just about all the problems associated with modern foreign language instruction in the United States. To this knowledge Win brought buoyant good nature, tireless energy, administrative skill, and dedication to the purposes of the MLA and to the cause of the Humanities in general.

What significant contributions has Win Stone made to the development of modern foreign language study? I might enumerate dozens of notable events that have occurred during what Win has dubbed the Stone Age. But I wish to call attention to three major achievements, each with far-ranging implications and each reflecting the personal commitment and leadership of your Executive Secretary.

First, you should know that it was the foresight and determination of Win that made the Center for Applied Linguistics a program of the MLA. The immense success of the Center, under the direction of Charles Ferguson and with confident support of Ford and Government funds, is a story to be told elsewhere. Many able minds helped to develop the concept of this Center in order to meet national and international needs. But what concerns me here is that at a critical moment in the development of this concept Win recognized the greater implications and vigorously asserted to all individuals and organizations involved that the only reasonable home for the Center was the MLA, that further professional compartmentalization had to cease. I recall an historic, hastily arranged meeting early in 1958 when skeptical listeners, haunted by shadows from the past, were nevertheless moved by Win's simple logic and sincerity. They consented, though uneasily. Now we have seen three years of a most happy relationship between the Center for Applied Linguistics and the MLA, and we wonder how it could have been otherwise. This is both a triumph for Win Stone and, to my mind, a vital enrichment of the aims and activities of this Association.

Second, I would call to your attention the role that Win played in the passage of the National Defense Education Act of 1958. There is no need to rehearse here the impact of NDEA upon American education generally, and, to our purposes, upon modern foreign language instruction in particular. During that fateful winter, spring, and summer of 1958, when this legislation hung in the balance, Win's leadership directed upon Washington a persistent campaign of nation-wide support for language development. There was a succession of dark days that summer when it seemed that the entire Education Act was lost, but Win never gave up. Every time the dismal reports came, Win rallied the voices of the profession, and the Congress knew that here was a group that meant business and here was a national need that had to be served. I should like to record here this fact that is little known in the profession: Win Stone, by his determined and patient actions that year, was *instrumental* both in the passage of the NDEA with strong language provisions and in the respectful attitude of the Office of Education toward MLA when implementation of NDEA became a reality. Please be assured that these things were by no means our manifest destiny.

Finally, I shall mention a third achievement under Win's leadership, the flourishing activities of the Foreign Language Program under NDEA contracts. Don Walsh, director of the FLP, has reported these activities annually and will report once more on Saturday afternoon, so I need not detail them here. Primarily I refer to studies, surveys, and test development. These are things that needed doing. Please believe me when I say that a Government contract is not a profit-making arrangement. Our contracts offer only hard work under stringent conditions, all coldly investigated by Federal auditors. These things Win knew. But he also knew that MLA, through the FL Program, was uniquely constituted to undertake certain thankless operations, and he readily offered the auspices of MLA to the Office of Education. Let me emphasize that this was a highly significant decision by your Executive Secretary.



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For with the enactment of NDEA, a few thoughtful, if, in my judgment, shortsighted persons, counseled that the job of MLA was done and the FL Program should be disbanded. I believe that the MLA was fortunate that Win remained unwilling for the initiative of the profession, expressed through the FL Program, to pass into Government hands.

I would hope that we, the membership of this Association, may expect its Executive Secretary to face squarely critical situations, to seek facts and advice, to make the difficult decisions which may not always please everyone, and then to prosecute the consequences of his decisions with vigor and courage. Win Stone has done this faithfully, and in doing so he has served us with the rare wisdom of that rare person who is both a man of affairs and a humanistic scholar.

Louis B. Wright (Folger Library): Win Stone is the oldest reader at the Folger Library. He holds Reader's Card No. 1. He began to read there as soon as the doors opened. Win soon learned that the Folger had the account books of Drury Lane, the Cross Hopkins diaries, and sundry other material dealing with Garrick and the eighteenth century theatre. He was the first to recognize the importance of this enormous cache of material for a revision of what we knew about the eighteenth century stage. And he set to work to utilize it all. Single-handed he planned to revise Genest's history of the stage. Fairly soon, he realized that he couldn't put all his new wine in that old bottle and persuaded a group of collaborators to join in rewriting the history of the stage from the Restoration to the end of the eighteenth century. The fruit of that project is now apparent to all who can read. This afternoon, the publishers of *The London Stage* held a party to celebrate the publication of the first volume. In this project, Win Stone has had hard-working and devoted collaborators, but the initial planning was his, and he has served as general-in-command. In the long and laborious process of finding a publisher for so extensive a series, Win was never downcast, never despairing—and there were times when it looked as if the expense of the project would defeat it. He kept his cheerful faith that he would find a way out, and he did.

Win Stone's scholarship transcends the dry-as-dust material that might have made *The London Stage* a mere compilation. He has seen the significance of statistics on stage productions, the payments to actors, the cost of costumes, and all the multifarious details of production recorded in the account books. From this raw material he has made a significant work. He has discrimination that permits him to separate the woods from the trees. One quality about Win Stone's scholarship deserves special mention, however. He has found fun in it. He has enjoyed his research and has transmitted that sense of the pleasure in learning to other people. Too many people make research a chore. Win Stone made it a delight to himself and to those who shared his interest and his companionship. Win's influence as a scholar has had a tremendously wholesome effect wherever he has had occasion to exert it. As a member of the faculty at George Washington University, Win constantly strove to bring in associates who were themselves creative scholars. He has been of continuing help to the Folger Library in suggesting ways in which the Folger might further the cause of learning. It is a cheering thought that from now on, Win will have even greater opportunities to pursue his own scholarship and to influence others. He is a scholar

with a sense of purpose, a sense of discrimination, and, thank God, a sense of humor, which gives him a sense of proportion and a sense of values. We need more like him.

ACLS-SSRC GRANTS IN SLAVIC AND EAST EUROPEAN LANGUAGES AND LITERATURES (March 10): *Deming Brown* (Michigan), to study recent developments in Soviet prose fiction; *Maurice Friedberg* (Hunter Coll.), to study the impact of Western European and American fiction, drama, and films in the USSR since 1953; *Michael SAMILOV* (Yale), to do a history of the Macedonian languages; *George Y. Shevelov* (Columbia), publication subsidy for *A Prehistory of Slavic*.

REVISED SPELLING. Since the first decade of this century, linguistic and literary scholars have given up on the matter of regularizing English spelling. Dr. Paul C. Bucy, Professor of Surgery at Northwestern and Honorary President of the World Federation of Neurosurgical Societies, points out, however, that there is a new impulse towards this desirable reform in the growing use of English as the language for international scientific communication. He cites as evidence the fact that for several years the Scandinavian Neurosurgical Society, composed of members from Denmark, Finland, Norway, and Sweden, has used only English in conducting both its scientific and business meetings; that the executive committee of the World Federation of Neurosurgical Societies, composed of 50 delegates from 25 national and international societies, agreed practically unanimously that all the papers of its third International Congress (Copenhagen, 1965) would be published in English with abstracts in French, German, or Spanish if authors so desire; that the Spanish-Portuguese and Belgium-Netherlands-Luxembourg Neurosurgical Societies, which are arranging the next European Congress of Neurological Surgery (Madrid, 1967), have agreed that all papers will be published in English only. The surgeons, while committing themselves to the use of English, are distressed by the "remediable defects which render its acquisition and utilization much more difficult than they need be," i.e., spelling. We are mindful of the part the Royal Society played in the seventeenth century in simplifying and regularizing English grammar. If the combined forces of science should in this century commit themselves to the use of a more rational orthography, they could count on earnest support from linguistic scholars who have great knowledge and many ideas, but lack the social and economic leverage to stir public inertia.

GERMAN STUDIES CENTER. The Univ. of Pennsylvania has received a grant of \$30,000 from the Max Kade Foundation of New York to establish a Social Center with library and seminary room that will serve as a meeting place for its 400 undergraduate and 50 graduate students of German.

MACALLISTER REPORT. This set of recommendations on the preparation of college teachers of modern FLs will be of interest to all MFL teachers in colleges and universities. The result of two conferences convened by the MLA in 1963, it appeared in the May 1964 *PMLA*. Reprints are now available from the MLA Materials Center at 50¢ each.