UNIVERSITY OF ILLINOIS
MODERN FOREIGN LAN-
GUAGE NEWSLETTER

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XI, No. 1 September, 1957

WILLIAM H. SHOEMAKER

The new Head of the Department of Spanish and Italian is Professor William H. Shoemaker. Professor Shoemaker graduated from Princeton University and returned there to take his Ph.D. degree in 1934. He taught at Lake Forest Academy in Illinois and at Princeton. Since 1938 he has been professor and chairman of the department of Romance Languages at the University of Kansas. As a scholar he has pursued two subjects with intensity: first, the Spanish stage before Lope de Vega, and later the modern Spanish novel, especially Galdós.

Readers of this Newsletter will be particularly interested in Mr. Shoemaker's attitude toward teaching problems. From the beginning of his career in Kansas he associated himself with the KMLA and has always been interested in the teaching of Spanish in the high schools and in welcoming teachers to summer sessions.

A really big celebration offered annually by the Department at Kansas is Cervantes Day. This takes place in the spring and is offered for teachers, pupils and the Kansas chapter of the AATSP. It was founded by Professor Emeritus José M. Osma, who has himself always been deeply absorbed in it. Mr. Shoemaker has stood with him steadily in supporting it. It is a one-day meeting, attended by groups from high school in the state. It features declamations, group and individual performances, awards of medals, pageants and the like. A luncheon is held, attended by some 150 to 200 persons.

Mr. Shoemaker has also supported the strong elementary school Spanish program of the University of Kansas -- the city of Lawrence and the state -- a program which has been the special achievement of Professor Agnes M. Brady of that university. Many of us are familiar with the syllabi of Miss Brady and with her tireless efforts in this field, as well as with her increasing activities in the AATSP, whose president she was in 1956. Moreover, Mr. Shoemaker has had a big part in the administration of a language laboratory at Kansas with a central turntable, records and tapes, somewhat similar to the excellent laboratories at Purdue and Indiana. He also served as president of the AATSP in 1950.

More important than any of these positive accomplishments are the warmth and admiration with which his former students and colleagues speak of him. They refer to him as a vigorous administrator, at the same time considerate and democratic, who supports accomplishment and encourages initiative wherever it appears. They speak of him as a man of fine feeling and generous impulses.

Prior to entering upon his new duties Professor Shoemaker spent a a large part of the summer of 1957 in Europe.

J. V. H.

The Illinois Modern Language Teachers Association will meet on November 2 at the Conrad Hilton Hotel in Chicago. The president of the Association is Professor Norma Fornaciari of Roosevelt University. She will announce the detailed program of the meeting, and we hope to have most of the information in our October Newsletter. The program will also be distributed among members by the Association itself. All modern language teachers in Illinois are urged to become members of the Association, which is affiliated with the Central States Modern Language Teachers Association and in turn with the National Federation of Modern Language Teachers. Its organ of publication is the Modern Language Journal, which will be received by all members of the IMLTA in regular standing.

The University of Illinois will continue its program of teacher training in modern languages. Teachers are urged to inform their promising students of these programs. They can be begun in the University by freshmen, or entrance can be made into them successfully in the sophomore or junior year. Additional information or advice can be secured from Professor Joseph F. Jackson for French, Professor Mimi Jehle for German, or Professor Joseph S. Flores for Spanish.

Spanish Notes

The summer session of 1957 had its fine moments. It was well attended at the graduate level, sparsely at the undergraduate level. A few notes in a journalistic vein may not be out of place. It seemed to work out very well to have Professor Kahane give his course in the Introduction to Linguistics. This class is his own creation and is becoming famous on the campus as a real contribution to students from various departments and colleges of the University. In the course on Spanish for Teachers we have spent the summer giving battle to the astute and subtle mind of Professor Dwight L. Bolinger. To be sure, we did not face him in person, but only his fascinating review grammar, which tied us into more knots than a sailor could. Others delved into the mind of that very human character Miguel de Cervantes, and still others embraced phonetics, or endeavored to grasp the spirit of Colombia in its literature. What, after all, characterizes Isaacs and Cuervo and Caro, Silva, Valencia and Rivera? These things we pondered. And we are grateful to Sr. Peralta, Sra. de Valdés, Srta. Griñán, Sr. Mora and Sra. Roure, who enriched los lunes of our conversation class by their voluntary visits. We believe that our small undergraduate classes profited by the teaching of Miss Boyer, Mr. Crosby and Mr. Forster.

We apologize for delay in acknowledging receipt of a copy of the program offered by the Schools of Chicago and suburbs and the Círculo Español of Northwestern University on April 6 in Thorne Hall in Chicago under the auspices of the Chicago Chapter of the AATSP. The program contained an Incan prelude and numerous scenes from Spain and Spanish America. The directors were Estrid de Coudres Miller of Leyden Twp. High School, LaNelle Siegel of Rich Twp. High School, Fanny Cacho of Tuley and Helga Berlingeri of South Shore.

All teachers of Spanish are urged to give thought to becoming members of the AATSP. Members receive Hispania, the journal of the Association. The National Secretary is Professor Laurel Turk, DePauw University, Greencastle, Indiana. Membership may be obtained through local chapters. There are two in Illinois, the Chicago Chapter and the Downstate Illinois Chapter. Representatives of both will be at the IMLTA meeting at the Conrad Hilton Hotel on November 2. The president of the Chicago Chapter is Miss Marie Heuer, Sullivan High School, Chicago, and of the Downstate Illinois Chapter, Professor H. Cary Davis, Southern Illinois University, Carbondale.

At the end of August Professor Revilo P. Oliver withdrew from his half-time position in the Department of Spanish and Italian and was transferred completely to the Department of Classics. He has been conducting the graduate classes in Italian for many years, and has also taught middle group and graduate classes in Spanish literature. Mr. Oliver is a great authority in renaissance humanism, and is one of the scholars in the world best qualified to direct students along these lines. He possesses an extraordinary knowledge of writers in Latin in Spain and Italy. We regret very much his departure from our ranks, but of course shall still have the opportunity to consult with him, as he will remain on the campus. May he always prosper and continue contributing to our knowledge of the humanists!

The Department is continuing its relation with the Illinois Federation of Women's Clubs. Last year we enjoyed the presence of Eliana Fernández of Concepción, Chile. This year we shall have Teresa Ríos Trejo of Guadalajara, Mexico who will study here at the same time that she teaches two classes in Spanish. We shall later announce the names of other new assistants. We hope to be able to continue our custom of having our teachers from Spanish-speaking countries visit schools that so desire it. Unhappily, on our part this custom must remain within the limits of a relatively modest budget.

A new instructor in the Department will be Dr. Alva V. Ebersole, Jr., from the University of Kansas. Dr. Ebersole resided for some years in Mexico where he attended Mexico City College. He has also traveled in Spain. He will assume charge of our "regular" sections of elementary Spanish. We welcome Dr. Ebersole to our midst and hope that he will make a mark in Spanish teaching in Illinois.

Mrs. Marilyn Lieberthal, one of the directors of this Newsletter, has been traveling in Mexico during the summer. Doubtless she will bring back items of interest for the letter. Professor Angelina R. Pietrangeli has spent the summer in France and Italy. Professor W. H. Shoemaker has been touring Europe. Harry Kirby, Jr. has also toured Europe. Mrs. Lucia Fox visited Mexico at the end of the summer session.

Dr. James O. Crosby has been promoted to an Assistant Professorship. He has now spent two years at the University of Illinois. He has impressed us all with his teaching ability and his scholarship. He is working principally with Quevedo, and has been teaching particularly Cervantes.

Professor J.H.D. Allen has returned from a sabbatical leave spent largely in Mexico. We hope to profit from the results of his linguistic studies.

Our department was greatly pleased to have one of its majors co-valedictorian of the class of 1957. She is Lois Hexdall who attended Morris Community High School before coming to Illinois. At the end of the school year she became Mrs. A. Henrique Drews.

Professor Joseph S. Flores has returned from a summer of teaching in New Mexico Highlands University. He also taught there in the summer of 1955. His description of the environment are indicative of an interesting blend of Spanish and English tradition.

Professor John Van Horne will be Visiting Professor of Spanish in Carleton College during the year 1957-58.

French Notes

Changes in the staff of the French Department include the following:

Professor Jean Ehrhard, visiting professor from France, who has been on the staff since the fall of the academic year of 56-57, is leaving the department. During his stay Professor Ehrhard taught classes, delivered numerous speeches before The Illinois Modern Language Association, The AATF, Le Cercle Francais, Pi Delta Phi and other organizations, and prepared an interesting article for the Newsletter. His contributions to the department and to our groups will be greatly missed.

Mr. Borge Madsen, who has been here as an Instructor during the same length of time, is also leaving. He goes to The University of California, at Berkeley, to teach in the department of Comparative Literature as a specialist in Danish literature. He was popular with students and his departure will be our loss.

Returning to the department will be Miss Joan Findley, who has been in France for a year, and Professor Claude Viens, who has been in France since January. Miss Findley has been studying, on a Fullbright grant, and Professor Viens has been doing research on the contemporary French theatre, in Paris, and traveling with his family through France, Italy, Switzerland, Belgium and England, combining business and pleasure in a very satisfactory way.

Back with the department after a year spent as Assistant Dean of LAS will be Professor Bruce Mainous, whose return will be welcomed by staff and students alike.

New appointments will include: Stanley Gray, who comes as Instructor, from Indiana University; Assistants Beverley Branch and Robert Riggs, who have both been doing graduate work in the department during the

past year, and Assistants William Gard, Robert Hardin, William Heigold, Louise Kenzie, and Gordon Taylor.

Members of the department who were abroad during the summer include Professor Paul Jacob, Miss Cordelia Reed, and Professor Angelina R. Pietrangeli.

The July issue of Réalités contains an interesting article on the history and personnel of the French Academy. Much is said of the number of academiciens who were not writers, of the numerous great writers who were not members of the Academy, and of the lack of force and initiative which seems to characterize the Academy today. Because the average age of the present academiciens is 75 the members seem not to pursue very energetically the aims and purposes for which the organization was created so long ago. The article suggests that in order to achieve those aims and carry out the special, official task of improving and purifying the French language the Academy needs younger and more aggressive members. To provide them there might well be created a sort of Junior Academy of promising younger men who qualify as authors and as eligible personalities and who could be regarded as future members - although not full members until death made vacancies in the ranks of The Forty - and who would take up the task confided to the organization while they were still vigorous enough to carry it forward.

The article lists a number of such younger writers and furnishes us with a roll- call of current prominent younger literary figures whose names are not in every case well known to American teachers of French. The list is informative and valuable to know to those of us interested in the French field of contemporary times. The available anthologies of even contemporary French writers do give considerable information on the names and works of writers of the period just before the Second World War, but the figures who have become important since then are not so easy to find in comprehensive lists. It is in articles such as this that Réalités proves its worth to teachers of French.

Réalités asks its readers what names they would suggest for a list of members of such a new, larger Academy and promises to print the most interesting replies. As prizes to the winners whose lists are published the magazine will give copies of the original Dictionary of the Academy, a copy of future lists will likewise be interesting to us and acquaint us with more significant figures in France.

German Notes

In addition to becoming a member of Delta Phi Alpha, Edward Fichtner received a Fulbright fellowship which will enable him to study in Graz. Rochelle Goldberger, also of the graduating class and member of Delta Phi Alpha from her Junior year, received a Fulbright which will take her to Hamburg.

Professor F. W. Kaufmann will, as visiting professor for the year 1957-58, temporarily fill the vacancy caused by the departure of Professor Detlev Schumann. He needs no introduction to most teachers of German, as he is co-author of that perennial favorite DEUTSCH FUR ANFANGER by Hagboldt and Kaufmann. Born in Cologne, Mr. Kaufmann came to this country after World War I and took his Ph.D. at Chicago. He taught at Elmhurst College (1925-29), Smith College (1929-35) and Oberlin College (1935-56), where he was also head of the German department. The past year he has been visiting professor at the University of Colorado. He taught for several summers at Middlebury College.

Beginning with the first time it is given this fall the reading examination in German for Ph.D. candidates will be administered and graded by one member of the department whose chief duty will be this task. Dr. Roger Norton, who has been an instructor in German at the University of Illinois for several years, will be the examiner.

Phi chapter of Delta Phi Alpha at the University of Illinois held its annual banquet meeting on May 27 of this year in the University Y.M.C.A. Elmer Antonsen, Peter K. Jansen, Vincent LoCicero, graduate assistants, and Edward S. Fichtner, Sandra K. Hoffman, Raimonda A. Kliore, Renate Oppenlander, Stella V. Pagalys and Erica Rathling, students, were taken into membership. The festival speech was given by Miss Anna Gutmann. Following this the prizes, consisting of books, were presented to the new members, and the meeting ended with the singing of German songs.

John Van Horne
John Van Horne

Cameron C Gullette
Cameron C. Gullette

Francis J Nock
Francis J. Nock

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XI, No. 2 October, 1957

The following is the program for the

ILLINOIS MODERN LANGUAGE TEACHERS ASSOCIATION
Annual Meeting
Saturday, November 2, 1957
Conrad Hilton Hotel, Chicago
Michigan Avenue & Balbo Drive
Beverly Room - Third Floor

9:00- 9:40 Registration

9:40- 9:50 Business Meeting

9:50-10:00 Welcome: John F. Golay, Dean of Faculties, Roosevelt University.

10:00-11:30 Panel Discussion - "A Critical Evaluation on Modern Language Teaching in Illinois."

Otto Wirth, Roosevelt University; Moderator
Elfriede Ackerman, Principal Emeritus
John W. Bell, District Superintendent, Chicago Board of Education
Donald M. Castanien, Northwestern University
Agatha Cavallo, Wright Junior College
Walter V. Kaulfers, Curriculum Specialist in Foreign Languages, College of Education, U. of Illinois
George J. Metcalf, University of Chicago
Yera L. Peacock, Southern Illinois University
George L. Playe, University of Chicago
Robt. M. Ring, Assistant Superintendent of Public Instruction, Springfield, Illinois

12:00- 1:30 Luncheon - Beverly Room
Songs in the foreign languages presented by the Chicago Musical College of Roosevelt University.

2:00- 4:00 Section Meetings (all are located on the fourth floor)
FRENCH - Room 12 - Marie Antoinette Martin, Chairman
1. The Consul General of France in Chicago.
2. "La France Inconnue" - Monsieur Maxime Vitu, Mid-West Representative of the National French Tourist Office.
3. "Balzac et le Roman Policier" - Wells F. Chamberlin, University of Chicago
4. (subject to be announced later) - William C. Holbrook Northwestern University

GERMAN - Room 13 - Robert Kauf, Chairman

1. "Imports for the Elementary Schools," Elfriede Ackermann, Principal Emeritus
2. "The Cultural Background of Goethe's Maskenspiele," Leland R. Phelps, Northwestern University
3. "An American Teacher's Experiences at the Neue Obershule in Braunschweig," Frank V. Neher, York Com. High School
4. "Widerklang deutschen literarischen Schaffens in Frankreich (1800-1835)," Elizabeth Teichmann, University of Illinois (Chicago)

ITALIAN - Room 14 - Louis Rossi, Chairman

1. "Oral drill in the classroom," Norman B. Spector, Northwestern University
2. (to be announced later)

SPANISH - Room 20 - Lydia Holm, Chairman

1. "Problemas de interpretación en la poesia contemporánea española," Michael J. Flys, Loyola University.
2. "Meeting the Needs of Spanish Students on the Elementary and Secondary Levels:" --
   "Lower grades," Katherine Jansson, Blaine Elem., Chicago
   "Junior High School," Joanne Fairweather, Crestwood Elem., Northbrook
   "Two-year high school course," Helen Pirritte, Hyde Park High, Chicago; Henrietta Ruyter, Marshall High, Chicago
   "Third and Fourth Year High School Course," Violet Berquist, Evanston High; Hannah Choldin, Senn High, Chicago; Pearl L. Jiménez, DuSable High, Chicago

SLAVIC - Room 521 - 5th floor - to be arranged

THEME: "Problems We Face and Challenges We Must Meet"

Officers: President: Norma V. Fornaciari, Roosevelt University
Vice-Pres: Margery E. Ellis, State Normal U., Normal, Ill.
Secretary: Martha Schreiner, No.Ill.State Teachers College
Treasurer: Mary Waller, Macmurray College, Jacksonville, Ill.

TO:

Mr. Jesse Hiraoka, Modern Language Department, Roosevelt University, Chicago 5, Illinois

Enclosed please find my check (or money order) payable to you in the amount of $_____, for which please reserve _____ places for the IMLTA luncheon at the Conrad Hilton Hotel in Chicago on Saturday, November 2nd at $3.50 per place.

(name) _____

(correct mailing address) _____

_____

(school affiliation) _____

Please return by Friday, October 25th.

German Notes

Members of the German department of the University of Illinois at Urbana who this year attended the MLA meeting in Madison, Wisconsin, are Mr. John R. Frey, Mr. Francis Nock, Mr. Roger Norton, Mr. Ernst Philippson, Mrs. Pauline Schwalbe, Mr. Henri Stegemeier, and Mr. Richard Thurber.

Mr. Frey was chairman of the discussion group Comparative Literature 6: Anglo-German Literary Relations. He is also on the Advisory and Nominating Committee and the Bibliography and Research Committee of this group.

Mr. Nock is a member of the Advisory and Nominating Committee for the discussion group General Topics 4: General Phonetics. He participated again in Conference 13: Problems in Teaching and Testing Languages Required for Doctoral Candidates. At this meeting he was at a decided advantage in the discussion as he had been permitted to see ahead of publication the article by Mr. Claude Viens and Mr. Philip Wadsworth of the French department of the University of Illinois. The article, entitled "Foreign Language Entrance and Degree Requirements for the M.A., M.S., and Ph.D. Degrees," has now appeared in the Supplement of the September issue of the PMLA. At this meeting one major decision was reached: to establish what the group considers minimum requirements of a structural and basic vocabulary nature for a reading knowledge of French, German, Russian and Spanish. A member of the group was assigned to work out a tentative listing for each language; this is to be submitted by mail to other members of the group for discussion, criticism and correction; and on the basis of this a revised listing is to be submitted at the next meeting. Mr. Nock is to prepare the list for German and will welcome any suggestions that are sent to him, 223 Lincoln Hall, University of Illinois, Urbana, Illinois.

Mr. Roger Norton, newly appointed examiner for the Ph.D. Requirement in German at the University of Illinois, also participated in the conference.

- - - -

- - - -

- - - - -

The German department of the University of Wisconsin held Kaffeestunden on Monday, Sept. 9, 4-5:30 p.m., and on Tuesday, September 10, 5:30-6:30p.m. These were held in the departmental office in Bascom Hall. For the many who in one way or another are alumni of the department it was like Old Home Week.

- - - -

- - - -

The dinner meeting of the AATG was held this year in connection with the MLA meeting in Madison. One hundred and seven people were present in the Hotel Loraine on Sunday evening, September 8, with Prof. Frieda Vogt of the University of Wisconsin in Milwaukee, president of the Wisconsin chapter of the AATG, presiding.

The speakers were: Prof. Alfred Senn, University of Pennsylvania and president of the AATG, who spoke on "Die Geltung der deutschen

Sprache"; Prof. Ernst Loeb, Washington University, whose topic was "Zum Problem des sprachlichen Ausdrucks im Expressionismus"; and Mrs. Ruth Kilchenmann, Lycoming College, "Hermann Hesse als Herausgeber."

Dr. Friedrich Freiherr von Lupin, German Generalkonsul in Chicago, spoke a few informal words of greeting, as did Dr. Richard Mönnig, Director of Inter Nationes. Others at the speakers' table were J.W. Van Rooy, Sr. and Jr., publishers of the GERMAN QUARTERLY; Werner Behrendt, president of the Milwaukee Sprach- und Schulverein; Kurt Zander, Milwaukee teacher, prominent in the same Verein; Bernhard Hofmann, Milwaukee, associated with the Steuben Society; Emil Schaefer, president of the Schweizer Verein; Professor R. O. Röseler, Professor emeritus of German, University of Wisconsin; and Alois Storch, president of the Deutscher Klub of Madison. The group also had the pleasure of hearing songs rendered by the Madison Männerchor and some yodeling songs sung Mrs. Martha Bernet of Monroe, Wisconsin, who wore a Swiss Tracht and accompanied herself on the Ziehharmonika.

The University of Illinois at Urbana was represented by Mr. John R. Frey, Mr. Francis Nock, Mr. Henri Stegemeier, and Mr. Richard Thurber.

- - - -

New members of the German Department of the University of Illinois at Urbana are Mr. Friedrich Kaufmann, visiting professor, and Mr. James Engel, instructor, both mentioned in previous issues of the NEWSLETTER, and Mrs. Raimonda Bartuska, Mrs. Dorothy Kolb, Miss Anne Maier, Miss Stella Pagalys, Mr. James Poag, and Miss Ausrele Venclova, graduate assistants.

The department also welcomes back from her sabbatical leave Miss Mimi Jehle, who has spent half a year in Germany, Switzerland, Austria, Italy, Holland and Denmark. Her interest was in the theater. She worked on translations of plays and studied their presentation. She also visited the University of Zurich, the University of Vienna, and the Institut Für Auslandsbeziehungen in Stuttgart.

The many friends of Mr. J.T. Geissendoerfer will be pleased to hear that he has been invited this year to the University of British Columbia, Vancouver, where he will be visiting Professor of German.

- - - -

- - - -

Mr. Frank Banta, chairman of the German department of the University of Illinois at Urbana spent seven weeks in Europe the past summer, one month in Germany, ten days in Switzerland, one week in Oslo, and two days in Iceland. Of this trip he says:

"I noted in Germany enormous material progress. There was work for every one, in spite of the fact that one West German in four is a refugee who started from scratch in the past twelve years, and 3-5000 per week are still fleeing from the East. The contrast between East and West Berlin is striking. West Berlin is a western metropolis, busy, wealthy, progressive; East Berlin looks almost as it did ten

years ago: empty streets, few new buildings, block after block of silent ruins. The most progressive building section of West Berlin, with new skyscraper apartment houses designed by German and foreign architects, is located where it can be clearly seen from the East. Many eastern Germans come across to the America House, and many take home literature -- although they are warned not to do so. I briefly visited Hamburg, Heidelberg, Freiburg, Düsseldorf, Essen, Köln, Frankfurt, and got everywhere the same picture of great activity. There is, however, considerable spirit of living for the day and taking no thought of the morrow. Too many people have seen too many tomorrows fail to come. Great interest exists in the coming elections (now held) and there is much discussion of issues and personalities involved. Book stores are crammed with new books, both classics and modern literature, also many translations and also originals in French and English.

"In Oslo I attended the VIIIth International Linguistic Conference. Twenty Americans were there, people from all European countries and such places as Australia, Uruguay, Israel, and South Africa. Lectures were given in English and French, with discussion in these languages and in German and Spanish. There were about 3000 delegates. The program was about evenly divided between historical and descriptive linguistics. The Russian members were friendly, open, very able; the satellite members were rather stiff and cold."

Spanish Notes

A Meeting in Puerto Rico

The *Octavo Congreso* of the *Instituto Internacional de Literatura Iberoamericana* was celebrated in Puerto Rico on the last four days of August. Some 65 members attended the congress, and the audience was increased to more than twice that number by local visitors, especially students from the universities. The island received the delegates with the utmost hospitality, for which we shall remain eternally grateful. Sessions were held in San Juan and at the *Universidad de Puerto Rico* in Río Piedras. On Friday, August 30, we were transported by car and airplane to the *Universidad Interamericana de Puerto Rico* in San Germán and spent the night in a hotel at the beach in La Parguera.

The delegates were entertained at dinner most graciously by the *Alcaldesa* of San Juan and were received by the *Alcalde* of San Germán. Governor Luis Muñoz Marín gave the initial words of welcome, and the Subsecretario de Estado, Dr. Arturo Morales Carrión, closed the sessions with farewell remarks. The Lions Club of San Germán entertained us at lunch and the Rotary Club of San Germán at a dinner, prepared and served by the wives and daughters of the members. There was no end to the kindness shown to us at all times. The extreme hospitality of the government and the inhabitants of the island was enhanced by the extraordinary beauty of the landscapes and the settings, nowhere better illustrated than in the picnic arranged

for us by the Departamento de Estado at Luqilla Beach, an hour's ride from San Juan. Srta. Paquita Vivó, of the Departamento de Estado, was unceasing in her practical help.

Several past and present Illini had the privilege of taking part in this meeting. The President of the Institute, José A. Balseiro now of the University of Miami, who was at the Universiy of Illinois for five years, took a leading part and was largely responsible for the whole organization of the sessions. Luis Avilés of Pensacola Junior College, a member of the department of the University of Illinois for several years, was a discussion leader. Florence Harding of the Library attended all sessiona and visited several libraries on the island. Mr. and Mrs. Frank Casa, both former members of the department (Mrs. Casa is the former Julie Landis) visited one session. John Van Horne spent the last four days of his active service at the Congress. He presided at one session and was also a discussion leader. Allen M. Phillips of the University of Chicago read an essay on López Velarde y su concepto de la poesía en el postmodernismo.

It is difficult to choose names among the various speakers. Limiting ourselves to non-Americans, we were delighted to hear or to meet Benjamín Carrión, director of the Casa de la Cultura ecuatoriana, and Hernán Díaz Arrieta ("Alone") of El Mercurio of Santiago, Chile; Francisco Monterde of the Universidad Nacional Autónoma of Mexico; W.C. Atkinson of the University of Glasgow; Raimundo Lazo of the Universidad de la Habana, who spoke on Existencia, personalidad y expresión literaria de una Hispanoamérica insular, and Marcel Bataillon of the Collège de France, who presented La raíz colonial y criolla de las literaturas hispanoamericanas. Cecilia Meireles of Río de Janeiro fascinated her audience with Los temas folklóricos en la poesía del Brasil, delivered in Portuguese in spite of the form in which it appeared on the program. Numerous eminent professors of Iberoamerican Literature resident in the United States and in Puerto Rico presented papers which will be printed in the proceedings of the Institute. By agreement the ponencias of the first two days of the meeting were devoted to the Caribbean area.

Andrés Iduarte of Columbia University was elected President of the Institute for the coming two years. The next meeting will be held in New York in 1959. As the present writer did not arrive in time to attend the inaugural meeting, he leaves an account of that to Miss Florence Harding.

John Van Horne

Our first meeting of the Octavo Congreso of the Institute Internacional de Literatura Iberoamericana was held at La Fortaleza, or, Palace of Santa Catalina, the official residence of Puerto Rico's governors since 1639. At this time, we had the privilege of being presented to Governor Luis Muñoz Marín who has become known internationally for various social and economic reforms effected on the island during his administration. Following the governor's address of welcome and the response by Professor José Balseiro, we had a most enjoyable social hour. La Fortaleza, half-palace, half-fortress, is said to be the oldest government

house in continuous use in the western hemisphere. Its two sixteenth century towers and connecting wall are among the earliest examples of military architecture in the Americas. The gardens and patios are lovely.

Inasmuch as Professor John Van Horne, a special guest of the Puerto Rican government at the Congress, was unable to be present for this reception, we were particularly happy that Señor Muñoz Marin was able to be with us also at the beach party on the last afternoon of the Congress.

The inaugural meeting appropriately set the tone of friendliness and hospitality which prevailed throughout the time we were in Puerto Rico.

Florence M. Harding

- - - -

Because it was a fall meeting (actually the first since the 1949 meeting at Stanford) and because the AATSP national meeting was not held this time in conjunction with it, we failed to see many of our colleagues, particularly those from the high schools, at the September 9-11 meeting of the Modern Language Association in Madison, Wisconsin. However, except for the matter of less attendance than usual, this was another in a line of successful national meetings, thanks not only to the natural beauty of the Wisconsin campus but also to the competence and genuine hospitality of the university staff -- and here we should like to mention especially that of the Department of Spanish and Portuguese, who delighted the whole field of modern language teachers with their version of Fernando de Rojas' Celestina, a dramatic reading based on Prof. Mack H. Singleton's remarkable English translation: with parts taken by both faculty and students.

Several trends were discernible among the several hundred papers presented. One wasthe reading of summary-type reports based on the history of accomplishment and developing bibliography in the various fields, a service offering tangible benefits to the teacher and scholar who may travel hundreds of miles to attend the meeting. Interest in the so-called "FL Program" has not waned; the general meeting of the session took up the topic "Some Current Research in the Teaching of Modern Foreign Languages". Its Chairman, Prof. Kenneth Mildenberger, head of the FL Program, spoke of a current project, financed by $25,000 from the Ford Foundation, for research in the techniques of teaching and testing Chinese, the language of 500 million to which English, with 275 million stands second in number of native speakers. Under the direction of Prof. Norman P. Sacks, the MLA project for a Spanish textbook, has progressed now beyond the conference and outline stage. Next spring, at the University of Texas, members of the committee will gather to spend a semester devoid of teaching duties, in the final creation of a new textbook to represent undoubtedly the best features of both traditional and experimental techniques in FL

teaching. Another trend apparent in literary research papers before the MLA was that toward an ever greater concern with form and stylistic analysis.

It is difficult if not impossible to single out those research contributions of greatest interest. Suffice it to say that our own necessarily limited interests led us to the 18th and 19th Century Spanish literature section as well as to those of Spanish American and of Twentieth-Century Spanish literatures. The Italian and Portuguese groups, though smaller, offered informative and enjoyable programs of very respectable caliber. The opportunity to hear and talk to specialists in various fields from all the important centers of learning in our country was one of the real benefits enjoyed. Among those appearing on the programs was our own Professor Henry Kahane, who delivered a paper on Mediterranean wind names to the American Name Society; it was entitled Toponyms as Anemonyms. Contributions were also made by two of our friends who have in recent years studied at Illinois, Dr. Sol Saporta, who spoke on The Notion of Neutralization in Spanish, and Dr. Walter Borenstein, whose paper dealt with Pio Baroja and the Protagonists of his Novels.

Mildred Boyer - Fred Ellison

- - - -

The Department is happy to welcome this fall seven new assistant instructors, including two from south of the border and one from extended study in Spain, and two graduate fellows in the person of Miss Leslie Anne Flynn, A.B., University of Missouri, 1957, and Miss Eileen May Wickline, A.B., Ohio University, 1957. The assistants are: Srta. Martha Paley, graduate of the Instituto Nacional del Profesorado Secundario, Buenos Aires, 1956; Daniel Ross Reedy, B.S. in Education, Eastern Illinois University, 1957; Srta. Teresa Ríos Trejo, graduate of the Escuela Normal de Guadalajara, México, 1956 and fellow of the Illinois Federation of Women's Clubs; Miss Grazina O. Stepaitis, A.B., University of Illinois, 1957; Miss Clarice Ann Stock, B.S. in Education, University of Missouri, 1957 and study at Instituto Tecnológico y de Estudios Superiores, Monterrey, México, 1957; Miss Donna Strachah, A.B., Aquinas College, 1956 and study at Loyola University, 1957; Miss M. Wendy Woodford, A.B. University of Washington, 1957, diploma of the Alliance Française (Paris), 1956 and seven months' study in Spain 1956-57.

- - - -

Don't forget to mention el día de los muertos on November 2 to your classes. The colorful customs of this holiday as practiced in Latin America particularly lend themselves to a comparison of our Halloween.

AATSP members should be receiving their bill for 1958 dues shortly. National dues are four dollars (three dollars for students) and for the Downstate Illinois Chapter one dollar. Please send the buff card with dues payment to Ernest Howard, Treasurer, 3317 Agnes Blvd., Alton, Illinois.

Officers of the Chicago Area AATSP for 1957-58 are:

President - Violet Bergquist, Evanston Township High School, Evanston
Vice President - Dr. Luis Rasera, Wheaton College, Wheaton, Ill.
Recording Secretary - Dr. Lydia Holm, Glenbrook High School, Northbrook, Ill.
Corresponding Secretary - Rita McGuane, Oak Park-River Forest High School, Oak Park, Ill.
Treasurer - Frank Naccarata - 3543 So. Wisconsin St., Berwyn, Ill.
Asst. Treasurer - Guy Phillips, Morton Township High School, Cicero, Ill.

The Greater Chicago Area Chapter of AATSP promises an excellent Audio-Visual Aids Workshop for Saturday, OCTOBER 26, that ALL teachers of Spanish will enjoy (elementary and high school as well as university). Both Rosary College and Wheaton College are offering their fine language laboratories for the program. Miss Violet Bergquist of Evanston Township High School, newly elected president of Chicago Area AATSP, is arranging a car pool so everybody can get there easily. Write her at her home, 1801 N. Normandy Ave., Chicago 35, or telephone her at ME 7-7137 as soon as possible, if you are looking for transportation.

The morning workshop at Rosary College, 7900 West Division, River Forest, starts promptly at 10 a.m. Sister Mary Sheila has set up a lively program, "Some Practical Applications of Tape Recording" that will be of unusual interest to teachers who are wondering <u>how</u> to adapt these fine new techniques to their woefully limited facilities and overcrowded schedules, and <u>where</u> to secure adequate materials. Experienced users of tape recorders are invited to help answer questions.

At 12:15 lunch will be served at Wheaton College, where Dr. Luis Rasera's Spanish students will have transformed the cafeteria into a bit of Tierra Española. The afternoon workshop from 1:30 to 3:00 p.m. will include demonstrations of various types of audio-visual aids by experienced users. If the weatherman does his part, all this should add up to a delightful day.

Please mark October 26 on your calendar now. Send your reservation and $1.75 for luncheon to Frank Naccarata, AATSP treasurer, 3543 South Wisconsin Street, Berwyn, Illinois, by October 22. If you can, include $1.00 for local dues and $4.00 for national dues. Our professional organizations need lots of Teacher Support to do their job of helping teachers meet the new challenges of too-crowded classrooms and too few teachers.

- - - -

The many friends of Evangeline Dale will be saddened to learn of her passing, after a brief illness. Mrs. Dale was one of Streator High School's oldest teachers in point of service. She joined the faculty there in 1921 and was an instructor in Spanish, French, World History and Ancient History. She leaves her husband, Lowell Dale, 101 W. First St., Streator, Illinois and a sister, Mrs. Paul Millizen, Oak Park, Illinois.

French Notes

Many members of the French Department attended the meetings of the Modern Language Association held on the campus of the University of Wisconsin, September 9th to 11 th. The list includes Mr. Knudson, Mr. Kolb, Mr. Viens, Mr. Wadsworth, Mr. Mainous, and Mr. Glenn. These meetings marked a departure from the usual custom of assembling during the Christmas vacation at some hotel in a large city. At Madison we lived in dormitories, ate meals at the Union and other student dining halls, and strolled over a beautiful campus. Some hardy souls even went swimming in Lake Mendota. The meetings were less crowded than usual and the atmosphere was extremely pleasant and relaxed.

At the session devoted to French literature of the seventeenth century Mr. Wadsworth read a paper entitled Artifice and Sincerety in the Poetry of Tristan l'Hermite. Tristan l'Hermite is an author who flourished in the 1630's and 1640's and who is receiving considerable attention today both as a précieux poet and as an important forerunner of French classicism.

Perhaps the most interesting features of the French program were speeches and an exhibit commemorating the hundredth anniversary of the publication of two very famous books: Les Fleurs du mal and Madame Bovary.

Miss Cordelia Reed of the French Department, was abroad this past summer and had experiences that it may be useful to recount as a guide for American teachers planning a study tour abroad.

She arranged to attend the cours supérieur from July 18 to August 14 at the University of Caen, in Normandy. The University of Caen was established in 1432 and was considered one of the most important universities in France outside of the schools located in Paris. In 1944 most of the buildings were destroyed by air bombardment and the present campus and buildings are new. The program she followed at the university is described in the catalogue as the Cours International de Vacances and the anticipated international character of the student body is shown by the descriptions in the catalogue in Spanish, German, Norwegian, Swedish, Russian, English, Italian and Danish.

The program included varying hours of class work six days a week with bus excursions to many points of interest in Normandy

arranged for many of the afternoons or as day-long trips. Places visited included: the beach and the château du Bosq at Commes-en-Bessin, the port of Caen, Honfleur, Trouville, Deauville, Lisieux and nearby châteaux, Bayeux, Arromanches, the Seine valley and abbeys, Rouen, Cabourg, la Dives, the valley of the Orne, Aunay, Falaise, Mont-Saint Michel. The cours supérieur included classes on recent literary figures, on the history of Normandy, on the French films and the history of France since 1939. A number of French films were shown. The class work consisted of dictations and explications de texte, translations into French; films and lectures on subjects pertaining to French historical, political and economic affairs were given. The class room buildings were at a considerable distance from the dormitories and dining halls and attendance at classes involved a good deal of walking.

The cosmopolitan character of the student body amply substantiated the Cours International title in the catalogue. There were students from Germany, Austria, Belgium, Denmark, Spain, the United States, all the divisions of Great Britain, Hungary, Holland, Italy, Luxembourg, Norway, Poland, Portugal, Siam, Sweden, Switzerland, Turkey, and Yugoslavia.

Miss Reed had very different experiences in actual travel, experiences, that illustrate the difficulties which travelers abroad may encounter. The first unusual occurence was the change in landing port from La Havre, at which the liner Flandre of the French Line could not land because of the strike of French company machinists. To dock in France would have meant the automatic strike of the machinist personnel of the liner. To avoid this the passengers for France were landed at Southampton, England, and sent to Newhaven to cross the Channel to Dieppe and proceed by train to Paris. The matter of entrance and exit permits and the transfer of baggage complicated the trip for the travelers. During August, when the French themselves are vacationing en masse Miss Reed visited the château region of the Loire and Mont-Saint Michel and found sightseeing difficult. At Chenonceaux the group in which she was traveling had to wait for three quarters of an hour standing on the entrance bridge, before entering the château because of the crowd of visitors already within the building. At Mont-Saint Michel she found the streets so packed with people that her group had to hold on to each other in order not to be separated and could only edge slowly along. In Brittany she had the disappointment of torrential rains when visiting Douarnenez and Quimper and other picturesque towns where good weather is so necessary to allow the traveler to see the fishing boats and oceanside life at its best.

In spite of these contretemps Miss Reed - and Miss Pietrangeli who was abroad also - report that they enjoyed their trips greatly and felt amply repaid for all the effort and outlay involved. So others need not be deterred from planning travel abroad even though it may be well to keep in mind the possibility of difficulties.

Your editor had the interesting, if somewhat terrifying, experience of being in the Mexico earthquake this summer. Luckily the building I was in at the time was not damaged, but the walls swayed back and forth so much and the floor moved so violently that we certainly expected it to collapse on us. After the motion had stopped, the streets in the center of town were covered with broken glass and filled with people running around in pajamas and coats. Most of the Americans in the Continental Hilton thought that the world had come to an end, or at least Mexico, and were asking for taxis to go to the airport. Some buildings collapsed and others, in danger of doing so, had to be evacuated. However, contrary to many reports, Mexico City is not in ruins.

The capital was thrown into a panic by the occurrence, one of the worst earthquakes ever witnessed there. But the most frightened people, I believe, were the American tourists, who made a mass exodus causing the airlines to put on many additional flights. The Mexican government is very concerned as to what effect this will have on turismo, one of the country's main sources of income. They are probably hoping that tourists will say to themselves, "It couldn't happen again for a long time," and so, will not change their plans for a Mexican vacation.

- - - -

If any changes should be made in the mailing list of the Newsletter please notify us, Modern Foreign Language Newsletter, 131 Lincoln Hall, University of Illinois, Urbana, Illinois.

Francis J. Nock
Francis J. Nock

Marilyn J. Martin
Marilyn J. Martin

Cameron C. Gullette
Cameron C. Gullette

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XI, No. 3 November, 1957

Joyeux Noël Buon Natale Feliz Natal

Felices Pascuas Fröliche Weihnachten

No, we didn't get Christmas confused with Thanksgiving. We just want to present to you a few Christmas items in this issue so that you may use them in your classrooms during the coming month.

IMLTA Meeting, November 2, Conrad Hilton Hotel, Chicago

The general session in the morning was given over to a Panel Discussion on A Critical Evaluation of Modern Language Teaching in Illinois. With Otto Wirth of Roosevelt University as moderator, nine other participants (Elfriede Ackermann, Principal Emerita; John W. Bell, District Supt. Chicago Bd. of Ed.; Donald M. Castanien, Northwestern; Agatha Cavallo, Wright Junior College; Walter V. Kaulfers, University of Illinois; George J. Metcalf, University of Chicago; Vera L. Peacock, Southern Illinois University; George L. Playe, University of Chicago. Robert M. Ring, Asst. Supt. Public Instruction, Springfield) engaged in as candid, open and free-wheeling a discussion as it has been this observer's pleasure to witness in a long time. The recently published report of the foreign language study group of the Allerton House Conference on Education, Foreign Language Teaching in Illinois, was vigorously criticized, censured by some and stoutly defended and praised by others. Castanien warned of difficulties confronting us in producing what we promise in the ever-growing emphasis on teaching aural-oral skill; Bell reported considerable improvement in teachers' ability to speak their foreign languages. That the battle with public school administrations is far from completely won was supported by the assertion that some administrators still consider FL's a curricular nuisance and "if I had my way, I'd throw them out the window". Self-advertising, and especially to parents, was strongly urged, although deprecated by some. Miss Ackermann drew enthusiastic applause from the audience, which by half-time exceeded two hundred and for which seating was at first quite insufficient, by insisting that our greatest quality in successful teaching, whatever the methods, the materials or the obstacles, is a contagious love of our subject. Her proposal that the foreign languages establish a department in the NEA was strongly supported by Miss Cavallo, who said we should, in spite of objections on financial grounds, urge organizations of which the IMLTA is a constituent to take appropriate action toward this end. A motion to this effect was subsequently made and seconded from the floor and carried without a dissenting vote. A question and answer period, which the moderator had to shut off all too soon because of the hour, concluded the lively -and, for this pleased newcomer, exciting- meeting.

Wm H. Shoemaker

The Newsletter is pleased to have the following contribution and to pass it on now, slightly edited, to its friends:

NATIONAL FOREIGN LANGUAGE WEEK - February 16-22, 1958

Suggested Activities for Students

These suggestions for students activities during National Foreign Language Week, prepared for the use of AATSP members, are being shared with all foreign language teachers in all the schools of the area -elementary schools, secondary schools, junior colleges, colleges and universities. They are based on reports of what was done last year by students in foreign language honor societies, clubs, committees and classes in various parts of the country to mark the first National Foreign Language Week.

It is hoped that students and teachers in each school and college of the area will be inspired by one or more of the following suggestions to participate in the nation-wide observance of the second National Foreign Language Week from February 16 to 22, 1958.

Executive Council, Chicago Area Chapter, AATSP

-Announcements: school bulletins; school radio stations; posters.
-Assembly hall program to demonstrate to PTA, faculty and/or students what elementary school or high school foreign language students have accomplished.
-Classroom interviews with friends, parents or students native to the country whose language is being studied, in which the students ask questions of the natives.
-Coffee hours, coke parties, teas, luncheons, banquets with suitable foreign decorations, food and programs.
-Contests: school contest to select participants in national AATSP high school contest in March; poetry reading contest for foreign language students; poster contest; slogan contest.
-Displays of books, magazines, and newspapers from foreign countries or about them; pictures of life in foreign countries; objects from foreign countries; notebooks, flags, maps, objects or pictures characteristic of the people whose language they are studying, made by the students - on bulletin boards, tables, or display racks - in classrooms, corridors, libraries, student lounges - at dances, programs, teas, etc. Display of foreign masterpieces of art that may be borrowed.
-Programs sponsored by the students in classrooms or auditorium for the student body, PTA and/or community: documentary films; foreign language films with English subtitles; foreign plays in English translations presented by Little Theatre group or foreign language club; foreign dances (live and/or filmed) with commentary; foreign music programs, live and/or record sessions, with commentary. Illustrated talks on paintings, architecture, sculpture; palaces, gardens, room interiors; recreation, games and sports; cookery and costume; travel. Lectures and informal talks on such topics as language, English as a foreign language (with film),

Spanish words in daily American use; values of foreign languages to Americans, the life of a Spanish-American student, foreign languages and our national, political and economic needs, contributions of foreign people to world culture or to American culture, literary subjects, Spanish science and invention.
-Student dance with booths, games and Spanish and Spanish-American entertainment (home talent or professional).
-Student panel discussions.

NOTE: This list is meant to be indicative only, not exhaustive.

It is recommended that the students integrate their foreign language activities with their interests in other areas of study, such as art, domestic science, drama, English, mathematics, music, physical education, science, the social sciences, and shop work.

Reminder: National Foreign Language Week programs need not be limited to the few European languages traditionally studied in our schools, but may include all foreign languages and thus add variety and entertainment value to the occasion.

Prepared for AATSP by Agatha Cavallo, Wright Junior College, Chicago.

German Notes

An das Christkind

Ich wünsche mir

Äpfel, Nüsse, neue Schuh

Und ein schönes Buch dazu,

Spiel and Stifte, Malpapier,

Bring auch Schokolade mir!

Christkindlein, Christkindlein,

Komm doch zu uns herein!

Schenke auch Vater

und Mutter etwas!

Dein liebes Kind

This little bit of verse will not only lend a touch of Christmas spirit to these notes, but will also serve as an introduction to an account of the meeting of the German section of the IMLTA. For it is taken from one of the many readers shown and also dis-

cussed by Miss Elfriede Ackermann at this meeting.

However, the luncheon that followed the general morning session should be mentioned first. It might be stated in passing that the luncheon was far superior to those generally served on such occasions, and your correspondent for once did not wish that he had saved his money and eaten elsewhere.

Norman Ross, radio and TV personality, spoke at the end of the luncheon on A Little Knowledge Is Not a Dangerous Thing. As a student of languages, he told us, he had picked up a smattering of several, and his talk concerned itself with the good will he had produced at one time and another by using this and that language to break the ice.

Jack Reilly, Director of Special Events, City of Chicago, talked on the Festival of the Americans, 1959, which will be held in Chicago. It is in the nature of the Olympic Games, but without the winter sports and with participants only from the two American continents and the Caribbean Islands. This will be the third time the festival has been held.

After the talks two student of the Chicago Musical College of Roosevelt University sang songs. Andrea Kushar sang Gluck's O del mio dolce ardor and Obradors' ¿Corazón por qué pasáis? Bronka Rasulich sang Saint-Saens' Mon coeur s'ouvre à ta voix and Tschaikowsky's Nur wer die Sehnsucht kennt. Both singers were accompanied by Mary Sauer at the piano.

- - - - -

- - - - -

The various section meetings were held in the afternoon. The German section met with Mr. Robert Kauf, University of Illinois at Chicago, presiding.

Miss Elfriede Ackermann, principal emerita, discussed a display of books for which she has been responsible. From various countries she obtained Fibel and other books intended to teach the reading of the language to the children of that country. The German books were a present to her and therefore she is able to show them at various places. They were exhibited at this meeting and will also be exhibited at the AATG meeting, in the Public Library, and elsewhere. The little Christmas verse is from Moni und Udo, published in 1956 by the Gemeinschaftsverlag, a group of publishers.

Mr. Leland Phelps, of Northwestern University, spoke on The Cultural Backgrounds of Goethe's "Maskenspiele". He traced briefly the general background of the masques, gave descriptions of some of them, and traced Goethe's development of the masque from his first one in 1781, with no works, to his last one in 1818, in which there are 50 speaking characters. Mr. Phelps mentioned that Goethe considered some of his masques so unimportant that they are lost, while others he considered so important that he sent copies to his friends.

Following this Mr. Frank Neher, York Community High School, told of his experiences as a teacher in the Neue Oberschule in Braunschweig. He related that many of the problems in such a school are those that have arisen since World War II, especially through the influx of DP's and fugitives. After his talk Mr. Neher showed some slides of his school and his trip.

The last talk was on Widerklang deutschen literarischen Schaffens in Frankreich (1800-30) by Miss Elizabeth Teichmann, University of Illinois at Chicago. She traced the growing influence of Germany on France that resulted from the return to France of the emigrés of 1789. She discussed Napoleon's attempt to combat the German influence by censorship, the tremendous upsurge of interest in Germany caused by Mme. de Staël's book, and in brief outlines traced the influence of individual writers from Goethe and Schiller to E.T.A. Hoffmann.

Members of the German department at Urbana who attended the meeting were Mr. Frank Banta, Miss Mimi Jehle, Mr. Francis Nock, Mrs. Pauline Schwalbe, and Mr. Henri Stegemeier.

- - - - -

German newsreel films are being shown again this year every week by the German department at Urbana, courtesy of the German Consulate General in Chicago. These showings take place on Wednesday at 4:30 and again at 5:00.

- - - - -

The Austrian Ministry of Education has distributed a gift of books to a number of American colleges and universities. The German department at Urbana recently received about 185 books thus sent to it through the agency of the Austrian Consulate General in New York.

The volumes are to a great extent in the field of modern Austrian literature. There are works of Hofmannsthal, Weinheber, Nestroy, Stifter, and Grillparzer, letters and other works of Rilke. There are also volumes on Austrian art and history.

In order that these works may be available to the greatest number they have been turned over to the University library for placement on the stack shelves.

French Notes

The Chicago and Illinois Chapters of the AATF held a joint session November 2 in conjunction with the annual meeting of the IMLTA in Chicago. The interesting and varied program prepared by the Chicago Chapter was presided over by Marie Antoinette Martin, president of the Chicago group. Greetings were extended by

Mademoiselle Jacqueline Bertrand, acting Consul General of France in Chicago, who characterized French and French culture as a "message de foi en l'homme," assured her audience of official appreciation for their work of interpreting France to American students, and expressed the desire of the French "services culturels" to help teachers of French in every possible way.

Monsieur Maxime Vitu, mid-west representative of the National French Tourist Office, spoke entertainingly of "La France Inconnue." Although a public relations official, M. Vitu admitted that the French detest advertising and hence "French public relations are the world's worst." Lack of advertising may perhaps explain why many delightful regions of France are neglected by the tourist. Even in Paris itself certain picturesque and historical quarters are practically unknown to the average tourist. Between the Quai de Gesvres and the Quai de Corse, for example, is the pont Notre-Dame, where the first numbered houses in Paris were located. At 3 rue Volta the oldest house in Paris, a "maison à colombages," may be seen. Among important Parisian churches not usually visited by tourists M. Vitu mentioned Saint-Eustache, the most beautiful after Notre-Dame, and Saint-Roch. Among neglected regions of great tourist interest M. Vitu recommended Lorraine, the Maasif Central, and the Camargue. The area around Périgueux, for example, offers much of interest to Americans: the Chateau de Rastignac, designed by Pierre L'Enfant and bearing a great resemblance to the White House, and the paul Rivoire (Revere) museum.

Mr. Wells F. Chamberlin of the University of Chicago presented an informative discussion of "Balzac et le roman policier." Dr. Chamberlin traced the textual evolution of "Une Ténébreuse affaire," whose first title was "Une affaire secrête" and which Balzac, hard pressed by his creditors, padded four times its original length within a few weeks, in order to sell it to his publishers for a larger sum. The French public of 1840, stimulated by the famous "cause Laforge," was greatly interested in stories of crime, and Balzac in this work and others seemed only too happy to satisfy this interest. Balzac's melodramatic crimes, criminals, and methods of crime detection foreshadow in many ways the modern detective novel.

Professor William C. Holbrook of Northwestern University gave a witty talk on the correspondance of Elihu Washburn, American minister to the court of Napoleon III. Professor Holbrook sifted through some 40 volumes of letters of petition and introduction to the minister from such notables as Gambetta, the Comte de Paris, and Clara Barton, which present a very interesting and often tragi-comic picture of life in France during the Franco-Prussian War.

- - - - -

Teachers and students of French who have access to a television set and who can tune in the University of Illinois WILL TV station may now watch a course in French through television which WILL puts on the air every Tuesday at 9 p.m. and repeats Thursday at 7 p.m. The

course started some three or four weeks ago, but for those who are already engaged in the study of French the remainder of the lessons, which run for over 40 weeks, will provide helpful supplementary material. Even though the basic text of the TV course and the school classroom texts may not be the same, listening to these lessons will provide valuable checks on pronunciation and offer model sentences worth learning.

The TV course should be interesting and entertaining for it is based on a text entitled French Self-Taught with Pictures by Richards, Isley, and Gibson, a paper backed edition of which is published by Pocket Books. The TV lessons were filmed at Harvard University. The method of presentation makes extensive use of extremely simple line or match-stick figures which are childlishly quaint and catch the attention. The voice speaks a sentence explaining what the figures are representing or are doing. Those of us who have attended the larger language meetings have seen some of the commercial films which employ this method. There can be no question that these films are interesting and entertaining. How clearly the grammar items may be presented is another matter, but for certain aspects of language study these films must be very effective.

This text is accompanied by a workbook, entitled A First Workbook of French. The workbook provides numerous fill-in and testing exercises which also make use of the quaint, simple drawings and which are amusing in themselves.

The very moderate price of these texts, thirty-five cents each, should enable any one who wishes to try such a course to purchase them.

- - - - -

The March 1957 (vol. X, No. 7) Newsletter French Notes carried a review of the new edition of the Nouveau Petit Larousse Illustré, the fine "dictionnaire encyclopédique" which is so well and so favorably known, having been published in successive editions for fifty years.

The Larousse company also publishes a companion volume called the Nouveau Larousse Classique which is likewise called a "dictionnaire encyclopédique", but which differs from the "Illustré." The Classique is of the same size and format, a bulky book of 1284 pages plus an atlas and-section of maps. The entries of the book differ greatly, however, for the Classique devotes a great deal of space to history, art, architecture, geography and science, giving extensive accounts of the historical developments in these fields. The illustrations are very numerous, many being in color. This is less a dictionary than the "Illustré," but more of an encyclopedia. It would be an excellent reference work for French classes and to encourage students to do elementary research in French. The entries on art, history, architecture and geography are accompanied by such numerous and excellent illustrations that student research in these fields should be pleasant and profitable.

A distinguished French official, Monsieur Edouard Morot-Sir, Représentant Permanent des Universités Françaises aux Etats-Unis, is to visit the campus in mid-November and will deliver a talk while here. Two years ago, his predecessor in that position, Monsieur Donzelot, visited the campus and gave an interesting lecture. It is a very real pleasure to have an opportunity to see and hear these distinguished Frenchmen, from time to time, and to know that France is interested in establishing and maintaining a liaison with American schools. The office which he heads in this country will provide counselling and information to American students who desire to study in France and facilitate the arrangements to be made for that purpose.

- - - - -

The results of the Regional 1957 AATF National French Contest should be reason for rejoicing to the French teachers of the State of Illinois.

In the three awards given in French I first and third prize went to Illinois students. First Prize: Jayne Valine, age 14, Sophomore, Dupo, Mrs. Marie Duez Ramey - Teacher. Third Prize: Elmer Schaefer, age 14, Sophomore, York High School, Elmhurst, Miss Dorothea Petersen - Teacher.

In French II Third Prize was won by Laurie Graham, age 15, Sophomore, Roycemore School, Evanston, Mrs. Jeanne McAllister - Teacher.

In French III David Dyroff, age 17, Junior, Dupo, Mrs. Marie Duez Ramey - Teacher, won First Prize.

In French IV First Prize was won by Olguita Guardia, age 18, Senior, Roycemore School, Evanston, Mrs. Jeanne McAllister - Teacher. Second Prize was won by Virginia Garrett, age 16, Senior, University High School, Urbana, Miss Pauline Changnon - Teacher.

A record of fifty percent winners out of all the awards given is a legitimate source of pride and Illinois teachers of French may well rejoice that some of their colleagues have done so well in their classrooms.

The winners of the National Prizes have just been announced and again we have reason to feel pride, for two Illinois students are among them.

David Dyroff, of Dupo, who won first prize in the French III regional, as listed above, won first prize in the National. Olguita Guardia, of Evanston, who won first prize in French IV in the Regional, as shown above, won second prize in the National.

Spanish Notes

The AATSP meeting under the chairmanship of Lydia Holm was held on Saturday afternoon, November 2 in conjunction with the IMLTA Meeting. It opened with a short business meeting in which the following slate of officers for the coming year was presented and unanimously accepted: Chairman - Dr. Paul J. Cooke, Monticello College, Godfrey; Vice Chairman - Dr. Antenisca Nardi, Crane Technical High School, Chicago; Secretary - Mrs. Bernelle Moot, Urbana High School, Urbana. Dr. William Shoemaker and the Spanish Consul, Enrique Suarez de Puga were presented. The latter spoke briefly on aids to teachers offered by the Spanish government and Tourist Office such as magazines, newspapers and films. He also mentioned summer courses in Spain. Dr. Michael J. Flys of Loyola University, Chicago, read a paper, Problemas de interpretación en la poesía contemporánea española. The second half of the program was devoted to the problem of Meeting the Needs of Spanish Students on the Elementary and Secondary Levels. Taking part were Katherine Jansson, Joanne Fairweather, Helen Pirritte, Henrietta Ruyter, Violet Bergquist, Hannah Choldin, and Pearl Jiménez, all elementary or secondary school teachers from the Chicago area. The topic grew out of a panel discussion at last year's meeting in which a group of college and university instructors presented its views as to what colleges expect of entering students in Spanish. One of the greatest problems of the elementary and secondary teachers, especially of the former, seemed to be time. In some cases Spanish classes met for only one or two forty-minute periods a week. Another problem for these same teachers was that when their students entered high school they received no recognition for their previous work in the language.

Mark these Chicago Area AATSP activities on your calendar:

Saturday, December 14, 6:00 p.m. - Christmas party (place to be announced).
Friday & Saturday, December 27, 28 - Chicago area representation at AATSP National Meeting in Dallas, Texas.
Saturday, February 15, 10:00 a.m. - Board Room, Board of Education, 228 N. La Salle St. "The Textbook is a Tool." Workshop with panel of publishers and teachers.
Saturday, March 22, 10:00 a.m. - National AATSP Spanish Contest at Roosevelt University, Chicago.
Saturday, April 19, 8:00 p.m. (TENTATIVE) 8th Annual All Chicago Area Pan American Fiesta and Awards of National Contest Prizes at Thorne Hall, on Chicago campus of Northwestern University. (Teachers are asked to begin rounding up talent - students who can sing Spanish songs, dance, speak well and dramatize. President Violet Bergquist will sincerely welcome all ideas and offers of help.)
Saturday, May 10, 12:30 - Spring luncheon (place to be announced). Speaker: Professor Blanco-González of the University of Chicago, Results of Election of Officers for the ensuing year.

The December party of the CHICAGO CHAPTER of AATSP will be held on DECEMBER 7 at TOFFENETTI'S RESTAURANT on 225 S. Wabash (not at La Siesta as originally planned, since many members asked for a more

central location.) The program will honor our new Puerto Rican Exchange teacher, Mr. Bernardo Negrón, principal of Bayamón High School in Puerto Rico now assigned to Lane Technical High School in Chicago, in exchange with Mary McBee who is presently in Puerto Rico. We will also honor our own Miss Frances Curtis and Miss Vivian Kle who taught in Puerto Rico last year and who will give us some of their impressions of Christmas in the home of Doña Felisa, San Juan's lady mayor, and of the aguinaldos of Puerto Rico, which Miss Curtis tells us are among the loveliest Christmas carols she has ever heard. We're hoping for a message from Miss Stella DuBox who is now teaching at the University of Puerto Rico. We'll hear some aguinaldos too as well as sing our old favorite villancicos together. It will be a happier party for all of us if YOU come! Send your $2 for the luncheon to Frank Nacarrato by December 1, por favor! And if you have not yet paid your local and national dues, háganos el gran favor de incluir your $5 for this too, to be sure to get your personal copy of HISPANIA. Remember that the growth of our profession and the improvement of your own "ambiente" for effective teaching in all schools depends on the personal support of our professional associations by all teachers. If you still have your yellow card for national membership which Mr. Turk sent you some time ago, please fill it out and enclose it with your reservation. Under any circumstances, don't forget to send your name and full mailing address with your check to Frank Nacarrato, Chicago Chapter treasurer of AATSP, c/o Morton Junior College and High School, Cicero, Illinois, by December 1. Hasta el 7 de diciembre, ¿verdad?

submitted by Marie Heuer, Membership Committ

- - - - -

On November 20 and 21 at 7:30 p.m., Gregory Hall Theater, University of Illinois, members and students of the Spanish Department will present Zaragúeta, a modern comedy by the Spanish authors, Ramón Carrión and Vital Aza. The cast includes students from Bolivia, Spain, Canada, Argentina and the United States. The play will be directed by Joseph S. Flores. Tickets are fifty cents and may be purchased in advance by mail or at the door before each performance.

- - - - -

Sra. María de León Ortega, University of Corpus Christi, Texas, sang some twenty songs in Spanish, Italian, and Portuguese, accompanying herself on the guitar, November 6 in Gregory Hall Auditorium, here at the University of Illinois. Sra. de León, who was born in Guadalajara, has sung in many countries of Europe and the Americas, and has been associated with the University of México and México City College. Her recital here was sponsored by the Department of Spanish and Italian and the Círculo Literario Español.

The first portion of her program moved from one part of México to the other, beginning with Guadalajara; moving to Jalisco with its gay rhythms for the songs El Carretero and El Mariachi; on to Vera-

Cruz with its rhythms both gay and sad for the song Malagueña; and finally to Acapulco for the songs Ometepec and La San Marqueña. Next were two songs in which the audience participated, joining in the chorus of Mi querido capitán, and clapping in the appropriate places in the song Las Chiapanecas.

In deference to Dr. William Shoemaker, who introduced the singer, and whose full title is Head of the Department of Spanish and Italian including Portuguese, Sra. de León Ortega sang one Spanish song, La luna enamorada, an Italian song, and two Brazilian Portuguese songs, This was followed by a medley of well-known Mexican love songs, Bésame Mucho, Solamente una vez, and Amor, as well as the old favorite Cielito Lindo.

Sra. de León then sang two songs which she uses in her classes to emphasize good pronunciation: El perico for the single r, and El patito for the t. She concluded the program with another familiar song, Allá en el rancho grande, and two less familiar ones, Los diez perritos, and The Philippine Hombre, the latter being an amusing mixture of Spanish and English written by some American soldiers in the Philippine Islands.

Colorfully dressed in blouse, sequinned skirt and rebozo, the singer seemed to charm her audience despite arriving a half-hour late, due to transportation difficulties. This was not her first performance here at the University, and her work is probably familiar to many readers of the Newsletter.

Thelma Canale-Parola

We should like to repeat the following Christmas material which we have included in previous Newsletters.

Un vocabulario de Navidad

You may be interested in this brief vocabulary which gives in capsule form the general Christmas traditions in Spanish-speaking countries.

1. aguinaldos - presents (of money only) which are given by parents to their children or by employers to their employees.

2. buñuelos - a Christmas goody, tasting somewhat like donuts. They are coated with powdered sugar and cinnamon or honey and eaten warm.

3. Felices Pascuas o Feliz Navidad - Merry Christmas

4. nacimientos - manger scenes.

5. Nochebuena - Christmas Eve

6. Misa de Gallo - "Mass of the Cock", midnight mass

7. cena de Navidad - midnight supper after the Misa del Gallo

8. día de los Reyes Magos - the day of the Wise Men, January 6, the day on which presents are given. It is not custormary to give presents on December 25.

9. posadas - "lodgings", the designation given to the nine days of Christmas celebration, in commemoration of the difficult journey of Mary and Joseph from Nazareth to Bethlehem begging for lodging each night along the way (Mexico)

10. piñatas - colorful papier-maché figures that cover earthen jars filled with toys and sweets, to be broken during the posadas (Mexico)

11. puestos - stands or carts set up usually in a park or plaza; they sell toys, candies, clay personages and animals of the Nativity, piñatas, etc.

12. villancicos - old Christmas carols

You don't have to be an expert cook to get good results with these two easy recipes. Buñuelos and turrón are typical Spanish or Spanish-American Christmas confections. Both would be very appropriate and easy to prepare for a Spanish Club Christmas party.

Buñuelos

Ingredients: 2-1/2 oz. butter; 2/3 cup sugar; 3 eggs well beaten; grated rind of one lemon; 1 cup water, flour.

Mix butter, sugar and lemon rind well together. Add eggs, water and enough flour to make a soft dough. Spread the dough out on a kneadling board and cut off small pieces. Drop in deep fat, which should not be too hot. When brown, remove and drain on paper. Serve sprinkled with powdered sugar and cinnamon, or with honey.

Turrón

Ingredientes: 2 eggs whites; 1-1/2 cups ground blanched almonds; 1/4 tsp. almond extract; 1/4 tsp. lemon extract; 3-1/2 cups confectioners' sugar; cinnamon to taste.

In mixing bowl, beat egg whites until stiff; stir in almonds and extracts. Add confectioners' sugar and cinnamon, a little at a time; mixing after each addition. Wrap bowl in saran wrap or aluminum foil; chill in refrigerator over-night. Sprinkle confectioner's sugar on flat surface and roll turrón out 1/2 inch thick. Cut into desired shapes or bars. Store in air-tight container. Yield: 1-1/2 lb. turrón.

(These two recipes have been "editor-tested".)

Your classes may enjoy singing these Christmas carols in Spanish, since they will be already well-acquainted with the melodies.

PUEBLECITO DE BELEN
(Little Town of Bethelehem)

Oh, pueblecito de Belén,
La cuna de Jesús.
Bendito pueblo de Belén
La cuna de Jesús.

El Rey tan adorado,
El santo redentor,
El Rey que vino al mundo,
A darnos paz y amor.

Oh, pueblecito de Belén
La cuna de nuestro bien.
Sagrado pueblo de Belén,
La cuna de nuestro bien.
Ya brilla en tus calles
Un bello resplandor
Ya brilla en el mundo
La eterna luz de amor.

NOCHE DE PAZ
(Silent Night)

Noche de paz, noche de amor
Todo duerme en rededor.
Sólo suenan en la oscuridad
Armonías de felicidad.
Armonías de paz.
Armonías de paz.

Noche de paz, noche de amor
Todo duerme en rededor,
Sobre el santo niño Jesús
Una estrella esparce su luz
Brilla sobre el Rey,
Brilla sobre el Rey.

VENID, FIELES TODOS
(Come, All Ye Faithful)

Venid, fieles todos,
A Belén marchemos,
Gozosos, triunfantes
Y llenos de amor.

Al Rey de los cielos
Todos alabemos
Vengamos, adoremos!
Vengamos, adoremos!
Vengamos, adoremos!
A nuestro Señor.

Venid, fieles todos
En Belén veremos
Al niño divino
Al niño Jesús.

Paz en la tierra,
Gloria en las alturas
Vengamos adoremos!
Vengamos adoremos!
Vengamos adoremos!
A nuestro Señor.

LA PRIMERA NAVIDAD
(The First Noel)

Navidad, Navidad,
Qué dulce el son!
De coros celestes sobre Belén
Navidad, Navidad
Qué dulce el son
A los buenos Pastores de Belé:

Navidad, Navidad
Navidad, Navidad
Al nuevo Rey, adorad, adorad!

For additional carols and piano accompaniment you may wish to obtain a 27 page booklet, Canciones de Navidad, published by Banks Upshaw and Co., Dallas, Texas (1941).
Also available from Banks Upshaw is Christmastide by Agnes Marie Brady, a 79 page book containing skits, playlets, songs, music, games, poems, and material on the posadas and the piñata.

Francis J. Nock
Francis J. Nock

Cameron C. Gullette
Cameron C. Gullette

Marilyn J. Martin
Marilyn J. Martin

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XI, No. 4 December, 1957

THE FL PROGRAM FACES THE FUTURE

(These remarks were presented by Kenneth Mildenberger, Director of the Foreign Language Program, at the sixth annual General Session of the Fl Program, held in connection with the Annual Meeting of the MLA, Madison, Wisconsin, 9-11 September 1957. A full report on the FL Program will be published, as usual, in the April 1958 PMLA.)

As you know, the present academic year of 1957-58 will bring to an end the six-year general grant from the Rockefeller Foundation, which totaled $235,000. Nearly all of this money has been devoted to staff activities, including salaries, conferences, questionnaire surveys, travel, the publishing of special FL Bulletins and newsletters, etc. By design, we had arranged for the annual budget based on that grant to gradually taper off to a figure approximating what the MLA itself might be able to afford in order to continue the essential functions of the FL Program. In 1955-56 the staff budget was $50,000; in 1956-57, $45,000; in the current year 1957-58, $20,000. You will be pleased to know that the MLA Executive Council has voted to support the FL Program staff activities beyond the period of the general Rockefeller grant, with the sum of $16,125 in 1958-59 and a like sum in 1959-60.

I have mentioned that the current ataff budget is $20,000. Actually, the overall FL Program budget for this year will be the largest ever—approximately $80,000. Most of the sum above $20,000 will be expended in projects conducted outside the FL Program Office. The Committee that is working on the new college textbook for beginning Spanish (of which we shall hear more later from Norman Sacks) will have a budget of $33,450 this year; and a new two-year grant from the Ford Foundation for research in the techniques of teaching and testing Chinese will provide $25,000 this year.

A few words about this Chinese project. From the beginning, the FL Program has sought honestly to discover the needs for foreign language learning in modern American society. Obviously, not all of our needs can be met with French, German, Italian, and Spanish. The Steering Committee is on record with an official policy statement urging greatly expanded teaching of the so-called unusual languages. Technically, Chinese is classified as unusual, in the sense that it is not a Western European tongue, and perhaps also because it is unusual to find Chinese being taught. But the fact

is that more humans speak Chinese, in one of its dialects, than any other language. There are more than 500 million speakers of Chinese; English ranks second with 275 million native speakers. The bamboo curtain notwithstanding, it behooves us to investigate the Chinese language and to develop techniques for teaching it. This is the specific purpose of the Chinese project. Thus, a direct result, we hope, will be increased potential for communication with the Chinese in their own language. But there is more than that. As language people we know that the only way to an understanding of a foreign culture is through the language. And as humanists we surely do not seek to limit the American cultural horizon to Western Europe. A wise man has recently reminded us that that "Literature does not begin and end with Homer and Shakespeare. The great ideas and achievements of the human race are not the exclusive property of the West." China has behind it thirty centuries of history and literature. Our earnest hope, therefore, is that this Chinese project eventually will open another linguistic gateway to the cultural heritage of mankind.

Returning now to the practical future of the FL Program, I should like to re-emphasize that the staff --smaller than in the past, to be sure-- is budgeted ahead for three years, and we have the promise of continued support thereafter from the Executive Council. All of the essential staff functions will be maintained, and we now look forward to an increasing amount of research taking place in the field. We hope that individuals and institutions may be stimulated to undertake necessary projects on their own; but where desirable projects cannot find local sponsorship, we shall seek aid from foundations and elsewhere. We shall continue efforts to keep the cause of language study a living issue in the agencies of the federal government, in the organizational hierarchy of professional and academic education, and in the popular media which reach the general public. Necessarily, there must be a lessening of the teachers' service bureau function in the FL Program, and the Steering Committee is seeking to step up the service facilities of the respective AATs so that this burden may be shifted out of our office. We are especially looking forward to a collaborative program which will see all of the AATs working with the FL Program in a vast grassroots effort to establish a vigorous foreign language organization in each state in the Union. And finally, we look with pleasure and gratitutde to the continued good wishes and cooperation of the thousands of sincere persons, both in and outside the language profession, who have made the FL Program a vital professional force all over the nation.

- - - -

TO OFFICERS AND OTHERS INTERESTED IN DEVELOPING THE STATE FOREIGN LANGUAGE ORGANIZATION - A new 17-page bulletin is now available offering many suggestions for improving annual meetings and generally increasing the effectiveness of the state FL organization. It was prepared by the Steering Committee and staff of the FL Program and is available at no cost. Write to FL Program, Modern Language Association, 6 Washington Square North, New York 3, N.Y. Ask for FL BULLETIN No. 56 -- Suggestions for a Continuing FL Program for State FL Organizations.

ILLINOIS LANGUAGE REPORT. In 1953 the Allerton House Conference on Education in Illinois was organized and seven study groups were appointed with specific problems for investigation. The Study Group on Foreign Languages, chaired by Professor Vera L. Peacock of Sourthern Illinois University, set out to examine the foreign language programs at all levels in Illinois, and to make recommendations for improving these programs in the light of current world conditions. The resulting 76-page report, Foreign Language Teaching in Illinois, is now available free from Allerton House Conf., 204 Gregory Hall, University of Illinois, Urbana, Illinois, Packed with revealing information and challenging recommendations, this is one of the most significant documents in FLs to appear recently.

THE INTERLANGUAGE TEACHERS' COMMITTEE OF GREATER CHICAGO

presents the following calendar of activities for the school year 1958

OFFICERS 1957-1958

Chairman: Mme. Marie Antoinette Martin
Vice Chairman: Miss Mary Joan Minerva
Recording Secretary: Miss Mary Del Campo
Corresponding Secretary: Dr. Elfriede M. Ackermann
Treasurer: Dr. George Drossos

DECEMBER

Date	Time	Organization	Function	Place	Sponsor
28-30	all day	American Philological Assoc.	Annual Meeting	Statler Hotel Washington, D.C.	Bassett
		AATF National	Annual Meeting	St. Louis, Mo.	Martin
		AATSP National	Annual Meeting	Dallas, Tex.	Cavallo

JANUARY

3	8:00 pm	Greek Teachers	Regular Meeting	1549 Astor St.	Drossos
4	10:00 pm	AATSP	Exec. Council	Roosevelt Univ.	Bergquist
6	8:00 pm		"South America Summons" Aria Parke Schawe	Orchestra Hall	
9	4:30 pm	Interlanguage Teachers Com.	Regular Meeting	Rm. 755 Bd of Ed 228 N. LaSalle	Martin
	Contin.	Art Institute	Opening of Seurat Exhibition	Art Institute of French Art	

		Chicago Classical Club	Winter Luncheon	Lewis Towers	Dykes
	2:30 pm	Pan American Council	Travel and Style Show	Curtiss Hall 410 S Michigan	Bergquist
18	1:00 pm	AATI	Winter Luncheon	Mario's Restaurant	Minerva
	8:00 pm	AATSP and Pan American Council	Spanish Film	Thorne Hall, N.U.	
25	2:30 pm	Pan American Council	Program: Cuba and Caribean Islands	Curtiss Hall 410 S. Michigan	

FEBRUARY

1	10:00	AATSP	Executive Council	Roosevelt Univ.	Cavallo
2	4:30	Interlanguage Teachers Committee	Regular Meeting	Rm 755 Bd. of Ed. 228 N. LaSalle	Martin
8	12:00	AATF	Winter Luncheon & Business Meeting	To be announced	Martin
	8:00 pm	AATG	Folksingers	To be announced	Ackerman
	8:00 pm	Allied Arts	Virtuosi di Roma	Orchestra Hall	
	2:30 pm	Pan American Council	Lecture on Venezuela	Curtiss Hall 410 S. Michigan	
	8:00 pm	Greek Teachers League	Regular Meeting	1549 Astor St.	Drossos
13		Chicago Classical Club	Deadline for Latin Contest Registration	Local Schools	Dykes
15	8:00 pm	Pan American Council	Spanish Film	Thorne Hall, N.U.	
	10:00 am	AATSP	Workshop: The Textbook is a Tool. Panel of Teachers & Publishers	Rm. 755 Bd. of Ed. 228 N. LaSalle	Bergquist
		Interlanguage Teacher's Committee	RALLY FOR PROMOTION OF FOREIGN LANGUAGE WEEK	Judd Hall, U. of C.	Martin
16-23	Contin.	All Foreign language organizations	NATIONAL FOREIGN LANGUAGE WEEK		
20-22	Contin.	Illinois Classical Conference	Annual Convention	Urbana-Champaign	Dykes

22	2:30 pm	Pan American Council	Lecture on Peru and Bolivia	Curtiss Hall 410 S. Michigan	
	8:00 pm	U. of C.	Castro: Cervantes' Don Quixote	32 W. Randolph	
		Alpha Mu Gamma World Affairs Center	Symposium on "Value of Foreign Languages in Various Fields of Endeavor	UN Plaza, N.Y. 17	Cavallo

MARCH

1	10:00	AATSP	Executive Council	Roosevelt University	
6	4:30 pm	Interlanguage Teachers Com.	Regular Meeting	Rm 755 Bd.of Ed. 228 N LaSalle	Martin
7	8:00	Greek Teachers League	Regular Meeting	1549 Astor St.	Drossos
8	9:00 am	Chicago Clasical Club	District Latin Contest		Dykes
9	3-6	AATI	Tea for Circolo Culturale	Home of Miss Minerva	Minerva
11	8:00	U. of C.	Capdeville: Lecture on Mexico	Fullerton Hall Art Institute	
14	8:00	U. of C.	Jolles: Goethe's Faust	32 W. Randolph	
15	8:00	Pan American Council	Spanish Film	Thorne Hall, N.U.	
	12:30	Romance Club of Greater Chicago	Annual Meeting	Mandel Bros.	Hoffman
22	8:00 pm	AATG	German Folksingers	Home of Flo. Eckfeldt	Ackerman
	2:30 pm		Lecture on Brazil	Curtiss Hall, 410 S. Michigan	
29	10:00 am	AATG	National Spanish Contest	Roosevelt University	Bergquist
	12:15		Spring Luncheon	Art Institute	Kauf

APRIL

3	4:30 pm	Interlanguage Teachers Com.	Regular Meeting	Rm 755 Bd. of Ed. 228 N. LaSalle	Martin
4	8:00 pm	Greek Teachers League	Regular Meeting	1549 Astor St.	Drossos
5	10:00 am	AATSP	Executive Council	Roosevelt University	Cavallo
7	8:00 pm	Allied Arts	Perkins: Mexico Unlimited	Orchestra Hall	
10-12	Contin.	Classical Assoc. Middle W. and South	Annual Convention	Austin, Texas	Bassett

5	9:00 am	Chicago Classical Club	Sectional Latin Contest		Dykes
		Chicago Classical Club	Latin Tour	Art Institute	Dykes
19	8:00 pm	AATG	German Folksingers	To be announced	Ackermann
	8:00 pm	AATSP	Annual Fiesta, Dance, and Scholarship Benefit Film Festival	N.U. Thorne Hall	Bergquist
28			National French Contest	Local Schools	
29	8:00 pm		Wright: Illustrated Lecture, Enchanting Spain	Orchestra Hall	Martin

MAY

2-3	Contin.	Central States Mod. Lang. T.A.	Annual Convention	Detroit, Mich.	Cavallo
2	8:00	Greek Teachers League	Regular Meeting	1549 Astor St.	Drossos
3	9:00	Chicago Classical Club	State Latin Contest	Urbana	Dykes
	10:00	AATSP	Executive Council	Roosevelt Univ.	Cavallo
8	4:30 pm	Interlanguage Teachers Committee	Regular Meeting	Rm 755, Bd. of Ed. 228 N. LaSalle	Martin
10	9:00 am	AATG	Scholarship Contest	Roosevelt Univ.	Kauf
	12:00	AATSP	Spring Luncheon	To be announced	Bergquist
11	12:00	Chicago Classical Club	Regular Meeting	Lewis Towers	Bassett
	2:30	Pan American Council	Argentina, Paraguay, Uruguay	Curtiss Hall, 410 S. Michigan	
17	8:00 pm	AATG	German Folksingers	Glenbrook High School	Ackermann
	12:15	AATF	Spring Luncheon	To be announced	
	2:30	AATF	Distribution des Prix	410 S. Michigan	Martin
			All Teachers invited	Curtiss Hall	
24	2:30	Pan American Council	Lecture on Ecuador	410 S. Michigan Cordon	

JUNE

1	3-6	Interlanguage Teachers Com.	"Hail and Farewell" Tea	Cordon	Martin
6	8:00	Greek Teachers League	Regular Meeting	1549 Astor St.	Drossos
7	1:30	Pan American Council	Election	Curtiss Hall 410 S. Michigan	
	3:00		Lecture on Chile		
10		AATSP	Executive Council		
12	4:30	Interlanguage Teachers Committee	Regular Meeting	Rm 755 Bd. of Ed. 228 N. LaSalle	Martin

PERSONNEL

FRENCH (AATF)

Pres. Mme. Marie Antoinette Martin, Teacher, U of C Laboratory School, 5811 Dorchester Ave. (37). Tel. HY 3-4954
Del. Miss Mary del Campo, Teacher, Taft Senior High School 2936 N. Kilpatrick Ave. (41) Tel. KI 5-1611

GERMAN (AATG)

Pres. Dr. Robert L. Kauf, Professor, University of Illinois 8456 S. Crandon Ave. (17), Tel. RE 4-2250
Del. Dr. Elfriede M. Ackermann, Principal Emeritus 1918 Eddy St. (13), Tel: WE 5-4225

GREEK (GTL)

Pres. Miss Iphigenia Cordogiannis, Teacher, Parochial School 2633 N. Austin Ave. (39), Tel: TU 9-2377
Del. Dr. George Drossos, Teacher, Austin Senior High School 621 S. Halsted St. (7), Tel: HA 1-2168

HEBREW (AATH)

Mr. David Bush, Teacher, Von Steuben Senior High School 3609 Ainslie St. (25), Tel. IR 8-2689

ITALIAN (AATI)

Pres. Dr. William Hoffman, Acting Chairman, Foreign Lang. De Paul University (also represents Romance Club of Greater Chicago) 5457 Cornell Ave. (15), Tel. BU 8-3809
Del. Miss Mary Joan Minerva, Principal, Garfield Elementary School, 4037 N. Menard Ave. (34), Tel: MU 5-7133

LATIN (Chicago Classical Club)

Pres. Dr. Edward Bassett, Professor, The University of Chicago 1402 E. 57th Street, (37), Tel. FA 4-4690
Del. Mrs. Frances K. Dykes, Teacher, Kelvyn Park Senior High School 607 Washington Boulevard, Oak Park Tel: EU 6-91

SLAVIC (AATSEEL) to be announced

SPANISH AND PORTUGUESE (AATSP)

Pres. Miss Violet Bergquist, Teacher, Evanston Township High School, 1801 N. Normandy Ave. (35), Tel: ME 7-7137
Del. Miss Agatha Cavallo, Chairman Foreign Language Dept., Wright Junior College 706 Hutchinson St. (13), Tel. WE 5-2233

NONORARY

Dr. Napier T. Wilt, The University of Chicago

Spanish Notes

The 70-some Spanish teachers (plus a number of our friends teaching French and German) who braved the snow flurries on October 26 to attend the Chicago Area Chapter AATSP WORKSHOP at Rosary and Wheaton Colleges are deeply grateful to Sister Sheila and Sr. John Berchman, Professors Rasera and Rust and Dr. De Vette for the beautifully organized, information packed demonstrations on the use of tape recorders, film strips, slides, records, cartoons, felt boards, etc., to tie in directly with textbook teaching of grammar, vocabulary, conversational patterns, and cultural information. Seeing the well-equipped language laboratories in action (plus the intriguing realia in every nook), getting to know Srta. Maria Theresa Mallat of Barcelona who made some of the mixed recordings for Rosary College, chatting with the experts, was an inspiration for all of us. Thank you, Sister Sheila, for the excellent lists you furnished us on new types of tapes, ear phones, recorders, records, that we could carry home for future reference as we mull over how we can apply at least some of the things we have learned. We were pleased to discover that there ARE tape recorders made now as light as 18 lbs. - a boon to us who must move from room to room to teach. Both Rosary and Wheaton College experts showed us how to make our own audio-visual materials for the texts we use and offered their help if we can arrange to make a personal visit. We enjoyed pre-viewing the new film strips Vamos al Perú y a Lima, Vamos a Guatemala, etc.

which were produced recently with text, exercises and vocabulary by Dr. Castillo and the Pan American Union and are distributed by International Film Bureau, Inc. We were happy to see Mr. Emory Hume of Houghton Mifflin Publishing Company at our meeting; with such interest from publishers, we can hope for faster realization of our aims in teaching languages well.

Marie Hewer
Sullivan High School
Chicago

Andiamo in Italia

For the summer of 1958 Roosevelt University is offering a study tour of six weeks in Europe, three of those to be spent in Italy. The objectives of the tour are: a) to study intensively the culture and civilization of Italy; b) to acquaint the student with several cultural areas of Europe. The total price of the tour will be about $1,098 which includes accomodations, meals, sightseeing and round-trip plane fare from New York. The course to be offered is Culture Studies 375-376 - Seminar in Italian Culture and Civilization which gives six semester hours credit. The fee for undergraduate credit is $102 and for graduate credit, $120 plus a registration fee of $5.00 for new students and of $2.00 for continuing students. For further information write to the tour leader:

Prof. Norma V. Fornaciari
Modern Language Department
Roosevelt University
Chicago 5, Illinois

- - - - -

The newly appointed members to the National Membership Committee of the AATSP for Illinois are:

Miss Violet Bergquist
Evanston High School and
Dr. J. Cary Davis
Southern Illinois University
Carbondale

Vámonos a México

Southern Illinois University offers again this summer a tour of five and one-half weeks of travel and study in Mexico. The course of study is Spanish 360, which may be taken for eight quarter hours of credit. However the tour is also open to those who would simply like to go along on the trip. The basic fee has been set at $200 which includes transportation from and to Carbondale by car, lodging and guide service. The tour will leave Carbondale about June 26 and return by August 3. Anyone interested should write for further information to the tour director:

Dr. J. Cary Davis
Department of Foreign Languages
Southern Illinois University
Carbondale, Illinois

NAVIDAD AMPURDANESA

La diversidad despierta apetencias agudas en el hombre que, ahito de la especialización impuesta por las horas que vivimos, quiera redimirse de la monotonía cotidiana, gustando en corto espacio y breve tiempo las más variadas sensaciones. Trasladémonos a uno de estos rinconcitos del Ampurdán donde naturaleza y arte se hermanan como en pocos parajes del mundo; y donde cielo, tierra y mar rivalizan en hermosura y apacibilidad. Enseguida notaremos que al llegar las fiestas Navideñas empiezan a cumplirse una por una las tradiciones características que alegran estas fechas. El día de Navidad por ejemplo toda la familia se reune para celebrar juntos dicha fiesta. Quizás esta es la única vez del año en que todos los miembros de una familia sin excepción se reunen. Ni que decir tiene que todo está organizado maravillosamente. Así, por ejemplo, unos diez días antes los que han podido reunirse hacen un pesebre en el que representa una escena de la vida cotidiana que termina en el establo donde representa el Nacimiento. La noche antes de Navidad se celebra la Misa del Gallo y acto seguido se reune la familia entera para darse un soberano banquete. Al día siguiente los familiares permanecen en casa todo el día ya que debido al segundo banquete que se celebra al mediodía están poco menos que imposibilitados para poderse mover mucho. Es interesante observar que la charla de sobremesa se prolonga hasta entrada la noche, y todo esto en medio de un optimismo indescriptible. Champagne, vinos de todas clases, coñac, jerez, etc... abundan sin restricciones de ninguna clase. Los turrones que pueden ser de 20 o 30 clases diferentes se sirven para postre y generalmente se comen aunque sea poquito de todos ellos. Todo es alegría y buenos propósitos. El día 22 de diciembre se celebra un sorteo en Madrid en el que toda España, pegada a la emisora, está pendiente de su suerte. Afortunadamente muchas familias son agraciadas por el sorteo y celebran aún con más esplendor las fiestas Navideñas.

Yo particularmente he celebrado en España unas 23 Navidades y en dos ocasiones estuve en este pueblecito al que me estoy refiriendo y su paisaje es tan hermoso que parece un pesebre al natural. Las tradiciones se cumplen en toda España con el máximo esplendor posible y el símbolo de la Navidad permanece en el corazón de todos nosotros como el motivo principal por la que celebramos la Natividad del Señor.

Jorge Prats

As some of you may not have heard of the Ampurdán region of Spain, it may be well to include a note about it here. This section of the country lies in a valley about thirty miles from the French coast on the Costa Brava. The inhabitants speak only Catalan. The particular town to which our writer refers is Cadaqués, the birthplace of Salvador Dalí.

Mr. Prats, an assistant in the Spanish Department, is a native of Barcelona and therefore is well qualified to give us this glimpse of a Catalonian Christmas. Muchas gracias, Jorge.

German Notes

Prof. C.R. Goedsche of Northwestern University has again conducted a survey on the number of German undergraduate and graduate majors in residence, and tabulated the results together with those for 1955-6 and 1956-7. In addition he has given the totals for each year from 1948 to date. The survey includes 32 major universities of this country, 14 of which are state universities, one a municipal university.

With 3 as the figure to s ow the lowest registration total and 1 the hi hest the results may be tabulated thus:

Undergraduate Majors				Graduate Students			
1955-6	1956-7	1957-8	No. of Schools	1955-6	1956-7	1957-8	No. of Schools
3	2	1	9	3	2	1	4
2	3	1	5	2	3	1	4
2	2	1	2	2	2	1	4
2	1	1	3	1	2	1	2
1	1	1	1	2	1	1	3
1	3	2	1	1	3	2	3
3	1	2	2	1	2	2	2
1	2	2	1	3	1	2	4
1	1	2	1	2	1	2	1
-	1	2	1	1	1	2	1
2	1	3	3	2	1	3	2
1	2	3	2	1	2	3	2
-	-	-	1				
			32				32

The totals are:

	1948-9	49-50	50-51	51-52	52-53	53-4	54-5	55-6	56-7	57-8
Majors	300	316	315	253	238	219	232	249	316	336
Grads	397	457	448	423	388	348	334	331	347	390

It can be seen that the undergraduate upswing which began in 1954 is continuing and that the possibility of an upswing in graduate enrollment, mentioned in last year's NEWSLETTER, is still present.

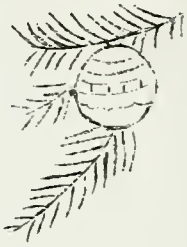
- - - - -

Herbert Champain, originally of Frankfurt am Main and now of Aspen, Colorado, presented a program of German Lieder before the German Club of the University of Illinois at Urbana on November 7. At the same meeting various members of the German department and of the student body gave German dialect readings.

Paul Mederov, German stage and screen actor, gave readings in German on Tuesday, November 12, under the auspices of the German Department at Urbana. His program consisted of selections from Lessing, Schiller, Goethe, Jean Paul, Thomas Mann, Rückert and a parody of this selection by Gumppenberg, Kusenberg, and Konrad Wagner.

- - - -

IMPROVING GERMAN TEACHING. The Carl Schurz Memorial Foundation has proposed a six-point program to improve the quality and facilities in the teaching of German in colleges and secondary schools. The program envisages traveling fellowships and grants in aid so that more teachers of German may study abroad in summer, aid to improve German collections in college libraries, arranging a U.S. lecture tour annually for a distinguished German scholar, support to the publication of scholarly works in the German field, and extension of the Foundation's service of German realia. The foundation is seeking contributions which will make possible an annual budget of $60,000 for this program.



French Notes

The scholarly Christmas sketch which follows was written especially for the French Notes of the Newsletter by Doctor J. Luke Martel who came to the French Department of the University of Illinois this year as Instructor after three years in France where he received his Doctorat d'Université from the University of Aix-Marseille. He had already received his Licence-es-Lettres from the University of Montpellier and has had a number of years residence abroad.

NOEL EN PROVENCE

Noël, Christmas, Navidad, Calèndo... quelle que soit la langue, quel que soit le pays, c'est la fête qui fait le plus vibrer les coeurs... des petits comme des grands. Noël! c'est d'abord la naissance divine que l'on célèbre mais c'est aussi la fête de la famille; c'est la fête de la joie... la joie de donner pour les uns mais surtout celle de recevoir pour les autres. Là réside la signification universelle, la même dans tous les pays chrétiens. Mais il y a aussi le particulier et c'est en cela que les provinces et les pays se distinguent les uns des autres.

En Provence, Noël se célèbre avec beaucoup d'éclat. En vérité, la fête commence dès le début de décembre avec le blé de la Sainte-Barbe, une très vieille coutume provençale. Sur de la mousse humide on sème du blé et cette jeune et vigoureuse verdure - ce blé en herbe - deviendra, comme le gui pour les gens du Nord, le symbole même de la fête calendale. Dans plusieurs villes provençales la fête commence aussi par les très pittoresques marchés aux santons (santouns), charmantes et naïves miniatures sur lesquelles je reviendrai. Comme ailleurs, Noël est aussi la fête des enfants et

des familles mais le Provençal, grand adorateur du dieu Soleil, n'aspire pas au "Noël Blanc" si cher au coeur de l'Anglo-saxon. La neige, le frimas, la glace, le houx, le gui, ce ne sont là que des babioles qu'on laisse volontiers aux pays du Nord car le Provençal a horreur de tout ce qui suggère le froid. Nos sapins saupoudrés de blanc et décorés de petits glaçons ne seraient pas les bienvenus en Provence. Et notre bonhomme Noël ou Saint Nicholas, avec sa longue barbe blanche et son grand manteau pourpre, ses joues rougies par le froid polaire, son long traîneau que de rudes rennes natifs de la froide et lointaine Finlande, tirent à travers les immensités glacées du ciel, c'est aussi une création du Nord. Le Provençal, dans sa touchante naïveté primitive, préférait dire à l'enfant que le "Petit Jésus" viendrait à Noël lui porter, s'il était sage, les présents tant désirés.

Quelle était touchante aussi cette coutume provençale - hélas! presque oubliée maintenant - de bénir au début du réveillon de Noël le feu qui pétillait dans l'âtre. Daudet, Mistral, Aicard, les derniers témoins d'un siècle qui se meurt mais encore profondément ancré dans son traditionalisme, nous ont laissé de splendides descriptions de cette bénédiction ou "cacho-fiò". Le plus vieux de la famille - quelquefois mais rarement le plus jeune - s'approchait de la grosse bûche d'olivier qui flambait et tout en jetant un peu de vin cuit ou "ratafia" sur la flamme répétait les voeux que ses ancêtres, pendant des siècles, avaient formulés. Laissons la parole à Mistral:

Ah! Calèndo, Calèndo, ounte éi ta douço pas?
Crido lou vièi, alègre, alègre! -
Que Noste Segne nous alègre! -
S'un autre an sian pas mai, moun Dièu, fuguen pas men!

O fiò, dis, fiò sacra, fai qu'aguen de bèu tèm!
E que ma fedo bèn agnelle
E que ma truèio bèn poucelle
E que ma vaco bèn vedelle! -
Que mi chato e mi noro enfanton tòuti bèn! -

Le paysan de Provence est un bon vivant et un réaliste. Aicard, par sa fiction plus poétique que réaliste, nous donne une version très différente mais non moins intéressante. On voit qu'en Provence c'est l'idée chaleur que l'on associe à cette fête hivernale:

O bon feu, chauffe bien la pauvre femme,
Le vieil homme malade, et les blancs pieds d'enfants!
Feu du pauvre, vivant trésor, feu bien chauffant,
Ris toujours dans mes yeux avec tes étincelles!
Feu, luis dans le soleil sur les moissons nouvelles,
Mûris la vigne, et puis vient brûler dans mon four.
Et passe dans mon sang, feu du ciel, feu du jour! -

Noël en Provence, c'est aussi comme dans tous les pays catholiques, la messe de minuit. Mais là s'arrête la ressemblance car une messe de minuit provençale revêt un cachet bien particulier. Le Félibrige, mouvement fondé par Mistral lui-même et ses amis, a réussi à maintenir plusieurs vieilles coutumes et il n'est pas rare de voir dans de nombreux villages de Provence les bergers suivis de leurs moutons

se rendre processionnellement à l'église accompagnés de Joseph et de Marie portant l'Enfant qu'on déposera dans la crèche. Il y a aussi le défilé des tambourinaires vêtus à la provençale qui, d'une main, frappent leurs tambourins et, en même temps, jouent leurs petites flûtes appelées galoubets. Et dans toutes ces vieilles églises de Provence on chante encore les vieux noëls en langue provençale.

Quelle famille vraiment provençale ne fait pas sa crèche? Comme elles sont jolies ces crèches provençales que l'on voit dans tous les mas, dans toutes les bastides de Provence! On y voit, bien sûr, l'Enfant endormi sur la paille, son père et sa mère qui le surveillent tendrement; on y voit aussi le boeuf et l'âne qui, par leur chaude haleine, réchauffent le nouveau-né. Mais, croyez-moi, la crèche provençale est bien différente de toutes celles que l'on fait ailleurs. Les Provençaux font leurs crèches avec beaucoup de soins et les décorent d'une infinité de personnages appelés santons, petites figurines faites en plâtre ou en terre, peintes à la main et toujours représentées avec le costume du pays(1). Une crèche provençale? c'est vraiment tout un monde en miniature. On y met un village entier avec sa petite église provençale et ses maisons et même quelques bastides disséminées ici et là. Tous les habitants se dirigent vers la crèche. Les femmes en groupes, quelques-unes tenant un enfant par la main ou le portant endormi dans leurs bras. Toutes ces bonnes gens portent leurs présents à l'Enfant: celle-ci un canard, celle-là un dindon, une autre un poulet la tête en bas. Plus loin un paysan avec son âne ayant les "ensarris" chargés des produits de son labeur; derrière lui, un autre paysan porte un cageot de légumes sur son épaule; celui-ci, sortant de sa bastide éloignée du village, emporte une dame-jeanne ou bombonne de vin(2). Là-bas, ce berger qui descend la colline, porte, dans ses bras, un tout jeune agneau. Il y a aussi les tambourinaires qui, en défilé, se rendent vers l'étable isolée où dort l'Enfant. Les Rois-Mages, eux, sont encore loin; on ne les verra apparaître que le 6 janvier. Par ces crèches, dans lesquelles les anciennes générations y mettaient toute leur foi et leur piété, les Provençaux transmettent aux générations nouvelles ce qui leur reste de la foi naïve des ancêtres.

Le Provençal est aussi Français et le réveillon, ce chef-d'oeuvre gastronomique, réhausse, comme il se doit, la célébration de cette grande fête. La femme provençale y met tout son savoir culinaire et dépense souvent des sommes qui dépassent largement ce que le revenu familial devrait permettre. Tant pis! les sacrifices viendront après mais on ne ménage rien pour célébrer Noël avec éclat. La famille - souvent dispersée à travers le pays - pour cette fête est réunie. Dès le retour de la messe on s'attable et le réveillon dure généralement jusqu'à l'aube. Pour s'aiguiser l'appétit on déguste des "croustàou", croutons de pain qu'on fait rôtir sur la braise, puis enduits de beurre et couverts d'anchois. Sur la broche près du feu, le dindon farci aux châtaignes continue à rôtir et viendra bientôt prendre sa place sur cette table déjà si richement garnie. Les vins sont nombreux et variés car la Provence et surtout la vallée du Rhône produisent des vins très réputés. On mangera treize desserts et sûrement l'un des treize sera le nougat au miel

car ainsi le veut la tradition. Dans beaucoup de maisons paysannes on mettra un couvert de plus... pour le premier pauvre qui viendra frapper et demander l'aumône.

Voilà comment on célèbre Noël en Provence.

1 - La fabrication de ces santons est une des très intéressantes industries artisanales de Provence.
2 - Il m'est même arrivé de voir dans une crèche provençale la figurine d'un ouvrier ou paysan poussant un chariot dans lequel se trouvait un gros poêle. Le Provençal a tellement pitié de celui qui a froid!

J. Luke Martel, Sr.

- - - - -

Monsieur Edouard Morot-Sir, le Conseiller Culturel près l'Ambassade de France et Représentant Permanent des Universités aux Etats-Unis, visited the campus on November 15th.

He was a guest at the weekly luncheon of the staff of the Department of French at which some thirty staff members and friends of France and the French language were present. Professor Dieudonné, a French mathematician at present on the staff of Northwestern University, who was on the campus as a lecturer, was also a guest at the luncheon.

In the afternoon Monsieur Morot-Sir spoke to a group of about fifty on the work of his office, giving an interesting account of the scope and variety of the activities centered in that liaison branch of the French government. The office which Monsieur Morot-Sir heads is located in New York City and has responsibility for arrangements in connection with: French professors or students coming to the United States for academic work; visiting troupes of artists such as the tours of the Comédie française, the Barrault players, the Ballet troupe and others who represent the artistic or dramatic talent of France; organizing exhibits in the United States of French masterpieces of art; allocating French government scholarships or financial grants to American students or professors desirous of study or research abroad; and advising these people about their work and residence in France. In addition the office carries on an active program of disseminating public relations material -- pamphlets about France, books, films, and exhibits of various kinds of current publicity of the tourist agencies or bureaus. About 1500 films are available for loan -- free of charge except for transportation costs -- and usually some 700 are out on loan.

In connection with the description of the role of the office in aiding American students and professors to do academic work and research in France mention was made of the problem created by the desire of almost all Americans going to France to locate in

Paris. This results in overcrowding of the schools and living accommodations there and greatly complicate the efforts of the office to smooth the path of those planning such a stay in France. The reluctance of Americans to study in the French provincial universities also means that the facilities of those schools are not used to full advantage and the resulting imbalance is a source of real concern to the French governmental branches in charge of such educational matters.

Following that topic Monsieur Morot-Sir discussed the changes which are beginning to be made in the French educational system, where modifications and an easing of the state examinations leading to the bachelor degree are being inaugurated. A modernization of the course curricula and materials is also under consideration, although some French people still speak in support of the traditional courses. The office which Monsieur Morot-Sir represents has just sent out a pamphlet describing these changes and many readers of the Newsletter have doubtless received that publication.

Marilyn J. Martin

Marilyn J. Martin

Francis J. Nock

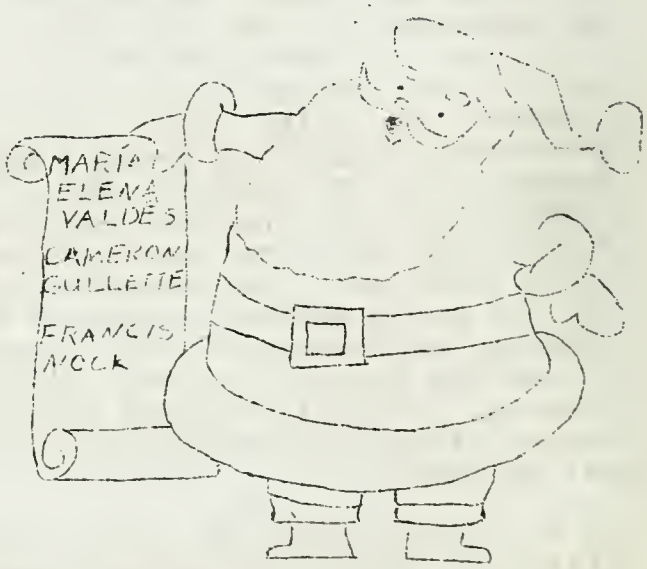
Francis J. Nock

Cameron C. Gullette

Cameron C. Gullette

I would like to take this opportunity to wish you all a "Very Merry Christmas" and to put these people on Santa Claus' list: María Elena who manages to type our stencils in spite of all her other work as Spanish Department secretary; Cameron Gullette and Francis Nock who help me out so much with news from the French and German Departments.

mjm



UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XI, No. 5 January, 1958

FOREIGN LANGUAGES AND SPUTNIK
--AN URGENT MESSAGE

1. The Situation

The success of the Russian satellite program has demonstrated spectacularly that humanity has arrived at the opening of a new epoch--the Space Age. But what is shocking and sobering is the realization that Russia, not the United States, has led the world into this new age, and that Russian education seems to be producing great numbers of youth better prepared than our own in at least some vital subjects, especially science, mathematics, and foreign languages.

One immediate result has been a national outcry for strengthening of American education, especially in the elementary and high schools. The Administration in Washington is preparing an education bill about which you may have read by the time you receive this message. It is aimed at greatly increasing education in three vital fields--science, mathematics, and foreign languages. The specific foreign language provisions, as they appeared in preliminary drafts of the bill, were quite extensive and would go a long way toward enabling the language profession to meet the needs for foreign language learning in the second half of the twentieth century.

But before we applaud in anticipation of this new aid to the languages, we must face the realities of life. We cannot, in this critical period, sit by and merely hope for passage of the foreign language provisions in the bill. Why is it possible that languages may be passed over in this national emergency? Because the necessary emphasis being placed on science may blind the public and our law-makers to the importance of languages. Because all the measures necessary to put us back in the race with Russia (scientific research, increased financial aid to foreign nations, stepped up training of scientists, etc.) will be very costly, and some budget-conscious law-makers will seek to cut out what seem to be non-essential or less-essential expenses. Because too many law-makers, despite expressions of concern about the national interest, will nevertheless vote only for what seems real in terms of concrete needs in their home states. Because there are still some people who are opposed to foreign language study in the schools in any form, and they will be using every argument to kill government support for language learning.

Every citizen who is convinced of the vital importance of foreign languages in the national interest must be moved to action. Teachers of foreign languages will frequently have to take the lead, but this can be done in a firm and dignified manner. For we are not pleading a private cause: foreign language study is essential to the survival of our nation.

2. Importance of the State-Oriented View

It is essential that the citizens of your state, and the two Senators and the Representatives from your local districts, be made aware of the real concern about foreign languages in their state. Remember that the people from your state who sit in the Federal legislature will be the ones to vote for or against Federal support to foreign language instruction. It is natural for them to consider national legislation in terms of its relevance to conditions in their home state. What can you do in your state to help? Specific suggestions are given below in a section on General Policy.

3. General Policy

At the state level, it would be most effective to publicize the following points:

(1) the traditional place of foreign languages in the humanities program of American education

(2) the vital role today of foreign language skills in the national welfare

(3) the notable activities in foreign language teaching now taking place in your state (e.g., professional foreign language teacher organizations, language programs in elementary schools, development of language laboratories, summer workshops, surveys and investigations, teaching programs in "unusual" languages--Russian, Chinese, Arabic, etc.)

(4) the availability of able and willing foreign language teaching personnel in your state

(5) the shortcomings, the needs in your state if foreign language learning is to serve effectively the national interest (e.g., refresher courses at state colleges and universities [public and private] for in-service school teachers, improving liaison with national trends and innovations, conducting research and experimentation in problems of language learning, etc.)

(6) any Federal Government program of financial aid for the improvement of education must take into account specifically the problem of improving foreign language learning in your state.

The preceding paragraphs are excerpted from material sent to us by the MLA national office in New York. At their request we have mailed out copies of this message and another, Sputnik Puts Foreign Languages in the News, to several persons throughout the state. It is the hope of the MLA that the recipients of this material will try to encourage local newspaper interest in languages and the interest of leading citizens, thereby creating more public awareness of the importance of foreign language study.

SPUTNIK and FOREIGN LANGUAGES

Russian triumphs with Sputnik and Mutnik have brought public attention to deficiencies in American education. It is regrettable that this attention is somewhat hysterical on the one hand and charged with various loads of political dynamite on the other. But to members of this association the deficiencies are themselves an old, old story. It is the official and public attention that is new - for which we cannot but rejoice, even at the irony of finding ourselves with such strange individual and collective bed-mates as Sputnik and Mutnik.

President Eisenhower's Oklahoma City address on November 13 set off an unprecedented string of public comments on education. We can hope it is a genuine chain reaction and not a pack of Chinese firecrackers. In MLA's FL Bulletin No. 57, issued in December by the Foreign Language Program Director, Dr. Kenneth Mildenberger, from the National Offices at 6 Washington Square North, N.Y. 3, N.Y., appear excerpts from the President's address itself, with his emphasis on our educational lag in the sciences, mathematics and foreign languages. It also reprints significant parts of some of the nation-wide comments which reflect accord with the President and grave concern for the educational situation.

Materials quoted and excerpted are from the Washington Post and Times Herald, 14 Nov.; New York Times, 7 Nov. (statement of Dr. Lawrence G. Derthick, Commissioner of the U.S. Office of Education) and 26 Nov.; Christian Science Monitor, 11 Nov. and 6 Dec.; and, on our area, from the Chicago Daily Sun-Times, 7 Nov. and the Indianapolis Star, 25 Nov. It is encouraging and significant that, despite headline focus on the sciences, the President himself and the thoughtful commentary stress foreign languages equally as much.

WHS

French Notes

On December 4th Professor Bernard Weinberg of the University of Chicago visited the campus and gave an interesting lecture on the poetry of Baudelaire, analyzing two poems and evaluating the present-day popularity and influence of the poet. Professor Weinberg is widely known for his studies in French and Italian literary criticism and has done much research on French symbolist poetry. His lecture here was an excellent illustration of the breadth of his scholarship and his skill in organizing and presenting material.

- - - - -

The following extensive report on the meeting of the AATF in St. Louis was prepared by Mr. Francis W. Nachtmann of the French Department of the University of Illinois and special thanks are due to him for his kindness.

Thirtieth Congress of the AATF

The thirtieth anniversary meeting of the American Association of Teachers of French was held this year on December 27 and 28 at the Statler Hotel in St. Louis, Missouri. This is one of the rare times that this association has met separately from the MLA and from the other associations of language teachers. The site was well chosen, for St. Louis is a city rich in historical associations with French colonization, although the French language and racial strain has been entirely obliterated by other nationalities of later arrival. The first event of the Congress was a visit on Friday afternoon, December 27, to St. Louis University, where the delegates had a chance to inspect the portion of the library where the films of 30,000 Vatican Library manuscripts are kept. St. Louis University has supervised the making of these films and has acquired them as part of its permanent library resources. The 30,000 manuscripts, which include a far greater number of individual documents, represent practically all the items in the Vatican Library which are of interest to Western languages and culture. The University staff member who explained the operation of this film deposit to the delegates, threw on the screen some films of Old French texts and illuminations. After the visit to the library, the delegates were then entertained at a Vin d'honneur in the nearby Chouteau House. Chouteau is the best-known French name in St. Louis, since it is that of one of the co-founders of the city. The Chouteau House, which was built as an elegant family residence in the nineteenth century, is now one of the buildings of the University. The refreshments for the Vin d'honneur were supplied by the California Wine Advisory Board, which in this case found a very receptive public.

At the annual banquet, which was held in the Missouri Room of the Statler Hotel at 7:30 in the evening, Monsieur Henri Peyre, president of the AATF, was the toastmaster, introducing the speakers with witty torrents of alternate French and English. M. Peyre himself, in his opening remarks, mentioned that there is now a willingness and a desire to go back to hard things, to admit a certain hard core of difficulty, to provide a remedy for a condition described by Clifton Fadiman as the "organized decline of attention." There was a certain danger of arrogance on the part of our colleagues, scientific and otherwise, but that arrogance has lately disappeared, for reasons known to all of us. It is now being realized that we must be open to the study of languages in order to learn more about other nations and to learn how to deal with them. M. Peyre further held up the example of France as the nation demonstrating some of the most surprising youthful vigor of any nation in Europe. Besides its premier, M. Gaillard, the youngest head of government of the Western nations, and several youthful prodigies in literature, France is experiencing a remarkable spiritual and industrial rejuvenation at the present time.

The talk, by M. Béliard, Consul General of France at Chicago, which followed, continued some of the ideas touched on by M. Peyre. He mentioned, among other things, France's noteworthy increase in production — 30% since 1952. But M. Béliard took as his particular

task that of explaining certain features about his country which are difficult for others to understand. For example, why is France experiencing such a large deficit? It is difficult to take the necessary remedial measures in the framework of a democracy, and France prefers the democratic method. Thus a certain delay is inevitable. M. Béliard also undertook to explain France's attitude at the recent Paris conference. There is no question that France wants launching sites for missiles, he said, but she also wants something still more important, the union of all scientific minds against Soviet Russia. She feels that this is indispensable, and that there must not be a half-time, half-hearted effort.

M. Morot-Sir, Representant des Universités Françaises aux Etats-Unis, was the next speaker. He is remembered on the University of Illinois campus for his very recent visit there. M. Morot-Sir, who said he had traveled everywhere in the United States, said he had found the presence of France everywhere, and he felt profoundly grateful to the people present for what they had done in spreading a love for French culture and language. He spoke of the need in France for scientists in far greater number than they have been produced so far, of the traditional preference of French students for philosophical over scientific studies, of the gradual rise in the proportion of scientific students, and of the reforms of the teaching system projected in France. Particularly he mentioned that scientific teaching cannot do without a knowledge of the mother-tongue and foreign languages, for the scientist must manipulate words. The best hope for the future he sees in a kind of dialogue between the mother-tongue and the foreign language, which he hopes in a majority of cases will be French.

Mme. Gerard Hamburg, the president of the St. Louis chapter of the AATF, spoke next, and the evening was concluded with the literary paper of Father Walter J. Ong, S.J., a member of the English faculty of St. Louis University. Father Ong's topic was "Dialogue existentiel dans La Chute d'Albert Camus." In this story of the fall of a famous judge who was privately a libertine, there is the use of the dialogue form as the judge tells his story to a casual acquaintance. Father Ong traced the early rise and continued importance of the dialectic form. Existentialists have become particularly aware of the device of thinking in dialogue, and Marcel and Sartre have taken to writing plays, making a connection between dialogue and philosophy in a special way. One way of viewing progress in science is that we can go today to school and learn how to ask better questions. Today it is not just that we learn new facts, but how to ask about and think about already known facts. Father Ong pointed out that the science of any age can be considered as "arrested dialogue." In Camus' La Chute the dialogue is a dialogue with self. The judge having judged himself, he feels it necessary to pass the judgment on to others. Eventually the judge goes out to the reader until in the end the reader feels that he himself is really the judge. The outlook of the repentant judge is quite profoundly opposed to Sartre, who says in the end that "Hell is other people." Although not a particularly Christian book, this work of Camus' emphasizes the need to unite all men, and ultimately suggests a kind of "Existentialist purgatory."

In the business meeting on Saturday morning M. Peyre again presided with the same wit and the same cascading delivery, sprinkling his remarks with quotations from Boileau to Mark Twain. He announced that the association is still in the black in spite of increased expenses for the French Review. Certain proposed changes in the by-laws were considered. Improvements in the national French contest were discussed, and the international correspondence service for students was explained with reasons for its necessarily deliberate rate of operation. Another matter discussed at considerable length was the Placement Bureau of the Association, which has been providing less service than the equivalent bureaus of the other language associations and which everyone would like to see function more actively. As the final business of the meeting Mme Martin of Chicago presented a list of the persons given honorary citations by the association, and the announcement of the choice of national officers was made. All present officers will again serve next year, with the exception of one vice-president. M. Peyre will again serve as president, and Mr. George B. Watts will again be the Secretary-Treasurer.

Following the transaction of the necessary business, the meeting was brought to a conclusion with the reading of three more papers. Gordon Silber, in a report entitled "Le français langue étrangère," surveyed the organizations and publications in France which can help with pedagogical ideas and teaching aids. Mr. Silber himself seconded a proposal which has been made that an office be established in France as a clearing house for all ideas obtained on the teaching of French as a foreign language.

Next, Bruce Archer Morrissette of Washington University presented a study called "Surfaces et profondeurs dans les romans d'Alain Robbe-Grillet." His announced purpose was to identify some errors of interpretation which have been made by the critics in dealing with the works of this novelist and to show how to proceed to avoid them. He discussed three novels by this writer: Les Gommes, Le Voyeur, and La Jalousie. Les Gommes has as its subject a detective's search for a criminal who is none other than the detective himself. This work is full of a Gothic mysticism the depths of which must be drawn out if one wishes really to understand it. In La Jalousie, the finest of Robbe-Grillet's novels, there is much study of gestures and faces, an inversion of external chronology, numerous motifs, analogies, and symbols. There is a structural elaboration which is the equivalent of, but goes beyond the previous symbolism; however, the most important point that the speaker made was that in Robbe-Grillet's works symbols are there before they signify something, that they cannot be separated from the narrative.

In the final paper delivered by René Girard of Johns Hopkins University the title was "Le Snobisme dans l'oeuvre de Marcel Proust." He developed the fact that in Proust the desire of an object is a "désir trinitaire." Besides the person desiring and the object desired, there is always the "conscience étrangère." The "désir trinitaire" is not focused on the object, but on the mediator, and desire goes when there is not a third person who is involved.

The afternoon of Saturday, December 28, was taken up by a tour of the city of St. Louis and a reception at Washington University. The tour

of the city was made by chartered busses provided by the St. Louis hosts of the Association. It included the site of the projected riverfront plaza, which will occupy the location of the original French town. At the Old Cathedral of St. Louis and the Old Courthouse, which are located near the Mississippi River, the party got out to visit these two historic locations. The Old Cathedral dates back to 1834, and there is now a museum in conjunction with it, filled with objects and documents associated particularly with the ecclesiastical history of St. Louis. The Old Courthouse, which dates from 1839, is famous for its association with the Dred Scott decision and the planning of Western railroad expansion which took place there; it is now used as a museum. Further stops on the tour included a visit to the Christmas floral display at the Jewel Box in Forest Park and a visit to the Jefferson Memorial, also in Forest Park, which has the internationally famous collection of the Lindbergh trophies. The bus tour ended at Washington University, where the final event of the St. Louis meeting was a reception offered through the courtesy of Dean Adele Starbird. This was a charming tea held in the Women's Building. The delegates had an opportunity to talk over their pleasant experiences of the St. Louis meeting before returning to their respective homes. The representatives of the University of Illinois at the meeting were Professor Charles A. Knudson, Mr. Francis W. Nachtmann, and Miss Cordelia Reed. The first two also constituted the delegates of the Illinois Chapter of the AATF to the meeting.

Spanish Notes

The National Spanish Examination will be given in 1958 under auspices of both the Chicago Area and the Downstate Illinois Chapters of AATSP. The following instructions pertain specifically to the Chicago Area Chapter, and are in general similar to those of the Downstate Chapter, which are found on page 8.

AATSP National Spanish Examination (Sponsored by the Chicago Area Chapter)

The Chicago Area AATSP contest is conducted with the approval of the Illinois High School Association. In communication with this association last year, the following statement was sent us: "If the private and parochial schools in the Chicago Area who are not members of the Ill. H.S. Assn. wish to participate in the National Contest, they will have to set up their own local contest, since no inter-scholastic relationships are permitted with non-member schools."

This year the AATSP Chicago Area Chapter offers to provide the tests and location for administering the examination. A separate listing of the results of the examination will be made, however, and only schools belonging to the Ill. H.S. Assn. will be eligible for prizes offered through the Chicago Area Chapter. Non-member schools are free to make arrangements for their own prizes. For any further information call: Violet Bergquist - MErrimac 7-7137 (Chicago).

The examination will be given at Roosevelt University, 430 So. Michigan Ave., Chicago on Saturday, March 29 from 10 a.m. until 12 noon. Eligible students are those in the 1st or 2nd semester of 2nd, 3rd and 4th year Spanish classes, except those of Spanish speaking parents or

students who have learned Spanish through foreign residence or travel. Each school may send no more than two pupils for each or any of the divisions. Their selection will be the responsibility of the individual schools. The objective examinations consist of three parts: 1) Aural (on tape); 2) Grammar (printed); 3) Reading (printed).

The prizes, to be arranged by the local organization, will be awarded at the Annual Fiesta held at Thorne Hall (Northwestern University, Chicago Campus) on Saturday, April 19, 1958. The individual schools may wish to award AATSP medals to their winners; the details for this are given in Hispania.

To enter the contest send the following form to Lydia Holm (Local Chairman), 2092 Techny Road, Northbrook, Ill., before February 1. Each order must include the number of students in each division. The cost of the tests will be defrayed by the Chicago Area Chapter.

- -

Name of School _____

Address _____

Name of Teacher _____ Address _____

Number of Contestants (limited to 2 for each level): 2nd yr. _____
3rd yr. _____
4th yr. _____

- -

AATSP National Spanish Examination (Sponsored by the Downstate Illinois Chapter)

Refer to the above material for a general description of the contest. We want to call your attention to the fact that all teachers of Spanis are eligible to give the examination in their schools. A previous plan to set up regional centers for the examination was found to be unnecessary. Those who participate through the Downstate Chapter will be responsible for ordering their own exams and tapes and for administering the examination sometime between April 4 and 19. Each school is expected to give the examination only once and to safeguard the exams and tapes until that time. Copies of last year's exam may be ordered for study at ten cents per copy from Harry T. Charly, who will also supply the tapes for the contest. He prefers that new tapes be ordered, but will run tapes that are sent to him. Prizes will be awarded individual winners by the Downstate Chapter at the April 19 meeting to be held in Carbondale.

Please complete the order form on the next page and forward it with your remittance before February 1. We urge you to order as early as possible so that we may determine the quantity to print and record most economically. Remember that exams may take several weeks to arrive and that all parts of an order may not reach you at the same time.

Part I covers printed exams and should be forwarded with remittance to your local contest chairman or chapter treasurer before Feb. 1.

- -

PART I

To local contest chairman: Grace Cunningham, Edwardsville High School
or chapter treasurer: Ernest Howard, Alton Senior High School

Please send me: Totals

_____ 2nd year exams at .13 per copy _____

_____ 3rd year exams at .13 per copy _____

_____ 4th year exams at .13 per copy _____

Signed _____

Address _____ I enclose _____ in full payment.

_____

- -

PART II

To national contest chairman: Harry T. Charly
1801 Chadbourne Ave.
Madison 5, Wisconsin

Please send me: Totals

_____ 2nd year tape recordings at $5.50 (includes cost of tape)____

_____ 3rd year tape recordings at $5.50 (includes cost of tape)____

_____ 4th year tape recordings at $5.50 (includes cost of tape)____

I enclose in full payment _____

OR

I enclose one new or completely erased 7" reel (1200 feet) of plastic tape and $2.00 recording charge for each tape recording I have requested. (2nd yr. ___; 3rd yr. ___; 4th yr.___)

I enclose _____ blank tapes. I enclose $_____ recording charges.

Signed _____

Address _____

_____

The Downstate Chapter of AATSP wishes particularly to call attention to its annual meeting to be held at Southern Illinois University, Carbondale, on April 19, 1958. This meeting will climax the week-long program of the Pan American Festival held on the same campus.

Members of the state chapter and all other interested persons are urged to begin planning to attend the Saturday sessions of the AATSP, and as many of the other events of the Festival in the preceding week as they can.

As soon as a more complete program is available, details will be announced.

Why not join, or renew your membership NOW? The advantages of being a member are these: you receive copies of Hispania; you may award bronze medals issued by the Association; you may enroll in the placement bureau; you may organize a chapter in the Spanish National Honor Society. The Association also arranges the Spanish contest and sponsors a student correspondence bureau.

Many Illinois teachers eligible to membership in the Downstate Chapter of AATSP have paid national dues, but not chapter dues. Our Chapter is newly organized and to be effective needs the support of all Spanish teachers in the downstate area.

1957-58 Officers
Downstate Chapter AATSP

President	J. Cary Davis Southern Illinois University Carbondale, Illinois
Vice-President	Fred P. Ellison University of Illinois Urbana, Illinois
Secretary-Treasurer	Ernest Howard Alton Senior High School Alton, Illinois
Corresponding Secretary	Ruth E. Straw Sterling Township High School Sterling, Illinois

How about giving them a hand in their work? Send the following coupon to Ernest Howard. If paid by check, your cancelled check will be a receipt.

I enclose one dollar for membership in the Downstate Illinois Chapter AATSP. My national dues are already paid. _____

OR

I enclose five dollars for National and Downstate Illinois Chapter dues for AATSP. _____

Name _____

Address _____

- -

AATSP in Dallas

This year's annual meeting of the American Association of Teachers of Spanish and Portuguese was held December 26-28 at the Statler Hilton Hotel in Dallas. The fact that the MLA held its meeting separately in September this year meant the absence of a number of personalities one usually sees at such gatherings, but as some attendants remarked, this arrangement is a good way to take stock periodically. Among Illinois people present were Miss Dorothy Dodd of Quincy, Ernest Howard of Alton, J. Cary Davis acting as official representative of the Downstate Chapter, Donald L. Fabian of Chicago, J. Kenneth Leslie of Evanston, and myself. Participating on programs were Mr. Fabian on "Action and Idea in Amor y Pedagogía and Prometeo," and two ex-Illini: Miss Evelyn H. Uhrhan, now of South Dakota State College, who read a paper on "Francisca Sánchez and the Seminario-Archivo de Rubén Darío," and Gerald M. Moser, who spoke on "Portuguese Family Names."

Dallas appeared to be making a truly Texan effort, weather-wise, with unseasonably warm temperatures in honor of the visitors. The Statler Hilton, as those who know it will agree, is quite swanky and new. (According to one delegate's theory, the repeated choice of this kind of hotel for the convention is a form of compensation among language teachers. But in spite of the suggestion that a respectably shabby hotel might occasionally be a comfortable change, everyone seemed to feel that this was a most successful meeting.)

From among the papers I heard, I think the most interesting and useful was one presented by Lawrence Poston, Jr., of the University of Oklahoma, entitled "A More Realistic Approach to the Use of the Articles." Mr. Poston's paper tackled the knotty problem of use and non-use of the definite article in Spanish with "general or abstract nouns." I trust his very helpful analysis will appear shortly in print, but meantime I may perhaps indicate his principal conclusion: that unmodified common nouns do not appear in pre-verbal position in the normal (i.e. non-proverbial) Spanish statement without the definite article.

New officers for the national AATSP include Nicholson B. Adams as president and J. Kenneth Leslie as third vice-president.

One further item of interest was the national meeting on December 27 of Sigma Delta Pi, featuring brief reports of the activities of the nearly 200 chapters in the nation, and a luncheon at which such dis-

tinguished figures as Carl A. Tyre and James O. Swain spoke.

The occasion for seeing many friends and ex-colleagues from the Southwest was a special pleasure to me.

Mildred Boyer

German Notes

Christmas holidays with no MLA meeting finds the German department somewhat devoid of news. The last weekend of December Mr. E.A. Philippson and Mr. John R. Frey attended the meeting of the Linguistic Society in Chicago.

Und das wäre das! Nichts bleibt übrig, als allen, wenn auch etwas verspätet, ein glückliches Neujahr zu wünschen.

- - - -

Don't forget FOREIGN LANGUAGE WEEK, February 16-22. See the November Newsletter for suggested activities.

Prospero Anno Nuevo

Heureux Nouvel An

Feliz Año Nuevo

Próspero Ano Novo

Glückliches Neues Jahr

Cameron C. Gullette

Cameron C. Gullette

Marilyn Martin

Marilyn Martin

Francis J. Nock

Francis J. Nock

Feb. 1958 lacking.

UNIVERSITY OF ILLINOIS
Modern Foreign Language
Newsletter

Vol. XI, No. 7 March, 1958

TEACHERS - SOME POWDER FOR YOUR FL GUNS. If people don't realize the need for foreign language study, they should be shocked into consciousness of it by the fact that Russia is far ahead of us in this field.

FOREIGN LANGUAGE DEVELOPMENT PROGRAM

Some two billion people --three quarters of the world's population-- speak languages that are rarely if ever taught in the United States.

Of 24 major foreign languages around the world, each spoken by more than 20 million persons, only Spanish and French are studied by any appreciable proportion of Americans.

Such languages as Chinese, Arabic, Hindi, Farsi, Indonesian, and Swahili are seldom if ever taught even in our colleges and universities. Chinese is now the native language of nearly twice as many people --aproximately 500 million-- as natively speak English. Arabic, of high strategic importance in North Africa and the eastern Mediterranean, is the native language of some 65 million people, and is widely used by millions more who have some other native language. Hindi is the key language of India, Swahili the key language in Central Africa, and Farsi is used extensively from Iran through Afghanistan and Northern India to Tibet.

The foreign languages that are offered in the United States are studied by less than 15 percent of our high school students, and by not more than 15 percent of our college students.

In the Soviet Union, by contrast, all students in the 10-year schools are required to study foreign languages for 6 years; and special language schools are maintained in which all instruction in the upper grades is conducted in a foreign language. Every university student is required to study a second foreign language, which must be native to Asia or Africa. Russian engineers and members of other missions abroad generally speak the language of the country they work in. An estimated 10,000,000 Russians are studying English; fewer than 8,000 Americans are studying Russian.

Half of our high schools, the smaller ones, offer no modern language training at all. Only 2 State departments of education and 24 city school systems have a foreign language supervisor on their staffs. In September 1956 the national supply of new high school teachers of foreign languages was 25 percent short of the demand. Of all 1957 college graduates who were qualified to teach, only 1.4 percent majored in a foreign language. This is the lowest percent of 1957 college graduates preparing to teach in any major field of study.

A recent State Department study showed that less than half of the foreign service officers had a practical speaking and reading knowledge of French, German, or Spanish; and that only 25 percent of incoming foreign service officers had a proficiency in any foreign language. In fact, few of the three million Americans who every year live, travel, or work abroad have any fluency in another language, or training in the culture of non-European areas.

AND SOME HOPE

Federal Proposals

1. Foreign Language Institutes.

It is proposed to support the establishment by colleges and universities of foreign language institutes for language teachers at all academic levels and for their supervisors. These institutes would provide further training designed to improve the quality and effectiveness of foreign language teaching.

In fiscal year 1959, it is proposed that the Office of Education contribute up to approximately $12,500 each for the establishment of five language institutes either in the summer or during the regular academic year, and that about 150 stipends be awarded for study in these institutes. By fiscal 1962, it is proposed to increase the number of such institutes to 15 and the number of stipends to 500. Over a period of four years, it is expected that a total of 45 institutes will have been held with an estimated total enrollment of 1,400 language teachers, supervisors, and teacher educators.

2. Foreign Language Centers.

In addition to the language institutes, it is proposed to develop foreign language training and service centers at selected institutions of higher education to provide instruction in those languages which are rarely, if ever, taught in the United States.

In fiscal 1959, it is proposed that the Office of Education pay one-half of the cost of establishing or extending three language training and service centers and to pay one-half of the cost of the annual maintenance and operation of these centers. The Federal share would be up to $125,000 for establishing each center and up to $125,000 a year for operations. In addition it is proposed to provide 100 student grants in varying amounts to enable students to attend these language training and service centers. It is also proposed to grant, in addition to the stipends noted above, 10 foreign travel allowances to defray travel costs for members or potential members of the staffs of the language training and service centers who require study and training abroad.

It is proposed to increase the total number of training and service centers to about 10 in fiscal years 1961 and 1962. It would be planned to increase the annual number of student grants for study and research in the language training and service centers to 250 or more in fiscal year 1962, and the number of travel grants annually to 25. Over the 4-year period ending in June 1962, it would be expected that between 500 and 750 individuals would have studied at the training and service centers and that between 50 and 85 individuals would have received travel allowances for study abroad.

These language training and service centers would be the chief resource centers in building up our capabilities in the languages now seldom offered, and would be the energizing and supporting elements in developing needed language competence in our schools and colleges, and in the many Government agencies with language requirements.

Through the various foreign language institutes and centers a good start could be made toward providing training, research, and materials to advance the study of Russian and the principal languages of Asia and Africa, such as: Amharic, Arabic, Chinese, Hausa, Hindi, Indonesian, Japanese, Farsi, Swahili, Tagalog and Turkish.

3. Research and Studies.

The Office of Education would be authorized to conduct surveys to determine the need for training in the various foreign languages, to sponsor and conduct research in the most effective methods of teaching foreign languages, and to develop specialized teaching materials, particularly in those languages not now generally taught in this country.

In fiscal year 1959, it is proposed that a total of $175,000 be provided for surveys, research, and materials development, and that $50,000 of this amount would be expended for contract research. For the 4-year period, 1959-62, it is proposed to provide a total of $1,575,000 for surveys, research, and materials development.

It is proposed that a total of $1,284,000 be authorized for the foreign language development program in fiscal year 1959, increasing to about $1,800,000 in 1960, and to about $3,000,000 in 1961.

U.S. Department of Health,
Education, and Welfare
Office of Education

Spanish Notes

To all Spanish Teachers of Illinois:

CAROS AMIGOS:

Whether or not you are a member of the Illinois Downstate Chapter, American Association of Teachers of Spanish and Portuguese, you will be interested in our Spring meeting April 19, to be held at Southern Illinois University in Carbondale, which will be the culmination of the week-long Pan American Festival celebration this year. In case you might be able to attend several of the other activities, the full program for the week is listed, as well as the Saturday sessions of the AATSP chapter. You are cordially invited to bring along groups of students to any of the events, and are urged especially to attend the Saturday meetings. If you are not yet a member of AATSP, why not join (NOW)? Send your dues ($5.00, national and state included) to Mr. Ernest Howard, 3317 Agnes Blvd., Alton, Illinois.

This is our first real "Downstate" meeting, and we hope your school can send more than one delegate.

PAN AMERICAN FESTIVAL, S.I.U. 1958

Theme: "Venezuela"

Monday	April 14	PAN AMERICAN DAY (Open House at Latin American Institute, Exhibits in Museum)
Tuesday	April 15	7:30 PM Panel Discussion: "Venezuela Today and Tomorrow." Sr. Raúl Osorio (Venezuela), and Dr. Gustav Bohstedt, Visiting Professor in Agriculture, SIU. (Anthropology Club, Museum Lounge)
Wednesday	April 16	8:15 PM Lecture: "Early Colonial Church Music in Mexico." Professor Steven Barwick, Dept. of Music, SIU. Library Auditorium.
Thursday	April 17	10:00 AM Student Assembly Address: "Venezuela" Dr. Clarence R. Decker, Vice-President Fairleigh Dickinson University. Shryock Auditorium.
		2:30 PM Illustrated Lecture: "Venezuelan Agriculture." Dr. W.E. Keepper, Dean, School of Agriculture, SIU. Seminar Room, Agriculture Building.

Friday April 18 — 6:30 and 8:30 PM Film: "Robinson Crusoe." (Spanish) University School Auditorium.

Saturday April 19 — 8:30 AM - 2:00 PM Annual Meeting Illinois Downstate Chapter, A.A.T.S.P. Library Auditorium and Wheeler Hall. (See complete program.)

EXHIBITS April 13-20 (University Museum)

ANNUAL MEETING ILLINOIS DOWNSTATE CHAPTER AATSP, April 19, 1958

Southern Illinois University, Carbondale, Ill.

8:30 - 9:15 AM Registration and Coffee Hour. (University Library Lounge)

9:15 - 11:30 AM Meeting (Library Auditorium)

1) Welcome to the Delegates.

2) Canciones al cuatro, Maria Giovannina Osorio.

3) Business Session and Awarding of Prizes to contest winners.

4) Address: "Galdós' Prologues," Dr. W. H. Shoemaker, Head, Department of Spanish and Italian, University of Illinois.

5) Talk, followed by Discussion: "Problems and Services of the Association," Dr. Laurel H. Turk, Secretary-Treasurer of AATSP, De Pauw University.

11:30 AM — LUNCH PERIOD (There will be no formal meal, but both the University Cafeteria and the U D Cafeteria will be open.)

1:00 - 2:00 PM — Slides on Mexico and Peru, Marge Kloeckner and J. Cary Davis. (Department of Foreign Languages, WHEELER HALL, Second Floor.)

2:00 PM — Campus Tour (For any who can stay a while): Museum (Pan American Festival Exhibits), University School, Thompson's Point, etc.

EL DIA DE LAS AMERICAS
14 de abril

La idea de fijar un día especial que se celebre en todos los países miembros de la Unión nació de una iniciativa presentada al Consejo Directivo de la Unión Panamericana en el sentido de que

las naciones americanas observaran el día nacional de cada una de las repúblicas hermanas. La Comisión nombrada para el estudio de tal iniciativa advirtió que no sería posible agregar tantos días festivos a los calendarios nacionales y recomendó que se designará un solo día, con el nombre de Día de las Américas, a manera de símbolo de la soberanía de las Repúblicas Americanas y de su unión voluntaria en una comunidad continental. El 14 de abril, día en que la Primera Conferencia Internacional Americana acordó crear la organización conocida actualmente como la Unión Panamericana, se consideró la fecha más apropiada para tal celebración. Además, como las escuelas de casi todo el continente están en pleno funcionamiento en el mes de abril, el día escogido ofrecía una ocasión propicia para inculcar en la nueva generación sentimientos de confraternidad americana.

En 1931 todos los gobiernos americanos habían proclamado el 14 de abril como Día de las Américas. Desde ese año las escuelas, tanto públicas como particulares, han realzado el significado simbólico de este día. Otro tanto han hecho las organizaciones cívicas y culturales. Siempre se ha hecho hincapié en la importancia de estrechar las relaciones entre las Repúblicas Americanas sin descuidar el aspecto festivo de la celebración. Este día, esencialmente americano, es el único que los gobiernos de todo un continente reconocen como símbolo de los lazos de amistad que los unen y de las aspiraciones que comparten. La importancia que los gobiernos dan al Día de las Américas, la atención que les presta la prensa y la regularidad con que casi todas las escuelas del continente lo observan, hacen de él un medio ideal para hacer llegar a todos un mensaje de solidaridad continental. De allí que este día contribuya poderosamente a la armonía y al mutuo entendimiento que caracterizan a la comunidad de naciones americanas.

La Confraternidad es la nota distintiva del Día de las Américas. En ella se funda el espíritu de cooperación sincera que anima a los pueblos americanos. El Presidente Roosevelt, hablando por primera vez en la Unión Panamericana, el 14 de abril de 1933, puso de manifiesto esta verdad al decir: "Es de significación trascendental ver que en este día el pensamiento de los ciudadanos de 21 Repúblicas de América está concentrado en los vínculos históricos, culturales, sociales y económicos que las unen."

Hoy, que las naciones de América luchan por el imperio de la libertad en el mundo, la consigna del Día de las Américas es VICTORIA --el triunfo que asegure una paz fecunda en el día de mañana.

By Annie D'Armond Marchant
for Las Américas, a bulletin
published in 1944 by the
Pan American Union, Washington, D.C.

The Organization of American States

What is the OAS?

The OAS is the Organization of American States, the oldest and most successful international organization in the world. Its members are the 21 Republics of the Western Hemisphere, as follows: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the United States, Uruguay and Venezuela.

What is its background?

The OAS developed from the Union of American Republics established by the First International Conference of American States in 1890, but its inspiration goes back to 1826, when Simón Bolivar called the first inter-American conference at Panama City. From 1910 to 1948 the organization functioned as the Pan American Union. At the Conference of Bogotá, in 1948, the 21 American Republics created the OAS, with the Pan American Union serving as its General Secretariat and central working agency.

What are the aims of the OAS?

The aims of the OAS are to strengthen the peace and security of the Americas, prevent disputes among the American Republics and settle them by peaceful means when they do arise, provide for joint action by all the Republics to repel aggression against any one of them, and promote the economic, social and cultural development of the American Republics by cooperative action.

What are its underlying principles?

The underlying principles of the OAS can be summed up briefly as follows: The relations of the American Republics are governed by international law and good faith; the American Republics are equal in the affairs of the OAS; no American State may interfere in the affairs of another; disputes among them are to be settled always by peaceful means, and an act of aggression against any one of them is to be interpreted and met as an aggression against all.

How does the OAS function?

The Inter-American Conference, supreme body of the OAS, meets every five years to plan the general structure, policy and action of the OAS for the next five-year period. The Meeting of Consultation of Foreign Ministers meets on request to consider matters of urgency. The Council of the OAS is the permanent executive body of the organization, and meets at regular intervals at the Pan American Union. It directs and coordinates the work of the

various inter-American agencies, the Pan American Union and the cooperative relationship between the OAS and United Nations. It has three organs, on which all the Member States are represented, which are the Inter-American Economic and Social Council, the Inter-American Council of Jurists and the Inter-American Cultural Council.

The Pan American Union, as the General Secretariat of the OAS, is responsible for keeping records, preparing reports, arranging for Inter-American conferences, and serves as a repository for instruments of ratification of inter-American agreements. As the permanent central organ of the OAS, it employs its technical facilities and services in putting decisions and programs of the OAS into practice and in promoting the economic, social and cultural development of the Member States. The OAS also functions through Specialized Conferences dealing with agriculture, health, radio communications, Indian affairs, child welfare, defense and other specialized fields of interest, and through Specialized Organizations, responsible for carrying out programs and projects in their respective spheres.

What is the relationship of the OAS to the United Nations?

The OAS is a regional agency within the United Nations. It is to the Western Hemisphere what the United Nations is to the world and, although the OAS is independent of the United Nations in Western Hemisphere affairs, there is close cooperation between the two international agencies. All of the countries which are members of the OAS are also members of the United Nations, although most of them are represented by separate delegates in the two agencies. In many respects the success of the 60-year-old inter-American system of cooperation served as a guide in the organization of the United Nations.

Taken from Pan American Day Handbook published by the Pan American Union, Washington,

The following publications and materials may be ordered from the Publications and Distribution Division, Pan American Union, 19th Street and Constitution Avenue, N.W., Washington 6, D.C. Remittance must accompany order. For a complete listing of other Pan American Union publications, write for free catalogue.

OAS Handbook $0.25

Charter of the Organization of American States $0.10

Folk Songs and Dances of the Americas (Dances, routines, music and words to 20 songs and dances. Part I, 23 pp.; Part II, 18 pp.) ..... $0.25 each

Some Latin American Festivals and Folk Dances (Descriptions and illustrations, 19 pp.) $0.10

Inter-American Study Kit (Selected material on the 20 Latin American Republics, the Organization of American States, latest issues of Américas, Annals of the OAS, and current items of interest.) $2.50

CSMLTA Meeting, Detroit, May 2-3, 1958

SPANISH-PORTUGUESE SECTION

Chairman: Evelyn E. Uhrhan, South Dakota State College, Brookings
Secretary: Richard D. Beery, Upper Arlington Senior High School, Columbus, Ohio

- - - -

"Challenging Talented Youth at the High School Level," Violet Bergquist, Evanston Township High School, Evanston, Illinois

"Darío, 'el poeta niño con alitas'," Thomas B. Irving, University of Minnesota, Minneapolis

"The Rúbrica of the Hispanic," D. Lincoln Canfield, University of Rochester, Rochester New York

"Personalidades literarias españolas," José Sánchez, University of Illinois at Navy Pier, Chicago

- - - -

Election of officers for 1959

Evelyn E. Uhrhan

El Día Panamericano

El próximo día 14 de abril, el Club de Español va a organizar la celebración de la Unión Panamericana que es conocida en Estados Unidos por Pan American Day.

Esperamos de antemano que sea un éxito, y digo esperamos porque contamos con medios que son capaces de hacer triunfar cualquier celebración. Para tal efecto contamos con la sala de baile del Union, capaz para más de cuatrocientas personas.

En dicho acto que se celebrará de 8 a 10 de la noche, ofreceremos un programa variado para todos los gustos. Colombianos, cubanos, venezolanos, mejicanos, peruanos, bolivianos, españoles y de otras naciones pertenecientes a esta Unión se encarga-

rán de ofrecernos canciones, bailes, películas y otros espectáculos típicos de los paises representados. Detalles por programas que en la próxima semana irán saliendo les dará idea de la magnitud del acontecimiento que al mismo tiempo deseamos le plazca si tiene ocasión de poder atender.

Jorge Prats

German Notes

The Interlanguage Teachers' Committee of Greater Chicago sponsored a rally and luncheon in connection with NATIONAL FOREIGN LANGUAGE WEEK, Feb. 16-22, proclaimed by President Eisenhower. The rally was held in the Assembly Hall of the Social Science Building, University of Chicago, on Saturday, February 15. Dean Napier Wilt welcomed those in attendance, after which Dr. Elfriede Ackermann spoke on the function of the ITCGC. This was followed by an address "For Our Times" by Dr. John U. Nef, Professor of Economics and History at Chicago.

The luncheon was held in the Quadrangele Club and the speaker was Dr. Robert Burwell, Department of Chemistry at Northwestern University. In the afternoon there was the choice of a tour of the Institute for Basic Research or one of the Oriental Institute.

- - - - -

The German Department of the University of Illinois will offer the first four semesters of German this summer. Also on the undergraduate level Twentieth Century German Literature is being offered.

Two sections of beginning German for Ph.D. candidates (German 400) are being offered, Monday through Thursday 8-10 a.m. and 7-9 p.m. The continuation reading course (German 401), which may be used to satisfy the Ph.D. language requirement in German, is being given in four sections, two for students in the humanities and social sciences, two for those in the natural sciences. The former are held MWF 8-10 a.m. and MWT 7-9 p.m., the latter MWF 8-10 a.m. and MWF 10-12 a.m.

- - - - -

The spring meeting of the Chicago Chapter of the AATG will take place Saturday, March 29. It will be a luncheon meeting held at 12:15 in the Art Institute. Professor Fritz K. Richter of the Illinois Institute of Technology will report on a recent visit to the country of the ancient Hittites in Asia Minor.

A special feature will be the appearance of Grahn, Piper and the Folk Singers. Constitutional changes and the election of a new vice-president and of a new secretary will be the items of business.

The meal and tax will cost $2.50, and reservations must be in the hands of Miss Florence Eckfeldt, Treasurer, 4508 N. Richmond Street, Chicago 25, by March 26.

- - - - -

Julius Schwietering, visiting professor at Chicago University, will speak on "Volkslied, Volkssage, Volkstracht in ihrer gemeinschaftsbildenden Funktion" before the Literary Society. This will be at 8:00 p.m. on March 28 at the Chicago Woman's Club, 318 S. Michigan. Guest tickets are $1.00.

On April 3 Fritz Martini, visiting professor at Columbia University, will speak on "Der Verlust der Tragödie und das Problem des gegenwärtigen Dramas" at Northwestern. For further information contact Professor C.R. Goedsche, Head of the German Department at Northwestern.

French Notes

The January issue of the distinguished French magazine Réalités devotes its section on La Sélection du mois to an article on the latest stage success in Paris - which is none other than the well known American play The Caine Mutiny Courtmartial. Adapted by José-André Lacour for presentation in the arena or theatre-in-the-round style, the play bears the French title of Ouragan sur le Caine. The word ouragan means hurricane and seems, on first reading to give a very different title from that of the American play. The French wording is logical, however for the play presents the courtmartial of a naval officer whose alleged misbehavior took place during a hurricane through which his ship was passing. It frequently happens that a title is greatly changed in translating a work of literature or a play into another language: an example is Sartre's Les Mains Sales which was translated into English as The Red Gloves.

The same issue of Réalités carries an article on Les Géants de l'industrie mondiale in which are listed Le Club des Cent, which, in this case, refers to the 100 largest industrial firms of the free world. Seventy nine of the one hundred firms are in the United States. The article credits France itself with only four such companies. With such a preponderance of big business located in the United States it is no wonder our country leads in commercial prosperity and that the European countries are having a hard time financially. It is somewhat startling to note that no South American firm is listed, in spite of the commercial activity that we feel is in progress to the south of us, but perhaps the developments down there are chiefly the outcome of operations carried on by firms located in the United States.

The February issue of Réalités carries an article by Jean Davy on la crise des théâtres entitled Pourquoi je quitte La Comédie Française, with the sub-heading Jean Davy, dans une confession émouvante, fait le bilan de ses découvertes dans la maison de Moliere. For the Americans of us who know about this great state theatre which dates back to 1680 and which has been regarded as one of the outstanding theatres in the entire world it is startling to learn that all is not ideal in this distinguished dramatic organization. Founded in 1680 on the order of Louis XIV by the merging of the theatrical troupe of Moliere (after Moliere's death) with other troupes and now operating on organizational plans dating back to the time of Napoleon Bonaparte (a decree of 1812) this theatre known as La Comédie Française supported by the state, has long been a mecca for all Americans traveling in France who wish to hear the French language delivered impeccably and to see great French plays admirably performed.

Monsieur Davy's decision to quit la Comédie was the result of (a) disagreements with the administration of the organization and (b) dissatisfaction with his own status there after he had irked the administrators. His chief initial disagreement was with the plan of the administrators to discharge from the company's actors certain older members who, Davy felt had not been given sufficient opportunity to show their talents. As the members of the company supposedly hold a 20 year position, once affiliated with the Comédie, such dismissal seemed very unfair to Davy - unless these actors had been given sufficient opportunity to make their names so well known that their reputation was made and future theatre employment elsewhere insured by this.

Once Davy was known as a critic of the theatre administration he was seldom called upon to perform and never given a new role to create. As he felt he must do creative work, and as he had also requested -without having his request granted- the opportunity to direct plays, Davy has finally separated from la Comédie. To do this called for very special arrangements, for the government contracts and penalties for breach of contract which regulate the position of the actors made even a separation welcome to both the organization and the actor a difficult matter.

The article by Monsieur Davy certainly gives us a new light on that great theatre!

- - - - -

The following account of experimental work was prepared by Professor Robert E. Hallowell who directed the work and taught the grammar-reading classes.

Proceeding on the well-founded assumption that students can learn to read French much more rapidly than they can learn to speak and write the language, the department of French of the University of Illinois decided last semester to organize an experimental class,

in which time would be divided equally between reading and oral practice. A group of fifty students of beginning French was divided into three sub-groups meeting twice a wekk for instruction in spoken French. The text used in this part of the course was Basic Conversational French by Harris and Lévéque. Students were assigned only the conversations, and all of the grammar units were omitted. During the first semester 16 conversations were completed. The same group of fifty students was separated into two sub-groups meeting twice a week with a different instructor for instruction in grammar and rapid reading. Bond's En Route served to introduce the students to the essentials of French grammar for reading. The first chapter, dealing with spelling and pronunciation, was omitted, but the rest of the text was assigned. Consequently, during the semester students studied all tenses of the French verb both in the indicative and subjunctive moods, as well as the other important items of French syntax. Bond's Premiére Etape (alternate), a collection of graded reading materials, gave the students practice in reading. Two selections, Dantès (46 pages) and Cosette et Marius (39 pages) were assigned and read in class. Students were held responsible for translation of these texts.

The experimental group took the same aural-oral part of the final examination which was given to all students of beginning French. This consisted of a dictation and an oral comprehension exercise. The rest of the final examination was made up especially for the experimental group and included a translation into English of a text read during the semester and two sight passages with questions in French to test reading comprehension. These passages involved the past definite and compound tenses of verbs and other grammatical constructions not usually encountered in the first semester of French. Yet the results exceeded our expectations. In comparing the mean scores which the experimental group made on the aural-oral part of the final examination with those achieved by students in the regular classes, we found that the former averaged only two points lower on the dictation and two points lower on the oral comprehension exercise. This slight deficiency of the experimental group was more than compensated for by their ability to read and comprehend texts of considerable difficulty.

The experiment is being continued this semester with the same group and following the same plan. The Harris and Lévêque text is again being used for oral practice, and Bond's Deuxième Etape (alternate) for assigned readings in class. In addition, En Route is being reviewed with special attention given to irregular verbs and idiomatic usages. Two short readers Lafayette and Lafitte (Keating-Moraud) have been assigned for rapid reading outside of class.

Although it is too early to draw definite conclusions about the validity of this experiment, the results obtained the first semester clearly indicated that it was worth continuing. Most students are enthusiastic about it and seem to enjoy forging ahead with reading as rapidly as possible.

Marilyn J. Martin
Marilyn J. Martin

Francis J. Nock
Francis J. Nock

Cameron C. Gullette
Cameron C. Gullette

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XI, No. 8 April, 1958

Professor Norma V. Fornaciari of Roosevelt University was invited as President of the National Federation of Modern Language Teachers Associations to speak in Washington on February 27 before the Senate Committee on Labor and Public Welfare. Along with Dr. Mildenberger of the MLA and Dr. MacAllister of Princeton, she presented the case for foreign languages in the Committee's efforts to recommend a proper bill for federal aid to an improved and expanded educational program.

Professor Fornaciari asserted that "generous help on the part of the federal government to such a program is needed in order to strengthen the national defense, advance the cause of peace and assure the intellectual preeminence of the United States. The study of foreign languages is, in my opinion, the best means to nourish the cultural ties as the basis upon which world understanding and peace can be founded, for language is, as my colleague, Professor Wirth says: 'expression and communication at the same time. It is the instrumentation of linguistic thought in different keys by different peoples. These differences are historically conditioned, but in the final analysis, they are connected with the type of mind predominating in that particular language community, that is, with the national character.'" Among other things Professor Fornaciari stressed FLES, the importance of continuity in language study, and the need for improvement in teaching by making use of new techniques and media. She recapitulated her talk with a summary statement of six recommendations, as follows:

(1) Federal Subsidy for the promotion of the Foreign Language in the Elementary School Program.
(2) The establishment of Foreign Language Institutes for the training of teachers and supervisors on all levels.
(3) Establishment of Research Institutes in New Educational Media, and acquisition and development of materials adapted to these New Media such as - language laboratories, audio-visual aids, and television.
(4) Grants for travel and study abroad for teachers of foreign languages.
(5) Establishment of centers for the study of such languages which are not readily available at the average institutions of higher learning.
(6) Adequate professional representation on any and all advisory committees pertaining to foreign language education.

ON RAISING FL REQUIREMENTS. The Association of American Colleges, with a membership of more than 700 liberal arts colleges, has issued through its Commission on Liberal Education a strong

statement on college requirements which reads in part: "If educational standards in the country are no longer as demanding as they should be, the colleges themselves must bear a share of the blame. Relaxation of requirements in the two great areas of mathematics and language has been a mistake. No man or woman can neglect either the language of numbers or the language of words. Mathematics and laboratory sciences are as truly liberal arts or skills as languages and the humanities. The Commission recommends that each member college re-examine its entrance requirements, its course standards, and its degree requirements to the end that the quality of education may be enhanced. With respect to entrance requirements the Commission believes that a general stiffening of standards will be in the interests of all --the student, the school, the college, and the nation. It therefore recommends to member colleges certain minimal entrance requirements: four years of English, with emphasis upon grammar and composition, two years of a foreign language, two years of mathematics, and one year of a laboratory science at the junior or senior year level. This is at best a temporary program. As a more adequate goal, to be attained as rapidly as possible, the Commission recommends four years of English, four years of one foreign language, or two years each of two, four years of mathematics, and two years of laboratory sciences."

THOUGHTLESS FOREIGNERS. A member of the U.S. House of Representatives recently declared that the only way to get information from abroad was to go off on a junket. He termed an effort to get data by mail a "dismal failure" because replies came in too many different forms, including pamphlets in many different languages.

DID YOU KNOW? Last December the National Education Association sent out an institutional Christmas card which expressed the season's greetings in the twenty-eight languages of the World Confederation of Organizations of the Teaching Profession. . . . A new school of models at Halle in Communist East Germany includes in its curriculum a required course in Russian for all mannequins... There are 275,000 foreigners working in Venezuela, including 144,364 Italians, 131,906 Spaniards, 40,839 Americans, 35,403 Portuguese, and 24,836 persons from neighboring Colombia. . . Air Force General Thomas Dresser White, Chairman of the Joint Chiefs of Staff, speaks fluent Chinese and Russian. . . . The Commerce Department reports that expenditures of U.S. residents for foreign travel increased to a record $1.8 billion in 1956, almost $200 million over the 1955 figures. . . . Dr. John G. Arneberg, 83, retired Grand Forks physician, has created a $25,000 trust to "encourage and improve" education in FLs at the University of North Dakota. . . .

COLLEGE FL ENROLLMENTS. According to the annual Appleton-Century-Crofts survey of university and college FL enrollments, the aggregate 1957 registration in German, French, and Spanish, for the first time in six years, showed a greater percentage increase over the previous fall (4.4%) than was shown by the total higher education enrollment for the same period (4.1%). For the fourth

consecutive year German showed the greatest advance, with the 617 institutions reporting German showing an increase of 6.6% (85,050) students against 79,782 in 1956). Spanish enrollment increased 3.6%, according to reports from 625 institutions (108,527 against 104,787 in 1956). French increased 3.7% in the 646 institutions reporting that language 123,939 against 119,570 in 1956).

SLIPS SHOWING. Watch those typos! A recent university catalogue describing a travel-study program abroad for graduate students points out: "The group will be under the guidance of one of the regular staff members, and instruction will be given by native French or Spanish teachers. There will, of course, be ample opportunity for the use of the broken language." ... And how's yours? When the Secretary of the U.S. Dept. of Health, Education, and Welfare issued a press release on the poor state of language-learning, a New York newspaper headlined the article: "Folsom Gives U.S. 'F' in Languages--How's Your Swahile?" . . . What's a Friend For? A New York columnist, describing a gold charm bracelet, wrote, "The inscription on the bracelet reads 'Siempre Tuyo' and is signed 'Miguelito'. Our Spanish friends tell us that 'siempre' means faithful and 'tuyo' means always."

FOREIGN STUDENTS IN THE U.S. In 1956-57 the number of foreigners in the U.S. on formal educational exchange programs (many others came on their own) was 48,560. Of these, 40,666 were undergraduate and graduate students, 1,153 were visiting scholars, and 6,741 were physicians training in American hospitals. Also on formal exchanges, 9,457 U.S. students and 1,492 U.S. faculty members went abroad.

foreign students

Summer Schools

University of Washington (June 23 to August 22) - Professor Theodore Andersson will conduct a seminar on the teaching of modern languages and will teach a demonstration class in elementary college Spanish. The seminar will be accompanied by demonstration classes for children in French and Spanish. Professor Jean-Albert Bédé of Columbia will also be a visiting professor. University of Colorado (June 13 to July 18, July 21 to August 22) - Carlos Rivera, Supervisor of Bilingual Arts for the El Paso Public Schools, will conduct an intensive course in the teaching of foreign languages in the elementary school from June 30 to July 18. French, German and Spanish at all levels will be offered. Students of these languages, if past the first two years of study, may live in the Modern Language House, where there will be one director of conversation for every seven students.

summer schools

A book called Awards for Study in Latin America has been published by the Pan American Union, Washington 6, D.C., and is available

for twenty-five cents. It is a forty-three page directory which should be invaluable to teachers and students wishing to study in a Latin American country, who need financial aid to do so.

French Notes

That excellent French periodical Réalités has been combined with two other formerly well known French magazines and now has the triple title of Réalités Fémina-Illustration, with the Réalités in large letters, indicating presumably, that Réalités has bought-out the two other magazines.

The current (March) issue contains the usual wide range of articles that illustrate the extensive coverage typical of the magazine.

Under the heading Actualité are found Le Pariscope, La Lettre d'Information, Les Pièces, Les Films, Les Livres du Mois, Les Disques du Mois which place the reader au courant with French and world events and le dernier cri in Paris.

Among the articles there are the following: A long, profusely illustrated article, Un Enseignement Nouveau pour une France Nouvelle, discusses the need of educational reforms to enable France to train young people to fit into the modern world of science. Apparently too much stress is placed on formal or theoretical mathematics and little time left for "practical" studies and little equipment provided for technical courses. The importance of preparing for the "bachot", which leads to government positions, is another factor which separates the students from training which would really fit them for the modern world.

Another article describes the Renault automobile factories where the Dauphine model of that firm is made. As this car is now being sold in the United States the articles is an interesting one to read.

An article entitled Eldorado sous les glaces discusses the great natural resources found in northern Canada and the enormous industrial development which is resulting from commercial exploitation of the region.

Le 73, Avenue de Monceau is the title of an article which treats of the life of the various families in an apartment house, describing each family and its daily program in exact, matter-of-fact modern reporting. The life of the group is detailed in a way that makes a great contrast with the novel Pot Bouille written by Zola in 1882.

Another article discusses Les 40 tableaux que préferent les Français, listing "en dehors des engouements de la mode telle

que la font et défont marchands et acheteurs, ---- les goûts réels de l'élite dans le domaine de la peinture."

Another article proposes a "remède pour un mal du siècle" -- Un Professeur de Réflexion pour cadres supérieurs suggesting a highly educated consultant who will help high officials in government or business to synthesize the aspects of their problems and to reach the best decisions.

REAL AMITY. A few years ago the cities of York, Pa., and Arles, France, entered into a twinning arrangement in the interests of Franco-American amity. As part of the twinning activities, a teacher exchange was made, and a York teacher of French in the elementary schools went to Arles to teach English. Alas for FLES --she will not return. For the mayor of Arles married her!

A new item from Indiana tells of the course in Russian, over the radio, being given by Miss Olga Koshansky of Purdue. Miss Koshansky was formerly with this department and went from Illinois to Purdue. Some 530 persons have enrolled in the course.

PROMOTING RUSSIAN. Before the first Sputnik was launched, Russian was being offered in not over a dozen secondary schools of the nation, but during the past few months widespread interest has arisen. Fortunately, last fall the American Association of Teachers of Slavic and East European Languages had formed a High School Russian Project Committee to work for the introduction of Russian into the high schools. All persons with knowledge of new Russian programs at the secondary level, or wishing assistance in getting such programs started, should get in touch with the Committee through its secretary, Mrs. Kyra T. Bostroem, Park Road Ext., Middlebury, Conn. Other members are E. Birkmaier (Minnesota), C.L. Lemieux (U.S. Naval Academy), O. Maslennikov (California at Berkeley), H. Yakobson (George Washington), K. Wolkonsky (Vassar), E. Ordon (Wayne State), J.T. Shaw (Indiana), S.A. Zenkovsky (Harvard).

French Courses for the 1958 summer session

In the summer session this year the French Department will offer the first two years of college French (courses 101 through 104), the non-credit reading courses for students in other departments, and also the following courses for graduate students majoring or minoring in French:

French 324. French Drama of the Seventeenth and Eighteenth Centuries, II. Readings, principally in the plays of Molière from (Le Misanthrope), Racine (from Britannicus), Marivaux and Beaumarchais.

3 hours or 3/4 unit — Kolb

French 424. Studies of French Poetry. Versification, poetic structure, problems of imagery and meaning, and practiaal work in the interpretation of individual poems.

1 unit — Wadsworth

French 480. Pro-seminar in Modern French Literature. Preliminary lectures on the methods of literary research, followed by directed intensive reading in selected areas of French literature, leading to a term paper for each student.

1 unit — Jahiel

French 491. Individual topics.

1/4 to 1 unit — Staff

French 499. Thesis research.

0 to 4 units — Staff

Russian courses

Russian 305. Reading of Expository Prose. Reading and translation of graded material in the fields of history, criticism, sociology and the sciences.

4 hours or 1 unit — Sobotka

Russian 400. Beginning Russian for Graduate Students. Designed for graduate students preparing to offer a reading knowledge of Russian for the Ph.D. degree.

No graduate credit — Sobotka

AATF to help in a National Effort to Strengthen State Associations of FL Teachers.

In December 1956 the Steering Committee of the Foreign Language Program invited the five national AATs (through Steering Committee members who are official representatives of the AATs) to participate in a general strengthening of the profession of foreign lan-

guage teachers. The executive groups of all the AATs subsequently expressed willingness to cooperate. Therefore the Steering Committee at its meeting in June 1957 proposed that one important means for improving the profession would be the establishment of effective all-language state organizations where they do not exist, and the strengthening of them where they do exist.

In order to implement this national program of state improvement, President Henri Peyre of the American Association of Teachers of French appointed an ad-hoc committee of the AATF to examine ways and means for his organization to cooperate. The committee presented its recommendations at the Annual Meeting of the AATF held in December 1957. The following three recommendations were approved by vote:

1) That James H. Grew (Chairman of the French Department, Phillips Academy, Andover, Mass.) be appointed to the position of National Coordinator for one year.

2) That the National Coordinator, in cooperation with the President and the Secretary-Treasurer, be authorized to appoint an AATF member in each state who will enlist the assistance of teachers of other foreign languages. This group will establish contact with the State Department of Education and the State Education Association, and with State Modern Language Associations or Teachers Associations in states where such organizations exist, in order to strengthen foreign language sections already established or to establish them where they do not exist. The results of these démarches will be reported at the next meeting of the Steering Committee of the MLA's Foreign Language Program, scheduled for September 1958.

3) That Mr. Grew and his Committee be instructed to coordinate all foreign language activities in each state by working with the local Chapters of all the AATs, the state FL bulletin editors, and other interested local organizations.

It is hoped that all teachers of foreign languages will join in this national attempt to improve the total profession by making state language organizations more effective.

Spanish Notes

(The following article written by Dr. Alva Ebersole of the Department of Spanish here at the University, is concerned with a new publication, Hispanófila, which we hope will be of interest to our readers. Dr. Ebersole is the editor of this magazine, which is very generously subsidized this year by the Graduate Research Funds of the Graduate College of the University of Illinois.)

In October of 1957, a new magazine, Hispanófila, began to circulate in the United States. As is the case with new literary journals, its appearance was not immediately made known to all who might have been interested in the material contained; consequently, in spite of attempts to publicize the magazine and its purpose, it may be that a great many of the readers of this Newsletter are unaware of its existence. This is an attempt to reach out to those readers who are interested in Hispanófila and its activities.

While this writer attended the "tertulia" that meets every afternoon in the Café León in Madrid --which brings together the literary great, the near great, and visiting American professors, under the guidance of don Antonio Rodríguez-Moñino--, Hispanófila was conceived, discussed, and final plans were made for its publication. Arrangements were made, for economic reasons, to have the printing done in Spain --in the Editorial Castalia-- yet for the editorial control to be in the United States. Our editorial committee includes W.H. Shoemaker, Antonio Rodríguez-Moñino, and Darnell Roaten, among others.

Knowing the problems of the scholars in the field of Spanish letters who find that the "market" for their scholarly findings, in the form of scholarly journals, is rather limited, yet who find themselves under pressure to publish, Hispanófila tries to fill a need that apparently exists. Our pages are open to all "hispanófilos", and by extension "hispanoamericanófilos", but we hope to attract material primarily from the younger, relatively unknown scholar. We are interested in material that reflects new ideas in the field of literary criticism-- as applied to Spanish letters-- although by no means are we exclusively dedicated to one type or field of criticism, as a perusal of our pages will show. If some of the readers are interested in contributing to our magazine, articles should be, ideally, of from twelve to fifteen pages in length. We will accept them in the language in which they were prepared, although we expect the scholar, once his offering has been accepted, to translate the material into Spanish, if not written originally in this language, before sending the manuscript on to the printer.

Subscriptions may be obtained by writing to Hispanófila, Department of Spanish and Italian, University of Illinois, Urbana. There are still sufficient copies of number one so that a subscriber can be assured of having all the numbers of the journal. Libraries should be interested in this information, especially.

The cost of subscriptions is $3.00 per year, for three numbers.

A.V. Ebersole

Summer School Spanish program at the University of Illinois (June 16 to August 9)

The 1958 Summer Session Program in Spanish at the University of Illinois will include, besides classes in the first 16 hours (101, 102, 103, 104) and in four intermediate and advanced composition and conversation courses (211, 212, 213, 214), a full program of advanced studies for undergraduate majors and for both M.A. and Ph.D. candidates:

Spanish 291. Senior Thesis.

2 hours — Flores

Spanish 301. Survey of Spanish Literature

3 hours or 1/2 unit — Allen

Spanish 352. Syntax.

2 hours or 1/2 unit — Shoemaker

Spanish 371. Spanish for Teachers

2 hours or 1/2 unit — Flores

Spanish 414. Contemporary Literature. Twentieth century writing in Spain.

1 unit — Shoemaker

Spanish 433. Spanish-American Literature, III: The Pacific Coast of South America.

1 unit — Ellison

Spanish 491. Special Topics.

1/2 to 1 unit — Staff

Spanish 499. Thesis Research.

0 to 4 units — Staff

Work will also be available by arrangement in Italian and Portuguese studies.

Teachers especially may note that they will be permitted to take the courses in the invaluable practice of the spoken language (211, 212, 213, 214) as "special" students, even if they have the Bachelor's and/or Master's degree. Also, entering freshmen may take 211 if they have had four years or the equivalent of high school Spanish.

El Eco Estereofónico del Círculo Literario Español

Hace tiempo que el Club de Español se proponía publicar algo especial que le caracterizara. Por fin los propósitos se han convertido en realidad y ya tenemos algo realmente nuestro: un periódico. El esfuerzo de todos ha culminado con la creación de este periódico que sale mensualmente con una tirada superior a los quinientos ejemplares.

Este periódico tiene una función principal, y ésta es la de alentar a los estudiantes animándoles ya sea tomando parte con artículos o también organizando concursos para los propios estudiantes. Se reserva la primera página para cualquier artículo de alguno de los miembros facultativos y el resto procuramos que sean los propios artículos de los estudiantes que quieran contribuir. Poco a poco los estudiantes van reaccionando y se interesan más por la publicación del periódico.

El periódico tiene solo ocho meses de existencia. Actualmente se compone de cinco hojas mimeografiadas y se distribuye a más de la mitad de los estudiantes de español mensualmente y completamente gratuito. Tal vez más adelante se imprima y adquiera cierta importancia, y si así fuera, damos toda la labor por muy bien empleada. El mes pasado, por ejemplo, empezó un concurso de poesía en la que cada estudiante puede participar y obtener un triunfo. Tres poesías eran presentadas para su traducción al inglés. Una de las tres debe de escogerse tratando de darle el máximo significado.

Espero por lo menos haberles dado una idea de la fundación de nuestro periódico que no persigue nada más que estimular a los estudiantes de esta bella lengua y al propio tiempo crea entre ellos una aureola de interés cuyo fin es hablar y entender bien la lengua española.

Jorge Prats

On March 27, the Department of Spanish and Italian was privileged to present a lecture on Spanish drama by Dr. Angel Valbuena Briones, son of the distinguished Hispanist Angel Valbuena Prat. Now a member of the faculty of the Department of Spanish and Portuguese at the University of Wisconsin, our young guest received his doctorate in Romance Philology from the University of Madrid in 1952. He taught at the universities of Murcia and Madrid in Spain, and then at Oxford University, before coming to the University of Wisconsin, where he has been teaching since 1956.

The subject of Dr. Valbuena's lecture was <u>El Concepto del honor en el teatro de Calderón</u>, a theme which he has treated in the prologues to several volumes of Golden Age drama in the distinguished <u>Clásicos Castellanos</u> series. After the lecture, the Department had the pleasure of offering a small reception, at which our colleagues had an opportunity to meet Dr. Valbuena and chat with him before his return to Madison.

Southern Illinois University (Carbondale, Ill.) announces the establishment of a LATIN AMERICAN INSTITUTE for studies and research. The Institute will coördinate existing courses now given in various departments of the University, and plans to enlarge the offerings in the Latin American field to include many other disciplines not directly concerned at present. The program of studies will get under way this summer or fall on the undergraduate level, with a rapid development of a graduate program to follow. The Institute is specially interested in encouraging research, but does not plan to neglect such obvious phases as student exchange, opportunities for employment in Latin America, and the like.

The Institute is under the able direction of Dr. A.W. Bork, recently of Mexico City, who brings to the position of director a wide knowledge and acquaintanceship with the divers aspects of the program. He will be assisted by a Committee on Latin American Studies.

Those departments at SIU already participating in the program of the Institute are Anthropology, Economics, Foreign Languages, Geography, Government, and History.

Any interested person should write to

Dr. A.W. Bork, Director
LATIN AMERICAN INSTITUTE
Southern Illinois University
Carbondale, Illinois

News from Mañana, Mexico City, March 1958

Mexico is preparing for the coming presidential election this July and Adolfo López Mateos, candidate of the dominant Partido Revolucionario Institucional, is busily making trips to the provinces in search of votes. According to Mañana, no other presidential candidate since Lázaro Cárdenas has been so well received by the people.

Mañana also carried an article in its March issue on José Antonio Primo de Rivera, the founder of the Spanish Phalange. He was executed by a firing squad in Alicante on November 20, 1936 and was buried in the patio of the jail there. Three years later his remains were taken to El Escorial by a funeral procession which made the entire trip on foot bearing the casket of José Antonio. Now the former Phalangists want to move him to el Valle de los Caídos in the Sierra de Guadarrama where the dead of both sides of the Civil War, the troops of the Republicans as well as those of Franco, are to be buried.

Mañana has come to the defense of the Mexican representative to the Organization of American States, Luis Quintanilla, in a recent newspaper bout with columnist Drew Pearson.

The whole incident began when Quintanilla opposed a disarmament plan for all Latin America which was put before the OAS by the Costa Rican representative. The next day Quintanilla gave a dinner in his home for a group of friends, among them several Latin American diplomats. The following day Drew Pearson in his column referred to the dinner, at which he was not present, as a "secret meeting" and proceeded to tell what Quintanilla had said there. One of the statements attributed to him was that Mexico needed to keep armed in order to defend itself from agression by the United States. Mañana points out the absurdity of this idea since the small Mexican army would prove to be practically no defense at all in case of powerful U.S. agression.

In spite of several attacks from Pearson which appeared in the Washington Post, Quintanilla defended himself well - so well that the OAS threw out the Costa Rican proposal of disarmament. Mañana applauds Quintanilla for upholding Mexican honor in the diplomatic world.

German Notes

Professor Friedrich Kaufman, who is visiting professor of German at the University of Illinois for the year 1957-58, will go next year to Grinnell College, Iowa. There he will be visiting professor of German for the year 1958-59 under appointment by the John Hay Whitney Foundation "in recognition of (his) very distinguished service and outstanding contribution to American education."

His many friends will want to congratulate him and wish him and Mrs. Kaufmann good luck and happiness.

Dr. Fritz Martini, professor of German literature at the Technische Hochschule, Stuttgart, and visiting professor at Columbia University, gave a lecture on April 1 at the University of Illinois under the auspices of the Humanities Division. His subject was "The Decline of Tragedy and the Problems of Present-Day Drama."

His thesis was based on his definition of tragedy, which involves the individual in conflict. With the increase of collectivism in society during the nineteenth and twentieth centuries and the corresponding submergence of the individual in the group, the truly tragic figure becomes less and less possible. The audience may feel ever so sorry for a character, but can no longer feel that he has brought his fate upon himself, and thus no longer identifies itself with him.

C.R. Goedsche (Northwestern) in his annual survey of students of German enrolled on the advanced level at 32 leading universities

found that the number of undergraduate majors for 1957-58 was 336, twenty more than last year and the greatest number during the past decade. The number of graduate students, 390, was forty-three more than last year, but still well below the peak of 457 in 1949-50.

Deutsche Sommerschule Am Pazifik - Reed College, Portland, Oregon (June 27 to August 14). Intensive courses in German fiction, poetry, drama and the Novelle will be offered. German-born college professors will staff the school, in which German will be spoken exclusively. German movies, music and art will be correlated with the academic program. The prerequisite is two years of college German or equivalent experience.

Cameron C Gullette

Cameron C. Gullette

Marilyn J. Martin

Marilyn J. Martin

Francis J. Nock

Francis J. Nock

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XI, No. 9 May, 1958

Central States Modern Language Teachers Association
Meeting May 2, 3, 1958
Statler Hotel, Detroit

(This report of the CSMLTA meeting was written for the NEWSLETTER by Dr. Gilbert C. Kettelkamp of the College of Education at the University of Illinois. Dr. Kettelkamp has been elected First Vice-President of the organization for a two-year term.)

As in the past few years, the opening session of the meeting was centered on the problems of teacher training. The following points were given special emphasis by the speakers:

1. There is a need for more textbooks and manuals which are adapted to the present emphasis upon oral-aural teaching practices.
2. The present minimum preparation of modern language teachers is generally inadequate for the teaching needs of today.
3. Oral-aural communication is the natural first step in language learning. Reading is once removed from reality. Writing is twice removed. Reading and writing must be channelled back to the concepts of oral-aural communication to become functional for an individual.
4. Conscious learning of language structure sets up patterns of thinking which often must be unlearned before actual language skill can be developed.
5. The grammar-translation method of teaching a foreign language is actually a compound system emphasizing a decoding practice.
6. True bilingualism is a coordinate system based upon the development of two distinct languages.
7. Language itself is the most realistic aspect of a people's culture. It represents the belief and behavior pattern of the people using it. All material is secondary to it.

The general session of the program gave particular attention to the place of linguistics in foreign language teaching. Dr. John B. Carroll of Harvard University emphasized the following psychological principles as basic in foreign language teaching:

1. Know what habits you want to establish and spell them out clearly.
2. Let the student know when he is right.
3. Mold the student's response until it is right.
4. Arrange conditions so that the student can discover language phenomena for himself.
5. Since language learning is an active process, the student must participate in it to learn.

6. Use phonetics with adolescents and adults who lack the ability of children to mimic accurately.

Dr. Carroll announced that a new series of foreign language aptitude tests would be available this fall. They are to be published by the Psychological Corporation of New York, and are designed for senior high school and adult level groups.

Dr. Carroll mentioned the following observations which had resulted from work with the above tests:

1. It appears that there is an aptitude for second language learning which does not always have a high correlation with the student's I.Q.
2. Aptitude is indicated in part by ability to mimic foreign language sounds and to associate such sounds with oral or written symbols.
3. It appears there is a sensitivity to grammatical structure without an associated ability to use grammar terminology. Recognition in such cases comes from patterns of English language structure.
4. It appears there is a linguistic inductive ability in regard to the arrangements of language form.
5. Rote memory ability also is apparent, but it is less signigicant than the points mentioned above.
6. An extensive vocabulary in English does not predict acquisition of an extensive vocabulary in a foreign language.
7. It appears that whatever language aptitude there is, it is relatively equal for all languages.
8. The results of this experimentation indicate that the tests are quite valid when given to adults, less valid when given to college students, and even less valid when given to younger individuals. Tests of a different type may need to be developed for the latter group. Lack of motivation appeared to be a significant factor in bringing about this lowering of validity in the tests when they were given to lower-age groups.

The officers of CSMLTA elected for the coming two years are:

President - John Fotos, Purdue University
1st Vice-President - Gilbert Kettelkamp, University of Illinois
2nd Vice-President - Marion McNamara, Southwest High School, St. Louis
Secretary - Julio del Toro, University of Michigan
Treasurer - Charles E. Morehead, Muskingum College, New Concord, Ohio

It was decided to abandon the arrangement for two meetings of the annual convention in 1959. Hence there will be only one meeting, in St. Louis on May 1 and 2.

G. C. Kettelkamp

German Notes

Dr. Wolfgang Lentz, ausserordentlicher professor of Iranian Studies at the University of Hamburg and at present visiting professor at Columbia University, gave three lectures at the University of Illinois on April 14 and 15.

The first, under the auspices of the Division of the Humanities, was given Monday evening, April 14. Prof. Lentz lectured in English on "Zoroaster: Prophet, Poet and Philosopher of Ancient Iran."

The next afternoon he spoke in German to the Fruchtbringende Gesellschaft of the German department. His topic was "Goethe als Orientalist. This was followed by a talk on the same evening, again in English, to the Linguistics Club. His subject was "Boundaries Between Noun and Verb in Modern Persian."

- - - - -

On Tuesday, May 20, the annual initiation dinner of Delta Phi Alpha at the University of Illinois will be held in the University Y.M.C.A. The new members to be initiated are: Frank Baron, Robert Bell, Joan Emery, Beatrice Matukas, Aldona Mogenis, Margaret Otto, David Powell, and Joseph Schmid, undergraduates; Sylvia Jackson and Gerald Philleo, graduate students.

- - - - -

Mrs. Pauline Schwalbe will take over the duties of examiner for the Ph.D. reading requirement in German at the University of Illinois. These will be relinquished after the summer session by Mr. Roger Norton, who will leave the University faculty to teach at Cedar Crest College in Pennsylvania.

- - - - -

A grant to teach English in Austria has been awarded Miss Erica Ross, assistant in education, who teaches German at the University High School of the University of Illinois. This grant is one of approximately 400 for teaching and participation in summer seminars abroad under the International Education Exchange Program, Department of State.

- - - - -

William Derek Shows of Soso, Mississippi, has been granted a Fulbright to study classics at the University of Hamburg. Mr. Shows graduated from the University of Illinois in February, 1957, Phi Beta Kappa and Honors, with a major in classics and a minor in German. He is to receive his Master's Degree in classics at the end of this semester.

French Notes (including Russian)

We now have a more complete list of the representatives of the AATSEEL Foreign Language Liaison Committee mentioned in last month's NEWSLETTER. The Illinois representative is Mrs. Frances Sobotka, 220 Lincoln Hall, University of Illinois.

return to the department again, as Visiting Professor, for the coming year of 1958-59. He will offer a course in Explication de Textes and also teach other courses offered by the department.

- - - - -

Professor Bruce H. Mainous of the department, has received a grant from the University of Illinois Research Board and will spend the summer in France. He will devote his time to research on Sainte-Beuve, working in Paris at the Bibliothèque Nationale and in Chantilly where there is a collection of nineteenth century manuscripts. While in Paris he will also attend a course in the French language taught at the Sorbonne for a group of American students. He plans to visit Nîmes where he taught as an assistant d'anglais in a lycée in the academic year of 35-36.

Professor Robert E. Hallowell has also received a grant from the University of Illinois Research Board to attend a seminar for specialists in Renaissance art, literature, and history at the Centre d'Etudes Supérieures de la Renaissance, which the University of Poitiers has recently established at Tours. The general theme of this summer's seminar is Touraine et Toscane and will include lectures and discussions concerning Florentine humanists, painters, and philosophers and French painters, architects, and poets (particularly Ronsard and his friends) native to Touraine. A very distinguished group of French, Belgian, and Italian Renaissance scholars will participate. Mr. Hallowell also plans to attend the meetings of the Association Internationale des Etudes Françaises to be held July 21-23 at the Collège de France.

- - - - -

The Association La Bonne Volonté Franco-Amércaine has recently awarded the University of Illinois a prize for the success of the French department in "promoting French culture in the United States and the mutual friendship of the young people of those two countries."

The French department has received, besides a scientific work on Algeria from the Pasteur Institute of Algeria, a handsome commemorative bronze medal of Lafayette, cast at the Monnaie de Paris, especially for the occasion of the bicentenary of the birth of Lafayette. In addition, the University will receive from the mayor of the city of Saint-Dié des Vosges, a facsimile of documents of Cosmographiae Introductio, written and printed in 1507 at Saint-Dié and based on the accounts of Amerigo Vespucci. This is the first appearance in print of the name of America, proposed for the new continent by the scholars of Saint-Dié des Vosges.

La Bonne Volonté Franco-Amércaine, located in Paris, was founded in 1925 by Anne Dike, Anne Morgan and Jules Siegfried, in recognition of the American aid given France during the first World War and the period immediately following, and has continued with the purpose of perpetuating the bonds between the two countries and in gratitude for aid during the second World War and subsequently. The present Président d'Honneur is André Siegfried, distinguished author and member of the Académie Française.

Other institutions in the United States honored as has been the University of Illinois are: Fresno State College, Harvard University, Indiana University, Lafayette College, Maison Française de New York University, University of Omaha, Princeton University, Purdue University, State Teachers College of New Jersey, West Point Military Academy, Yale University, Library of Congress, Pierpont Morgan Library, New York, Public Library, Boston, Los Angeles Museum.

Spanish Notes

AATSP Meeting - Downstate Chapter

A small but encouraging group gathered in Carbondale on April 19 last for the second meeting of the reconstituted Downstate Chapter of the AATSP. The hospitality extended by Southern Illinois University, in whose library auditorium the meeting was held, was most cordial, and our thanks should be expressed publicly, for the feeling that this meeting portended a revived interest in the activities of the Illinois AATSP was due in part to the spirit created during the course of the day's session.

After an enjoyable "coffee hour" in the lounge of the new university library, the meeting began with greetings extended by the Chapter President, Dr. J. Gary Davis, on behalf of SIU. We were then entertained by Srta. María Giovannina Osorio, of Venezuela, who sang four Canciones al cuatro. The next item on the agenda was that of the awarding of prizes to students who had participated in the National Spanish Examination. The following were adjudged to be the winners: Second year, Miss Betsy Bliss, of Hillsboro, whose teacher is Mrs. Marianne McCall; Third year, Miss Linda Card, of Carmi, whose teacher is Miss Amaline Turni. The AATSP bronze medal was awarded to these deserving students. A third competing student, David Urhing, of Collinsville, whose teacher is Mrs. Adamson, had obtained a high score on the test, but was not eligible for the national competition, as he had not heard the tape recording that forms part of the examination. To finish the business part of the meeting, the report of the nominating committee, accepted unanimously, was read, and is as follows for the academic year 1958-59: President, Dr. Fred P. Ellison, University of Illinois, Urbana; Vice-President, Miss Allie Ward Billingsley, ISNU, Normal; Recording Secretary-Treasurer, Mr. Ernest Howard, Alton Senior High School, Alton; Corresponding Secretary, Miss Ruth Straw, Sterling High School, Sterling. It was also decided to accept the invitation of Illinois State Normal University to hold the next meeting of the Chapter in Normal on April 25, 1959.

The meeting took on a scholarly tone when Dr. William H. Shoemaker, Head of the department of Spanish and Italian at the University of Illinois, read a paper entitled The "Prólogos" of Benito Pérez Galdós. During the course of the paper Dr. Shoemaker examined the various "Prólogos" that Galdós wrote during his years as a participant in the Spanish literary scene; some were for his own works, others for the works of close friends, and even others for young writers for whom a

"Prólogo" from the pen of don Benito would be most likely to assure the success of their early literary endeavors. As Dr. Shoemaker promises to publish a study based on this paper, no attempt will be make here to delve further into its purpose.

Dr. Laurel H. Turk, Secretary-Treasurer of AATSP, then spoke to the group, telling us of the problems that accompany the office he holds. Amusing was his report on the requests he received during the course of the past few years, which ran the gamut from the ridiculous to the sublime. It became apparent, during the course of the talk, that Dr. Turk gives much more than full value for services rendered.

After dinner, the training film El cumpleaños de Pepita was shown. Afterward, Miss Marge Kloekner showed colored slides taken during her stay in Perú as an exchange teacher.

Those who attended the meeting as representatives of the department of Spanish and Italian were: Dr. Wm. H. Shoemaker, Dr. Joseph Flores, Dr. Fred P. Ellison, Dr. A. V. Ebersole and Mrs. Ebersole, Mr. Joseph Schraibman, and Mr. Jayme Villa-Lobos. Dr. Bruce Mainous, of the French department, also attended.

It is to be hoped that the interest displayed by those attending this meeting will carry on throughout the year, and that next year's meeting in Normal will show an increased participation in the many activities sponsored by the Chapter.

- - - - - A. V. Ebersole, Jr.

Find the Errors. Cessna Aircraft recently published in Spanish 10,000 pamphlets on their planes for distribution in Latin America. However, after the booklets were finished several errors were discovered. Cessna was about to throw them away when someone suggested that Spanish teachers might make good use of them. Thanks to that suggestion these colorful booklets are yours (as many as you want while they last) for the asking. Write to Cessna Aircraft Co., 5800 Pawnee Road, Wichita, Kansas. They will make interesting classroom realia, and perhaps students will feel challenged to find the errors.

- - - - -

ACLS Award to Hispanist. Américo Castro, formerly of Princeton University until his retirement and now at the University of Houston, has been chosen, along with nine other scholars, for an award made by the American Council of Learned Societies. The awards of $10,000 each are presented for distinguished accomplishment in the humanities and social sciences in a program supported by the Ford Foundation and the Carnegie Corporation.

Sigma Delta Pi

On May 5 the local chapter initiated into active membership the following people: Diane Freeman, Pauline Gambill, Marilouise Hexdall,

Louise Jefferson, Theresa Kizlauskas, Barbara Watkins. New associate members are Ruth Adams, Daniel Reedy, Thomas Brown, Judith Frees, Martha Paley, Teresa Ríos, Donna Strachan, Jayme Villa-Lobos, Eileen Wickline and Wendy Woodford. Jean Moore, Bernice Ferguson, Edward McGrath and Lawrence Schrik are novicios.

Faculty members of the Spanish department met for a pre-initiation dinner in the Colonial Room in honor of the guest speaker of the evening, Dr. Enrique Anderson Imbert. The following article is a report written by Dr. Fred P. Ellison of the Spanish department, of the speaker's interesting and very entertaining talk.

After the recent initiation of new members of Sigma Delta Pi on the night of May fifth last, Dr. Enrique Anderson Imbert, distinguished Argentine novelist and critic and at present professor of Spanish American literature at the University of Michigan, spoke to the general university public on the subject ¿Qué es la prosa? He illuminated the nature of literary writing, as distinguished from the other two basic types of writing, the persuasive (or practical) and the intellectual (or scientific). The poet was set over against the scientist, or against the practical orator, as for example, the announcer of television commercials. Each makes a particular and characteristic use of language (in Dr. Anderson Imbert's exposition, the written language). The external forms representing these three different attitudes and uses of language are two: prose and verse. It is conceivable today that a scientific report might be composed and published in verse, but such an intellectual use of language prefers prose. Similarly, either prose or verse seems to be suitable for television commercials. The principal difference between prose and verse is a matter of rhythm. In the former, the rhythm is organized, not according to recurrent temporal units or meter, but rather according to the dictates of sense and syntax. In the latter, the rhythm is metrical and can be shown to exist free of such inhibiting influences as syntax or sense, as in Mariano Brull's famous "jitanjáfora":

Filiflama alabe cundre
ala olalúnea alífera.
alveólea jitanjáfora
liris salumba salífera.

Sense has completely fled these playful verses as they have from the "Jabberwocky" of Lewis Carroll. In the literary realm, we have examples of poetic prose (such as Rubén Darío's "El rey burgués") and prosaic poetry (one thinks of Campoamor). Dr. Anderson's choice of examples of intellectual, persuasive, and expressive language were most appropriate. His readings from both poetry and prose were masterly, particularly of the poetic prose of Juan Ramón Jiménez' Platero y yo.

Fred P. Ellison

Out of the mouths of babes....Translation from fourth semester Spanish class: "Me das pena, padre." - You give me a pain, Dad.

AATSP National Contest Winners - Chicago Area Chapter

YEAR	PLACE	STUDENT	SCHOOL	PRIZE
IV	1st	Carol Newman	Hyde Park	$50 & Don Quijote
	2nd	Leila Feinberg	Oak Park	Williams Dictionary
	3rd	Janice Coffey	Oak Park	Tickets for 2 dinners at Mexico Lindo Restaurant
		- - -		
III	1st	Linda Hickey	Lyons	$50 & Ramsey Grammar
	2nd	Jane Lampman	Oak Park	Williams Dictionary
	3rd	Lynn Hirshman	Evanston	Ramsey Grammar
Tie	4th	Susan Grossman	Senn	La sombra del ciprés es alongada
		Shirley Hieber	Elgin	Historia de España
	5th	Jacqueline Friedman	Evanston	Lecturas y Leyendas & Thorndike Dictionary
	6th	Frances Smith	York	Amador Dictionary, Stamps
Tie	7th	Merle Karlin	Sullivan	Amador Dictionary
		Carl Goldberg	South Shore	" "
	8th	David Anderson	Glenbrook	Tickets for 2 dinners at El Jarocho Restaurant
		- - -		
II Tie	1st	Judith Kegan	Evanston	$75+ & jewelry from Guatemala
		Ellie Eisner	Rich	$75+ "
	2nd	Merle Cristol	Senn	La Grone Books & Records
	3rd	Jack Bloom	Rich	Silver tie clasp & cufflinks
	4th	Duncan Miller	Glenbrook	The Conquest of Mexico
	5th	Linda Power	Lyons	Amador Dictionary
	6th	Nancy Decker	Oak Park	Amador Dictionary
	7th	Judy Erickson	Niles	Cuauhtemoc & Guide to Uruguay

+The Consul of Ecuador and President of the Pan American Council presented a $100 scholarship prize and the local chapter gave $50 which was divided equally between these two top winners.

Three $50 prizes were given by the Chapter. The others were contribu-

ted by the Latin American and Spanish Consuls, book publishers, etc.

The winners who indicated interest in certain universities are being recommended for scholarships that have been offered if other qualifications are met. Those recommended to Northwestern are Lynn Hirshman, Susan Grossman, Merle Cristol and Duncan Miller. Jack Bloom has been recommended to the University of Chicago. Judith Kegan and Ellie Eisner, who tied for first place in the second year group, made the top scores for all three levels.

Spanish Club Activities

Panamerican Day Celebration. On April 14 the Círculo Literario of the University of Illinois, under the able direction of Mr. Jorge Prats, presented a program of songs, dances and poetry from Latin America and Spain. An introduction concerning the history of Panamerican Day was given by Dr. Shoemaker.

Poetry Translation. In the March issue of El Eco Estereofónico, organ of the Círculo Literario, three poems were printed for a translation contest. First prize in the upper level group went to Edward McGrath for his translation of A Cristo Crucificado (Anonymous) which will be published in the next issue of El Eco. In the lower level group first prize went to Rita Levey for her translation of the same poem. There was a tie for second place between Sonja Peterson who translated Madrigal (Gutierre de Cetina) and Jim Wallace who translated Al Amor (Cristóbal de Castillejo). Honorable mention went to Kathleen Rafferty who translated Al Amor.

Poetry Declamation. On April 24 the Spanish Club held a poetry declamation contest with the following results (if the student has studied Spanish before coming to the university, the name of his high school and Spanish teacher are found in parentheses after his name):

I Group 101-102
1. George Moller — Canción by Lope de Vega

II Group 103-104
1. Margaret Csicvara — Soliloquy of Segismundo from La Vida es Sueño by Calderón de la Barca (Illinois Children's Hospital, Chicago, Mrs. Williamson)

2. William Pike — Salamanca, Salamanca by Unamuno

III Group 200-300
1. Jeanne Johnston — Canción de otoño en primavera by Rubén Darío (Dixon High School, Miss Marian Railsback)

2. Edward McGrath — Castilla by Manuel Machado (Messmer High School, Wisc., Sister Alonza)

Honorable mention: Linda Steiner Varios efectos del amor by Lope de Vega (Sullivan High School, Chicago, Marie Heuer, Mrs. Sorenson)

IV Italian
1. Audrienne Koziol Stella by Umberto Saba

- - - - -

Teachers: Here is an added incentive to studying Spanish for your female students. This letter was sent to us from Mrs. Henrique Drews of Bogotá, Colombia. Some of you may remember her as Lois Hexdall who graduated from the University of Illinois in June, 1957, in Spanish. The Spanish department is very proud of Lois, as she was valedictorian of her class. She now lives in Bogotá with her husband whom she met here at the university. Mr. Drews was a student in engineering from Colombia and now has a position with an engineering firm in Bogotá.

Estimados lectores:

La redactora-jefe del "NEWSLETTER" me ha pedido que escriba unas palabras sobre mis impresiones de Colombia. Con mucho gusto cumpliré con el encargo.

Las ciudades grandes, como Bogotá, Cali y Medellín, son modernas con grandes edificios, fábricas y todas las comodidades. Sin embargo, conservan características de "pueblo": las plazas de mercado, coches de caballos llevando frutas, verduras, carbón, etc., vendedoras ambulantes de verdura, frutas, huevos y flores.

Caminando por la calle, uno puede ver una gran variedad de gente, desde el hombre de negocios con traje elegante hasta el llamado "indio" con su ruana y alpargatas. Estos "indios" hablan español y realmente no son indios sino los descendientes de los aborígenes, que guardan, hasta cierto punto, sus costumbres. La ruana es como un "poncho" corto de lana; las alpargatas son como pantuflas con suela de cuero o caucho de llantas y la parte superior de tela. El clima en Bogotá es bastante fresco, debido a la altura, y la ruana les sirve para abrigarse.

Al principio me hizo mucha impresión encontrar a esta gente en los buses con sus bultos de frutas y verdura. Afortunadamente me dí cuenta de que esto sucede solamente en los buses que van a los pueblitos vecinos.

Cuando empecé a comprar en el mercado, tuve que conocer muchas frutas nuevas y la manera de usarlas. También aprendí a regatear. Aquí si uno acepta el primer precio de la vendedora, paga 20 o 30 centavos más del valor verdadero. Es muy curioso ver cómo compran cosas en cantidades pequeñísimas. Uno puede ir a una tienda y comprar un huevo o media botella de leche. Aunque se pueden conseguir unas pocas cosas en latas, son muy caras y en general se prefiere comprar los productos frescos. Eso quiere decir que hay que quitar la tierra, lavar, pelar, etc. Para una norteamericana cocinar es trabajoso y largo. Se comprende por qué aquí todavía subsiste la costumbre de tener sirvientas.

Hace siete meses que estoy aquí y últimamente empecé a dar clases de inglés en dos colegios. Un colegio es colombiano, particular (como la mayoría aquí), para niñas y dirigido por monjas. Yo enseño inglés a un grupo de niñas colombianas. El otro colegio es particular, regido por una norteamerica, para niños y niñas. Usamos textos y métodos americanos y hablamos en inglés.

Mi vida aquí en Bogotá es interesante. He aprendido mucho y sigo aprendiendo.

Atentamente,
Mrs. Henrique Drews

This is the last NEWSLETTER of the year, but it will be back in the fall with a new editor, Mrs. Unetta Moore. I wish her the best of luck and hope that she has the opportunity to meet the many nice people that I have, in my capacity as editor. Many, many thanks to all of you who have helped me out by contributing articles, and to Cameron Gullette and Francis Nock for their French and German notes.

mjm

Hasta luego

A bientôt

Arrivederci

Biss dann

Até logo

Francis J. Nock
Francis J. Nock

Cameron C. Gullette
Cameron C. Gullette

Marilyn J. Martin
Marilyn J. Martin

uncat.

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XII, No. 1 September, 1958

Dear Colleagues:

I am pleased to have this opportunity of sending a word of greeting to the modern language teachers of Illinois in this first University of Illinois Newsletter of the academic year 1958-59. We should be facing this year with high spirits: it will be a good year for language studies. This does not necessarily mean that there will be a great deal of immediate change in the place of language study in the schools and colleges, or in the number of students taking languages, or in the number of years of language they will take. But there are many signs of changing attitudes which, if they are encouraged, will lead in good time to these results.

It is in the schools that the new attitudes are being felt most. There is for example the study of the high school that has now been in process for some time under the direction of ex-President Conant of Harvard, with a grant from one of the large foundations. In his talks over the country Mr. Conant is strongly advocating that all high schools provide adequate opportunity for capable students to get a full measure of science, mathematics, and foreign language. In the case of languages, Mr. Conant has argued the inadequacy of the two-year course, strongly urging that three years be considered the minimum satisfactory course of study. (This same recommendation was made last year in the report "Language Study in Illinois" prepared by the Foreign Language Study Group of the Allerton House Conference on Education.)

It might be mentioned that Mr. Conant addressed a large meeting of educators in Springfield in May, and that he is scheduled to speak in Champaign-Urbana on October 7.

The new Federal Legislation ("National Defense Education Act of 1958") contains several provisions of interest to language studies. Of particular interest to schools is the appropriation of $70 million a year for allotment to the States, on a matching basis, for purchase of equipment and minor remodeling of facilities for instruction in science, mathematics, and modern foreign languages. Of interest to teachers is the authorization to spend $8 million a year to contribute to the cost of establishing and maintaining language training centers for teachers, and for the payment of stipends to those who attend, and another $7,250,000 for language institutes at colleges and universities (presumably these will be short-term), likewise with the payment of stipends to those who attend. No one can guess at this point what part of the monies to be appropriated

for the extension and improvement of instruction in modern foreign languages will be spent on languages other than those customarily and widely taught in American schools and colleges. Certainly steps will be taken to spread the teaching of Russian and other Slavic languages, Arabic, and the languages of India and of the Far East: there will be a major effort along these lines. But the traditional languages for study in school and college will not be overlooked. Here the effort will be made not just to get students to study the languages, and to study them longer -- the wind is blowing that way already -- but to improve the preparation of teachers and to improve teaching materials and methods. Federal and State funds will not do the job alone: they are just pump-priming, which is the prelude to and the accompaniment of hard work on the pump handle.

This new atmosphere surrounding language study should be gratifying to every teacher, and an encouragement to make our best effort for every possible improvement in our teaching. If the Lord will co-operate by giving us many good students, I think we may be proud of the results.

Charles A. Knudson
(Head of French Department)

Meetings

The Illinois Modern Language Teachers Association will meet on November 1 here in Urbana at the University of Illinois. The president of the Association, Miss Margery Ellis of Illinois State Normal University, will announce a detailed program of the meeting and we hope to be able to include most of the information about the program in the October issue of the Newsletter. This seems an opportune moment to urge all modern language teachers to become members of the association, which is affiliated with the Central States Modern Language Teachers Association. Its publication, the Modern Language Journal, will be received by all members of the IMLTA in regular standing.

At present no general information is available about the November meeting of the IMLTA. The morning session will be held in Gregory Hall. Registration will take place from 9:00 to 9:30. The business meeting will be conducted between 9:30 and 10:00 and the general session will be in at 10:00 and last until noon. Mr. F.W. Hachtmann and Mr. Sam Rubotton are scheduled to speak at the general session. A luncheon will be served at the Illini Union Building at 12:30. (Cost of luncheon will be $2.25.) Sectional meetings will be held in the afternoon in the Illini Union in the following rooms:

314 S. --- French
General Lounge --- Spanish
Faculty Lounge --- German
209 --- Italian
211 --- Slavic
215 --- Book Exhibits

These sectional meetings begin at 2:00 p.m. and last until 5:00 p.m.

The Modern Language Association of America (MLA) will hold its yearly meeting this year in New York City during the Christmas vacation, on December 27, 28, and 29. The meeting will take place in the Hotel Statler.

In conjunction with the annual meeting of the MLA the American Association of Teachers of French (AATF) will hold its annual meeting in the Hotel Statler on December 29 and 30. Other annual meetings held in conjunction with the MLA meeting are the annual convention of the American Association of Teachers of Spanish and Portuguese (AATSP) in the Hotel New Yorker on December 29 and 30 and that of the American Association of Teachers of Slavic and East European Languages (AATSEEL) in the Hotel New Yorker from December 27 to 29. In a later issue of the Newsletter we hope to have information about the annual meetings of the American Association of Teachers of Italian (AATI) and the American Association of Teachers of German (AATG).

The 1959 meeting of the CSMLTA will be held in Saint Louis on May 1 and 2.

A language conference is to be held this fall on the campus of Rosary College in River Forest. We hope to have more information from Sister M. Sheila, O. P. (Chairman of the Spanish Department at Rosary College) to publish about this conference in the October issue of the Newsletter.

In the May, 1958, issue of the Newsletter a regretable omission occurred in the list of the newly elected officers of the CSMLTA: Professor Walter V. Kaulfers of the University of Illinois was elected chairman of the Teachers Training Section .

<u>The Soviet Challenge and American Education</u>

In a commencement address given early this summer, the honorable Francis O. Wilcox, Assistant Secretary of State for International Organization Affairs, discussed some ideas and presented facts and statistics that are of interest to teachers of modern foreign languages. The address was entitled "The Soviet Challenge and American Education."

In his introductory comments Mr. Wilcox stated that the Soviet challenge, though primarily military in character, is a multiple one with important scientific, political, economic, and educational aspects. In his remarks on foreign language Mr. Wilcox observed that the Soviets require the personnel in their foreign aid programs to have a working knowledge of the language of the country to which they are sent. In the Russian high schools every student must study one foreign language for six years and those students that attend a university must learn a second foreign language, a language which must be one of the African or Asian languages. He then compared the foreign language programs in the Soviet and the United States, noting that half of our high schools do not offer <u>any</u> foreign language and in those schools that do, less than 15 per cent of the students study as much as one year of a foreign language. Mr. Wilcox observed that in the Soviet Union there is a total of

10,000,000 students studying English, while in the United States only some 8,000 students are studying Russian. An even smaller number are learning African and Asian languages.

Mr. Wilcox felt it imperative for Americans to learn more about the cultures, histories, languages, and aspirations of the newly developing nations of the world. He believed that we Americans must be trained to be at home in the world in which we live and referred to this training as "training for overseasmanship." In his opinion, this involves not only an understanding of the language and sense of values of other nations, but also an understanding and appreciation of our own heritage and its cultural values which we can transmit to other people in a manner that can command their attention and respect.

Mr Wilcox commented again on the serious neglect of foreign languges in the United States and remarked that too many Americans both in official positions and unofficially conduct their business abroad in English. He admitted that a foreign language can be a "discouraging barrier to understanding," but he also reminded us that it can also be "a helpful bridge to fruitful contacts with the people of other lands." He stated that what we now need is a great revival of the teaching of foreign language in American schools and colleges. "For unless we move quickly to fill this dangerous gap," he declared, "the Soviet Union will possess an incalculable advantage in the long period of cold war that streches ahead of us."

(Digested from a printed text sent the Newsletter by Edmund de Chasca, chairman of the Department of Romance Languages, State University of Iowa)

<u>German Notes prepared by Professor Francis J. Hock</u>

The German department at the University of Illinois starts out a new academic year twenty-three strong. Of these, ten are full-time members, the rest graduate assistants. The enrollment has increased considerably over that of a year ago. The final returns are still not in; however, as of September 16 we have 1239 students as compared to 1046 of a year ago. The biggest single increase is in the number (368) starting the first elementary semester, an increase of 23% over last year.

Of the full-time staff, three members are new, although Professor Phillip Mitchell is in one respect an old timer, having received his Ph.D. at Illinois in 1942. He is Professor of German, comin to us from Kansas U., where he had been Associate Professor since 1950. His undergraduate work was done at Cornell U. (B.A., 1938) and he studied at the Universities of Munich, Heidelberg, and Copenhagen. He was in the U.S. Army 1942-45 (Signal Intelligence Service). He was Tutor in German at Cornell 1945-46, Instructor in German at Harvard 1946-49. The summer of 1949 he spent in Iceland working on the Icelandic dictionary; in 1949-50 he was Stipendiary of the Danish Society, lecturing at Danish schools; in the summer of 1955 and the spring of 1956 he was a visiting lecturer at the U. of Wisconsin

and he spent the year 1956-57 as Fulbright research scholar in Denmark. Professor Mitchell is married and has three children.

Dr. Burkhard Seubert comes to us as Instructor in German from Atheens, Greece, where for two years he was Dozent with the "Goethe-Institut zur Pflege der deutschen Sprache im Ausland." He is, however, a native of Düsseldorf, and after studying at the Johannes Gutenberg U. in Mainz he went to the U. of Munich, where he received his degree in 1954. From 1953-54 he was librarian of the "Monumenta Germaniae Historica, Deutsches Institut für die Erforschung des Mittelalters," and 1954-56 he was an Instructor in German with the Junior Year in Munich.

Mr. Marvin Bragg, who is also Instructor in German, is completing his doctorate at the U. of California, Berkeley, where he also taught for three years as a graduate assistant. Previously he received his B.A. (1949) and his M.A. (1951) at U.S.C. He has spent two years in Germany, studying at the Universities of Munich and Hamburg.

The new graduate assistants in the German Department are: John Barthel, Ralph Eisenstadt, Carol Gaar, Henry Helmke, David Pease, Thomas Warbington, and Kenneth Wiggins.

Dr. Pauline Schwalbe, who will take over the duties of examiner in German for the graduate college, has been promoted to Assistant Professor of German.

* * * * * * * * * * * * *

Dr. Richard Thurber, who was Instructor in German at the University of Illinois, has gone to DePaul U., where he is Assistant Professor in the department of Modern Languages.

* * * * * * * * * * * * *

The many friends of Professor J. T. Geissendoerfer, Professor emeritus of German, will be glad to know that he is still flourishing and hard at work on Jean Paul in the libraries of UCLA and Whittier College after his year as guest professor at the U. of British Columbia.

* * * * * * * * * * * * *

The German department at the University of Illinois joins with everyone else in expressing regret at the passing away of Elfriede Ackermann. A tireless worker in the caus of the teaching of German, she will be very much missed.

Spanish Notes

Summer school has ended and an extremely successful session it proved to be -- the enrollment in Spanish classes was the largest for many years, almost double that of the preceding semester. Now the time has arrived for us to look ahead to the fall semester and

to welcome new members in the department as well as saying good-bye to those who have left.

The Spanish Department welcomes as a new instructor Dr. Mitchell D. Triwedi, a replacement for Dr. Mildred Boyer who has left the University of Illinois to become Assistant Professor at the University of Arkansas. Dr. Triwedi comes to us directly from the University of Bridgeport in Bridgeport, Connecticut, where for six years he taught elementary and intermediate courses in Spanish as well as Spanish literature. Dr. Triwedi is a native of New York City and it was from the City College of New York that he received his A.B. While spending a year and a half in Mexico as the recipient of a Del Amo Foundation grant, Dr. Triwedi earned a Master of Arts degree from the Universidad Nacional de México. He subsequently received His Ph.D. at the University of Southern California where he also worked as a teaching assistant and lecturer. His major field of interest is Renaissance literature: his dissertation was a critical edition of the Misa lastimosa of Jerónimo Bermúdez. In addition to the year and a half in Mexico he has spent a summer studying in Spain. Here at the University of Illinois Dr. Triwedi will be in charge of the special sections of Spanish 101-104, as well as more advanced work.

In her new work at the University of Arkansas, Dr. Mildred Boyer will be in charge of the Italian courses in addition to teaching some Spanish. We shall all miss Dr. Boyer, who in her three years here contributed much in time and ideas and it seems fitting at this time for one of those graduate assistants who worked closely with her to express his appreciation of her work:

All of us here in the Spanish Department will greatly miss Dr. Mildred Boyer, but undoubtedly her departure will be especially felt by those of us who worked closely with her in the special ("spoken") sections. The sound advice Miss Boyer was always ready to give, the untiring and personal participation in work she continually offered and the teaching experience she possessed made her an invaluable part of the organization and operation of the special sections. We graduate assistants are grateful for the confidence she showed in our abilities and the warm friendliness she believed a necessary part of her work, inspiring us all with a desire to take the initiative and do our best; she was more than a supervisor, she was a friend whose counsel we readily sought. Certainly we assistants will miss her very much as a teacher, whose knowledge and experience we came to depend upon and with whom it was a privilege and a pleasure to work. But those of us who knew Miss Boyer will miss her even more as a friend whose sincerity and genuine interest in each assistant made our work all the more profitable, and whose encouragement and understanding were so welcome in difficult moments. We all wish her the best in her new position at the University of Arkansas and we are sure they too will recognize in her an excellent teacher and a true friend.

(The preceding elogio was written by Daniel Quilter)

Dr. James O. Crosby will be on sabattical leave during the first semester of this academic year. He plans to remain here in Urbana to work on a critical edition of La Política de Dios of Francisco de Quevedo that he is preparing for publication.

Dr. John Van Horne, former head of the Spanish Department, will be teaching courses in Italian at the University of Miami (Coral Gables, Florida) this academic year. This is the first September th t Dr. Van Horne has not greeted personally the readers of the Newsletter since he founded it many years ago.

This fall the department welcomes fourteen new assistants and three graduate fellows. The assistants are Miss Mary Bartnik, B.A., St. John's University (Brooklyn), 1958; Miss Joan Ganos, B.A., University of Wisconsin, 1958; Ruben Goston, graduate of the Faculty of Letters, Rio de Janeiro, Brazil (Sr. Goston is a school friend of Jayme Villa-Lobos who taught Portuguese in the department last year); Miss Jeanne Johnston A.B., University of Illinois, 1958; Miss Carol Koss, A.B., University of Illinois, Jan., 1958; Joseph Laurenty, A.B., University of Illinois, 1958; Srta. Ligia Ramírez, B.S. in education, University of Maryland, 1954 (a native of Quito, Perú, Srta. Ramírez has been teaching in Quito for the past 4 years); José Sánchez, B.A., Highlands University, New Mexico, Jan., 1958; John Saunders, A.B., Stanford University, 1956; Miss Jeannie Toscano, B.A., McGill University, Montreal, Canada, 1956 (Miss Toscano has spent a year in Bogatá teaching at the Centro Colombo Americano); James A. Walsh, B.A., University of Nevada, 1952, M.A., Mexico City College, Mar., 1958; William Weksel, B.A., Queens College, 1958 (Mr. Weksel studied at the Universidad de Madrid during the summer of 1956); Miss Florence Yudin, A.B., Brooklyn College, 1958 (Miss Yudin studied at the Universidad Nacional de México from March to November in 1957).

Miss Rugh A. Schmidt, recently on the faculty of Mary Baldwin College, in Virginia, holds a graduate fellowship this year. Miss Schmidt graduated from Augsburg College in 1952 and received her M.A. from the University of Missouri in 1955. During the summer of 1957 she studied at the University of Indiana.

Joseph Schraibman, a graduate student in the Spanish Department at the University of Illinois for the past two and a half years, has been awarded a George A. Miller Fellowship for the academic year 1958-1959, distinguishing both himself and his department by being granted this award. Mr. Schraibman is working on his dissertation (a study of dreams in the novels of Galdós) under the direction of Professor William H. Shoemaker.

Joseph Siracusa, winner of a Woodrow Wilson Fellowship in nation-wide competition, has chosen to pursue his studies in Spanish and Italian at the University of Illinois. A native of Italy, Mr. Siracusa studied at the University of Palermo before entering this country and matriculating at the University of Rochester where he was granted a bachelor of arts degree this year. It is an honor that the recipient of such a distinguished award has chosen to study here.

This past summer was a popular time for visiting our neighbors south of the border. Several members of the Spanish Department took advantage of a long summer vacation for a trip to Mexico or other Spanish American countries. Dr. Alva V. Ebersole flew to Mexico for a two-week visit with relatives. While there Dr. Ebersole attended an interesting lecture on the Celestina given at Mexico City College by M. Marcel Battaillon. Mrs. Marilyn Weston, retiring director of the Newsletter, spent the summer traveling in Mexico with her husband. Harry Kirby Jr. attended summer school at the Universidad Nacional de México and Miss Lucille Brunner attended the summer session at the University of Guatemala. Miss Wendy Woodford and Sr. and Sra. Juan Martínez visited in Mexico. Mrs Thelma Canale-Parola and her Husband spent about four weeks vacationing in Mexico during late August and early September. Sr. and Sra. Mario Valdés visited relatives in Mexico at the end of the summer session at the University of Illinois.

Julius C. Thornton, who received his A.M. in Spanish this past academic year, here at the University, spent a month in Mexico early this summer.

The Círculo Literario Espanol of the University of Illinois will sponser a Spanish play that will be presented the week before Thanksgiving this fall. As usual, the members of the Spanish Department will work with the club on this project. More details about the play will be available in the October Newsletter, when the author and title of the work will be announced.

Virginia Fairfield of Normal Community High School, Normal, Illinois, has sent in the results of the attempts of her second year Spanish class to compose original poetry. We thought our readers might be interested in reading several examples :

Unos árboles son altos,
Otros árboles pequeños;
De semilla a arbolito,
De árbol grande, hogarito.

El mar tiene olas muy altas
Y olas pequeñas también;
Tiene peces de todas clases
Que siempre nadan muy bien.

La muchacha bonita
Es una preciosa;
No es gorda en nada;
Es alta y graciosa.

We welcome contributions of similar nature concerning achievements and interesting activities of students in language classes throughout the state.

French Notes prepared by Professor Cameron C. Gullette

The Department of French of the University of Illinois sponsored the teaching of Russian in the University in 1945 and the courses in

Russian have been under the able administration of Professor Frances Sobotka during all these years.

This year marks the inauguration of a four year major in Russian and also a gratifying increase in enrollment. The expansion of Russian course offerings was announced in the French Notes in the Newsletter last spring.

Registration in Russian has increased 350% and is distributed as follows:

Russian	101	- 125	students, versus 40 a year ago
"	103	- 21	
"	305	- 11	
"	309	- 4	
"	321	- 10	
"	400	- 45	
"	401	- 25	

The description of the courses is:

101: beginning Russian
103: third semester, second year work
305: an advanced undergraduate or graduate reading course
309: a "Survey of Russian Literature in Translation" designed to acquaint teachers of reading and literature with the works of Russian authors
321: an advanced undergraduate, graduate course of "Reading in Russian Literature"
400 and 401: courses designed to teach a reading knowledge of Russian to Ph.D. candidates who elect this language in partial fulfillment of the Ph.D. requirement of a reading knowledge in foreign languages.

To teach these courses the staff has been increased and the members of the Russian division are:

Professor Sobotka, who heads the group and who is beginning her thirteenth year at the University; Dr. Tatjana Cizevska, who holds a doctorate from Harvard and who comes to Illinois from Michigan State; Dr. Kurt Klein, who has a doctorate from the University of Graz and who came here from the University of Kansas; Mr. Louis Pedrotti, who came from the University of California at Berkeley.

In view of the great need for a knowledge of Russian and increased ability to understand and communicate with the Russians these courses and increases in enrollment in them should be regarded as a forward step of considerable importance. Professor Sobotka is to be congratulated upon her administration of the division and the opportunity her group offers to American students.

The increase in enrollment on the Champaign-Urbana campus of the University is reflected in the increased enrollment in French, which has risen to over two hundred above the registration in the sectional courses of last year. At the close of sectional registration,

on Saturday afternoon, and without counting late registrations, which are still in progress as this is being written, the enrollment in the sectional courses and the strictly undergraduate work totalled 1186. That the French enrollment should have reached such a figure at the same time that the Russian enrollment increased so notably is a cause of satisfaction and an encouraging sign that American students are aware of the value of language study.

Professor Robert Hallowell of the University of Illinois Department of French was one of three American Professors participating in the summer seminar of the Centre d'études supérieures de la Renaissance founded at Tours two years ago by the University of Poitiers. This summer's lectures and discussions centered around the general theme "Touraine et Toscane" and attempted to show the close intellectual interchange which existed between the two provinces in the fifteenth and sixteenth centuries in the fields of music, painting, architecture, literature, and philosophy. The session was opened by the reading of a brilliant pater "Le Miracle Florentin" by A. Renaudet of the College de France, which assessed the extent of the intellectual exchange between Touraine and Tuscany and drew the balance heavily in favor of Tuscany. Indeed, the preponderance of Tuscany was evident throughout the session, for the Italian province was represented by several great figures, Lorenzo the Magnificent, Politian, Savonarola, Machiavelli, and Ficino, whereas Touraine offered but a single giant figure, Ronsard, who was masterfully evoked in a series of lecture-discussions by such leading Ronsardisants as Lebègue, Desonay, and Schmidt. The honor of delivering the closing lecture and presiding at the "déjeuner d'adieu" fell to Professor P. O. Kristeller of Columbia University. On the lighter side, the Centre organized tours of the châteaux of the Loire and an excursion to Poitiers through the valleys of the Indre, the Creuse, and the Vienne. The princely hospitality of the city of Tours, which gave a sumptuous banquet in the great hall of Azay-le Ferron in honor of the "congressistes" and the generosity of the prefecture of Indre-et-Loire, which offered a luncheon in the refectory of Saint-Cosme, where Ronsard was prior, the congenial atmosphere of the Centre itself, where scholars discussed the fruits of their research and exchanged ideas in a friendly, informal manner made the seminar an unforgettable intellectual experience.

Francis J. Hock
Francis J. Hock

Unetta Thompson-Moore
Unetta Thompson-Moore

Cameron C. Gullette
Cameron C. Gullette

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XII, No. 2 October, 1958

The following is the program for the

ILLINOIS MODERN LANGUAGE TEACHERS ASSOCIATION

Annual Meeting

with the

State and Chicago Chapters of the American Association of Teachers of French, German, Italian, Slavic and East European Languages, and the Spanish Section of the IMLTA

Saturday, November 1, 1958
University of Illinois
Urbana, Illinois
Morning Session and Registration
Gregory Hall
Luncheon and Afternoon Sectional Meetings:
Illini Union Building

9:15- 9:45 Registration - Gregory Hall Corrider (near room 100)

9:45- 9:55 Business Meeting - 100 Gregory Hall

9:55-10:45 Address of Welcome, Provost Gordon N. Ray, University of Illinois

10:45-11:45 Francis W. Nachtmann, University of Illinois, "An Experiment with Television in Teaching French"

12:00- 1:30 Luncheon - Illini Union, room 314 north

2:00- 4:00 Sectional Meetings

FRENCH - 314 South Union - Grace Sproull, Chairman
1. "Languages in the Changing School Scene," Mabel Ruyle, Jacksonville High School
2. "Report on the Second Summer Seminar of the Centre d'études supérieures de la Renaissance at Tours," Robert E. Hallowell, Univ. of Ill.
3. "La saison des romans," Jean Ehrhard, Univ. of Ill.

GERMAN - Faculty Lounge - Robert Kauf, Chairman
1. "Die Aussprache der Vokale in offener, unbetonter Silbe," Frank G. Banta, Univ. of Ill.
2. "Foreign Language Teacher Supply and Demand in Elementary and Secondary Schools," Gilbert C. Kettelkamp, University of Ill.
3. "Interpretation durch Rezitation," Federick Ritter, Indiana Univ.

ITALIAN - 209 Union - Joseph Cinquino, Chairman
1. "The Vicissitudes of an Italian Version of Cervantes' Gitanilla," Joseph C. Fucilla, Northwestern Univ.
2. "San Francesco d' Assisi, pioniere dell' eloquio volgage italiano, ed inspiratore di nuovi orientalmenti di pensiero e di forma," Augusto Borselli

RUSSIAN - 112 Union - Henry M. Nebel, Chairman
1. "Innovations in the Russian Teaching of Northwestern," Peter Rudy, Northwestern Univ.
2. "Romantic Parody in Sekowski (Baron Brambeus)," Louis A. Pedrotti, Univ. of Ill.
3. "Teaching of Russian in Urbana Grade Schools: an Experiment," K. A. Klein, Univ. of Ill.

SPANISH - General Lounge - Paul J. Cooke, Chairman
1. Business meeting: election of officers (Nominating Committe: Agatha Cavallo, Chairman, Vera Peacock, Gustav Mietke)
2. "El tema de nuestro tiempo," William L. Shoemaker, Univ. of Ill.
3. "San Isidro del Coronado, Símbolo de las Américas," Louis L. Curcio, Bradley Univ.
4. "Viajando en Galicia por automóvil," Antonio Bermúdez, Director Viajes Melia
5. "Visitas de España," Luis Lavaur, Spanish Turist Office Chicago

Officers: President : Margery E. Ellis, Ill. State Normal Univ., Normal, Ill.
Vice-Pres.: Frank Naccarato, Morton H. S. and Junior College Cicero, Ill.
Secretary : Pauline Schwalbe, Univ. of Ill., Urbana, Ill.
Treasurer : William V. Hoffmann, De Paul Univ., Chicago, Ill

TO:

Mr. Stanley E. Gray, 222 Lincoln Hall, University of Illinois, Urbana, Illinois.

Enclosed please find my check (or money order) payable to you for the amount of $_____, for which please reserve _____ places for the IMLTA luncheon at the University of Illinois, in Urbana, on Saturday, November 1, at $2.25 per place.

(Name) _____

(Correct mailing address) _____

_____

(School affiliation) _____

Please return by Wednesday, October 29.

Russian in High School

On May 24, 25, 1958, a conference on teaching Russian in American high schools was conducted at MLA headquarters, in close collaboration with the FL Program and the American Association of Teachers of Slavic and East European Languages. The purpose of the conference was to take stock of the current status of interest in teaching Russian in secondary schools and to identify and discuss some of the problems. Twenty-two participants agreed that school and administrators should be cautioned against rushing into hastily conceived Russian programs. The conference agreed that in an effective course in Russian the student will gain a reasonable degree of ability in each of the skills of listening comprehension, speaking, reading, and writing. It was also agreed that language learning progresses most efficiently when the language is heard first and then spoken by the student before he advances to reading and writing it. Of course, the time gap between (1) hearing-speaking the passage and (2) reading-writing it, will vary with individual teachers and with different learning situations. The informative report of the conference, FL Bulletin No. 59 (June, 1958), is available for 25 cents from the Modern Language Association, 2 Washington Square North, New York 3, N.Y.

One immediate result of the conference was the establishing of a National Information Center on the Status of Russian in U.S. Schools (as an agency of AATSEEL), directed by Prof. Fan Parker, Brooklyn College, Brooklyn 10, N.Y. All persons with knowledge of any high school now introducing or planning to introduce Russian are urged to forward fact to Prof. Parker or to send the name and address of a person who may be able to provide facts.

Administrators interested in finding a qualified teacher of Russian or persons qualified to teach, should write to Prof. Edmund Ordon, AATSEE Executive Secretary and Treasurer, Wayne State University, Detroit, Mic

Available free of charge from Prof. Emma Birkmaier, Chairman of the Modern Language Department, University High School, University of Minnesota, Minneapolis, Minn., is a 20-page syllabus for a four-year Russia course, including many valuable references. Ask for Russian Language and Civilization, a Four-Year Course. Also available from Dr. Birkmaier are free duplicated copies of detailed text materials for the beginning year of Russian.

Available from the State Department of Education, Sacramento 14, California, is the syllabus for a high school Russian course, which appear in the Bulletin of the Calif. State Dept. of Ed., Vol. XVIII, No. 3 (May, 1958)

Semantics Meeting in México, D.F.

An International Conference on General Semantics was held in Mexico City under the auspices of ~~El Colegio de México~~ Mexico City College August 24-27. It was sponsored jointly by ~~El Colegio de México~~, the Institute of General Semantics, and the International Society for General Semantics. All papers were read in either Spanish or English, and a very able interpreter translated for those who were unable to understand either one of these languages. Also, those who registered for the Conference

received a bilingual booklet of abstracts of all papers which were to be presented. Professor John Elmendorf, vice president of ~~El Colegio de México~~ Mexico City College, was the general chairman, and Dr. Russell Meyers, professor of surgery at the University of Iowa and president of the Institute of General Semantics, was chairman of the program committe. Dr. Anatol Rapoport of the University of Michigan, a professional concert pianist before he became a mathematician, presented a lecture-concert on Music and Abstraction at the opening session of the Conference.

Most of the meetings and social functions were held at the Hotel Plaza Vista Hermosa. Plans had been made to have one luncheon at the Universidad Nacional Autónoma de México. but the revolt of students over the recent rise in bus fares became so violent that this luncheon was transferred to one of the city's country club's. The Conference also had one luncheon on the attractive campus of ~~El Colegio de México~~ Mexico City College, at which time Señor Federico Sánchez Fogarty, whose recent abridged version of Don Quijote has sold so well, talked to the group.

The Honolulu chapter of I.S.G.S. was there in full force with leis for all the VIP's. This group brought an invitation from the University of Hawaii to hold the 1960 conference in Honolulu. Probably the invitation has been accepted by now, but at the time of the Conference there was some consideration of the invitation from Montreal, Canada.

After the Conference, the writer went to Guadalajara where she had the pleasure of spending a delightful evening in the home of Lillian Heftmanek Gleason (Ph.D. in Spanish, 1947). Lillian and her husband, who practices dentistry in Guadalajara, asked to be remembered to all who know them. Mary, their pretty nine-year old daughter, is completely bilingual. The writer also enjoyed a visit with Dean and Mrs. Arthur Hamilton who also sent greetings to their friends.

(Florence M. Harding)

Summer Seminar for Teachers of French and Teachers of German

Twenty-five travel grants are allocated annually for American Teachers of French to participate in a special summer course in French literature, language, history, and culture. Twenty-five similar grants are available each year to aid American Teachers of German spend eight weeks in Germany during the summer. The seminars are intended primarily for secondary school teachers, but young college teachers, ordinarily at the M.A. level, who have not previously had an opportunity to study in France, or in Germany, as the case may be, are also eligible to apply. Both programs include travel as well as short courses in language, literature, and culture. A good knowledge of French -- reading, writing, speaking, and understanding -- is required of those applying to study in France and similar language skill in German is expected of those who wish to study in Germany. Inquiries concerning these awards should be directed to the U.S. Office of Education, Division of International Education DHEW, Washington 25, D. C.

Useful Material

Sweet Briar College has published a 31-page evaluation of its Junior Year in France. Called American Juniors on the Left Bank, it was prepared by Francis M. Rogers (Harvard).

A 32-page reference booklet entitled The American Student Abroad is available free from the Council on Student Travel, 179 Broadway, New York 7, N.Y.

Study Abroad is issued annually by UNESCO (UNESCO Publications Center, 801 Third Ave., New York 22). Its 836 pages list more than 75,000 international scholarships. Price: $2.50.

Bulletin 1958, No. 1, Occupational Opportunities for Students Majoring in Spanish and Portuguese, offers valuable guidance and is available free from the Pan American Union, 19th and Constitution Ave., N.W., Washington 6, D.C.

Latin American Studies, a 27-page teacher's guide to resource material is available free from the Educational Section, Creole Petroleum Corp., 1230 Sixth Ave., New York 20.

Teacher Supply and Demand in Colleges and Universities 1955-56 and 1956-57, study conducted by the Research Division of the National Education Association, is now available. Single copies will be sent upon request, free. Officials wishing to distribute this report to faculty councils, trustees, boards of control, and legislative committees, need only indicate the number desired. Address all requests to Research Division, National Education Association, 1201 Sixteenth Street, Washington 6, D.C.

It is now possible to obtain results of the proceedings of the conference held May 8-10, 1957, entitled "Modern Foreign Languages in the High School." The results have been published in Bulletin 1958, No. 16, of the U.S. Department of Health, Education, and Welfare, which is on sale for $1.00 by the Superintendent of Documents, U.S. Government Printing Office, Washington 26, D.C. The bulletin contains helpful ideas for language laboratories, including cultural material in the class curriculum, etc.

MLA FLES Guides

Several MLA Teacher's Guides are now available. They are Beginning French in Grade Three, French in Grade Four. Beginning Spanish in Grade Three, Continuing Spanish in Grade Four, Continuing Spanish in Grade Five, Beginning German in Grade Three. Each guide, the product of the cooperative efforts of a Working Committe and scrutinized by a large Advisory Committe, may be purchased from the Educational Publishing Corporation in Darien, Conn. (not from the MLA), for the price of $2.50 per guide. At present, a 12-inch 33 1/3 phonograph record is available for each of three guide books, the French third grade and fourth grade and the Spanish third grade books. Each record presents all of the foreign language spoken by native voices, with pauses for repeating. They are for the teacher's practice, not the pupils'. Records are available from the MLA office at $5.00 each.

Importing Foreign Language Teachers

If there is a possibility of giving a year's employment in your local schools to a foreign teacher who might help with the language program, the person to contact is Thomas E. Cotner, Director, Educational

Exchange and Training Branch, U.S. Office of Education (Washington 25, D.C.). Each applying foreign Teacher who is selected receives a grant covering international travel and travel to your community and return; the school system is expected to set the teacher's pay according to the standard local salary schedule. This year 20 young applicants from France expressed special interest in teaching French to elementary school children. Write Mr. Cotner now for details.

Marguerite Jamois in "Britannicus"

A cast from the Vieux-Colombier in Paris, starring Margarite Jamois, the Katherine Cornell of the French stage, will present in French Jean Racine's Britannicus in the Rosary College Auditorium, 7900 W. Division Street, River Forest, Illinois, on Friday, November 14. The probable hour will be 8:15 in the evening. Tickets will range in price from $4.00 down to special student rates. More details can be obtained from Sister Marie Magdalen, O.P., Chairman of the French Department of Rosary College.

Language Conference at Rosary College

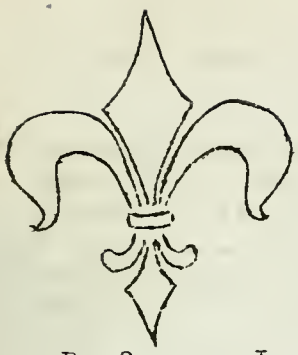
The language departments of Rosary College, River Forest, Ill., will sponsor a conference to be held at the college Saturday, November 15. The conference, entitled "Articulation from School to College in the Field of Lnaguages," has as its purpose the working out of a more successful transition from high school to college by a smoother sequence of courses and by cognizance of problems common to all levels of education in the interest of students studying foreign languages. Teachers of foreign languages from the elementray, secondary, and college levels and all educators interested are invited to attend.

Registration (cost $1.00) starts at 9:00 A.M., followed at 9:45 by the keynote address, "Many Tepees, Many Languages," given by Dr. W.H. Cornog. After the address discussion groups will be formed to take up such subjects as college entrance requirements in language, advanced placement in college for high school students, acceptance and recognition of aural-oral training by colleges, testing programs, etc. In the afternoon the discussions will be summarized in a general session. Later there will be an opportunity for everyone to visit the modern language laboratories at Rosary College and to participate in an evaluation of audio-visual materials and texts and techniques used in the different languages.

Luncheon reservations must be received by Rosary College by Tuesday, Nov. 11. (Write to one of the co-chairmen of the conference: Sister Mary Sheila, O.P., Chairman of the Spanish Dept., and Sister Mary Gretchen, O.P., Chairman of the German Dept.)

National Defense Education Act

Teachers interested in learning more about the National Defense Education Act of 1958, which made substancial provisions for the improvement of foreign language education from the elementary school through graduate school, should write for House Report 2688 (from the Document Room, Capitol, Washington 25, D.C.), which contains a full statement of the Act.



French Notes Prepared by Professor Cameron C. Gullette

The Department of French of the University of Illinois will be represented in the programs of the Illinois Modern Language Association and the American Association of Teachers of French, in the meetings to be held on the campus on November 1.

Professor Jean Ehrhard, Visiting Professor of French, will speak at th AATF meeting on "La Saison des Romans," discussing recent French prize novels. Professor Ehrhard, whose interesting talks in the past years are remembered with pleasure by those who heard him, has returned to the University of Illinois again, this year, after an extensive tour of South America where he lectured as a representative of the Alliance Française in many of the capitals.

Professor Robert E. Hallowell will also speak to the AATF group, the title of his talk being: "A Report on the Second Seminar of the Centre d'Etudes Supérieures de la Renaissance," This seminar was held in Tours, this past summer, and Professor Hallowell was in attendance throughout the session.

Dr. Francis Nachtmann will speak to the IMLA on the recent semester-long experiment of the Department of French in teaching French by a combination of regular class meetings and televised broadcasts. This experiment, involving some 150 students, a number of class room teachers, and a considerable group of broadcasters, was an interesting trial of a new teaching technique that may well be important in the future.

From November 17 to December 11 the Department of French will sponsor a visit to the campus by Mlle Elizabeth Nizan, the distinguished Frenc actress and former member of the Comédie Française. As on her former visits to the campus Mlle Nizan will visit classes, give special classes in diction, and offer several causeries-récitals. Her delightful and informative presentations of poetry and prose grouped around a central theme, in each lecture-récital, have been very popular and all friends of the French language will want to hear her again. The dates of these causeries-récitals have not yet been established but will be announced as soon as possible.

In the midst of the serious crisis which France has been undergoing, the outstanding French magazine Réalité-Fémina-Illustration, very surprisingly, has devoted the lead article of its September issue, and the cover picture as well, to an American subject instead of a consideration of some critical French problem.

Listed on the cover of the magazine as "La Vérité sur la crise américaine," the article itself is captioned "Ce que nous a révélé la récession américaine." The description of the article which states "La crise qui se termine a brusquement mis à nu tous les rouages de l'économie américaine," goes on to say that "cinq grandes révolutions s'y sont produites qui ont rendu impossible la réédition du krach de 1929.

The article is by a team of Réalités reporter-investigators, not by a single author, a practice common to Réalités, whose investigating and

reporting have been highly praised as brilliant, penetrating, intelli gent journalism.

The authors begin by saying that the recent recession has troubled the world, making Americans doubt their own prosperity and the world wonder if a crisis such as that of 1929 might be coming. It is the conclusion of the authors, however, that "la crise américaine --ne peut pas être comparée aux crises du passé parce que l'économie américaine est toute différente de ce qu'elle était seulement dix ans " and that a 1929 crisis can not now take place because in recent years five revolutions have occurred in American economy.

The first of these is "l'accroissement de la population." The increase in young people represents "un potentiel de richesse considérable. Ils provoquent un éloignement du marché, une diversification et un renforcement de la demande -- ils favorisent le renouvellement de la production. Il est plus facile de changer la mode là où les jeunes dominent." Young people like the new, both in what they choose to buy, in the work which they seek, and the regions into which they go to work.

The second revolutionary change is "la ruée vers les banlieues -- dont la croissance est -- six fois plus rapide que celle des villes elles-mêmes." This movement to the suburban residential areas, of some 40 millions, made possible by the automobile, permits this great group of suburbanites to realize for themselves what only the few elite and rich could have, 20 years before -- "le travail à la ville et la vie en plein air." In addition to the residential move to the suburbs, there has also been a movement of offices, shops, and factories to the suburbs. All these suburban developments have enormously stimulated building construction, automobile sales, and the manufacture and sales of household equipment.

The third change which will keep us from troubles as serious as those of 1929 is "la prédominance de la classe moyenne." The increased income of so many Americans means: "Plus les revenus augmentent, plus le vieilles distinctions entre bourgeois, ouvriers, paysans, s'estompent. Les habitudes de vie se ressemblent. Les besoins sont les mêmes. Le marché est donc de plus en plus homogène; la standardisation de la production s'en trouve facilitée."

The fourth is "la mise en valeur des régions nouvelles." With increased population, with increased production of all commodities and the movement away from cities and the development of many new fields of industry, many new areas are being developed and populated. Many states of the union are enjoying booms such as they have never before experienced.

The fifth revolutionary development which will insure our continued prosperity is "l'accélération du progrès technique," the tremendous development of scientific and technical knowledge has as its result, experimentation, construction, and production of new things which provide work for many and stimulate trade. The uranium industry and electronics, among other new things, have become "big business" and contribute greatly to commercial expansion.

The French authors say "toutes ces transformations ont créé un climat d'optimisme, de foi dans le progrès continu de l'économie. Elles ont incité les entrepreneurs à miser de plus en plus sur l'avenir, à investir en espérant écouler des produits nouveaux sur un marché toujours plus large."

These same five "révolutions," however, have seemed too favorable auguries to American businessmen who have risked too much capital in the expectation of increased sales and who have had to increase the wages of their employees beyond limits which permit the expected profits. With rising costs of manufacture came rising prices and then a fall in income as sales decreased because buyers could not buy --or did not choose to do so. As the article puts it: "Epargnant plus, les Américains ont moins consommé. --le secteur des biens durables est gravement touché. C'est le cas, en particulier, de l'automobile qui, après avoir atteint son record en 1955 avec 8.200.000 voitures vendues n'en écoulé que 6.050.000 en 1957, et ne peut guère espérer en vendre plus de 4.000.000 cette année."

Summing up, the article continues: "Ainsi donc la baisse des profits a été à l'origine des troubles dont souffre l'économie américaine. Elle ne s'est pas produite par hazard. Elle est une conséquence seconde de la prospérité dans la mesure où elle est la conséquence des hausses très fortes de salaires et de l'accroissement constant des frais généraux."

The action -- or lack of action -- which has marked the reaction of th government, the Federal Reserve System and the political parties to this recession is next discussed, but no constructive program seems to have been created, according to the authors.

Their own conclusion is: "La crise actuelle est presque entièrement localisée dan le secteur des bien durables. --Les changements profonds de l'économie américaine montrent qu'elle est actuellement dans une longue période ascendente. --Les Etats-Unis sont assez riches pour qu'un à-coup de ce genre ne mette pas en danger leur prospérité future"--. But the authors sound the warning that the Americans must remember how much the rest of the world outside of the Soviet groups depends on the United States and realize that even such a mild recession as we have had may seriously affect the progress of industrial development among our allies. As the authors say: "Toute baisse de tension est interprétée comme une faiblesse et immédiatement exploitée par l'Union Soviétique. Même limitée une crise est donc une défai-

German Notes Prepared by Professor Francis J. Nock

The annual reception given by the President of the University of Illinois to new staff members was held Saturday evening, October 4, in the Illini Union. Every year certain departments in some way give a display of their activities. This year the German Department was invited to participate.

A large table was placed in the center of room 211, and on this were

exhibited books and textbooks used in the various courses offered by the department. Among other items were a first edition of Lessing's Nathan der Weise, from the year 1779, a set of the works of Novalis edited by Tieck and Schlegel, and a very fine replica of the Hildebrandslied. There were also some samples of the work of the students, e.g., a set of bibliography cards and a class paper.

On the walls were various placards that are used to announce meetings of the various groups: Fruchtbringende Gesellschft (faculty-graduate student discussion group), Der deutsche Verein, and the Kaffeestunde, which is held weekly in the Union and to which all people are invited who want to practice speaking German.

Another table had on it copies of the publications, books, and article of the department members. A tape recorder was set up and played three recordings used in connection with the class in phonetics of the German language: a sample of Bern (Swiss) dialect spoken by Professor Frank Banta, a sample of Swabian dialect spoken by Professor Mimi Jehle, and a sample of the dialect of Mönchen-Gladbach (near Köln) spoken by Professor E. A. Philippson.

A fourth recording was also played back. This was a reading by Mr. Sidney Rosenfeld, a graduate assistant and former student in the course of the transcription of a sample of Frisian German, with which he is totally unfamiliar.

Dr. Horst Oppel, professor of English Literature at the University of Marburg and editor of Die neuen Sprachen , was a visitor on the Urbana campus for a few days in September. During that time he gave the first of the lectures sponsored each year by the Humanities Division of the College of Liberal Arts and Sciences. It was given Tuesday, Sept. 23, and his subject was "American Literature in Postwar Germany."

He brought out the fact that modern American literature has had a strong influence in Germany. He also traced the historical influence of the Novelle on the American short story, which in turn influenced the German short story, even to giving the translation term Kurzgeschichte.

Your correspondent is apparently unable to count. There are eleven full-time members of the Urbana German Department, not ten as stated in the last issue, making a total of twenty-four who teach in the department.

In addition there are eight graduate students, five of them University Fellowship holders, giving a total of twenty-one graduate majors. There is a total of twenty-seven undergraduate majors, of whom eleven are in Teachers' Training. There are two candidates for the M.A. in the Teaching of German.

Last year the department received forty-seven requests for recommandations for college jobs at the level of instructor or higher. It unfortunately had no candidates far enough advanced to be recommended, except for a couple of candidates who already had positions elsewhere.

This is a situation confronting foreign language departments everywhere. The demand will probably not grow less very soon; every effort should be made to meet it.

Spanish Notes

El Club de Español tiene establecido ya una serie de programas para todos los amantes de la lengua española. Se ha procurado, que la mayoría de las reuniones tengan su fruto en el estudiante. Por ejemplo, en la primera reunión que ya tuvimos, pudimos observar entre los participantes, cinco de los estudiantes. El programa titulado "Tengo un secreto" fué un éxito rotundo. Bajo la colaboración de los propios estudiantes se proyecta ofrecer uno o dos sainet en alguna de las reuniones.

Para el segundo semestre hay posibilidades de que adquiramos tres o cuatro películas de tipo cultural basadas en obras de Lope de Vega, Pérez Galdós y Alvarez Quintero.

Como es ya también costumbre en el club, se celebrará el anual concurso de poesía entre todos los estudiantes de las clases.

El Eco Estereofónico, periódico del club, tras su reciente inauguración (el año pasado) seguirá con sus noticias y páginas humorísticas. El primer número del semestre saldrá a finales del mes de octubre. Este periódico bimensual invita a todos a colaborar con cualquier artículo que se le quiera enviar. El Club de Español tiene por dirección la misma que el Departamento.

Muchas gracias por cualquier colaboración que se sirvan remitirnos, y deseamos sinceramente que alguna vez puedan asistir a alguna de nuestas reuniones.

(Jorge Prats Martí)

Miss Judith Helen Frees, who received her A.B. from the University of Illinois this past June, is studying at present in Madrid, Spain, as a part of the Middlebury College Graduate Program. She spent the past summer studying at Middlebury College (Middlebury, Vermont) under the program, and will receive her Masters degree in Spanish at the end of nine months of study in Spain. Miss Frees, a graduate of Oak Park-River Forest High School, Oak Park, Illinois, spent her last two under graduate years at the University of Illinois (Urbana campus), where she majored in Spanish and completed work on her teaching certificate

Two other Spanish majors from the University of Illinois are also studying in Spain, at the Universidad de Madrid, this academic year. Miss Nancy Jeane Rorer (from Dixon High School, Dixon, Ill.) and Mr. Walter Richard Foote (of Lyons Township High School, LaGrange, Ill.) are both studying under a program of New York University. Miss Rorer, a junior is enrolled in the New York University Junior Year Abroad plan. She will return to the University of Illinois in the fall of 1959 to complete work on the Bachelors degree in the teachers training program here. Mr. Foote, a senior, is studying in Spain under special arrangements made by the University of Illinois and NYU, which enable him to

receive his A.B. after completing this academic year at the Universidad de Madrid. After receiving his degree, he intends to return to the University of Illinois for graduate work. According to word received from both students by Professor Joseph S. Flores of the U. of Ill. (their former teacher and advisor), they are living in private homes in Madrid, enjoying a wonderful opportunity to speak Spanish in all occasions and to acquire much firsthand knowledge about Spanish daily life and customs.

Miss Eileen May Wickline (A.B., Ohio University, 1957), who received her A.M. in Spanish from the University of Illinois this August, is now an instructor of Spanish at De Pauw University. Miss Lorraine M. Mair (A.B., University of Illinois, 1956), who also received her Masters in Spanish this year from the University of Illinois, is teaching Spanish at New Trier High School.

Because of technical difficulties, the Círculo Literario Español of the University of Illinois has postphoned its annual play until the middle of March.

We hasten to assure our puzzled readers that Quito is in Ecuador, not in Peru.

November 2, el día de difuntos, is a colorful festive occasion in Mexi and other Latin American countries. Children buy candy and display skeletons, in a manner similar to the North American celebration of Hallowe'en. However, in Spain el día de difuntos is a solemn day for commemorating the dead, as is our Memorial Day, a day of mourning and for visiting the graves of departed friends and relatives.

The Linguistics Club of the University of Illinois

The linguistic Club of the University of Illinois announces a series of lectures to be held the second Tuesday of each month of the academic year. The lectures will be given at 8:00 P.M. in the General Lounge of the Illini Union, at the University. The November lecture, scheduled for Tuesday night, November 11, will be given by Professor Edward Stankiewicz of the Department of Slavic Languages and Literatures of Indiana University. Professor Stankiewicz, who specializes in Polish, will speak on a linguistic problem, drawing his examples from Slavic languages. The club extends a cordial invitation to all persons interested in language to attend its lectures.

* * * * * * * * * * *

Contributions to the Newsletter should be sent to Mrs. Moore, 131 Lincoln Hall, University of Illinois, Urbana, Ill.

If any changes should be made in the mailing list of the Newsletter, please notify us at the above address.

Cameron C. Gullette Cameron C Gullette

Francis J. Nock Francis J. Nock

Unetta Thompson Moore Unetta Thompson Moore

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XII, No. 3 November, 1958

Buon Natale

Feliz Natal

Joyeux Noël

Felices Pascuas

Fröliche Weihnachten

Dear Colleagues:

As has been customary in the past years, we have included some Christmas material in the November issue of the Newsletter so that it would reach you in time for use in your classrooms this December.

* * * * * * * * *

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE

Mr. Ernest Howard has sent us the following letter from the Downstate Chapter of A.A.T.S.P.

Dear Spanish Teacher:

If you are not now a member of the A.A.T.S.P. or would like to renew your membership, please fill out the attached blank and mail your dues to our treasurer, Ernest Howard. Dues for the national organization are $4.00 per year (which includes a subscription to HISPANIA, a handsome quarterly devoted to the interests of the teaching of Spanish and Portuguese). Dues of the Downstate Illinois Chapter are $1.00. Mr. Howard will be glad to forward your national dues to the national treasurer, Dr. Laurel H. Turk of Depauw University. You cannot belong to the chapter without paying national dues. If you have already paid your national dues, please send $1.00 for chapter dues. Let's help the profession by joining forces.

Membership in our professional organization gives you an opportunity to share in a cooperative endeavor to improve the teaching of Spanish at all levels. Here are some of the benefits of chapter membership:

(1) Participate in meetings, state and national
(2) Organize a chapter in the Spanish National Honor Society for Secondary School Pupils
(3) Secure names from the ONCE for foreign pen pals
(4) Award medals for excellence in Spanish
(5) Win cash chapter awards for excellence in the National Spanish Contest

(6) Join the A.A.T.S.P. teacher placement bureau
(7) Order reprints as listed in Hispania
(8) Enter students in National Spanish Examinations (Secondary Schools)
(9) Receive the annual directory
(10) Contribute your own ideas and articles

All this besides the subscription to Hispania!

Won't you please send the blue card mailed out by Dr. Turk to those paying national dues, to chapter secretary, using the coupon below?

To: Mr. Ernest Howard, Treasurer
Downstate Illinois Chapter, A.A.T.S.P.
Alton High School
Alton, Illinois

/_/ Enclosed are my combined dues of $5.00 for membership in both the national and chapter organizations.

/_/ Enclosed are my chapter dues of $1.00. I have already paid national dues to Dr. Turk.

Name _____

Address _____

Persons interested in A.A.T.S.P. from outside the area of the Downstate Illinois Chapter please note that the description of activities and chapter benefits applies generally also to the Chicago Chapter, whose Treasurer is Mr. Guy Phillips, J. Sterling Morton High School, Cicero, Illinois. National and chapter dues may be sent to him.
(Fred P. Ellison)

Chicago Area Christmas Party

The Chicago Area Chapter of AATSP announces a Mexican dinner and Christmas party for Saturday, December 6, 1958, at 7:00 P.M., at La Siesta Restaurant, 6201 N. Caldwell Ave., Chicago, Illinois. (For further information, please call Violet Bergquist, Me-7-7137 .)

Send the following form to Mr. Guy Phillips, Treasurer
J. Sterling Morton High School, Cicero, Illinois

Enclosed please find $_____ for _____ reservations at $3.00 each.

Name _____

Address _____

Phone _____

IMLTA Meeting. November 1, University of Illinois, Urbana. Morning Session.

Following a short business meeting and a cordial welcome from Vice-President and Provost Gordon N. Ray, the experiences of a recent experiment in teaching French on an open circuit of the University of Illinois television channel were summarized ably and entertainingly by Dr. Francis W. Nachtmann (Dept. of French, University of Illinois). The purpose of this experiment, which featured weekly thirty-minute broadcasts dealing with grammar and offered in conjunction with regular class meetings, was to provide more time for oral practice in the classroom. The broadcasts were conducted by a variety of instructors, materials for the most part being those of the class text (Harris and Lévêque, Basic Conversational French); no attempt was made to simulate a classroom situation, although two students were eventually brought to the studio to repeat the instructor's model phrases and sentences (thereby indicating to the television audience the proper repetition intervals). Two exerpts of these broadcasts, the first dealing with the passé composé and the second with the position of object pronouns, served as graphic demonstrations of the methodology employed, and also gave insight into some of the technical difficulties involved in teaching through this medium. In general, one could not help feeling that the lack of personal contact between instructor and viewer created an impassable barrier to effective language learning; but despite this shortcoming, which is a natural concomitant of most mass media, the present observer was favorably impressed with the potentialities which teaching by television affords as a supplement to (rather than a substitute for) conventional classroom instruction.

The morning session concluded with a thought-provoking address by Maurice M. Bernbaum, Director of the Office of South American Affairs, Department of State, who spoke on the vital subject of "Inter-American Relations: The Student Factor." Using as a point of departure the unfavorable demonstrations of certain student groups encountered by Vice-President Nixon during his recent tour of Latin America, the speaker, who personally witnessed these events as a member of Mr. Nixon's traveling party, discussed the results of his own investigations as to their possible causes. Attributing these manifestations of hostility toward Mr. Nixon to a previous distortion of student attitudes by Communists, Mr. Bernbaum drew attention to the inadequate salaries of Latin American university porfessors, a situation which obliges them to engage in other means of employment and thereby weakens their role in the molding of student thought. In the absence of responsible academic leadership, student opinion -- long a powerful voice in the administration of Latin American universities -- has become increasingly shaped by the so-called "pros," a minority group of elder students (25-35 years of age), who are for the most part militant left-wing extremists hostile toward the United States. As a possible counteraction to this unfortunate influence, the speaker expressed the hope that American teachers and graduate students able to speak Spanish would avail themselves of existing opportunities to teach and study in Latin America, where, as ambassadors of good will, they might help bring about greater mutual understanding between the people of both continents.

(Mitchell D. Triwedi)

FL Teacher Supply and Demand in Elementary and Secondary Schools

Dr. Gilbert Kettelkamp, Professor of Education and placement consultant in the Teacher Placement Office of the University of Illinois, gave a talk to the German section at the recent meeting of the IMLTA. Since his subject: "Foreign Language Teacher Supply and Demand in Elementary and Secondary Schools" is of interest to all in the field, a résumé of his report is given here.

He based his talk on two tables. The first is a year-by-year analysis of calls for secondary-school foreign language teachers at the University of Illinois from 1937 to date. The apex of the demand, as might be expected, came right after World War II, when the demand in 1945-47 was for 182 full or part-time French teachers, 96 ditto German, 227 ditto Latin, and 292 ditto Spanish teachers. For 1957-9 the corresponding figures are 103, 30, 142, and 195.

Of further interest is the increase in demand for full-time language teachers. In 1937-8 the demand was for 2 in French (compared to a demand for 30 who could teach French and something else), 2 in German (11), 2 in Latin (115), and 0 in Spanish (13), a total of 6 out of 175 requests. In 1958-9 the figures are French 24 (33), German 8 (6), Latin 25 (37), and Spanish 52 (49), a total of 109 out of 234 requests. Furthermore in 1958-9 there were 42 calls for "any language." Occasionally calls for Russian occur.

The biggest call has been for the Spanish-English combination, followed by Latin-English or Latin-Spanish. English is the most frequently occurring demand with French and German also.

Last year there were three calls for elementary teachers of Spanish and one each for German and French.

The second table was the discouraging lists of the numbers of teaching majors at the University of Illinois. The high point was in 1937, when a total of 37 students enrolled, many of whom did not get teaching jobs in their major fields. In 1958-9 there were 8 majors in French, 5 in German, 0 in Latin, and 6 in Spanish.

In spite of the continued calls for Latin teachers the supply is very small, a total of 48 majors in 22 years. The average age of Latin teachers throughout the state is 50-60.

Spanish Notes (Including Italian and Portuguese)

On the afternoon of Saturday, November 1, Paul J. Cooke of Monticello College, Alton, Ill., presided over the meeting of the Spanish Section of the IMLTA. During the brief business meeting Miss Agatha Cavallo, chairman of the nominating committee, presented the list of nominations made by the committee, a list that those present immediately approved. The officers of the Spanish Section of the IMLTA for 1959 are:

Chairman: Mrs. Antenisca Nardi
Crane High School and Amundsen Junior College
Chicago, Illinois

Vice-Chairman: Mr. Ernest Howard
Senior High School
Alton, Illinois

Secretary: Miss Marie Heuer
Sullivan High School
Chicago, Illinois

(According to tradition, the vice-chairman automatically becomes chairman in 1960.) Attention then turned to the various papers read.

The first paper of the meeting was read by Professor William H. Shoemaker of the University of Illinois, who presented a brief analysis of the career of José Ortega y Gassett and his key work, El tema de nuestro tiempo. After surveying the internationally renowned achievements of Spain's and the University'of Madrid's distinguished metaphysician and discussing his implausible but genuine "popularity" (in the current English sense), the speaker examined Ortega's doctrine of the razón vital. In spite of its integrative direction, the doctrine is seen to be fundamentally biological and naturalistic. One of its essential features is the important value it attributes to the individual, its resultant relativism, and, in the speaker's view and in spite of its many salutary effects, its ultimate reduction of esteemed values to confusion, anarchy and chaos.

Louis L. Curcio of Bradley University, in his paper "San Isidro del Coronado, símbolo de las Américas," presented a study of a small Costa Rican town, San Isidro del Coronado, representing it as symbolic of much of Latin America. Mr. Curcio, himself a person of considerable experience in Central America, illustrated his central thesis with both his own observations and exerpts from a novel, La jaula, by the Costa Rican sculptor and writer, Max Jiménez. Certain problems -- la pobreza y el robo, la enfermedad, la bebida o el guaro, la superstición -- all particular problems of San Isidro, can also be seen as part of what Mr. Curcio termed the "grandes problemas de Latinoamérica."

These papers were followed by three thoroughly enjoyable informal talks Professor Sherman H. Eoff of Washington University in St. Louis, who had recently returned from Spain as holder of a Gugenheim fellowship, presented his impressions of that country in an interesting and informal talk in English. Professor Eoff mentioned how much he had enjoyed driving through Spain and how favorably the Spanish hostelerías had impressed him. He commented on the excellent management and service in these establishments and on their reasonable prices. He remarked, however, on the attitude of the Spanish people, which he considered one of frozen indifference. Professor Eoff assured his audience that the Spanish are not anti-foreign nor anti-American, but that their grim, unhappy mood arises partly from their grim existence, due to the present political regime, and, in his opinion, partly from the lack of or need for water in the vast central region of Spain. At the conclusion of his reflections, Mr. Eoff declared that a taste for Spain had to be acquired, as does a taste for the Spanish olive.

The Spanish consul in Chicago, don Enrique Suárez de Puga, gave informally a few short reflections about his boyhood and his formative years in Burgos and Madrid, as well as some rather candid observations of the Spanish character vis-à-vis that of the North American. The remarks of Sr. Suárez, who was born in Burgos in 1921, seemed particularly significant in the light of the fact that his life and experiences in Spain span one of the most difficult periods in that country's

history, and would seem to equip him especially well to interpret some of the present-day attitudes and cultural currents prevelent in Spain. Of particular interest were his remarks concerning his adolescence in in Madrid, where he was studying in the crucial year of 1936.

One of the most entertaining parts of the program was the delightfully casual talk, "En Galicia," given by Sr. Antonio Bermúdez of Viajes Meliá, Chicago. Sr. Bermúdez is himself a native of that province and he exuded an infectious enthusiasm for things Galician-- wine, food, countryside, festivals, etc. He supplemented his remarks on his patria chica with excellent color slides that he had taken this past summer on his vacation in Galicia.
(The above notes were prepared by Prof. Wm. H. Shoemaker, Mr. Merlin Forster, and Mrs. Unetta Moore.)

Italian Section of the November 1 IMLTA Meeting

Two extremely interesting and quite different papers were presented at the Italian session, under the able chairmanship of the genial Mr. Joseph Cinquino, of Wells High School in Chicago. The first,"The Vicissitudes of an Italian Version of Cervantes' Gitanilla," was a fine example of the careful and erudite research of Professor Joseph C. Fucilla, of Northwestern University, who is well known to all students of Italian as the editor of Italica. The second, "San Francesco d'Assisi, pioniere dell' eloquio volgare italiano, ed ispiratore di nuovi orientamenti di pensiero e di forma," was a beautiful and moving eulogy of Saint Francis by Dr. Augusto Borselli, recently retired after many years with the Italian Consulate in Chicago.

Asociación Española de Amigos de los Castillos

On October 30 the "Asociación Española de Amigos de los Castillos" inaugurated the first American Chapter, in Chicago, with an arroz con pollo at the Sociedad Española. Officers of the new organization are José Sánchez, president, Antonio Bermúdez, secretary, Luis Lavaur, treasurer. Next meeting, same place, Friday, Dec. 5, 1958, 6:30 P.M. Feature of the Association: only Spanish is spoken. Aim: to get together and just talk . Subject: Spanish Castles. Ultimate aim: adopt, buy, rent, rebuild, or even bring stone by stone, to the U. S., a Spanish castle. Have you ever dreamed of Spanish castles?
(José Sánchez)

Songbooks to Supplement Spanish Club Programs

(1) 398-E-3310: Christmas in Latin America. --1944. (15pp.) --$0.10. (Indicate the number at the left and the title of the book when ordering it from the Publications and Promotion Section, Pan American Union, 19th St. and Constitution Ave., N.W., Washington 6, D.C.) (2) Vamos a cantar -- sells for under $1.00.(This general songbook can be ordered from D.C. Heath & Co. , 1815 Prairie Ave., Chicago 16, Ill.)

French Notes (Including Russian) --Prepared by Prof. Cameron C.Gullette

The meeting of the Illinois, or down-state, chapter of the AATF, on November 1, in the Illini Union building, on the campus of the University of Illinois, was well attended and presented an interesting program. Members of the Chicago chapter of AATF were in attendence and

their president, Mrs. Marie Antoinette Martin, was at the speakers' table together with Miss Grace Sproull, President of the Illinois Chapter, who presided.

The following officers were elected for the coming year:

Miss Frances Shutts, Danville - President
Prof. J. F. Jackson, Univ. of Ill.- Vice-President
Miss Cordelia Reed, Univ. of Ill.- Secretary-Treasurer

In the business meeting there was a discussion of the advisability of holding a down-state spring meeting and/or holding a separate meeting of our group in the fall rather than joining with the Chicago Chapter as had been customary. The desire to reach as many down-state teachers as possible, who might not feel able to go to Chicago, and to conduct more satisfactory business sessions was the basis for advancing these proposals for discussion. The action taken was a vote in favor of a spring meeting, with arrangements to be left to the officers. Upon motion from the floor the officers were authorized to appoint a committee to prepare a constitution and by-laws.

Professor Bruce Mainous reported on the Illinois winners in the National French Contest, sponsored by AATF, of which he serves as Illinois Chapter Chairman. Each winner was awarded a medal by the French Embassy and a French phonograph record by the Chapter. Prizes were awarded to Illinois students as follows:

<u>French I</u>		
First Place:	John Matuska	Girard H. S., Girard TEACHER: Mr. Joseph Hartman
Second Place:	Richard Call	Dupo H. S., Dupo TEACHER: Mrs. Marie Ramey
Third Place:	Charles Derber	University H. S., Urbana TEACHER: Miss Pauline Changnon
<u>French II</u>		
First Place:	Marcia Murphy	University H. S., Urbana TEACHER: Miss Pauline Changnon
Second Place:	Prudence Price	Bloomington H. S., Bloomington TEACHER: Mrs. Emma Wood
Third Place:	Karin Carlson	Sycamore H. S., Sycamore TEACHER: Miss Pearllabell Jordan
<u>French III</u>		
First Place:	Betty C. White	University H. S., Urbana TEACHER: Miss Pauline Changnon
Second Place:	Edith Young	Alton Senior H. S., Alton TEACHER: Miss Clara Blackard
<u>French IV</u>		
First Place:	Gene Lewis	University H. S., Urbana TEACHER: Miss Pauline Changnon

The number of schools in Illinois participating in the contest was: Fr. I, 23; Fr. II, 21; Fr. III, 6; Fr. IV, 2. Examinations ordered: Fr. I, 521; Fr. II, 281; Fr. III, 48; Fr. IV, 12. Professor Mainous urges that:

1. Participating teachers order tests early and return the completed tests <u>before</u> the deadline. Laxness in returning the tests on time has resulted in difficulties in the past.

2. Tests be paid for in advance.
3. Teachers wishing to participate join the AATF.
4. Teachers belonging to the AATF attend chapter meetings and help the organization plan for and secure prizes for the contest winners.

It is to be hoped that teachers who wish to participate will make Professor Mainous' task as easy as possible by being prompt and paying for the tests ordered.

The first talk on the program was by Miss Mabel Ruyle of Jacksonville H.S. who spoke on "Languages in the Changing School Scene," making a plea for teachers qualified to use the conversation method. She told of teaching classes of 5th or 6th grade students: at this level little formal grammar would be stressed, conversational drill constituting the main part of the work. Such a course emphasizes the need for training and skill in the conversational approach and the necessity for accepting the student with whatever interests and skills he has and building the work around such a student. As Miss Ruyle phrased it: begin with what you have, just accept the situation and fit the the course to the student. With the current interest in language work Miss Ruyle added an after-school once-a-week class of 25 elementary students in order to encourage language work and it was of this class she spoke. She found that some of her high school students could be of help in conducting the class in contributing music and dramatization of vocabulary phrases, thus offering a fine example of "beginning with what you have" and making something worthwhile out of it.

The second talk ofthe program was by Professor Robert E. Hallowell of the University of Illinois, who gave an interesting account of his summer study in the Centre d'Etudes Supérieures de la Renaissance at Tours. The subject of his talk, recounted in the September Newsletter, was of especial interest to the group as an example of the valuable travel-study experience which even the space of a summer can provide for Americans who wish to study abroad. Prof. Hallowell felt well repaid for his efforts and financial outlay and stated that his experience demonstrated the outstanding quality of French scholarship and initiative in organizing and carrying so smoothly such a "Centre" of learned studies. He offered to furnish information to any who might be interested in that program. He was equally pleased with the tours arranged to take the group to famous Renaissance-period chateaux and monasteries in the vicinity and with the hospitality offered by various official groups to the students at the Centre.

The final talk of the program, "La Saison des romans," by Professor Jean Ehrhard, Visiting Professor of French at the University of Illinois this year, gave the members of AATF an opportunity once again to hear this distinguished Frenchman who has spoken to the group before, at the time of his previous stays on the campus. Prof. Ehrhard spoke of the good articles published in he French Review (the official publication of the AATF) on the contemporary novel and stated that because of the limitation of time he would confine his consideration to certain recent authors and their works and not attempt too broad a survey. If there is a "school" in the contemporary novel, he said, it can be considered that more by a common negative element or avoidance of previous characteristics of novels than by any new trend common to the current authors. The present writers do not search for the

truth or reality that the classic authors sought so painstakingly, but, rather, describe the surface of things. These current novelists look at the world without going deeply into the real essence of their subject matter. The word "regard" can be used to characterize their approach. And even this "regard" is not a true "look" at what exists, but the authors' own personal conception of what they see. Their books show a repudiation of plot or intrigue and of characters: theirs is the novel of things. Their writings seem to mingle the author, the hero or main theme and the reader all together in a recital which calls upon the reader to look with the author on what he feels he sees and to feel what the author feels about it. Chronological order is likewise often rejected and the reader has difficulty in determining the actual sequence of events or references.

Slavic Section of IMLTA Meeting, Urbana, November 1

Romantic Parody in Sekowski (Baron Brambeus)

Mr. Louis A. Pedrotti of the University of Illinois has kindly supplied us with a summary of the paper he gave in the Slavic Section meeting of the recent IMLTA here in Urbana.

Few men of the literary world have fared worse in the hands of the critics that has Józef-Julian Sękowski (Osip Ivanovich Senkovsky, 1800-1858). A Pole by birth; a student at the University of Wilno; an active member of the Polish satirical society, the Towarzystwo Szubrawców (Society of Scamps); a man of great erudition and of encyclopedic knowledge; one of the foremost Orientalists of his day; editor of the popular Russian periodical The Library for Reading (Biblioteka dlya Chteniya); witty author (under the pseudonym of Baron Brambeus) of The Fantastic Journeys and of many other tales; musician; scientist; linguist; historian; professor at the University of St. Petersburg -- this was the man whom the critic Belinsky called "a misanthrope, a hater of mankind," who "makes fun of everything and who especially persecutes enlightment."

As a child of the classical spirit Sękowski had little love for the new current of romanticism. In Nicolas Gogol Sękowski saw the direct heir of what he termed the "young French school," with all its extravagances, its Gothic mysticism, its infatuation with the medieval past, with folklore and with "dirty realities." His attacks upon Gogol, "this Little Russian Paul de Kock," were as vituperous as they were numerous, both in his articles for The Library for Reading and in his fictional works. What his critics took for imitation and outright plagiarism was actually parody and spoofing. Through exaggeration and abuse Sękowski hoped to point up what he considered the absurdities and inanities of romantic ebullience.

During the present decade students of Slacic literatures have observed the centenery celebrations of the deaths of Zhukovsky, Gogol, and Mickiewicz. During the coming year Krasiński will receive similar honors. In our zeal to render homage to these literary deities we should not, however, forget those demigods and mortals whose lives and works have shed valuable light on the activities of their more illustrious contemporaries. Borrowing, as it were, a page from the facetious Baron himself, may we not then proclaim this year of 1958 the "Sękowski Year"?

Teaching of Russian in Urbana Elementary Schools (Kurt Klein)

On October 6, 1958 an experimental class in Russian was started for fourth-graders of Urbana elementary schools. The class consists of 11 pupils from different elementary schools and meets three times a week for 20 mintues in an extracurricular program after school. Since the M.L.A. Teachers Guide Beginning German in Grade Three (used also in higher grades) suggests the hearing-speaking approach for the first 2 or 3 years, no reading, writing, or any kind of formal language structure is being done. Because nothing has been published for teachers of Russian in elementary schools in the U. S., the writer has to prepare the material for each meeting, the Unit. This unit consists of a real situation with which the children can identify themselves, which they understand and are eager to talk about. Each unit has at the beginning a Repetition Exercise, in which basic patterns of speech and vocabulary are developed around a center of interest and which are repeated until they are mastered and pronounced correctly. The speech patterns are then developed in a natural question-and-answer sequence in the Response Exercise, followed by the Dramatic Situation, which continues the reorganizing and setting up of varied situations to use the language learned, in various ways. Songs, games, rhymes also help to introduce variety. We do not have enough of this kind of material in Russian, since the literature for children which is published in the Soviet can hardly be used, because it is full of propaganda. This lack of suitable material (songs, games, etc.) will be the main problem for any teacher who is preparing to teach Russian in elementary schools. Therefore, the American Association of Teachers of Slavic and East European Languages should be urged to do something toward preparing a guide with supplementary material for the teaching of Russian in grade schools and, also, the necessary textbooks for high schools.

German Notes Prepared by Professor Francis J. Nock

Helmut Motekat, Professor of German Literature at the U. of Munich, gave the third in the series of lectures sponsored by the Humanities Division of the LAS College in Urbana on Oct.30. His subject was "'Experiment' and 'Tradition' in 20th Century European Literature." Prof. Motekat was a delegate to the Congress of the International Comparative Literature Association held in Chapel Hill, N. C., in Sept. Since then he has been visiting various American colleges and universities. Before going to the U. of Munich, Prof. Motekat taught 1946-8 at the English College in Göttingen, a college set up for British soldiers.

In analyzing 20th century literature Prof. Motekat found that in addition to the many writers who continued in the ways of the previous generations there were also writers who were attempting things quite new and different. While the former might be called "traditional" it was in connection with the latter that he was making a specific application of the term. Novalis was the first to use the phrase "experiment" in connection with literary endeavor. It was taken up and applied to language forms and patterns by French writers like Mallarmé, Baudelaire and Flaubert. With the coming of the tremendous change in human life in the 20th century, poets began to feel that the customary literary ways of expressing reality no longer were valid. Pioneers were writers like Hofmannsthal, Rilke, and the Expressionists. The all-important date in this connection, however, is 1922, when Joyce's

Ulysses and T. S. Eliots's Wasteland appeared. These pioneering experimental works were followed by many others, which attempted to find new ways and improve them, for bringing poetry and literature back into direct contact with reality. Yet with all this experimenting we find "tradition" introduced, particularly in the form of traditional images, such as Joyce's Ulysses, Eliots's Tiresias, and Rilke's Orpheus. In this way an element of timelessness is introduced and the parable is rediscovered.

Prof. C. R. Goedsche of Northwestern U has again sent the results of his annual survey of German enrollment figures at 30 universities. According to these the number of undergraduate majors is:

more than last year in 19 institutions
less " " " " 8 "
same as " " " 3 "
more than two years ago in 20 institutions
less " " " " " 8 "
same as " " " " 2 "

The biggest single gains over last year were 19 and 11; the biggest single losses were 5 and 3. The net gain was 99. The number of graduate students in residence is:

more than last year in 22 institutions
less " " " " 7 "
same as " " " 1 institution
more than two years ago in 23 institutions
less " " " " " 3 "
same as " " " " 4 "

The biggest single gains over last year were 11 and 10; the biggest single losses were 5 and 3. The net gain was 62. The totals for the years 1952 to date (for earlier totals see last year's NEWSLETTER for December) are:

	52-3	53-4	54-5	55-6	56-7	57-8	58-9
undergraguate majors	230	218	227	243	316	332	431
graduate students	368	333	321	327	341	382	441

Prof. Goedsche has also supplied some data on three (unnamed) Illinois colleges. The percentage increases in enrollment over last year in colleges A, B, and C are:

	A	B	C
first year courses	25	20	60
total department increase	18	15	27

Finally he has given the figures on the enrollment in 4 suburban Illinois high schools:

	A	B	C	D
for 1955	111	92	142	212
1956	106	158	167	235
1957	132	218	195	323
1958	219	364	242	424

These figures are very encouraging, for the assumption is safe that quantitative increase has not been at the expense of quality. On the other hand the report by Prof. Kettelkamp at the IMLTA meeting (reported elsewhere) indicates that we are not going to supply the demand for language teachers at our present rate. To this must be added the following ominous note.

The German department of the U. of California at Berkeley has issued a statement entitled "Why Study German?" Basing its figures on " A Study of Faculty Demand and Supply in California Higher Education, 1957-1970," prepared for the liaison committee of the Regents of UC and the Calif. State Board of Education, and on data in the Monatshefte, the Jan. nos. 1954-58, it concludes that California's need for Germanists will be:

	1957-60	1961-65	1966-70	Total
Junior Colleges	35	48	55	138
State Colleges	9	15	19	43
Private Colleges & Universities	22	32	36	90
U. of Calif., all campuses	26	49	62	137
	92	144	172	408

During the years 1953-57 the chief sources of doctoral degrees have supplied a total of 175 Ph.D.'s. It is disheartening to notice that of these Chicago has supplied 5, Northwestern 5, and Illinois 3. Twenty-one universities are listed; Chicago is 12th, Northwestern 14th, and Illinois 19th. While quantity is not to be stressed at the expense of quality, it is obvious from the above that there is ample reason to encourage students to proceed with the study of German language and literature.

The German Sectional Meeting of the IMLTA started at two o'clock in the Faculty Lounge of the Illini Union. Prof. Robert Kauf, of the Navy Pier German department, presided.

Prof. Frank Banta, of the Urbana German department, gave the first paper, on "Die Aussprache der Vokale in offener, unbetonter Silbe." Taking more than 100 words involving almost 200 unstressed vowel positions, he made up sentences. These were read into a tape recorder by 29 native Germans, all on the U. of I. campus, but coming from all parts of Germany. All were Gymnasiun graduates, at least, and the age range was 20-70. The results can be summarized in the words of the speaker: "Zusammenfassend lässt sich sagen: Die Behauptung Siebs, dass Vollvokale in offener, unbetonter Silbe geschlossen zu sprechen sind, wurde nicht bewiesen; und die Behauptung von Bithell, 'unaccented vowels are close but of undetermined length,' erwies sich als halb richtig. Herkunft, Alter und Bildung des Sprechers spielten keine feststellbare Rolle. Stellung des Vokals im Wort und benachbarte Laute übten nur bei e vor r einen Einfluss aus." In about 46 per cent of the cases closed i was replaced by open i, in 36 per cent closed o by open o, in 13 per cent closed e by open e, shwa or nothing.

The second speaker was Prof. Gilbert Kettelkamp. His talk is of sufficient interest to language teachers to appear elsewhere in this issue.

Prof. Leland R. Phelps, of Northwestern U., followed with a discussion of "Die Rahmenerzählung von Goethe bis Ernst Wiechert." The talk traced the appearance and form of this type of literature, beginning with the 18th century, when the Decameron and Arabian Nights influenced Goethe in his writing of Die Ausgewanderten. Wieland's Hexameron and Tieck's Phantasus followed. In these the framework is simply an excuse for telling the stories; it has no organic connection with them. Hoffman's Serapionsbrüder is an advance, for the framework is an excuse for a discussion of the virtues and failings of the stories and of esthetic principles in general. Hauff and Keller followed, and in the works of the latter the frame gives unity to the stories and the

stories strengthen the frame. Finally, in modern days, Ernst and Wiechert have used this type of narrative. In Wiechert's Heilige Jahr five stories are told, each in connection with one of five Christmas holidays, and this element is the "frame" for these stories.

The final paper was given by Prof. Frederick Ritter, of Indiana U. (Gary and Calumet Center), on "Interpretation durch Rezitation." His thesis is that the poet's melody comes completely only with recitation. The physical action of reciting, of using the breath stream and all the accompanying use of the musculature, is necessary for full appreciation of what the poet intended.

Word came too late for inclusion in the last issue of the NEWSLETTER of the fall meeting of the Chicago Chapter of the AATG. It was held Nov. 15, at 12:15, in the Art Institute. A luncheon was served, and Bronislaw M. Bok, Professor of Art, St. John's U., spoke on "German Art of the Twentieth Century." A special feature was the appearance of Grahn, Piper and Folk Singers.

Several years ago, when your reporter was its president, the Illinois Chapter (donwstate) of the AATG went out of business for lack of sufficient members to make it worth continuing. Those members who were interested had their names transferred to the Chicago Chapter's roll. With the increase in the teaching of German there may now be enough people who would like to see the Illinois Chapter revived, with the possibility of meetings or a meeting each year at a downstate institution. Refusing to believe I am a jinx I am willing to act as a clearing house, so if you are interested in the idea, send your name and address to F. J. Nock, 223 Lincoln Hall, U. of Illinois, Urbana.

Christmas Material

Para construir una piñata. The following instructions for making an eagle-shaped piñata were taken from the Newsletter, November, 1955.

MATERIALS: Unshelled peanuts; wrapped inexpensive candies; small favors; crepe paper (strips and sheets in various colors); cardboard sheets (to be shaped as eagle wings and an eagle head); 2 inexpensive lampshades; heavy cord; 2 or 3 broom sticks; 3 rolls of adhesive tape; a jar of paste. CONSTRUCTION: Tape largest openings of lampshades together to form a "barrel shape." Tape a false bottom to the taped lampshades. Fill with peanuts, candy, favors. Tape a false top to complete the "barrel." The "barrel" serves as the body of the eagle. Fasten cardboard in the shape of an eagle head, tail, and wings to the body. With crepe paper decorate eagle head, body, wings, and tail Hold eagle overhead, suspended by broom sticks.

The above directions may be varied in the following ways: instead of a lampshade base, a cardboard box may be used, provided that the ends of the box are removed and covered with a thinner paper or cardboard, so that the piñata may be broken more easily. A large shopping bag whose opening has been covered by cardboard may also be used, or, of course, any type of easily broken vase or jar. The base may be shaped and covered with quilted cotton before the colored papers are added to form the eagle, Santa Claus, huge sombrero, Christmas tree, cactus, monkey, chicken, fruit, Donald Duck, etc.

We have included two recipes that are easy to prepare and would be appropriate for Christmas parties. For a Spanish Club Christmas party we offer polverones de cacahuate:

INGREDIENTS: 2 cups flour; 1 1/3 cups powdered sugar; 1 cup chopped peanuts; 1 cup fat (or shortening). INSTRUCTIONS: Sift flour into a mound and form a well in the center. In this place the cold, grated fat. Blend lightly and quickly to distribute the ingredients evenly. Shape the dough into cylindrical rolls. Slice and roll each slice into a small ball. Place on a cookie sheet and bake in a hot oven 8 to 10 minutes. When done, wrap each cookie in a sheet of fringed white tissue paper.

The following recipe for Lebkuchen is easy to follow and yeilds about 40 spicy cookies that are a treat for any German Club Christmas party.

INGREDIENTS: 2 3/4 cups sifted flour; 1/2 tsp. baking soda; 1/2 tsp. salt; 1 tsp. each cinnamon, allspice; 1 8-oz jar (1 cup) dixed mixed candied fruit; 1 cup molasses; 3/4 cup sugar; 1 egg; 1 tsp. grated lemon peel; 1/2 cup chopped walnuts. INSTRUCTIONS: Sift together flour, soda, salt, and spices. Heat molasses to boiling in saucepan deep enough for mixing dough. Add sugar; cool. Beat in egg; add lemon peel. Gradually stir in flour mixture. Add nuts and mixed fruit; mix well. Chill dough overnight. Divide dough in half. Roll each half into a 6"-x-12" rectangle on two greased baking sheets, using a lightly greased rolling pin. Bake in moderately hot oven (400°) 12 to 15 minutes. While it is still hot, trim edges and cut into bars about 1 1/2" x 2 1/2"; cool. Frost with white frosting; decorate the bars as desired.

We shall try to include a recipe for French Club Christmas parties in the December issue of the Newsletter, as well as a French carol.

O Tannenbaum

O Tannenbaum, o Tannenbaum,
Wie treu sind deine Blätter!
Du grünst nicht nur zur Sommerszeit,
Nein auch im Winter wenn es schneit.
O Tannenbaum, o Tannenbaum,
Wie treu sind deine Blätter!

O Tannenbaum, o Tannenbaum,
Du kannst mir sehr gefallen.
Wie oft hat nicht zur Weihnachtszeit
Ein baum von dir mich hoch erfreut!
O Tannenbaum, o Tannenbaum,
Du kannst mir sehr gefallen.

Las posadas (México)

Vamos todos los pastores,
Vamos todos a Belén
A adorar al niño
Y a María tambien.

Humildes peregrinos,
Jesús, María y José,
El alma os doy, el alma os doy,
Y con ella el corazon tambien.

Oh peregrina agraciada,
Oh bellísima María,
Yo te ofrezco el alma mía
Para tengais posada.

Humildes peregrinos, etc.

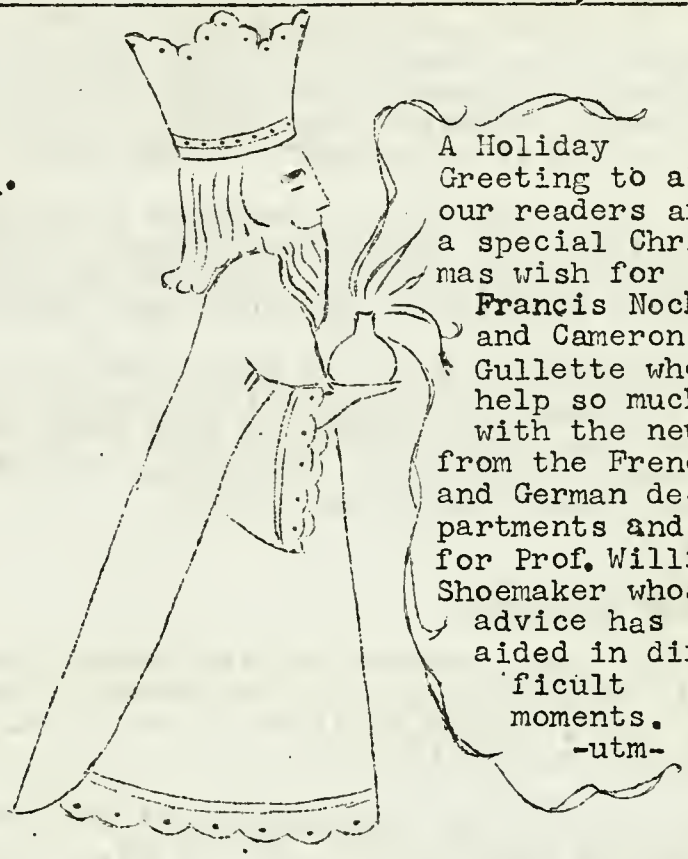
Unetta Thompson Moore *Unetta Thompson Moore*

Cameron C. Gullette *Cameron C Gullette*

Francis J. Nock *Francis J. Nock*

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XII, No. 4 December, 1958



A Holiday Greeting to all our readers and a special Christmas wish for Francis Nock and Cameron Gullette who help so much with the news from the French and German departments and for Prof. William Shoemaker whose advice has aided in difficult moments.
-utm-

Dear Colleagues:

It is a pleasure to be invited to contribute to the Newsletter. I propose to send some remarks concerning methods used in beginning language classes in the University of Miami, where I am engaged as Visiting Professor of Italian during the year 1958-59. I am informed that considerable attention is paid to modern language teaching in the high schools of this area (Dade County), but I do not yet have direct knowledge of it.

The University of Miami is situated in Coral Gables, a part of Greater Miami. The University was founded in 1925. It is a private institution, entirely separated from the state university network. As I write in mid-November, close to Thanksgiving Day, it seems curious to be carrying on activities almost in a summer environment, although there are indeed pleasant breezes, especially in the evening. The University has grown rapidly and now contains some 13,500 or 9,000 students, depending on whether you do or do not include the night classes. Nearly 2,000 students are registered in foreign languages.

The department of modern languages here includes French, German, Hebrew, Italian, Portuguese, Russian and Spanish. French, German, Italian and Spanish have intimate contact with high school teaching. In the case of Italian this is due principally to the high schools in northern metropolitan centers which send a considerable number of students to Miami. All students entering from high schools and from other colleges who have studied languages there must take a placement examination before registration to indicate where they should enroll in the University in their effort to complete the two-year language requirement. Over the years exact scores have been established for the proper placement of students. Some are set back; others are found to have completed the requirement. Early performance is watched in order that improper placement may be adjusted. Wherever they are assigned, students receive full credit.

First and second year classes meet for three hours a week. First year students in French, German and Spanish may also enroll in elementary oral sections for one hour of credit. Moreover, there is in

Spanish one elementary concentrated section which meets eight hours a week for six hours of credit. Students in the first year must also enroll for one hour a week (without credit) in a laboratory section. There they listen to tapes and practice pronunciation as directed on the tapes. The laboratory is thus made a direct adjunct to actual class work. In general the tapes follow more or less fixed patterns, without much variation from lesson to lesson. The work done on them may be tested in quizzes and in the final examination.

Second year university classes are divided along lines of content. Some sections are devoted exclusively to reading; others have conversation or grammar review. Students are enrolled in the different sections by a combination of choice and suggestion from advisers.

I send hearty greetings at this time to all my old friends in Illinois. I receive the Newsletter regularly, and I congratulate the editors on their performance. I have read with nostalgia the program of the November meeting of the IMLTA. How nice it sounded, and how much I should have liked to be there!

(John Van Horne)

December Meetings

MLA. The annual meeting of the Modern Language Association of America will be held at the Statler Hotel in New York City on Dec. 27-29, 1958. Prof. Fred P. Ellison of the Univ. of Ill. is the chairman of the Portuguese Section.

AATF. The American Association of Teachers of French will meet in the Statler Hotel on Dec. 29 and 30. As yet no information about the program is available.

AATG. The American Association of Teachers of German will have its 26th annual meeting this year, as usual, in connection with the MLA meeting. The meetings will be held Monday and Tuesday, Dec. 29 and 30, in the Sheraton-McAlpine Hotel in New York. The Delta Phi Alpha advisers will meet on Sat., Dec. 27, at 4:45 in Parlor F. On Monday the Executive Council will meet at 7:00 pm. in Parlor F. Tuesday morning at 9:00 the Business and General Meeting will take place in El Patio Room. Reports and election of officers will occur, followed by two talks. Theodore Huebener, Director of Foreign Languages in the New York city schools, will report on "Opportunities in German in High School." After this Gerhard Baumgaertel of the U. of Penn. will speak on "Hegel in der Philosophie der Bewegung von St. Louis." A luncheon will be held at the New York U. Club, 123 W. 43 St., at 12:30. Alfred Senn, U. of Penn., will talk on "Carl Spittelers Dichtersprache." At 5:00 all members of the AATG are invited to a cocktail party given in the Goethe House, 120 E. 56 St., by the Consulate General of the Federal Republic of Germany and by the Goethe House.

AATI. The annual meeting of the American Association of Teachers of Italian will be held at Finch College, 52 E. 78 St., New York, on Monday, Dec. 29, in the Finch Theatre at 11:00 am. The pranzo will be served in the Finch Dining Room at 1:00 pm. Both sections of the Italian program of the annual MLA meeting will be held in the Statler Hotel on Sun., Dec. 28, from 11:30 am. to 12:45 pm. and from 2:15 to 3:30 pm., respectively. Dr. Fillipo Donnini, Director of the Istituto

Italiano di Cultura, will give a reception for the members of the AATI, on the occasion of the annual convention, at 686 Park Ave., on Sun., Dec. 28, from 5:00 to 7:00 pm.

AATSEEL. The annual American Association of Teachers of Slavic and East European Languages meeting will be held on Dec. 27 and 28 in the Hotel New Yorker in New York. During the meeting a panel discussion will be held on the results of the special summer session programs to prepare teachers of Russian for the high schools.

AATSP. The American Association of Teachers of Spanish and Portuguese will hold its yearly meeting from December 28 to 30 in the Hotel New Yorker, in New York. The meeting will begin Sunday evening at 7:00 with a meeting of the Executive Council. Monday morning will feature SNHS meetings (8-10:45) and the Language Session, the latter presided over by Victor Oelschläger of Florida State Univ. On Tuesday morning there will be a chapter breakfast (8-10:15), as well as the Literature Session (10:30-12 noon), whose chairman is Mario B. Rodríguez of the Univ. of Arizona. Following the Annual Luncheon (12:30-2:30 pm.), Violet Bergquist of Evanston Township H. S., Evanston, Ill., will preside over the Elementary and High School Session. Bernard Dulsey (Ph.D., U. of Ill., 1950) of the Univ. of Kansas City, will participate in this session with a paper entitled "Buenos días. ¿Qué tal? Good Days. What such?"

International Night at Millikin University

For the past 25 years the Department of Modern Languages of Millikin University has presented an annual program entitled "International Night," to which near-by faculty and students have been invited. This year the traditional night will be on the evening of Feb. 12, 1959. The present announcement is a cordial invitation to attend. A program may be sent for if desired. The tentative program follows.

6:50-7:20

A choice of French, German, and Spanish travel films. Tour of exhibits. Tour of Foreign Language Laboratory.

7:20-9:00

German skit. "Russia revisited: An Illustrated Lecture," by Dr. Paul McKay, Pres. of Millikin Univ. French skit. "Millikin Abroad: A Panel Discussion," by students who have been members of study and work programs in Germany, Ireland, Italy, Portugal, Puerto Rico, the Philippines, and Sweden. Spanish skit. Audience sings. Coffee.

For further information, write to Dr. Martha O'Nan or Dr. Flora Ross, Dept. of Mod. Langs., Millikin Univ., Decatur, Ill.

Language Conference at Rosary College

The Conference on Articulation from School to College in Foreign Languages was held on the campus of Rosary College in River Forest, on Nov. 15. The General Session opened at 9:45 am. with Mr. Guido Capponi of Elmwood Park Community H. S. presiding. Sister M. Aurelia, President of Rosary College, welcomed the Conference with a short address reflecting the pleasant hospitality which was to impress the visitors all during the day. Dr. William H. Cornog, Superintendent of New Trier H. S., Winnetka, gave the keynote address. As a first step in articulation, he recommended more communication among tea-

chers themselves, with less dependence on administrators and visiting officials. He saw the articulation problem becoming more acute as the colleges are forced to become more selective. This increased selectivity is causing much concern in high school circles as it portends a growing college domination over high school curricula.

The General Session was followed by a coffee hour and Discussion Group meetings. The Discussion Groups each took a different aspect of the problem, with detailed questionnaires to guide the discussion. After lunch a summation of the results of the discussions was made in the final General Session, as follows: (1) It was found that few high school teachers were informed on the Advanced Placement program, a tie already existing between the schools and colleges. Teachers wanting more information may write to Advance Placement, 425 W. 117 St., New York, 27. (2) Type of instruction: beginning foreign language in the fourth grade is to be urged; the "grammar method" is still prevalent in colleges; high school teachers favor an oral approach with the recommendation that the College Boards Examinations should test aural-oral proficiency. (3) Placement tests in the colleges are useful, as a great problem of the high school teacher is to know what the colleges expect of their entering language students; recommended: that a state agency draw up placements tests, giving much weight to the suggestions of high school teachers. (4) A committee of language teachers' groups should determine standards for textbooks for better coordination. (5) Teacher training: teachers should augment their training to meet the demands for aural-oral teaching in the modern classroom. There is a need for summer institutes for added training of foreign language teachers. (6) There must be a standardization of college entrance requirements: two years of Latin and two years of a modern foreign language would be a reasonable requirement.

Among downstate representatives at the Conference were H. A. Hartwig of Southern Illinois Univ. and A. V. Ebersole and B. H. Mainous of the Univ. of Illinois, Urbana.

(Bruce H. Mainous)

<u>German Notes -- prepared by Professor Francis J. Nock</u>

The following members of the German department at Urbana will attend the MLA meeting in New York Dec. 27-29: Professors Frank Banta, John Frey, Mimi Jehle, Phillip Mitchel, Francis Nock, Ernst Philippson, Henri Stegemeier, Pauline Schwalbe, and Dr. Burkhard Seubert. Mr. Nock will participate in the conference group which will discuss "Problems in the Teaching and Testing of the Reading Knowledge of Foreign Languages Required of Doctoral Candidates." This group is preparing a statement of the minimum essentials for a reading knowledge of French, German, Russian, and Spanish, and Mr. Nock is preparing the German part of the statement.

A report comes from the Belleville Public Schools, sent by Netta V. Niess of the High School and Junior College, telling of the success of an experimental German program carried out last spring in two schools. It was a FLES program and carried out with carefully selected pupils. As a result, the Board of Education has approved the following recommendations: 1) One hour a week of German be taught to selected pupils in all elementary schools in Belleville in

Grades 3 through 6. 2) A class of nine students from the three six grades continue their German in Jr. High in September. 3) That German be taught by the aural-oral method. Qualified teachers be appointed to continue and extend the German program.

E. L. Morthole, of the Evanston Twp. H. S., reports a 38 per cent increase in beginning German classes this year; also that for the first time there is a German IV class, which has ten students. He has added to his sets of slides, which may be rented. Each set of slides is accompanied by an English lecture. The latest is "Volkswagon Wolfsburg, Stadt Braunschweig and Lüneburger Heide."

Zur Deutschen Weihnacht 1 9 5 8

Es ist wieder Advent. Im Wohnzimmer brennen schon ein oder gar zwei Kerzen auf dem Fichtenkranz, in den Kirchen ertönen die Adventslieder und versetzen jeden in die Stimmung freudiger Erwartung. Zu Hause haben die Kinder einen bunten Weihnachtskalender aufgehängt: jeder neue Adventstag bringt ein kleines Bild, das auf Weihnachten hindeutet. In den Strassen der grossen Städte aber hasten die Menschen hinter ihren Weihnachtseinkäufen her und scheinen vergessen zu haben, dass Weihnachten mehr bedeutet als nur schenken und beschenkt zu werden. Wer heute - als Fremder - das Weihnachtsfest in einer deutschen Grossstadt miterlebt (und der Advent al Zeit der Vorbereitung gehört dazu) erkennt im Mittelpunkt des Festes das dunkle Tannengrün in Glanz vieler Kerzenlichter, meist noch bunt geschmückt mit Kugeln, Lametta (Silberfäden), kleinen Figuren oder auch mit Äpfeln und Nüssen. Und daneben die vielen Geschenke -- jeder schenkt jedem und wird von jedem beschenkt.

Aber das sind Dinge, die man auch in vielen anderen Ländern zu Weihnachten finden kann. Hat also das Weihnachtsfest in Deutschland keinen eigenen Character? Tatsächlich wird es auf recht verschiedene Weise in Deutschland gefeiert, und das hängt meistens ab von der Gegend oder der Familientradition.

Die Familie ist wohl des Wichtigste dabei. In erster Linie ist Weihnachten in Deutschland ein Familienfest und damit vor allem ein Fest für die Kinder. Ist es nicht bezeichnend, dass der Brauch, zu Weihnachten sich etwas zu schenken, zunächst nur für die Kinder galt? Das heisst, schon vor vielen hundert Jahren wurden den Kindern in der Weihnachtsnacht, wenn sie schliefen, Geschenke ins Bett gelegt, die sie dann am Weihnachtsmorgen beim Erwachen fanden. Aber Geschenke erhielten die Kinder ja auch schon ein paar Wochen vorher, am Tag des heiligen Nikolaus, das ist der 6. Dezember. Noch heute stellen die Kinder in Deutschland am Vorabend des Nikolaustages, wenn sie schlafen gehen, ihre Schuhe vor die Tür, damit der Nikolaus, wenn er vorbeikommt, seine Geschenke hineinlegen kann. Und oft erscheint er selbst, prüft die Kinder, lobt und bestraft sie. Er is gütig und schreckhaft zugleich, so dass die guten Kinder ihn lieben, die unartigen ihn fürchten. Bisweilen treten dann auch zwei "Kläuse" auf, einer zu beschenken, der andere zu erschrecken. Dieser zweite ist in den meisten Gegenden Deutschlands als Knecht Rupprecht bekannt, in Österreich als Krampus, woanders als Polterklas. Mit ihm drohen die Eltern ihren Kindern schon lange vor der Adventszeit, um sie brav und artig zu halten.

Früher wurde der Nikolaustag viel mehr und schöner gefeiert, es gab einen besonderen Nikolauskuchen und in vielen Städten fanden Nikolausmärkte statt. Heute ist all dies mehr und mehr auf das Weihnachtsfest übertragen worden, so dass den meisten Kindern der Nikolaus am Weihnachtsabend erscheint. Das beste Beispiel dafür is ja der amerikanische "Santa Claus", aber in Deutschland lässt sich dieser Name nicht gut mit Weihnachten verbinden, und so ist aus dem Nikolaus heute der "Weihnachtsmann" geworden. Aber er ist wirklich eine recht moderne "Zugabe" zum Weihnachtsfest, eine Attraktion für die Kinder (und manchmal auch für die Erwachsenen), ein Mittel, die Geschenke in etwas originellerer Form zu überreichen anstatt sie bloss auf den Tisch zu legen. Der Weihnachtsmann tritt eigenlich nur in der Stadt auf, wo die alten Weihnachtsbräuche sich nicht erhalten haben; auf dem Land dagegen gibt es noch manche Sitten, die teilweise aus uralter, germanischer Zeit stammen, und das Christentum hat sie nur übernommen oder ein wenig geändert.

Das war möglich durch das gemeinsame Symbol des Lichtes: das der Menschheit mit der Geburt Christi geschenke Licht verbindet sich mit dem Licht der Sonne, die wieder in ihre aufsteigende Bahn eintritt, am Tag der Wintersonnenwende. Auch der Stern von Bethlehem spielt eine Rolle dabei, und so gehen - besonders in Norddeutschland - die Kinder in kleinen Gruppen von Haus zu Haus, eines trägt einen grossen Stern, und sie singen und bitten um Gaben. Aber das ist schon wieder ein Brauch, der eigentlich am Tag der heiligen drei Könige, das ist der 6. Januar, vielerorts geübt wird, und dann verkleiden sich die Kinder und stellen die Könige aus dem Morgenland dar.

Wichtiger sind die alten Weihnachts- oder Krippenspiele, die noch oft aufgeführt werden. Sie stammen aus dem Mittelalter und hatten sich damals aus der Weihnachtsliturgie entwickelt: Darstellungen des Geschehens in der heiligen Nacht zu Bethlehem - mit Engeln und Hirten, die die schönen, alten Weihnachtslieder singen. Jede Kirchengemeinde in Deutschland, jede Schule hat "ihr" Weihnachtsspiel, und deren Charakter ist es gerade, dass nur Laien mitwirken, denn nicht die Kunst, sondern die weihnachtliche Stimmung steht im Mittelpunkt, und sie wird meistens mit den einfachsten Effekten erzielt.

Dass zu dieser Weihnachtsstimmung besonders die Musik beiträgt, ist verständlich. Sogar in den Städten - zum Beispiel in München - wird heute noch der alte Brauch der "Turmmusik" geübt. Das Orchester, das recht klein ist, besteht nur aus Blasinstrumenten, auf denen - von einem Kirchturm herab - die alten weihnachtlichen Weisen gespielt werden. In einer klaren und kalten Dezembernacht ist eine solche Turmmusik weit über die Stadt hin zu hören und gibt den Menschen, die vom Weihnachtsgottesdienst nach Hause gehen, ein Gefühl festlicher Freude.

Aber das Wichtigste - und sicher auch das Schönste - von allem ist doch der Weihnachtsbaum, auch wenn er nicht so alt is wie manch anderer Brauch. Zuerst sollen ihn die Leute im Elsass gehabt haben, das heisst damals - im 15. Jahrhundert - war es eigentlich nur ein grünes Tannenreis, das an die Wand gesteckt wurde. Sehr, sehr langsam ist daraus der heutige Weihnachtsbaum geworden: vor etwa 150 Jahren erst war er überall in Deutschalnd bekannt und hat sich seitdem über die ganze Welt verbreitet.

Wenn er hübsch geschmückt ist - nicht zu reichlich - damit man noch

etwas von seinem Tannengrün sehen kann, denn das ist doch das Wichtigste an ihm -, wenn die vielen Kerzen auf ihm brennen und ihr Licht die erwartungsvollen Augen der Kinder glänzen lässt, wenn die ganze Familie um ihn zusammengekommen ist und die Lieder von der stillen, heiligen Nacht singt - dann ist wirklich Weihnachten.

(Burkhard Seubert)

Spanish Notes

Recently a group of students and staff members from the Department of Spanish and Italian at the Univ. of Ill. attended the Symposium on Mexican Art, Philosophy, and Literature sponsored by Indiana University. These seven representatives were Mrs. Unetta Moore, Mr. Daniel Ort, Srta. Ligia Ramírez, Mr. Daniel Reedy, Miss Donna Strachan, Miss Jeannie Toscano, and Prof. Fred. Ellison. The Illinois contingent was present for the lectures on Nov. 20 and 21.

The first lecture attended was presented Thursday afternoon, Nov. 20, by Prof. Oscar Lewis, professor of anthropology of the Univ. of Ill. His lecture, "Mexico since Cárdenas," touched on the economy, sociology , and the cultural trends of Mexico since 1940, the year marking a new phase of the Mexican Revolution: the "industrial revolution" or the "turn to the right." Of interest is the increasing cultural influence of the United States, as noted by Prof. Lewis in the rural areas of Mexico, as well as in the large cities. Thursday evening the Department of Fine Arts sponsored an illustrated lecture, "The Baroque Churches of Mexico," by Prof. Donald Robertson of Tulane Univ., followed by four short color films on Mexican Art and Archeology. Mr. Robertson spoke mainly on two types of Mexican baroque churches, the "convent church" and the "mining church," showing slides of such churches and commenting on architecture and design. In general he characterized the principle of the baroque in Mexican churches as a simple basic pattern which is overlain by ornate designs. Dr. Patrick Romanell, professor of philosophy of the Univ. of Texas Medical Branch, lectured on Friday afternoon on "Mexican Contribution to Contemporary Philosophy." Prof. Romanell stressed two basic ideas in recent Mexican philosophy, the idea of the mexicanidad and the philosophy of the expression of mexicanidad. That evening a distinguished professor of Romance languages and history from the Univ. of Mich., Mr. Irving Leonard, read a lecture entitled "Literary Figures of Baroque Mexico." Prof. Leonard defined the baroque period in Mexico and discussed the life and work of three great literary figures, writers whose collective lives spann the baroque period in that country: Juan Ruiz de Alarcón, Sor Juana Inés de la Cruz, and Carlos Sigüenza y Góngora.

La Nochebuena en el Ecuador

La Nochebuena en el Ecuador es una fiesta esencialmente religiosa. Por supuesto que actualmente no se celebra con el mismo recogimiento que antes.
Los niños ecuatorianos creen que el Viejo Noel o el Niño-Dios trae los regalos. Los padres mantienen este encanto en ellos hasta casi los diez años. La víspera del 25 de diciembre colocan uno de sus zapatitos más viejos en la ventana para que en él deje Noel los esperados juguetes y dulces. Como la espera resulta muy cansada, la gente

menuda se acuesta muy temprano esa noche. Además, Noel no vendrá si ellos no están dormidos. Esto hace que se levanten muy temprano el día siguiente, las cuatro o cinco de la manana, lo cual resulta muy inconveniente para las personas mayores que "se han amanecido" bailando. No es muy divertido que le despierten con juguetes de cuerda que andan por todas partes, el sonido de pitos, cornetas y bombas que se revientan, expresiones exageradas de alegría y admiración o discusiones airadas sobre qué juguete pertenece a quién..... .

En casi todas las iglesias y en un gran número de hogares se arregla la escena del Nacimiento y muchas personas van a visitar las iglesias y a oir la "Misa del Gallo"(medianoche). Durante la misa un coro canta los villancicos. De vuelta en casa se sirve la tradicional cena de Navidad que consiste en pavo o gallina, ensaladas, bunuelos o torta y vino.

Las calles de la ciudad se ven muy alegres, hay comparsas de ninos disfrazados, luces de Bengala, cohetes, carros alegóricos, etc.

En el Ecuador también se decora el árbol de Navidad. No se sabe si lo trajeron los alemanes hace más de treinta años o si vino vía Estados Unidos. De todas maneras, su popularidad en las ciudades más grandes data sólo de los últimos quince años, más o menos. Se emplean para su decoración bombillos importados, figuras de papel de estaño, farolitos de papel, juguetes pequenos, algodón y bórax.

En la mayor parte de las ciudades y pueblos de la sierra ecuatoriana, la Navidad es "fría" también, pero no hay nieve.

(Ligia Ramírez)

A Clarification

In the past two issues of the Newsletter some references were made to both the Colegio de México and Mexico City College, which may have led many to believe that they were one and the same. The purpose of this note is to point out that they are not.

Mexico City College is an American-type four-year college, with a graduate school that awards the M. A. degree. It is located on the Mexico City-Toluca highway, at KM 16, and was the sponsor of the Semantics conferences referred to by Miss Harding in her report on the latter. The Colegio de México is a state-supported institution located in Colonia Roma, on the Plaza Río de Janeiro. It is a research institution, headed by D. Alfonso Reyes; it has one of the finest small research libraries in Mexico. The courses given here are intended only for the serious scholar; no degrees are given, although some research grants are awarded from time to time. It was at this institution that the writer attended one of a series of lectures given by Marcel Bataillon. Also, the Nueva Revista de Filología Hispánica, published under the joint sponsorship of this institution and the University of Texas, has its editorial board housed here, (As a graduate of Mexico City College, I feel that this clarification is due my Alma Mater.)

(A. V. Ebersole)

Word has reached us of the activities of several former graduate -

assistants of the Spanish Department. Miss Grazina Stepaitis (A.B., 1957, A.M., 1958, Ill.), is at present teaching at Peoria Central H. S. Two other former assistants, Mr. and Mrs. Juan Martínez are now living in Palatine, Ill. Mr. Martínez (A.B., 1956, A.M., 1957, Ill.) is teaching at Township H. S. Mrs. Martínez, the former Carol Matkin (A.M., 1957, Ill.), does occasional substitute teaching.

French Notes -- prepared by Professor Cameron C. Gullette

At Christmas time the typical older French custom was to give gifts to the children, but not so commonly to adults. Grown-ups were more likely to exchange presents at New Years, which the French celebrated with more ceremony than was observed in England or the United States. In the older French tradition the children placed their shoes, rather stockings, by the fire place and Saint Nicholas or Le Bonhomme Noël, as they called Santa Claus, put the presents in the shoes. Formerly the French were less given to having decorated Christmas trees than the English speaking peoples and goose rather than turkey was the traditional pièce de résistance at the Christmas meal. Indeed, the main Christmas meal itself was often at a different time from our midday feast: the French made a great thing, at this holiday season, of attending an evening mass (at which very fine music would be a feature of the service) and then having a late supper, the meal of the holiday, often called the réveillon.

A special tradition in France was the importance of the bûche or big fire log for the Christmas fireplace wood fire. In the provinces, in the country or small village, it was selected with care and traditional ceremonial rites were observed in obtaining it and placing it in the hearth. Since many do not use fireplaces, the French have come to stress a Christmas cake made in the shape of a log and the proper shops display this special Christmas dessert at the holiday season.

The French have many Christmas carols. A well known "Noël," of which a distinguished editor of French thighs said: "Presque à l'unanimité on décerne à ce chant la première place parmi les chants de Noël," is Cantique de Noël, of which the first verse follows:

Minuit! Chrétiens, c'est l'heure solennelle
Où l'homme Dieu descendit jusqu'à nous,
Pour effacer la tache originelle
Et de son Père arrêter le courroux
Le monde entier tressaille d'espérance
A cette nuit qui lui donne un Sauveur!
Peuple à genoux attends ta délivrance,
Noël! Noël! voici le Rédempteur!
Noël! Noël! voici le Rédempteur!

Professor Jean Ehrhard, Visiting Professor of French in the Department of French has written the following interesting article especially for this December number of the Newsletter -- an article which relfects his wide travels and cosmopolitan point of view.

Vous me demandez de vous parler de Noël; vous suggérez des récits de bombances, ou de fêtes régionales. Pardonnez mon incompétence. Je crois que ce sont surtout les touristes étrangers qui assistent aux manifestations folkloriques; leur artifice m'en a toujours tenu

éloigné. Quant aux bombances, vous avouerai-je que je n'ai jamais pris part à un de ces opulents réveillons, ne comprenant guère comment le caviar et le champagne peuvent évoquer la grotte de Bethléem.

Noëls de la famille? J'en aurais peut-être eu l'âge pendant la guerre de 1914-1918; mais alors mon Père avait cent vingt autres enfants, les blessés de l'hôpital militaire qu'il dirigeait, assisté de ma Mère et de mes Soeurs - de beaucoup mes Soeurs étaient mes aînées. Je passais à l'hôpital le jour de Noël; je faisais aux soldats d'humbles cadeaux.

Mon premier véritable Noël, je l'ai connu en Jordanie. J'étais en Jordanie. J'étais venu de Jérusalem, entouré de Bèdouins à la noble démarche, aux purs visages, "pauvres de tout ce qui n'était pas Dieu". Je m'étais courbé pour passer la porte basse, j'étais descendu dans la grotte que la profusion des ornements du goût oriental n'a pu priver de sa divine indigence. La nuit tombait; les musulmans chantaient leur prière, proclamant l'unicité de Dieu; devant le sombre désert, devant le ciel constellé, tout disait, tout répétait la sainte parole: "Unum est necessarium."

C'est pourquoi, quand je pense aujourd'hui à Noël, j'évoque, non point des sapins, des bougies, des vitrines de magasins, mais le ciel et le désert, et les Noëls de Celui dont la France célèbre en 1958 le centenaire de la naissance: le vicomte de Foucauld, qui avait connu les réveillons, les uniformes rutilants, les femmes étincelantes de bijoux, et qui, devenu Frère Charles de Jésus, est venu évangéliser les bourgades les plus lointaines de la France d'Afrique, les bordjs du Hoggar. Pour lui, Noël signifiait le jour où Dieu s'est fait visible aux hommes, et il écrivait: "Notre Noël sera l'heure de notre mort si par votre grande miséricorde nous mourons en votre sainte grace... Bienheureux moment! Vrai Noël. La mort est notre Noël." Son vrai Noël, il l'a trouvé au fond du pays des Touareg, assassiné par une bande de pillards, appelant sur ces pauvres gens le pardon de Dieu.

Le sang d'un martyr sur le sable sans fleurs, la nuit de Tamanrasset a connu un plus beau Noël que je ne saurais vous en décrire dans les autres territoires de la Communauté française, Communauté qui d'ailleurs, pour un Françias de n'importe quelle foi, n'est pas etouffée dans ses étroites limites géographiques d'aujourd'hui, mais s'étend à tous les lieux où, jadis, les missionnaires français ont apporté la révélation de l'amour de Dieu et des hommes. Et, puisque nous sommes dans l'Etat d'Illinois, pouvons-nous célébrer Noël sans évoquer ceux qui, deux cent cinquante ans avant le Père de Foucauld, sont venus dans d'autres déserts dire les messes de Noël? Quel fut le premier Noël en Illinois? Sans doute celui de 1674, que le Père Marquette, dix-huit mois après sa première visite à Peoüarea (Peoria), passa à Chicagou (Chicago), gravement malade, faisant la retraite de Saint Ignace. A partir de 1678 Noël fut célébré régulièrement dans l'église des Kaskaskias, par le Père Claude Allouez, puis par les Pères Gravier, Rasles, Binneteau, Marest. Dans les villages moins importants, le service se disait dans une chapelle faite d'écorce comme une cabane indienne; une planche de cèdre servait d'autel, une grande peau d'ours servait de tapis. Le chapelet récité à deux choeurs était un des exercices de ces saints jours; la psalmodie réveillait l'attention des

néophytes et animait leur dévotion; les Illinois, qui avaient l'oreille fine, la voix belle, et un goût rare pour la musique (écrit un Père), chantaient des hymnes comme par example celle du Saint-Sacrement(O salutaris hostia) dans leur langue:

Pekiziane manet Se
Piaro nile hi Nanghi
Keninama Si S Kangha
Mero Sinang Ssiang hi. (S représente un son proche de ou)

La piété des Illinois récompensait les missionnaires - les Robes Noires - de toutes les épreuves du voyage et du séjour. Dès le premier jour, dès le sermon de Marquette à Peoüarea le 25 juin 1673, les Illinois montrèrent l'ardent désir de connaître la religion des Pères, d'"embrasser la prière", selon leur expression. Jamais par la suite ils ne démentirent les paroles d'acceuil de leur Grand Capitaine à Marquette et à Jolliet: "Je te remercie, Robe Noire, et toi, ô Français, d'avoir pris la peine de venir jusqu'à nous. Jamais la terre n'a été si belle, ni le soleil si brillant qu'aujourd'hui. Jamais notre rivière n'a été si calme, ni si libre de rochers. Jamais notre Tabac n'a eu si bon goût, ni notre maïs ne nous a semblé si beau." Les lettres des Missionnaires nous représentent le repas de Noël, pris en commun par les hommes blancs et les hommes rouges, symbole d'amour et de dévouement réciproques; qu'importe s'il ne consistait souvent qu'en une bouillie de maïs, la sagamité, un morçeau de galette - encore de maïs -, et pour dessert un épi - de maïs naturellement - grillé devant le feu.

En 1698, la mission de M. de Montigny venait de célébrer les vêpres le jour de Noël lorsque la terre se mit à trembler, surprenant tout le monde, n'effrayant personne: forts d'avoir communié dans l'amour du Dieu unique, ni Français ni Illinois, ce jour de Noël 1698, ne craignaient la mort. L'année suivante, heureux d'être rappelé à son Sauveur en cette nuit sainte, le Père Binneteau mourut, le soir du 24 décembre 1699, dans les bras de son compagnon, le Père Marest, à la mission des Kaskaskias. Il mourut de pauvreté et d'épuisement, s'étant privé de nourriture pour en donner à ceux qu'il aimait, les Illinois ses frères en Dieu.

Esprit de Noël! amour cent fois rendu, de la part de ces Illinois que Louis XIV appelait "Sauvages" (avec une majuscule) en les invitant à venir en France, aussi nombreux qu'ils voudraient, sans passeport, et qui, en 1730, répondirent aux Tchikachas: "Nous sommes presque tous de la prière, et inviolablement attachés aux Français, par les alliances et par les mariages. Nous nous mettrons toujours au devant des ennemis des Français; il faudra nous passer sur le ventre pour aller à eux, et nous frapper nous-mêmes au coeur avant que de leur porter un seul coup."

Les erreurs de la Cour de Versailles livrèrent aux Anglais en 1763 le territoire des Illinois. Mais les Pères n'abandonnèrent pas leurs amis. Tous les ans, la cloche de l'église des Kaskaskias, fondue en France en 1745 et donnée par le roi aux Illinois, sonnait la messe de Noël, prête aussi à sonner l'alerte si les sauvages pillards, n'ayant plus à craindre les armes françaises, préparaient un assaut. Quinze années d'incertitudes et d'angoisses! Pui, les 4 et 5 juillet 1778, George Rogers Clark entrait à Kaskaskia; il donnait solennellement

au Père Gibault la garantie de la liberté du culte. Représentons-nous nous donc le premier centenaire de l'église des Kaskaskias, nommée église de l'Immaculée Conception, la messe de minuit, la Père Gibault à l'autel, la nef remplie de fidèles venus de leurs wigwams aux sons de la "Liberty Bell of the West" et parmi eux, Gabriel Cerré et ses amis, regrettant peut-être un peu la France, mais fiers d'être désormais citoyens de cette République Américaine en laquelle ils avaient espéré si lontemps, pour laquelle ils avaient combattu.

Bûche de Noël (A Recipe)

Line a greased (15 1/2" x 10 1/2" x 1") jelly roll pan with waxed paper. Beat 5 egg yolks until thick and pale. Sift together 1/4 cup cake flour, 3 tbsps. cocoa, 1/4 tsp. baking powder, 1/4 tsp. salt, 1 cup confectioners' sugar, and 1/4 tsp. ground cinnamon; add to egg yolks; beat well. Stir in 1/2 tsp. almond extract and gently fold in 5 stiffly beaten egg whites until batter is well blended. Spread batter evenly in prepared jelly roll pan and bake in moderate (350°) oven for about 12-15 minutes. Quickly turn cake out on damp towel sprinkled with confectioners' sugar. Trim edges, roll cake in towel, jelly roll fashion, cool; keep cut edges. When cake has cooled and is ready to fill, unroll and spread evenly with Coffee Cream Filling; roll again. Slice off ends of cake diagonally. Roll out cake edges into shape of knot; fasten and secure with tooth picks on surface of roll to simulate rings where branches were cut off. Spread Chocolate Cream Frosting over roll; run tines of fork through frosting to make a rough surface in imitation of bark. Decorate with candied green pineapple, cut into leaves, or with holly leaves.

Coffee Cream Filling: Cream 1/2 cup butter until soft; add 3/4 cup sifted confectioners' sugar gradually and cream until smooth. Beat in 2 egg yolks, 1 tsp. dry instant coffee and 1 tbsp. water. Beat until easy to spread. Chocolate Cream Frosting: Cream 3/4 cup butter until soft; add 1 cup confectioners' sugar gradually and cream until smooth. Beat in 2 egg yolks, 2 (2-oz.) squares melted chocolate and 3 tbsps. cocoa; beat until easy to spread.

The 1959 AATSP National Spanish Contests

The following has been received from Mr. Ernest Howrad, Contest Chairman for the Downstate Illinois Chapter of AATSP. (For information concerning the contest in the Chicago area, please write Mr. Guy Phillips, Chicago Chapter, AATSP, Morton Twp H.S., Cicero, Ill.)

The third annual AATSP National Contest for Secondary School Students will be held April 3-18, 1959. All teachers of Spanish are urged to enter their second, third, and fourth year students. The National Association of Secondary-School Principals has placed this contest on the Approved List of National Contests and Activities for 1958-59. All students currently enrolled in second, third, and fourth year Spanish classes at public, private, and parochial schools are eligible. (Those of Spanish-speaking parents or those who have learned Spanish or another language outside of class should indicate this on their papers to qualify for a special series of awards at the national level.) The examinations consist of standard objective examinations in three parts: Part I (aural) is recorded on tape (Highland Lat. Amer. pronunciation); Parts II (grammar) and III (reading) are printed.

Total time required is about 1 3/4 hours. Further details are to be found in the September and December, 1958, issues of HISPANIA.

To be eligible for Downstate Illinois chapter awards, the teachers of participating students must be members of the local chapter and of the national AATSP It is further stipulated that to be eligible for chapter prizes, both aural and written examinations must be taken in the company of other participating schools at one of the several regional examination centers to be established, where the ordering of tapes and the cost of same may be shared by schools participating. Dates and places for the examination (in regional centers) will be announced in the forthcoming issue of the Newsletter. Before January 25, 1959, please complete the following order form and forward it with your remittance to Mr. Ernest Howard, Treasurer, Downstate Ill. Chapt. AATSP, Alton Senior High School, Alton, Ill. You are urged to order as early as possible so that we may determine the quantity to print and record most economically. Exams may take several weeks to arrive and because of that all parts of an order may not reach you at the same time. Remember that orders for the Chicago Area Chapt. go to Mr. Guy Phillips, Morton Twp. H. S., Cicero, Ill.

PART I

To: Treasurer, Ernest Howard, Alton High School, Alton, Illinois

Please send me: Totals

_____2nd year exams at $.10 per copy _____

_____3rd year exams at $.10 per copy _____

_____4th year exams at $.10 per copy _____

Signed _____ I enclose _____ in full payment.

Address _____

PART II

To: National Contest Chairman, Mr. Harry Charly, 1810 Chadbourne, Madison, Wisconsin

Please send me: Totals

_____2nd year tape recordings at $5.50 (includes cost of tape) _____

_____3rd year tape recordings at $5.50 (includes cost of tape) _____

_____4th year tape recordings at $5.50 (includes cost of tape) _____

I enclose full payment _____

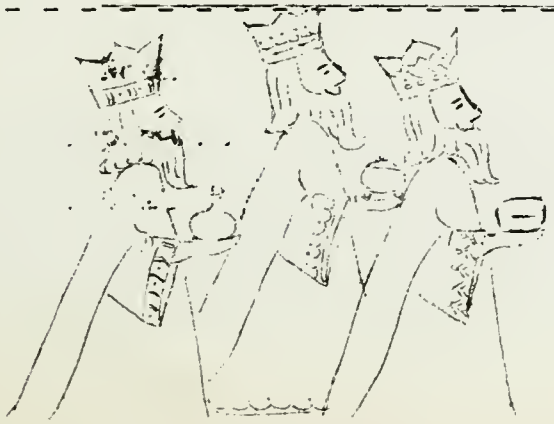
OR

I enclose one new or completely erased 7" reel (1200 ft.) of plastic tape and $2.00 recording charge for each tape recording I have requested. (2nd yr.___;3rd yr. ___; 4th yr.___)

I enclose ___blank tapes. I enclose $____ recording charges.

Signed _____

Address _____



Francis J. Nock

Francis J. Nock

Unetta Thompson Moore

Unetta Thompson Moore

Cameron C. Gullette

Cameron C. Gullette

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XII, No. ~~4~~ 5 January, 1959
error in numbering

Dear Colleague:

At present our in-state mailing list is being revised and corrected, using the current Supplement of the Illinois School Directory as a guide. By February the new list should be in effect. If by chance your name has been omitted and you fail to receive the February issue, please notify us immediately, so that the mistake can be rectified. (Write to Mrs. Moore, 131 Lincoln Hall, Univ. of Ill., Urbana.)

Recent Foreign Language (FL) Activity

During the past three years there has been an evident nation-wide surge of interest in second-language projects and considerable discussion of foreign language teaching. The U. S. Office of Education called a conference in March, 1957, to discuss the need in government of language-trained personnel for overseas assignments. This conference, which recommended starting fl study in elementary school and pursuing it to the point of usefulness, was only one of a number of similar meetings that contributed to the formulation of the parts of the National Defense Education Act (Public Law 85-864) which refer to foreign language, particularly Titles III and VI. (Title III of the Act provides for the granting of federal funds for the acquisition of materials and equipment and for the minor remodeling of laboratories for public schools. Title VI relates to language development exclusively and provides subsidies for the operation of language institutes by institutions of higher education. Such institutes will admit present and prospective fl teachers and language supervisors.) The launching of Sputnik did not initiate this activity and interest in fls, though it did spur it on, for the Act was the result of more than a year of careful planning.

In September, 1958, President Eisenhower signed the National Defense Education Act, to provide federal funds during four years for the improvement of educational programs in such fields as science, mathematics, and foreign languages. Since then, both the federal government and language organizations and educators throughout the country have been actively planning and working to bring to the attention of teachers, institutions, and states, the financial aid the Act can provide, and to explain how states and institutions can qualify for federal aid and how teachers can benefit from the language institutes that will be established.

About the middle of September, 1958, Kenneth W. Mildenberger, Associate Secretary of the Modern Language Association and Director of the Foreign Language Program of MLA, was appointed a special consultant to the Office of Education for the interpretation of Title VI of the Act and for initial planning. While he was still Director of the FL Program of MLA, Mr. Mildenberger prepared a special message to language teachers, in which he stated that the recently passed National Defense

Education Act demonstrated the urgent need for professional cohesion at the state level. He also observed that if suitable language benefits in each state were to be exacted under the provisions of Titles III and IV of the Act, concerted action and information would be necessary. He therefore urged every language teacher, at every educational level, to be an active member of the existing state language association, to subscribe to the state language publication (in Illinois it would be this Newsletter), and to support the work of the state fl editor. For, it is through the organization and activity of language teachers that appropriate steps and planning can be brought about on the state level; and each state must initiate the various programs for which federal aid is available.

Conferences have been held recently to solve problems connected with the administering of certain sections of the Act. On Nov. 3-5, 1958, the Council of Chief State School Officers held a national conference at Michigan State University to assist in establishing a level of standards for the materials and equipment to be acquired under the provisions of the Act. (The Act requires that the state educational agencies provide for a state level of such standards.) The result of this conference wasthe 42-page bulletin, Standards for Materials and Equipment for the Improvement of Instruction in Science, Mathematics, and Modern Foreign Languages, published by the Council of Chief State School Officers, 1201 16th St., N.W., Washington, D.C. This bulletin, prepared by state administrators and leading authorities in all three fields, contains not only a statement of standards, but also lists suitable texts and other materials for classroom use.

In December certain regulations applicable to the administration of Sections 301-304 of Titla III of Public Law 85-864 were approved by the U.S. Commissioner of Education. These regulations contain definitions, as well as general provisions for state plans, federal financial participation, payment procedures, acquisition of equipment, and supervision and administration. (These regulations should be available upon request from the Dept. of Health, Education, and Welfare, Office of Education, Washington 25, D.C.)

A national conference of foreign language teachers was held Dec. 6-7 in the Biltmore Hotel, in New York City, to discuss various aspects of and problems created by the National Defense Education Act. Several speakers from the U.S. Office of Education were present to explain parts of the Act and to give something of its history. Discussion groups worked on the main problems connected with three different phases of the language program: possibilities and problems of language laboratories; problems of effective liaison and cooperation between language teachers and state education authorities, i.e., state organization; problems of and plans for language teachers' institutes. Some of the most important of their findings can be summarized briefly as follows. The federal government will supply the financial aid; the responsibility for developing the detailed plans rests with the states. The educational philosophy with regard to fl instruction must be the responsibility of the thoughtful, informed, forward-looking language teachers in the states, in conjunction with the other beneficiaries of the Act. Fl teachers are urged to inform guidance counsellors of the practical need for competent linguists, of careers open to competent linguists, and of the humanistic values of the study of a second

language to each and every individual. Language institutes must last as least 6 weeks, with full time involvement of those attending; language centers are year-long programs. Registry forms for institutes and centers will soon be sent to college presidents, and the U.S. Commissioner of Education hopes to get a good many under way by June.

Some of the Principal Activities Relating to Modern FLs Which Could Be Financed Under Public Law 85-864

TITLE II. Loans to students in institutions of higher education: Institutions of higher education can apply for loan funds. The total of loans for any one fiscal year to any one student: $1,000; the total for all years to any student: $5,000.

TITLE III. Equipment, remodeling, and teaching materials for public high schools: Each state superintendent of schools will make a 4-year plan in accordance with the long-range goals of his state. (Language teachers should make recommendations to the state education department through a proper channel, such as the local superintendent of schools.) Non-profit private schools may obtain low-interest loans for the same purposes. There will be grants to state departments of education for expansion or improvement of supervisory or related services in public schools.

TITLE IV. Fellowships for graduate sutdy of $2,000 for the first year after the AB, to be increased slightly for each successive year, will be available for periods of not more than three years. Provision is made in them for dependents.

TITLE V. Guidance, counseling, and testing: Opportunities are to be provided to improve means, including testing, for identifying and encouraging able students in language, as in all other fields.

TITLE VI. Language and area centers: Institutions of higher education may recommend language-and-area teaching programs to the U.S. Commissioner of Education. Such a center may be subsidized to the extent of 50 per cent of the cost of its establishment and operation. Individuals attending may receive stipends and allowances for travel and dependents if they expect to teach in an institution of higher education. Members of the staff of such centers may receive grants for travel to foreign areas. Language institutes: Institutions of higher education can apply for subsidies to operate language institutes. Language teachers, future language teachers, language supervisors, and persons training language teachers can apply for admission to such institutes. Those attending from public school systems are eligible for stipends and allowances.

TITLE VII. Research and experimentation.

TITLE X. Statistical services of state educational agencies: The collection of more accurate and more complete information concerning course offerings and enrollments, language teachers, and other basic data on fls can become a regular service of each state department of education.

AAT State Coordinators

The Steering Committee of the FL Program of MLA, at its June, 1957, meeting, proposed that one desirable means for improving the profession would be the establishment of effective all-language state organizations where they do not exist, and the strengthening of them where they do exist. AAT Representatives and the Steering Committee undertook to present this proposal to their respective national AATs. Since then state coordinators or liaison representatives have been enlisted, to a certain extent. As of May 1, 1958, the AATI State Coordinator for Illinois is Prof. Hannibal S. Noce of the Univ. of Chicago, and the AATF State Coordinator is Prof. Bruce H. Hainous, of the Univ. of Ill., Urbana. It is hoped that the other AATs will join in this cooperative effort, so that eventually it will be possible in each state for representatives of the various AATs to collaborate in building up the all-language state association.

The MLA Meeting (Alva V. Ebersole)

The Annual Meeting of the Modern Language Association, held this year at the Hotel Statler in New York City, during the Christmas vacation, was, as always, interesting and exciting. Interesting to those who see a name they have seen on textbooks or in bibliographies suddenly become a person reading a paper before one of the group sessions. Exciting whan one sees an acquaintance of many years standing, who decides to look up his friends while at the meetings. Rewarding to those interested in the erudition displayed during the course of the meetings, and rewarding, too, to those hopefuls who have arranged interviews, expecting to secure a position for the following academic year.

Memorable, as always, was the talk, reviewing the history of Comparative Literary Criticism, given by Henri M. Peyre. Interesting were the papers read by José Ferrater Mora, titled Estilos de pensar en la España del siglo xix; by Manuel Durán, titled "No ser sol que se pone"; Gracián y la estética del barroco; by Michael Flys, of Loyola in Chicago, titled El redescubrimiento de Dios ; by Eugenio Florit, titled Algunas notas sobre la poesía reciente de Rafael Alberti.

Our attention was drawn, during the course of the meetings, to the national importance foreign language teaching is receiving at the present time. One of the great benefits of attending these meetings, in this writer's opinion, is the discovery that we are doing something important, that research and the divulgation of the results of our investigation, are worthwhile, too, that others like to know what we are doing, and that excellence in scholarship is not limited to one area of our country, nor dominated by a few of the large universities.

One could mention the innumerable displays sponsored by the book companies and the electronic laboratory people, the huge crush of people in all the hallways that led to the various meeting rooms (some 5,000 people must have been there), but the most important of all was the personal contact with scholars known only by their reputations, the meetings with old friends, and the making of new, during these tightly knit three and a half days that are the annual convention of the Modern Language Association of America.

Useful Material

LANGUAGE LABORATORY BOOKS. Now available for schools planning to install a language laboratory is a packet of 5 booklets providing guidance on the various aspects of language teaching facilities, as outlined in the recent National Defense Education Act. The entire packet may be ordered for $1.00, or single copies for $.25 per copy. (Orders with remittances whould be sent to Magnetic Recording Industries, 126 5th Ave., New York 11, N. Y.) The packet includes:

#101: Efficiency and Costs of Educational Electronics (R. F. Mallina, Bell Telephone Laboratories, ret.)
#102: The Human Factor in the Language Laboratory (Dr. M. B. McGraw, psychologist, Briarcliff College)
#103: Language Teaching Comes of Age (Dr. P. E. King)
#104: Laboratory Planning -- What Kind? And How Much? (J. Kay)
#105: The High School Language Laboratory -- Specific Considerations (Dr. P. E. King)

Available free of charge from the U.S. Office of Education, DHEW, Washington 25, D.C., is the circular no. 524 (April, 1958), Survey of Foreign Language Laboratories in Secondary Schools and Institutions of Higher Education: 1957. This 33-page report was prepared by Marjorie Johnston and Catherine C. Seerley from material obtained in a survey made by the U.S. Office of Education and the MLA. Of special interest is information about the instructional value of language laboratories, the equipment, cost, etc.

The Visual Aids Service of the Univ. of Ill. has announced the preparation of subject-area catalogues listing the films and tapes available from its library for a small rental fee. One of the subject areas is "Language Arts and Foreign Languages." Teachers interested in securing catalogues should write to Visual Aid Service, Univ. of Ill., Division of University Extension, Champaign, Ill.

An excellent aid for beginning students of Russian, on either the high school or college level, is a 7-inch vinylite 33 1/3 rpm. disk, with 11 minutes of Russian sounds and discourse, prepared by Thomas F. Magner, and articulated by Ludnill Alexeev (a native of Petrograd), both of the Univ. of Minnesota. A 3-page program gives in written form the materials of the record. The record includes, among other things, examples of the pronunciation of all consonants, all vowels, words with final consonants and consonant clusters, and a short connected text in Russian. Price: $1.00. It can be ordered from the MEC Recordings Corp., 806 7th St., St. Paul 6, Minn.
(The Slavic and East European Journal, Vol.XVI, No.3)

The Monticello College Press has announced publication of the first English translation of Folk Songs of the Ukraine, an experiment in recording by phonograph, by Eugenie Linieff. This 80-page folio contains a preface by Alfred J. Swan --containing a study of Russian folk songs and a sketch of the life of Eugenie Linieff -- and an appendix of 18 songs, words and mucic, translated from the Russian by Maria Safonoff. Price: $5.00. Address orders to Monticello College Press, Godfrey, Ill.

EMPLOYMENT OPPORTUNITIES FOR FL STUDENTS. The rapidly increasing

opportunities in government and in business for high school or college students with a genuinely functional knowledge of a foreign language and with another skill, are discussed in Theodore Huebener's Opportunities in Foreign Languages, available for $1.00 plus $.15 mailing charge, from Vocational Guidance Manuals Co., 1011 Tremont Ave., Bronx 60, N.Y. In September, 1958, the Univ. of Michigan (the Career Counseling Unit, Bureau of Appointments and Occupational Information) issued Occupational Information Bulletin, No. 1, "Sources of Employment for Foreign Language Majors and Minors." This bulletin contains, in addition to a list of sources of information, data concerning employment opportunities in 3 areas: Government, Import-Export, and organizations offering overseas assignments. The requirements are described for the various positions mentioned and salaries, locations, etc. are also presented. Mr. George W. Stone, Executive Secretary of MLA, has urged that this bulletin be brought to the attention of guidance counsellors.

* * * * * * * *

Mrs. Sidney Soroka of Oak Park High School has sent us a copy of the 5th winter edition of Linguapolitan, the foreign language magazine originated and published by students of Oak Park and River Forest High School, whose goal is to increase the students' realization of the relationship among foreign languages. All material is written by students in language classes, thus giving the student an opportunity for extra writing, as well as for reading in the languages he is studying. The Linguapolitan also appears in the spring.

FOREIGN FILMS. Every Sunday night the Union Movies (an activity of the Illini Union) shows us a foreign film, here on the campus of the Univ. of Ill. The time of showing is eight o'clock, and the place is always mentioned in the University Calendar. A nominal admission fee is charged, and any one is welcome. For the benefit of those who live close enough to attend, the Newsletter will attempt to give advance notice. At present the following films have been booked:

Feb. 15 -- THE RED INN (French)
Feb. 22 -- VITELLINI (Italian)
March 1 -- MY FATHER'S HOUSES (German)
March 8 -- STARS OF THE RUSSIAN BALLET (Russian)
March 15 -- GERVAISE (German)

Spanish Notes

The Spanish Department of the Univ. of Ill. was well represented at the December Meetings in New York. Attending were Professors William H. Shoemaker, Joseph H. D. Allen, James O. Crosby, Fred P. Ellison, Joseph S. Flores, Henry R. Kahane, Angelina Pietrangeli, Drs. Alva V. Ebersole and Mitchell Triwedi, and two graduate students, Miss Betty Bayliss and Mr. Joseph Schraibman.

El caso de la mujer asesinadita, a modern Spanish comedy written by Miguel Mihura and Álvaro de Laiglesia, will be presented on Wednesday and Thursday, March 18, 19, by the Círculo Literario Español and by the Department of Spanish and Italian of the Univ. of Ill. The curtain will rise at 7:30 on both nights. Tickets may be reserved by writing either to the secretary of the Spanish Dept., or to the Newsletter editor (131 Lincoln Hall). Prices will be quoted in February.

Mr. John W. Blomberg of Rock Island Senior High School has written to tell us of a conversational game, "Chatterbox," used in the beginning Spanish classes. He writes: "It causes everyone in a class to talk Spanish at the same time to many fellow students. Each student has been given a question and its appropriate answer such as, ¿Cuántos años tiene usted? Tengo quince años. No two students may use the same question. Everyone circulates about the room attempting to elicit the correct response to his particular question. At the same time, of course, he must try to answer the questions of others! When the time is called, each student reports how many correct answers he was able to get. Both individual and team scores may be kept. The teacher circulates, too, correcting pronunciation. It's loads of fun. Try it!"

Professor José Sánchez, Univ. of Ill., Chicago, has been "loaned" for the school year 1958-59 to the Mayor of Chicago's office as Consultant on Latin American Affairs, to work in the development of the Pan American Sport Games, to be held in Chicago in September, 1959. Among his first chores is teaching Spanish to sports officials.

Annual National Meeting of the AATSP

The fortieth annual meeting of the AATSP was held December 28-30, 1958, at the Hotel New Yorker, New York City, hosts being the New York Chapter, whose President, Mr. Antonio Tudisco, gave the address of welcome. There followed, on the morning of December 29, a Language Session featuring the topics "Audio Aids and the Teacher" by Prof. Joseph Matluck, "La prosa renacentista de Juan de Valdés" by Prof. Domingo Ricart, and "Spanish 'barbacoa': Notes for a Word History," by Prof. Lawrence Kiddle. In the afternoon, at a general meeting of the Modern Language Association, which formed part of the AATSP program, three distinguished speakers discussed the FL program in its national implications: the Director of the FL Program of MLA, Prof. Kenneth W. Mildenberger, Dr. James B. Conant, former President of Harvard University, and the present U.S. Commissioner of Education, Dr. Lawrence F. Derthick. The annual Business Meeting followed, in which there was ample confirmation of the steady growth of the organization in its many ramifications. On December 30, the annual Chapter Breakfast offered a pleasantly informal atmosphere in which reports were heard from delegates from most of the nearly fifty chapters throughout the nation. Immediately afterward came the Literature Section, in which these papers were read: "El cuento fantástico en Hispanoamérica" by Prof. A. Sánchez Reulet, "La aparente dicotomía de orgullo y modestia en la obra de don Juan Manual" by Prof. Kenneth R. Scholberg, and "Algunas notas sobre la poesía actual en España" by Prof. Eugenio Florit. After a delightful address by President Nicholson B. Adams at the Association Luncheon, the concluding program, on Elementary and High Schools, dealt with a variety of pedagogical problems: "'Buenos días. ¿Qué tal?' Good Days. What such?" by Bernard Dulsey; "A Blueprint for Language Laboratories" by Anna I. Nolfi; "Spanish through Television" by Prof. Robert Kirsner; and "De un nivel a otro en el estudio de idiomas" by Prof. Hilario S. Peña. From the attendence at the meeting, which was the largest held thus far, and the quality of the program in general, one judges that the AATSP is becoming each year a more important and effective instrument for the advancement of Hispanism.

(Fred. P. Ellison)

French Notes -- Prepared by Professor Cameron C. Gullette

Air France has published an "Album des Croisières Touristiques" which teachers of French would be glad to have. The colorful cover bears the legend "Magie du Voyage aux Quatre Coins du Monde." The paper bound book, which resembles a handsome magazine, has 186 pages, plus end pages of advertisements, and contains many beautiful color photographs and illustrations. As the legend "Aux Quatre Coins du Monde" indicates, travel information on a great many countries of the world is provided, accompanied by interesting photographs both in color and in black and white. The text, French throughout, is clear and well written. It is French that is simple and readily comprehended. It can be read easily by high school students and would give these young readers a feeling of mastery and pleasure in being able to follow the foreign text without too much difficulty.

The book should be an ideal addition to any high school library and would provide stimulating and informative outside reading for students in the French classes. Surely most students would enjoy both the beautiful illustrations and the text itself. They should be interested too, in reading the section devoted to the United States, itself, as well as the text on foreign countries, for there is a fascination in reading in a foreign language a text about things with which we are already familiar. The price of the paper bound book is $2.50 and one can obtain it, presumably, by writing to Air France, 686 Fifth Avenue, New York 22, N.Y.

All friends of France will join in wishing the new French Republic and President De Gaulle well in the new start which France is making toward recovery. The dramatic and sweeping changes through which France has been passing and the determined effort which De Gaulle is making to better conditions have been interesting to follow and have enlisted our sympathy for France and her new president. We have had unusual -- and sometimes painful -- opportunities to witness history in the making, these past decades, and have seen two new constitutions and two new republics of France in a brief period of time. Let us hope that the present situation in France will prove the inauguration of a long-lasting government and constitution which will bring the country out of its immediate difficulties and along the road to whatever peace and prosperity is possible in our time. The old statement that history repeats itself may well apply in this situation. After Napoleon Bonaparte and after Louis Bonaparte France found herself in dire straits, but rose above her difficulties to be rich and powerful again. May she find the strength to do this again, now, and thus prove the truth of the old saying once more!

By arrangement with the Russian Studies of the University, Dr. Maurice Friedberg of Hunter College, N.Y., will lecture on Pasternak's Dr. Zhivago, the recent important Russian novel, on Friday, February 6, at 4 p.m. in 100 Gregory Hall. Dr. Friedberg has been active in his studies and writings on Russian contemporary literature and this lecture should answer a few of our questions about the much discussed novel and the author whose name has been so much in print recently, in connection with the Nobel prize awarded to him.

The National French Contest for 1959

The National French Contest of the American Association of Teachers of French will be held during the week of April 13-18. Contest rules require that every school in the chapter area take the examinations on the same day or days; teachers ordering their examinations from the Illinois Chapter will administer the test on Thursday, April 16, and Friday, April 17. The test requires a full sixty minutes of working time, and thus it will be necessary for many teachers to schedule two periods for it. The scored papers must be returned to the chapter chairman by April 28.

Please note that, although the Contest is sponsored by the AATF, it is not necessary for a teacher to be a member in order to have her pupils participate. Note also that the Contest is not directed to selected students, but that it will be a profitable experience for the entire class. There are four Divisions of the Contest, for French I, II, III, and IV. First and second semester pupils in the same Division take the same test. Contest winners receive a cash prize at the National level and other prizes and honors at the chapter and regional levels.

Procedure for ordering examinations: The order must reach the chapter chairman before March 1, 1959. Orders reaching the chairman after that date cannot be honored. The order must state precisely the number of students and teachers in each Division. Examinations cost six cents each and this payment should accompany the order. Orders of less than one dollar should be paid in stamps rather than by check. Send orders to

Bruce H. Mainous
Contest Chairman, Illinois Chapter
212 Lincoln Hall
University of Illinois
Urbana, Illinois.

Teachers in the Chicago area will wish to send their orders to the chairman for the Chicago Chapter, whose name will appear in the January French Review. Sample copies of the 1958 exams can be obtained from the National Chairman, Professor James W. Glennen, University of North Dakota, Grand Forks, North Dakota, for six cents each.

Contest Calendar for Illinois Chapter

March 1: Closing date for chapter chairman to accept orders for tests
March 20: Closing date for orders of 1958 sample tests from the National Chairman.
April 16, 17: Tests will be administered in the schools.
April 28: Closing date for return of scored papers to the chapter chairman.

The Temple University-Sorbonne Summer Study Program, 1958

The Temple group convened at the Sorbonne the afternoon of July 14 for registration and placement tests. Two types of courses were available, Civilisation française and the Cours pratique. I chose the latter, a course in the language using the charactersitic Franch method of

"explication de textes." It was a fruitful course, the teacher, Professor François Néel, starting off with the interesting proposition that "toutes les règles de grammaire sont fausses," and proceeding to examine the French language as it is spoken and written today. The Temple group formed but a part of the student body, which consisted mainly of foreign students, as the summer sessions are not part of the regular degree courses in French universities. The class in which I was placed consisted of five Americans, three Italians two Spaniards, three Germans, one Englishweman, two Swiss (one a charming girl named Heidi), a dozen Flemings, and a young lady from Chile. The interest arising from the international make-up of the class was further heightened by the various professional backgrounds represented, for teachers were in the minority, most of my classmates being lawyers or law students, professional interpreters, international secretaries who did shorthand and typing in several languages, and two Catholic priests, one from the Piedmont in Italy, and the other from Zaragoza in Spain. The course ran from 9 to 12 Monday through Friday, July 14 to August 15. Our afternoons and weekends being free, we could take advantage of the tours and excursions organized by the Sorbonne, some of them especially for the Temple group, ranging from local tours such as a visit to the Musée de Cluny or to the porcelain works at Sèvres to overnight bus trips to Burgundy or Normandy.

For the French teacher who wants to bring back to his students as much of France as possible, sightseeing is as important as sitting in the classroom or library. Here, in rapid review, is a suggestion of the varied experiences of the group members during this memorable summer: the Sorbonne itself, with its chapel housing the tomb of Richelieu; the cafés of the Boulevard Saint-Michel and the Boulevard Saint-Germain, crowded with students; the church of Saint-Germain des Prés, which has just celebrated its fourteen hundredth anniversary; the parade on the Fourteenth of July at the Place de la Concorde, and the fireworks that night from the Pont-Neuf; the Place de l'Opéra and the Café de la Paix; the church of la Madeleine, the Place Vendôme, and the Invalides, all adding to the picture of Napoleon; the Panthéon, services with the great organ in the Cathedral of Notre-Dame; the Sainte-Chapelle, which must be seen to be believed; the cathedral of Chartres and Rheims, the "spectacle son et lumière" at the château in Tours; the first sight of the Venus de Milo standing at the end of a long vaulted corridor in the Louvre; the incredible display of the Impressionists in the Musée du Jeu de Paume; the cancan at the Moulin Rouge, danced in the manner and costumes which have been traditional since the time of Toulouse-Lautrec; touring the châteaux of the Loire with two fellow members of the Illinois AATF, Elizabeth Michael of Eastern and Robert Hallowell of the U. of I.; the lush green farmlands of <u>la douce France</u> and the startlingly colorful flower gardens; the fountains and statuary in the parks and boulevards, and the vastness of these, so that you wonder at the foresight and concern for beauty of the planners who made provisions for so much space long before the day of automobile traffic; trees on all the streets, and cafés, pastry shops, and bookshops in every block; concerts, operas, and <u>Carmen</u> at the <u>Opéra Comique</u>; "aerial" views of Paris from the Tour Eiffel, the steps of Sacré Coeur at dusk, and the towers of Notre-Dame, where one climbs 344 steps of winding stone stairs to stand beneath the thirteen-ton bell, and another 43 steps to the top of the North Tower; visiting the last earthly dwelling place of Marie-Antoinette in the Concier-

gerie, still fetid with the stench of the crowded cells of the Terror; the rich local color of "petits coins de Paris" such as the Cour du Commerce, still sheltering the printing shop where Marat printed his tracts, where Danton's house once stood, where one may see the house in which Dr. Guillotin invented his famous blade, and the hotel where Sainte-Beuve once lived, while on the other side of the Jardin du Luxembourg is a later dwelling of Sainte-Beuve on the Rue Montparnasse, where Flaubert, the Goncourt brothers, and other literary greats of the Second Empire came to call; lunch at the Café Procope, here since 1686, patronized in turn by La Fontaine, Voltaire, Benjamin Franklin, Napoleon, Balzac; Poil de Carotte, Le Bourgeois Gentilhomme, and Tartuffe at the Comedie Française; the Grandes Eaux at Versailles, with the outdoor ballet in the evening beside the Bassin de Neptune, as in the time of Louis XIV; the tour through the Palais de l'Institut, where we were allowed to rest in the chairs of the Forty Immortals of the French Academy; and as one of the concluding events, to bring us back to present realities, the reception for the Temple group in the Hotel d'Orsay, in the room where the previous day General de Gaulle had met with his cabinet.

Other Illinois colleagues whom I enjoyed seeing in Paris were Robert Major and Ray Riva of the U. of I. Department of French, with Mrs. Riva of University High School, Urbana, Ellouise Ford, formerly of our department, and Wilborne Bowles, who this fall inaugurated the program of French studies in the Edison Junior High School in Champaign.

As a fitting conclusion, I should like to make public an expression of appreciation for the tireless endeavor and concern of Professor Maude Helen Duncan of Temple University, under whose leadership the Temple University-Sorbonne program was so ably conducted.

(Bruce H. Mainous
Department of French
Univeristy of Illinois, Urbana)

German Notes -- Prepared by Professor Francis J. Nock

Mr. Ernst Philippson of the German Department at Urbana is one of two editors of Texte des späten Mittelalters (the other editor is Wolfgang Stammler). Nine numbers of the new series, published by Erich Schmidt Verlag in West Berlin, have appeared in the last two years. Four of these texts were prepared by American scholars:

#3 Hieronymus Emser, Eyn deutsche Satyra, R. T. Clark, Jr., U. of California (Berkeley)

#4 Höfische Tischzuchten, T. P. Thornton, John Hopkins

#5 Grobianische Tischzuchten, T. P. Thornton

#7 Gewissensspiegel des Martin von Amberg, S. N. Werbow, Texas

According to Thomas P. Whitney, AP foreign news analyst, our FL programs still leave us far behind Russia. Recent Soviet statistics say that in the USSR during 1956-7 about 12 million pupils in the grades 5-10 were enrolled in foreign language classes. For the U.S. the latest figures are for 1954-5 and show that about 1,400,000 elementary

and secondary pupils were studying a foreign language. In Russia 7,651,000 pupils studied German (40,000 in the U.S.) and 3,306,000 studied English. In the same year only a dozen secondary schools in the U.S. offered Russian.

However, the article by Jacob Ornstein of Harvard in the Dec., 1958, Modern Language Journal gives an interesting description of the defects as well as virtues of foreign language instruction in Russia.

At the last MLA meeting Mr. Francis Nock of the German Department at Urbana was elected chairman for this year of the group which confers on "Problems in the Teaching and Testing of the Reading Knowledge of Foreign Languages Required of Doctoral Candidates." Despite its unwieldy title, the conference group has come to many definite points of agreement, and some time in the next couple of years should come out with a number of statements aimed at bringing uniformity into this field.

* * * * * * * *

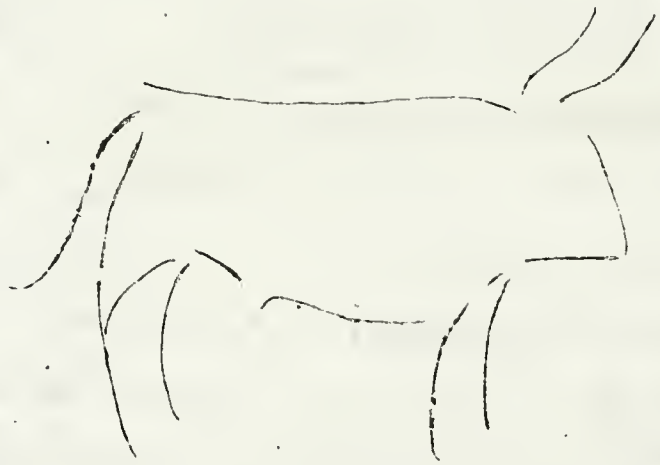
From the FL Newsletter of the Department of Modern Languages of the Univ. of Oklahoma (Nov., 1958) comes word of a technique that a high school teacher of German found effective in developing accuracy in word study. A first-year class is divided into two groups which are pitted against each other in an old fashioned spelling bee. The spelling contests are held on unannounced dates to promote individual word study outside the classroom

* * * * * * * * *

Unetta Thompson Moore *Unetta Thompson Moore*

Cameron C. Gullette *Cameron C. Gullette*

Francis J. Nock *Francis J. Nock*



UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XII, No. 6 February, 1959

Dear Colleague:

The U.S. Office of Education has announced the selection of the University of Colorado for a Summer Institute for high school and junior high teachers of French, German, and Spanish (June 22 - August 14, 1959), an Institute held with the support of the U.S. government, under provisions of the National Defense Education Act of 1958. The Institute will afford 100 selected teachers the opportunity to increase proficiency in the language they teach, by emphasizing aural understanding and speaking, as well as by offering a study of culture and work in reading, writing, and linguistic analysis. Attention will also be given to the newest techniques in the teaching of fls. The program will be at the graduate level and will offer eight semester hours of credit for those who wish to work for credit.

While in attendance, each selected public school teacher will receive a stipend of $75 a week plus $15 a week for each dependent. No tuition will be charged. The private school teachers selected will also participate on a no-tuition basis, but will not be eligible for stipends. The minimum requirements for candidacy are as follows:

1. A bachelor's degree
2. Two years of college study of the language or equivalent experience.
3. Three years of teaching experience in a modern fl.
4. Reasonable assurance of continuance in secondary school fl teaching.

Those interested may obtain further information and application forms from

Professor George A. C. Scherer
Director, Institute for Modern Foreign Language Teachers
Main 106
Univeristy of Colorado
Boulder, Colorado.

The deadline for applications is March 13, 1959.

University of Illinois and Advanced Placement

As of last fall, Illinois became a participant in the Advanced Placement Program of the College Entrance Examinations Board. This is a direct appeal and incentive to students in secondary schools and to their teachers and schools themselves to do work in advance of the regular three or four year course on a genuinely college level. In the modern foreign languages at Illinois a student who enters by Advanced Placement may receive not only placement, but credit toward the A. B. degree. For details, information should be sought from

Director, Advanced Placement Program
College Entrance Examinations Board
425 West 117th Street
New York 27, New York

The Admissions Office of the University of Illinois can supply informa- as to the specific details in effect at the University.

Center for Applied Linguistics

The Modern Language Association of America has accepted, as fiscal and administrative agent, a grant of $200,000 from the Ford Foundation for the establishment in Washington, D.C., of a Center for Applied Linguistics. It has begun operation with Dr. Charles A. Ferguson (Harvard) as its director. It will serve as a clearing house of information for universities, government agencies, and other institutions or individuals concerned with the application of linguistic science to practical language problems.

Survey of Language Labs

The U.S. Office of Education has just issued the latest survey of language laboratories, which includes lists of institutions which have language labs, laboratory equipment and costs, materials and techniques, etc. The title of the publication is Foreign Language Laboratories in Schools and Colleges, Bulletin No. 3, 1959, by Dr. Marjorie C. Johnston. Copies of this survey may be obtained upon request from the U.S. Government Printing Office, Division of Public Documents, Washington 25, D.C. The price is 35 cents.

Language Laboratory at Wheaton College

Two years of foreign language study or its equivalent are required for an A. B. degree from Wheaton. The college, recognizing language laboratories as an effective means of helping students learn a spoken language, began its laboratory in 1954. Modeled after the lab at Purdue University, it has undergone continual improvements since then. Prof. Robert O. deVette coordinates the language lab program, while Louis Rasera advises the work in Spanish, Jonathan Williams, in French, and Dr. Fred Gersung, in German.

Used principally by the first- and second-year students in French, German, and Spanish, who are expected to spend two half-hour periods there each week, the laboratory also offers its facilities to students in advanced conversation classes. Under the direction of Prof. Robert Stone, first-year Latin students have just begun using the laboratory, and students in the Hebrew class of Dr. Barton Payne are to have listening periods there this semester.

Materials available in the laboratory are coordinated with current classroom lessons. Some material is recorded by the staff, some is taken from records, and some from tapes supplied by textbook publishers. Prof. deVette has predicted that the supply of recorded material from publishers will increase with the increasing use of language labs.

Those teaching language at Wheaton have admitted that the laboratory

demands a great deal of time, but that its value to students of language more than overbalances the effort expended.

Tapes and Teachers

Miss Pauline Changnon, teacher at University High School (Urbana), laboratory high school of the University of Illinois, meets her fourth-year French class twice a week to speak French with the students. On the other three days she has been experimenting by using solely a tape-recorded lesson which includes textbook material, conversations, readings, and even tests -- all in French and recorded by many different persons. The purpose of the experiment is to provide certain significant advantages for advanced students: they become accustomed to hearing the language spoken in many different authentic French voices, as they would in France itself; they learn about French customs, geography, history, and literature from persons with direct knowledge of these matters; by working in the absence of the teacher they will gain experience in independent study and responsibility.

Language Publications in High Schools

Mrs. Melba R. Wixom, Chairman of the Language Arts Department of Waukegan Township High School, has sent us three issues of the monthly Spanish publication, which is supervised by Mr. Joseph Micka. The magazine is composed exclusively of contributions -- articles, sketches, crossword puzzles, etc. -- made by the students. We are also grateful to Mrs. Hannah Choldin, Chairman of the Language Department of Senn High School (Chicago), for providing us with a copy of the eighth issue of Continental, a foreign language magazine which appears twice a year and is written and published by the students. The student editors-in-chief are Lynn Briskin and Steve Salchenberger, the French editor, Carole Bricker, the Spanish editors, Merle Cristol and Judy Philips, the Latin, Nora Plesofsky, and the German, Marrion Issen. Mrs. Choldin is the sponsor.

French Notes -- Prepared by Prof. Cameron C. Gullette

Miss Cizesvka and Mr. Pedrotti of the staff of Russian Studies of the University of Illinois parpared the following report.

On Friday afternoon, February 6, at 4:00 in Gregory Hall Theater, Dr. Maurice Friedberg of Hunter College delivered a lecture on Doctor Zhivago. The review of Boris Pasternak's popular novel attracted an extremely large audience.

Mr. Friedberg began with an outline of the political, social and cultural background of Pasternak's youth. He pointed out that the novelist grew up in a very cosmopolitan and cultured family. His father was a noted portrait painter around the turn of the century. It was from his mother that the young Boris gained an introduction to the world of music. At one time he even contemplated making composition his career. After an interval of studying philosophy abroad, Pasternak entered one of the Russian literary movements associated with the Futurists. He came to be recognized as the outstanding younger poet of post-Revolutionary Russia. In the early 1930's, with the advent of

more stringent government regulations over literature, his original poetic works ceased to appear. Beginning with this time, Pasternak devoted himself almost exclusively to translations from English and Georgian poets. His versions of Shakespeare have made Hamlet, Othello and Romeo and Juliet classics of the contemporary Russian stage. In 1943 a slim volume of new original poems by Pasternak was published, but it was the appearance of his controversial novel in 1957 that caught the imagination of the international reading public and ensured tha author a firm footing in world literature.

Mr. Friedberg devoted some time in drawing analogies between characters in Pasternak's novel and those found in the works of Dostoevsky and Gorky. The novel, he felt, is not anti-Revolution as such, but rather it avoids coming into open conflict with the Revolution and its doctrines. In this sense the book would seem to be, if anything, apolitical. In addition, the speaker voiced his opinion that Doctor Zhivago is essentially "unfinished" in the so-called tradition of such "unfinished" novels as War and Peace and The Brothers Karamazov.

Unfortunately Mr. Friedberg had no time to discuss some of the other important aspects of Pasternak's novel, such as its contribution to the historical theme of the conflict between individual and state, its close ties with the romantic tradition, with the concept of the "superfluous man" in Russian literature, the exultant lyricism of its prose, the beauty of its symbolism and its depiction of the struggles of a troubled spirit. Indeed, it is the pervading religious quality of the novel that does much to make Doctor Zhivago an outstanding work of art and such a remarkable phenomenon in Soviet literature. Pasternak's faith in the dignity of man and in a higher plane of reality is manifest throughout the book. "For me," he says, "the most important thing is that Christ speaks in parables taken from life, that He explains the truth in terms of everyday reality. The idea that underlies this is that communion between mortals is immortel, and that the whole of life is symbolic because it is meaningful."

Summer Session Courses in 1959

French 101 -- Elementary Course
French 102 -- Elementary Course
French 103 -- Modern French
French 104 -- Modern French

French 211 -- Oral French
French 212 -- Oral French

French 400 -- Beginning French for Graduate Students
French 401 -- Reading French for Graduate Students
French 410 -- Advanced Syntax
French 431 -- History of Old French Literature
French 434 -- Montaigne, La Pléiade

(Russian)

Russian 101 -- First-Year Russian
Russian 400 -- Beginning Russian for Graudate Students

Attention is called to the French courses 211 and 212, advanced courses in oral French, which offer an opportunity to obtain practice in conversation and oral-aural work at a level sufficiently advanced to be useful refresher courses for teachers. These courses are being offered in Summer School for the first time in several years.

German Notes -- Prepared by Prof. Francis J. Nock

The following schedule is planned for the summer session, 1959:

German 102 -- Elementary Course
German 102 -- Elementary Course
German 103 -- Intermediate Course
German 104 -- Intermediate Course
German 210 -- Masterpieces of German Literature (Prof. Stegemeier)
German 291 -- Senior Thesis and Honors

German 400 -- Beginning German for Graduate Students
German 401 -- Readings in German for Graduate Students

German 493 -- Research in Special Topics (Prof. Philippson)
German 499 -- Thesis Research

The German film to be shown on March 1 by the Illini Union is not My Father's Houses, as we were informed, but is My Father's Horses.

Spanish Notes

The Spanish Department welcomes three new graduate assistants this semester, two of whom were undergraduates at the University of Illinois, Edward McGrath, who has just finished work on his A. B. and Mario Valdés, who is completing the requirements for a Master's degree in Spanish. The third new member of the department, señorita Renée Prigollini, has come from Buenos Aires (Argentina) to do graduate work in Hispanic literatures. The new assistants replace Miss Wendy Woodford (now Mrs. Alain Genestre), who is currently an assistant in the French Department, and Mr. Daniel E. Reedy, who will leave shortly for a year of study in South America.

Mr. Reedy (B.S. in Ed., Eastern Ill. Univ., 1957; A.M., Univ. of Ill., 1959), a native of Marshall, Illinois, will leave Urbana on March 17 to attend the Universidad Mayor Nacional de San Marcos in Lima, Peru. (Founded in 1551, San Marcos is considered the oldest university in the western hemisphere.) Mr. Reedy will enroll for the regular Peruvian academic year (April 1 - December 31, 1959) in the Escuela de Estudios Especiales. He hopes to attend courses in Peruvian, South American, and Spanish literature, as well as survey courses in Peruvian culture and history, with the purpose of returning to the U.S. to continue work toward the Ph.D., with a specialization in Peruvian literature. (The courses offered by the University during its regular academic year usually depend upon the student demand, that is, there is no set schedule of courses, as one finds in the U.S. universities, but the schedule is set up after the instructors learn what courses are most in demand by the students.) Mr. Reedy will be joined by Mrs. Reedy early this summer and they will return to the U. S. together in January, 1960.

Copeland of Valparaiso University. Cost $2.00. The three other books in the series are also collections of Spanish-American short stories.

Junior Year In Spain

In the fall of 1958 a Junior Year in Spain program was set up by New York University, jointly with the University of Madrid. Qualified students from any approved college or university are accepted in the program if they are recommended by a professor or the department head and by the Dean. For more information, write to J. Richard Troven, Director, 15 Washington Mews, Washington Square, New York 3, N. Y.

"El caso de la mujer asesinadita"

At 7:30 p. m. on March 18 and 19, the Department of Spanish and Italian and the Círculo Literario Español will present a three-act Spanish play, El caso de la mujer asesinadita (by Miguel Mihura and Alvaro de Laiglesia), in Gregory Hall Theatre. Tickets will sell for $.50 and may be reserved by writing to the secretary of the Spanish Department. A summary of the play follows:

One evening Mercedes, a married woman about 32 years old, falls asleep and dreams that a strange man and his wife, accompanied by an Indian, enter the house and make themselves at home. In the course of the conversation, the married couple tell how they met and fell in love. The woman had been her husband's private secretary for a short time, and they had fallen in love. However, the man's first wife was still alive. To remove this obstacle to their love, the man poisoned her and within two weeks married his secretary. Mercedes appears on the scene and asks the trio what they are doing in her house. The married couple insist that it is their house, but in the ensuing argument Mercedes proves that it is her house, and so the man and his wife leave with their Indian friend. Mercedes awakens and realizes that what occured was only a dream. Lorenzo, her husband, returns to tell her of a new responsibility and extra work in his affairs and of his decision to take a secretary to help him with the work. Terrified, Mercedes realizes that her husband is the man in the dream.

Detail by detail, the dream seems to come true. Lorenzo engages the services of Raquel, a secretary whose background is identical with that of the second wife in the dream. When Norton, an American from Philadelphia visits Lorenzo on business matters, Mercedes recognizes him as the Indian in her dream. She tells him of her dream and the way it seems to be coming true in real life. When she mentions the night and the hour that she had the dream, Norton confesses that he dreamed of her at the very same time, although they had never met. While Mercedes shows Norton the flower garden after tea, Lorenzo, left alone with Raquel, is disturbed by her presence. He has begun to fall in love with her.

Three months pass and Norton and Mercedes spend a great deal of time together. The day before Christmas, the last day he has with Mercedes before returning to America, Norton tells her his dream. At the same time she was dreaming about Lorenzo and his second wife, Norton dreamed that he was killed when a fire truck hit his car during a heavy snow

storm. After death his soul left his body and began to fly, climbing higher and higher, on its way to limbo, until it met the soul of Mercedes, who had died at the same time as he.

Christmas Eve Lorenzo, Mercedes, Norton, and Raquel dine together at the home of Lorenzo. When he is alone with Raquel for several minutes, Lorenzo begs her to run away with him, and when she refuses, he hints that he has considered doing away with Mercedes. The snow outside begins to fall with greater and greater intensity and Norton is obliged to leave early to avoid being snowbound. He and Raquel leave together and Mercedes remains alone with a husband who cannot endure her. Her old headaches and boredom return now that Norton is gone. In the distance is heard the siren of a fire engine. And for the "surprise ending" see the play!

Members of the cast are Theresa G. Kizlauskas (senior, LAS) of Morton H. S., Cicero; Pauline M. Gambill (senior, LAS) of DeKalb H.S., DeKalb; Nancy Sturies (senior, LAS) of Champaign H.S., Champaign; Bernice K. Ferguson (senior, LAS) of the former Winslow H.S. (now consolidated into Lima Winslow H.S., Lima); Rosemary A. Suarez (senior, LAS) of Gage Park H.S., Chicago; Margra Jean Black (graduate student in Spanish of Oak Park H.S., Oak Park; Lawrence B. Schrik (senior, LAS) of Parker H.S., Chicago; Alfred E. Riccomi (senior, LAS) of Morton H.S., Cicero; John B. Means (junior, LAS) from Kansas City, Mo. The leading roles are played by Mrs. Allen (former member of the Spanish Department), Oscar Lara (from Bolivia, now with Ill. State Geol. Survey), Maria Elena Valdés (secretary of the Span. Dept.), and Guido Francescato (from Argentina, graduate assistant in Span.).

* * * * * *

Hebrew, a Modern Language

Hebrew is today both an ancient and a modern language. Its recent rebirth as a modern language, as the official language of Isreal, has aroused renewed interest in its study. Judah Lapson has prepared a guide to course offerings in Hebrew in undergraduate, graduate, and professional schools in the U. S. Prepared for the Hebrew Culture Service Committee for American High Schools and Colleges, Hebrew in Colleges and Universities lists over 200 American centers of learning offering courses in Hebrew based on Hebrew texts. This book is invaluable for guidance counselors seeking to answer questions about objectives and opportunities for careers and advanced study in Hebrew.

* * * * * *

Cameron C. Gullette Cameron C Gullette

Francis J. Nock Francis J. Nock

Unetta Thompson Moore Unetta Thompson Moore

EXAMINATION REMINDER: centers for the AATSP National Spanish Exam (April 3-18) are Hillsboro, Normal, Pekin, Decatur Eisenhower, Sterling, Carbondale. Old exams for practice may be had from H.T. Charly, 1810 Chadbourne, Madison 5, Wisconsin ($.10 each).

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XII, No. 7 March, 1959

Dear Colleague:

We wish to call your attention to the attached flier (see page 8), whose messase we unreservedly endorse. Mary P. Thompson, Vice President of the American Association of Teachers of French, has written:

> It is important that an unusual effort be made to urge all foreign language teachers to join in the effort that is being made by the Office of Education in Washington, the Modern Language Association, and others to strengthen foreign language instruction in the United States. The professional foreign language associations can be of great service in many ways.

We should like to call your attention also to the two important language meetings in April, that of the Downstate Illinois Chapter of the American Association of Teachers of Spanish and Portuguese in Normal, Illinois, and that of the American Association of Teachers of French here in Urbana. (More information may be found under the Spanish and French notes, respectively.)

Remember the May 1 and 2 meeting in St. Louis of the CSMLTA, the Central States Modern Language Teachers Association!

* * * * * *

Summer Institutes

By February 16, 1959, the United States Commissioner of Education announced four Language Development Program Institutes for teachers of modern foreign language in elementary and secondary schools to be conducted in the summer of 1959. This summer the emphasis will be on the traning of "in-service" teachers. It is hoped that later training programs will be available for those who are preparing to teach languages and to supervisors and trainers of language teachers in the schools.

Language teachers in public and private schools are eligible to apply, and acceptance will not be limited to the state in which the Institute is conducted. No tuition or other fees will be charged, and those who are teaching or preparing to teach a modern foreign language in a public elementary or secondary school may, upon application, receive a stipend at the rate of $75 per week for the period of attendance at the Institute, as well as an additional allowance at the rate of $15 per week for each dependent.

In most Institutes those attending speak the foreign language at

mealtimes and participate in social activities involving the use of the foreign language.

Institutes have been established at the following universities:

University of Colorado (8 weeks, June 22 - August 14). For secondary school teachers (grades 7-12) of Spanish, French, German. Director: Dr. George A. C. Scherer, Main 106, Univ. of Colorado, Boulder, Colorado.

University of Maine (7 weeks, July 7 - August 21). For secondary school teachers of French, Spanish, German, and for elementary school teachers of French. Director: Dr. Wilmarth H. Starr, Chairman of Modern Languages, Univ. of Maine, Oronto, Maine.

University of Michigan (8 weeks, June 22 - August 14). For elementary and secondary school teachers of German, French, Spanish; for secondary school teachers of Russian. Director: Dr. Otto Graf, Department of German, Univ. of Michigan, Ann Arbor, Michigan.

Louisiana State University (8 weeks, June 14 - August 8). For elementary and secondary school teachers of French and Spanish. Director: Dr. John A. Thompson, Chairman of Foreign Languages, Louisiana State Univ., Baton Rouge 3, Louisiana.

Word has come since Feb. 16 that the University of Texas has also been authorized to accept applications for a summer Institute for teachers of French, German, Russian, and Spanish, pending final contractual arrangements with the U. S. Office of Education. The Institute will run for eight weeks (June 22 - August 14, 1959). Professor Stanley M. Werbow, Batts Hall, Univ. of Texas, Austin 12, Texas, seems to be in charge of the correspondence for the Institute. The University of Delaware has announced a summer Institute for elementary and secondary school teachers of foreign languages, but has not yet indicated whether or not the Institute has been set up under provisions of the National Defense Education Act.

We teachers of foreign languages can only hope that by the summer of 1960 the program has been expanded and developed to as near its full capacity as possible. This year plans seemed slow in taking shape and final decisions were made relatively late, so that there was little time for extensive advertising, little time for contacting teachers throughout the United States. Our advice to those of you who wish to study at an Institute in the summer of 1960 is to write to the U. S. Commissioner of Education in January or early February of 1960, to inquire as to the Institutes that will be run during that summer.

A letter has just arrived from Geroge Winchester Stone, Jr., Executive Secretary of the MLA, which helps explain why so few Language Institutes have been established for the summer of 1959. Only $400,000 was appropriated for the fiscal year to provide for these Institutes under Title VI of the National Defense Education Act. The Administration has requested a supplementary appropriation of

$1,100,000 for the support of more Institutes , and this request is being considered with some hostility by the Sub-Committee on Deficiency and Supplemental Appropriations of the Appropriations Committee of the House. Hearings on the request have been completed and by the time this issue of the Newsletter reaches its readers, recommandations will have been made by the Sub-Committee. It is hoped that enough persons interested in the advancement of foreign language teaching in the United States will have contacted the chairman of the Sub-Committee to help effect a favorable recommendation. For, in the words of Mr. Stone, "unless the appropriation is made before the end of March 1959, it will be difficult to plan for any additional Institutes."

FL Study in Secondary Schools

In Philadelphia last month some 5,000 principals of senior and junior high schools attended a convention of the National Association of Secondary School Principals. The recommendations of the Committee on Curriculum Planning and Development of this group touched upon foreign language. It was urged that foreign language programs be made available to all capable and interested students. It was recommended also that at the beginning emphasis be placed on conversation, while grammar, direct translation, and reading and writing come later.

There were two unresolved problems presented by the attending principals: where to secure the needed fl teachers and how to fit fls into an already crowded schedule.

Language Laboratories

In the January, 1959, issue of The Modern Language Journal (Vol. XLIII, No. 1) four interesting articles are devoted to a discussion of different aspects of language laboratories. In "The Advent of the Language Laboratory" (pp. 4, 5), B. J. Koekkoek of the University of Buffalo briefly sketches a history of the language laboratory, tracing it from the first use of mechanical equipment (the phonograph) to aid fl teaching, starting around 1900 or so, to the present-day language laboratories. In "The Functional Language Laboratory" by William F. Roertgen (pp. 6-10), the physical arrangement of the language laboratory used by the German Department at U.C.L.A. is described. It has been arranged with a great deal of consideration given to producing an audio-visual lab and not a merely audio one. Previous visual limitations have been overcome by the use of a new booth whose upper side and front panels can be lowered at will in about 15 seconds. Another useful device, the monitoring system, is built into a soundproof booth in the front of the lab and makes it possible for the instructor to listen to any student working in one of the regular booths. Appended to the end of the article is a list of the equipment now in use at U.C.L.A., its retail price, and the specifications for the U.C.L.A. language booth. In "The Functions of the Language Laboratory "(pp. 11-15), Paul Pimsleur of U.C.L.A. discusses the work or goals of the language laboratory. He notes the aural-oral objective, which includes training in phonetics as well as supervision; the grammar objective, which can also aid the student in

speaking the language by giving him extensive oral drills on certain grammar points, and, lastly, the remedial function, that is, helping the individual student with his personal problem. He suggests that at the very initiation of a language laboratory regulations be set up and firmly enforced to insure that the lab be considered a quiet and serious place of study. The lab work itself should be varied to prevent boredom. W. N. Locke (M.I.T.), in his article, "Ideal Language Laboratory Equipment" (pp. 16-18), asks teachers to think seriously about language laboratory equipment and about the manner in which it can best fit into their work. He also presents the electronic and mechanical specifications which he believes will give best results in a language lab. In drawing up the specifications his aim has been that of simplicity, that of providing all the advantages of a language laboratory for the least mechanically inclined teacher and student.

Il Giornalino

The first issue has been published of a new Italian journal for those interested in Italian language and culture, as well as for students and teachers. Called Il Giornalino, it is published in New York and is edited by Pierina B. Castiglione, Ellen Emerson House, Northampton, Mass. Single copies ($.20 each) or a year's subscription (six issues for $1.00) can be ordered from the editor. This little journal includes such features as articles on current Italian culture and vocabulary lists of words of current and topical interest.

* * * * * * * *

From the Arizona Foreign Language Teacher's Forum come the following:

LS/MFT -- Language Study - Meaningful, Fruitful, Timely
LS/MFT -- Let's Study More Foreign Tongues
LS/MFT -- Language Study Makes For Tolerance
LS/MFT -- Language Specialist -- Master teacher
Farsighted leader
Trusted guide

German Notes Prepared by Professor Francis J. Nock

The most recent issue of the Mitteilungen des Institutes für Auslandsbeziehungen (Okt. - Dez. 1958) lists the people in the USA who received the Eichendorff-Gedenkmünze "für ihre Verdienste um die Pflege und Verbreitung der deutschen Sprache." Among the names are those of Prof. C. R. Goedsche (Northwestern), Prof. Ernest Willner (U. of Illinois, Navy Pier), Richard E. Sperber and Leonard Enders (Abendpost und Sonntagspost, Chicago) and Arthur Koegel (Deutsch-Amerikanische Bürgerzeitung, Chicago).

The same issue of the Mitteilungen contains a long article giving and discussing the recommendations for reform of German orthography and punctuation given by the Arbeitskreis für Rechtschreibregelung. The recommendations concern:

1. Capitalization. ". . . werden künftig nur noch gross geschrieben: die Satzanfänge, die Eigennamen, einschliesslich der Namen Gottes, die Anredefürwörter und gewisse fachsprachliche Abkürzungen (z.B. H_2O)."

2. The comma. "Das Komma soll weitgehend auf die Fälle beschränkt werden, in denen das rhythmische Empfinden des Schreibenden mit der grammatischen Gliederung des Satzes übereinstimmt."

3. Syllable Division. This is to be essentially a matter of "Artikulationsgrenzen," and not "Sinneinschnitte." Hence "Wes-te, da-ran, Ga-raus, Klei-nod, Lin-dau, Pä-da-go-gik, In-te-resse." Also the missing consonant is not to be put back in words like "Schif-fahrt."

4. Doublets. These are to be done away with.

5. Assimilation of foreign words to German orthography.
"a) Häufig gebrauchte Fremdwörter aus lebenden Sprachen sollen wie bisher nach und nach der deutschen Rechtschreibung angeglichen werden." Thus "scharmant," not "charmant";"Kautsch," not "Couch"; "Turist," not "Tourist."

"b) Bei den allgemein gebräuchlichen Fremdwörter griechischen Ursprungs soll ph, th, rh durch f, t, r ersetzt werden. Die bisherige Schreibweise soll jedoch weiterhin zulässig sein." (To be consistent they should have recommended that ch be replaced by k, and always pronounced as a plosive, as it already is in Chor and Orchester, and not as a spirant, as it is at present in Chiromant and Synekdoche. The inconsistency comes out clearly in an example given: "Chromolitograf" for "Chromolithograph.")

6. Compounding and separation. "Künftig soll nur noch echte Zusammensetzungen zusammengeschrieben werden. Selbständige Satzglieder oder Gliedteile schreibt man dagegen getrennt. In Zweifelsfällen ist die Getrenntschreibung vorzuziehen."

7. Vowel length. "Das Problem der Kennzeichnung der Vokalquantitäten bedarf aber auch einer längeren Vorbereitung der Öffentlichkeit. Seine Lösung wird deshalb erst einer Generation gelingen, die den Eigenarten der Schrift unbefangener gegenübersteht als unsere."

Spanish Notes

The Downstate Illinois Chapter of AATSP will hold its annual meeting on Saturday morning, April 25, 1959, on the campus of Illinois State Normal University, Normal, Ill. We hope that the central location of the meeting will enable teachers from a wide area to attend with no more than a two-or three-hour drive. Members, prospective members, and their guests will meet in the Administration Building, Faculty Women's Lounge. The following program has been arranged:

9:00 - 10:00 Registration and coffee hour.

10:00 - 12:00 General Meeting

1) Short business meeting

2) Address: "García Lorca and Unsouled New York," Dr. Martha O'Nan, Dept. of Modern Languages, Millikin University

3) Announcement of award of chapter prizes to winners of the National Spanish Examination, by Mr. Ernest Howard, Alton Senior High School, Contest Director of the Chapter

4) Talks, to be followed by panel and group discussion: "The Teaching of Hispanic Culture in Elementary, High School, and College"

a) The Allerton House Report, Dr. H. Logan Cobb, Eisenhower High School, Decatur

b) Representing the High Schools, Miss Dorothy L. Sprague, Peoria Manual High School

c) Representing the Colleges, Rev. Fr. Neal Kaveny, Quincy College

d) Representing Elementary Schools, Miss Donna Strachan, Teaching Assistant, University of Illinois, Urbana

12:00 - 1:00 Group Luncheon, University Cafeteria, Union Building

1:30 - 2:30 Showing of "Tres Películas Españolas" in the Union Theatre by Sr. Jorge Prats-Martí, Teaching Assistant of the University of Illinois, Urbana

Fred P. Ellison
Pres., Downstate Ill. Chapt. AATSP

During this past month the Spanish Department of the University of Illinois has welcomed to the campus two guest speakers, Dr. Rand Morton of the University of Michigan and Professor Luis Leal of Emory University. On Thursday evening, February 19, Dr. Morton presented a lecture on the first poem written in America, a little-known anonymous epic about the conquest of Peru. During the course of his talk, Dr. Morton presented reasons as to why he considered the work essentially a Renaissance epic poem rather than a merely factual history, although it has been considered and referred to as a historical work by many students of Peruvian history. He noted the use of octavas reales -- an epic meter used during that period (first half of the 16th century) -- the sacrifice of fact to invention, the imitation of the structural form of Virgil's Aeneid, and the comparing of Pizarro with the Virgilian hero and with Christ. He also discussed various stylistic aspects of the poem, comparing it with other works of the period and made suggestions as to the probable identity of the author.

A week later, Professor Luis Leal lectured on "Jicoténcal, primera novela histórica en castellano," on the evening of February 26. He dedicated most of his lecture to a discussion of the authorship of the novel, which appeared anonymously in Philadelphia in 1826, antedating by some two years the first Castilian historical novel published on the Continent. Through extensive research and careful study, Professor Leal has found that the Cuban Padre Felix Varela might have been the author of this historical novel about Mexico. In coming to this conclusion, he considered such aspects of the work as the lack of knowledge of the topography of Mexico, the didactic purpose of the writer and his idealogy, the lexicon, and the style, as well as the time of the Padre's residence in the United States.

Miller Professorship in Spanish

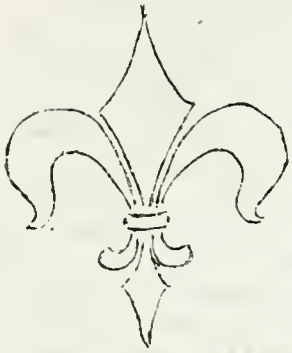
The Department of Spanish and Italian is very happy to be able to look foreward to welcoming to the campus next fall as Distinguished Visiting Professor, Dr. María Rosa Lida de Malkiel. The Board of Trustees of the University officially appointed her at its last meeting George A. Miller Professor of Spanish and Italian for the year 1959-60.

Mrs. Lida de Malkiel's work and reputation as an outstanding scholar of world-wide distinction are too well known to repeat in detail here. She is especially identified with research studies in Spanish medieval and pre-Renaissance literature. Among her many excellent books and articles, perhaps her Introducción al teatro de Sófocles and La idea de la fama en la Edad Media have been the most widely applauded, and perhaps her obra maestra is her study of the poet Juan de Mena.

Born in Argentina, Mrs. Lida de Malkiel was Professor of Greek Language and Literature and of Medieval Spanish Literature at the Instituto del Profesorado in Buenos Aires from 1940 to 1947, in which latter year she received her doctor's degree from the University of Buenos Aires. She was a Rockefeller Foundation fellow in 1947-48, Lecturer in Medieval Literature at the University of California (Berkeley) in 1948, and was married that year to the well-known Romance philologist Yakov Malkiel of the University of California. Mrs. Lida de Malkiel held a Guggenheim Fellowship in 1949-51 and has been a visiting lecturer at Ohio State (1953), Harvard (1954-55), and Wisconsin (1955-56).

Next year on the Urbana campus, Mrs. Lida de Malkiel will give two courses each semester as well as a series of public lectures in English on the theme: "Juan Ruiz and Fernando de Rojas." In the fall semester she will give courses on "La Cultura Hispánica" (331) and "Renaissance and Baroque Poetry in Spain" (425), and in the second semester two seminars on Medieval Literature (412) and Sixteenth Century Literature (416) respectively.

(Professor William H. Shoemaker)



French Notes Prepared by Professor Cameron C. Gullette

The Downstate Chapter of the American Association of Teachers of French will hold a spring meeting in Urbana on April 18. Members of the AATF will receive notification of this meeting from the Secretary-Treasurer, Miss Cordelia Reed, of the French Department of the University of Illinois. Any teachers of French or persons interested in French are cordially invited to attend, whether members of AATF or not.

The meeting will open with a luncheon in the Wahl Room of the University YMCA, 1001 South Wright Street, Champaign (just across the street from Lincoln Hall, on the campus). The luncheon will be at 12 o'clock, the price will be $1.50, and it is requested that reservations (accompanied by check) be made in advance. A reservation form is included here for the convenience of those who may wish to attend, but who, not being members of the AATF, will not receive the announcement to be sent to the members. Luncheon reservations must be made by April 14.

Miss Cordelia Reed, Treasurer
212 Lincoln Hall, Univ. of Ill.
Urbana, Illinois

Please reserve _____ places for the April 18 luncheon of the AATF at 12 o'clock in the Wahl Room of the University YMCA at $1.50 each.
I enclose $ _____.

Signed _____

Address _____

Reservations must be made by April 14. Reservation tickets will not be mailed to those who have paid in advance, but will be issued at the time of the luncheon.

The program will begin at 2 o'clock in the luncheon room with Miss Frances Shutts of Danville, President of the Downstate Chapter, presiding. The speakers and titles of the talks are:

Demonstration. [illegible], of teaching French in the Elementary School, Mrs. Gretchen Rauschenburg, Urbana
Discussion of Teaching French in the Elementary School, Mrs. Jeanne Forman, Illinois State Normal University, Normal
Nouvelles Considerations sur les Etudiants Americains en France Prof. Jean Ehrhard, French Dept., Univ. of Illinois
The National Defense Education Act of 1958 Prof. Charles A. Knudson, French Dept., Univ. of Illinois

* * * * * *

Francis J. Nock *Francis J. Nock*

Unetta Thompson Moore *Unetta Thompson Moore*

Cameron C. Gullette *Cameron C Gullette*

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XII, No. 8 April, 1959

Dear Colleague:

On Friday and Saturday, May 1 and 2, the 42nd annual meeting of the CSMLTA (Central States Modern Language Teachers Association) will be held in St. Louis at the Statler-Hilton Hotel. Registration will begin at 1:00 p.m. on Friday, May 1. At 2:00 p.m. Prof. Walter V. Kaulfers (Univ. of Ill.) will preside over the Teacher Training Section. During the second session of this section attention will be devoted to discussion of foreign languages in elementary schools. At 7:00 that evening there will be a banquet, following which Prof. John T. Fotos (Purdue Univ.) will deliver the presidential address, entitled "Problems Confronting the Modern Language Teacher of Today and Tomorrow," and Dr. Charles E. Blish, Director of the National Education Association, will speak on "The Challenge of the Academically Talented Student."

Registration will continue at 8:00 Saturday morning, and a business meeting will follow at 9:15 a.m. The General Session will start at 10:15 a.m. and will feature two speakers. Prof. Walter V. Kaulfers will discuss "Foreign Language Teaching under the Red Star." Prof. Kaulfers acquired the material for his talk last fall when he spent most of August and September in the USSR as one of the delegates of the Comparative Education Society of the United States. During the time he was in Russia, Prof. Kaulfers covered from 5,000 to 8,000 miles, visiting schools at all levels all over Russia, even in Asiatic Russia. Later Dr. Frederick D. Eddy, Consultant, Modern Foreign Languages, Title III, in the U. S. Office of Education, will present an explanation, "How the National Defense Education Act Affects You as a Modern Language Teacher."

At the Saturday luncheon, scheduled to begin at 12:15 p.m., M. Edouard Morot-Sir, Cultural Counselor at the French Embassy in New York, will examine "New Trends in the French Education System and the Place of Language Instruction." Starting at 2:00 p.m., varied programs of pedagogical, cultural, and literary nature will be featured in the sectional meetings for French, German, Italian, Scandinavian Languages, Slavic Languages, and Spanish. Illinois will be well represented during the sectional meetings: in the German Section, Dr. Burkhard Seubert of the University of Illinois will discuss "Methods of Teaching German to Foreign Students: Experiences with the Goethe-Institute, Athens, Greece"; in the Slavic Section, Louis A. Pedrotti, also of the University of Illinois, will speak on "Pushkins' Place in Sekowski's Literary Credo," and Prof. Homero Castillo of Northwestern University will talk about "Enrique Araya, humorista chileno," in the Spanish Section.

Summer Institute Planned by the University of Washington

Word has just come that, contingent on the Senate's passage of the supplemental appropriation (passed by the House on March 24), of the

National Defense Education Act, the University of Washington will sponsor a Language Institute this summer, from June 29 to August 21, for elementary and secondary school teachers of French, German, Russian, and Spanish. (The Senate is expected to act upon the bill during April.)

No tuition will be charged those attending, and participants from public schools will be eligible to receive a stipend of $75 per week, plus $15 per week for each dependent. Admission requirements include:

1. A bachelor's degree.
2. Two years of college study of the language, or three years of high school study, or equivalent experience.
3. Evidence of employment as a teacher of the language or as a supervisor of language teachers.
4. Statement as to intention to make life's work the teaching of the language or the supervising or training of language teachers.
5. Character and professional references.

Application forms can be requested from and should be returned as soon as possible to

Howard Lee Nostrand
University of Washington
Seattle 5, Washington.

Successful applicants will be notified on May 15.

Realia

By writing to Language Training Aids, Language Center, Boyds, Maryland, teachers can obtain a free copy of a new 30-page catalogue of Realia for the teaching of foreign languages. The catalogue contains lists of phonograph records, tape recordings, slides, film strips, and flash cards, as well as a section on language laboratory equipment.

Spanish teachers who wish the text of El Camino Real tape recorded can now obtain a recording free of charge if they provide the tape. The recording will be made by native speakers on the University of Kentucky staff. If desired, the University of Kentucky language laboratory will also supply the tapes at a minimum cost. For details write to Prof. J. E. Hernandez, University of Kentucky Language Laboratory, Mitler Hall, University of Kentucky, Lexington, Ky.

For teachers of Spanish who are interested in introducing material on current events in their classes, the Hispanic American Report provides a regular analysis of developments in Spain, Portugal, and Latin America. The Report is published monthly by Hispanic American Studies at Stanford University. It can be purchased in individual copies (at $1.00 each) or in individual yearly subscriptions (starting at $6.00 per year). Orders should be addressed to Hispanic American Studies, Stanford University, Stanford, California.

A new 7-page study of language laboratory teaching, The Human Factor in the Language Laboratory, has just been published by Magnetic Recording Industries, 126 Fifth Ave., New York 11, N. Y. The author, Dr. Myrtle B. McGraw, Psychologist, of Briarcliff College, briefly reviews the history of teaching methods, describes the role of electronics in modern education, and summarizes its important advantages to both teacher and student. Copies of the booklet ($25), as well as other descriptive literature about language laboratory teaching, are available from Magnetic Recording Industries.

La Voce Italiana

We wish to thank Mr. Joseph Cinquino of Charles P. Steinmetz High School (Chicago) for sending us a copy of the March, 1959, issue of La voce italiana, the monthly publication, directed by Mr. Cinquino and prepared by the students, which consists of one sheet of poems, short articles or stories, proverbs, puzzles (including parole incrociate), etc.

Junior Year in Peru

The Department of Spanish and Portuguese of Indiana University has announced plans to sponsor a junior year of study in Peru for 1959-1960. Students participating in the program -- who must offer at least two years of college work in Spanish, or its equivalent -- will attend the University of San Marcos in Lima and will live in private homes. The total cost for the year in Peru, including basic expenses, is $2.200. Students who are interested should write to the Department of Spanish and Portuguese, Indiana University, Bloomington, Ind.

* ** * ** * ** * ** *

Spanish Notes

The spring semester initiation of Lambda Chapter of Sigma Delta Pi, the national Spanish honorary society, will be held in the Illini Union, at the University of Illinois, on Tuesday, April 21, at 7:15 p.m. The undergraduate members to be initiated are Bonita L. Anderhub (sophomore) of West Rockford Senior High; Rose Marie Czekala (junior) of Argo Community High; Bernice K. Ferguson (senior) of the former Winslow High; John B. Means (junior) of Kansas City, Mo.; Sharon G. Reeves (junior) of Crete-Monee Community High; Mario D. Saltarelli (sophomore) of Farmington High; Lawrence B. Schrik (junior) of Parker High, Chicago; Nancy D. Sturies (senior) of Champaign Senior High. Margaret M. Kriege (junior) of Edwardsville High will be accepted as a novicia at this time. The following graduate students will also be initiated: Margrajean Black, Joan Ganos, Edward G. McGrath, Ligia Ramírez, Maynard Saxby, José Sánchez, Jeannie Toscano, María Elena Valdés, and James Walsh. Prof. Bruce W. Wardropper of Ohio State University will be initiated at this time as an honorary member. The officers of Lambda Chapter are president, Pauline M. Gambill (senior) of DeKalb High; vice-president, Theresa Kizlauskas (senior) of Morton High, Cicero; secretary-treasurer, Rosemary Suarez (senior) of Gage Park High, Chicago. Mrs. Thelma Canale-Parola is the staff advisor.

Although the initiation itself is open only to members of Sigma Delta

Pi, immediately afterwards, at 8:15, the public is welcomed to a lecture given by Professor Bruce W. Wardropper of Ohio State University, who will discuss a poem of Luis de Góngora, "La más bella niña." Prof. Wardropper is a noted Hispanist who early distinguished himself in Spanish Golden Age literature. He was born in Edinburg, Scotland, in 1919. He received both his B. A. (1939) and M. A. (1942) from Cambridge University and earned his Ph. D. at the University of Pennsylvania (1949). He then taught at John Hopkins as assistant professor and then as associate professor (1949-53), where he became chairman of his department (1953-55). In 1955 he joined the Spanish Department at Ohio State University, where he has been teaching since. He has published numerous important studies in leading hispanic journals, as well as publishing several books, among the most signigicant of which figure Introducción al teatro religioso del siglo de oro, and Historia de la poesía lírica a lo divino, both printed by Revista de Occidente. Prof. Wardropper has been the recipient of a Gugenheim fellowship (1952-53) and of a research grant from the American Philosophical Society (1956).

Prof. Wardropper's lecture is sponsored jointly by Sigma Delta Pi and the Department of Spanish and Italian of the University of Illinois.

Concurso de Poesía

The annual poetry recitation contest of the Círculo Literario Español, at the University of Illinois, was held at 7:30 p.m. on Thursday, April 9, in the Illini Union. Jorge Prats Martí, faculty advisor, and President Theresa Kizlauskas presided over the meeting. The students in the Spanish and Italian classes had responded enthusiastically and there were many contestants, all of whom performed admirably. The following students were awarded prizes or honorable mention:

Group I (Students from Spanish 101, 102)

1st Prize: John W. Davis (Effingham High), who recited "Canción de jinete" by Federico García Lorca

2nd Prize: Elizabeth Carlbring (Stockholm, Sweden), who recited "El viaje definitivo" of Juan Ramón Jiménez

3rd Prize: Sharry L. Simerl (Urbana High), who recited "Canción de jinete"

Honorable Mention: Pete G. Angelopulos (Senn High, Chicago), who recited selections from "Versos sencillos" by José Martí

Group II (Spanish 103, 104, 113, 114)

1st Prize: Alice R. Gardner (Kempton Com. High), who recited "Expectación" by Amado Nervo

2nd Prize: Judith A. Waitzman (Hyde Park High, Chicago), who recited "Tonada" by Leopoldo Lugones

Group III (200- and 300-courses in Spanish)

1st Prize: Raymond R. Chmelik (Glenbrook Twp. High, Northbrook), who recited "Non omnis moriar" by Manuel Gutiérrez Nájera

2nd Prize: Mario D. Saltarelli (Farmington High), who recited "Melancolía" by Rubén Darío

3rd Prize: Cynthia M. Chlebicki (Thornton Twp. High, Harvey), who recited "Canción de jinete"

Honorable Mention: Eileen Riccomi (J. S. Morton H. S. and Jr. College), who recited "Vida retirada" by Fray Luis de León

Rose Marie Czekala (Argo Com. High), who recited "Vana Rosa" by Luis de Góngora

Group IV (Students from Italian 104)

1st Prize: Eileen Riccomi, who recited "Pianto antico" by Giosuè Carducci

Lawrence B. Schrik (Parker High, Chicago), who recited "Giardino Autunnale" by Dino Campana

2nd Prize: Vivian Kredenser (Hyde Park High, Chicago), who recited "Mezzanotte" by Giovani Pascoli

The prizes, which consisted of Spanish or Italian books and records, were supplied by the Spanish Consul in Chicago, D. Enrique Suárez de Puga, and by the club itself and were presented by Prof. Joseph S. Flores.

IFPAL Meeting

The Illinois Federation of Pan American Leagues (IFPAL) will hold its annual convention on Saturday, April 18, this year, at the Illini Union on the University of Illinois Campus. The president, Mr. Jack Bloom of Rich Township High School (Forest Park), will open the convention at 9:00 a.m. A welcoming address will be delivered by Prof. William H. Shoemaker, Chairman of the Department of Spanish and Italian at the University. At 10:30 a discussion on Spanish-American relations will begin. Two graduate assistants from the University, Miss Ligia Ramírez from Ecuador and Mr. Guido Francescato from Argentina, will participate in this discussion. Additional discussions are planned to follow the 12 o'clock luncheon.

The Pan American League of Quincy High School gave a banquet in the school dining hall on Tuesday, evening, April 14, to celebrate Pan American Day. The guest speaker was Professor Harvey L. Johnson of Indiana University.

In the March (1959) issue of the Newsletter published by the Department of Spanish and Portuguese of Indiana University, a list was included of those students who, as a result of their high scores

on the Placement Examination (taken in Sept., 1958) had been granted advanced credit in Spanish. Among the 13 students listed figured three girls from Illinois public high schools. One of these girls received the highest score of all those who took the examination at Indiana Univ. last fall. Janice Susan Coffey from River Forest High School (Oak Park, Ill.) was granted six semester hours of credit. Daryl Jane Lazarus and Bonnie Sue Simons, both of Highland Park High School, were each awarded 5 semester hours of advanced credit. In the fall of 1959 Advanced Placement Tests in foreign languages will be started at the University of Illinois.

French Notes Prepared by Professor Cameron C. Gullette

The March issue of the fine French magazine Réalités is unusually interesting and handsomely illustrated.

Even before reaching the articles themselves one's eye is caught by a beautiful color advertisement of Simca automobiles showing a tonneau or rear seat view of a Simca Vedette Présidence model featuring a TV screen and a telephone installed in the back panel of the front seat. It is interesting to note the location of the TV in the tonneau portion of the car: when TV first came in and screens were installed in the dash, in the driver's compartment, here in the United States, there was so much agitation against this, as a dangerous distraction for the driver, that such an installation was barred and has not been used since. The installation illustrated in the Simca advertisement avoids this danger, of course, and gives an impression of luxury and modern "gadgetry" raised to the Nth degree.

The first regular feature of the magazine, La Lettre d'Information, brings a note of comfort to all who are worried about the trend of world affairs and the likelihood of war. This note of optimism is revealed in the summary, at the head of the article, which says: "La fermeté dont les États Unis feront preuve dans l'affaire de Berlin repose sur un pronostic optimiste et récent: le Département d'Etat croit que le temps recommencera bientot à travailler pour le monde libre. Une formule résume les motifs de cette conviction: 'la désunion va changer de camp.'" The disunion between the Soviets and the Arab world is increasing and the Soviets are also uneasy because of the rising power among Communists of Red China. If these two tensions become sufficiently serious the Free World will not have so much to fear from Communism and will be able to strengthen its own solidarity because lessened communist pressure on the Free World will reduce the tensions between western nations.

The first main article in the issue continues this consideration of world affairs. It bears the title Le Language de la Dernière Chance: La Dissuasion, and is headed by a summary stating: "Incohérente en apparence, la diplomatie menée par Dulles depuis 1953 repose en fait sur une analyse strictement réaliste des relations internationales, fondées sur l'équilibre de la terreur. L'ignorer, c'est se condamner à ne rien comprendre au sens et au déroulement des crises." (We regret that space precludes printing a detailed analysis of this leading and very provocative feature article.)

The second article, Les Patrons de Roubaix-Tourcoing mènent tambour battant le rajeunissement de ces vieilles métropoles de la laine, bears the caption, also, of vers un capitalisme sans complexes. These twin industrial cities of the department of Nord, arrondissement de Lille, with 110,000 and 83,400 "habitants" are listed in Larousse as centers of "filatures, tissages, bonneterie, machines, produits chimiques," and "tapis." This interesting article relates the history of the development of the industries there and the steps that have led to the present satisfactory relations between owner-operators and their employees. Fine photographs illustrate the account.

The third article deals with "psychanalyse de conducteur" and is entitled Les nécessités même de la conduite puevent provoquer un déséquilibre psychologique qui libère l'un des instincts les plus profonds de l'homme: la volonté de puissance. Perhaps this is the explanation for a great number of the appalling automobile accidents which cause so many deaths and so much suffering. It is a well-written treatment of a grave modern problem which all drivers face.

An article on Abs, the number one man of the German economy, is followed by an article on La photographie, témoin des angoisses et des aspirations de notre temps. This latter article is lavishly illustrated and well upholds Réalités' reputation for extremely fine illustrations both in black-and-white and in color.

Other articles are: Comment Raymond Aron voit l'avenir du monde, in which "le plus subtil de nos analystes politiques précise, avec cette acuité de pensée qui le caractérise, ses vues sur les chances d'une guerre thermonucléaire, l'évolution des rapports entre l'Oueste et l'Est, et les perspectives qui s'offrent a la France pour les cinquante années à venir."

Le grand schisme de la musique moderne -- an article which should certainly interest the many enthusiats of the modern school of music. L'Epopée des Wildenstein, which gives a history of the two generations of a family of famous art dealers and the effect upon art and art collections of their activities. This account, too, is handsomely illustrated. Le 18 Brumaire -- "la trame serée des transactions difficiles par lesquelles les frères Bonaparte ont préparé leur coup d'état éclair." Very interesting illustrations show the type of official costume in vogue among the high officers of the Directorate.

For those who like to read French and who are interested in reading about contemporary events and problems Réalités offers a unique opportunity to serve both these aims in perusing a magazine which has well written text, exceedingly good illustrations, and an unusually excellent investigator-reporter staff.

A French Note of local interest is that Professor Elizabeth Michael of Eastern Illinois State University, Charleston, will teach in the Louisiana State University Summer Institute, June 14 - August 8, giving demonstrations teaching French to elementary school and high school students.

The University of Illinois Epsilon chapter of the French honorary

society Pi Delta Phi has elected the following students to membership: Phyllis Appell (junior) from Hyde Park High School, Chicago; Sandra Greenleaf (senior) from Springfield High School; Mrs. Judith Hansen Pirtle (senior) from Champaign Senior High School, and Fernando Whorton (senior) from Farragut High School, Chicago.

The new members will be initiated at a banquet to be held the 28th of April in the University Y. M. C. A. Membership in Pi Delta Phi is based on the student's achievement in certain required courses and his demonstrated interest in French.

German Notes Prepared by Professor Francis J. Nock

Professor Werner Leopold, of the German Department of Northwestern University gave a talk before the Linguistics Club of the University of Illinois on April 14 on "The Decline of German Dialects." Basing his remarks on observations made during a half-year stay in Germany and on the studies made by others, he explained how the modern tendency for dialects to disappear is being tremendously accelerated. Present-day means of locomotion and communication cause, in Germany and elsewhere, a breakdown of dialect differentiation in favor of a standard language. In West Germany, however, this is greatly intensified by the vast number of expellees and refuges from the East Zone, Hungary, and other German-speaking districts. Instead of the refugees' simply adopting the language of the community in which they settle, a compromise is effected, which is always in favor of the colloquial standard language. This tendency is stronger in the north of Germany than in the south.

Notice of the luncheon meeting of the Chicago Chapter of the AATG arrived too late for the previous issue of the Newsletter. It was held on April 11 in the Chicago Art Institute. The German Embassy sent a representative, Mrs. Hanna Kiep, Women's Affairs Secretary at the Embassy, who spoke on "Der Beitrag der Frau im öffentlichen Leben Deutschlands."

The chapter is sponsoring an all-day conference on "The Teaching of German in Elementary Schools" on April 18 on the Chicago campus of Northwestern U. The chapter's FLES representative, Mr. Gregor Heggen, of the Laboratory School, Chicago University, is in charge of the planning.

Schiller 1759-1959: Commemorative American Studies, edited by Mr. John Richard Frey of the German Department, University of Illinois, and published by the University of Illinois Press, is apperaing this spring as part of the commemoration of the Schiller bi-centennial. It will be colume 49 in the Illinois Studies in Language and Literature.

Mr. Sidney Rosenfeld, graduate assistant in German at the University of Illinois, is the recipient of a Fullbright Fellowship to study in Vienna next year.

Mr. Vincent LoCicero and Mr. James Poag, graduate students in German at the University of Illinois, have again received University Fellow-

ships, for the year 1959-60.

Mundelein College will sponsor a Summer Institute of Linguistics this year from June 22 to July 31. This will consist of two parts: 1) a daily lecture course, 9:00 to 10:20, in descriptive linguistics, and 2) workshops in the application of new techniques, based on descriptive linguistics, for the teaching of English, French, German, Latin, Russian, and Spanish.

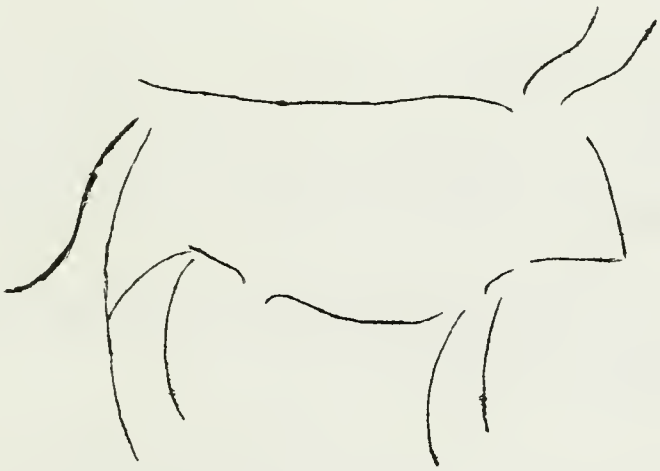
The lecture course and the French workshop will be conducted by Ernest Haden, University of Texas; English workshop, Andrew Schiller, University of Iowa; German workshop, Miroslav Krek, University of Chicago; Latin workshop, Sister Mary Margaret Irene, De Paul University; Russian workshop, Marija Krok-Rutar, Mundelein College; Spanish workshop, Beatriz Mediano Galvis, University of Michigan.

For further information write to: Sister Mary Donald, Dean of Studies, Mundelein College, 6363 Sheridan Road, Chicago 40.

Unetta Thompson Moore *Unetta Thompson Moore*

Cameron C, Gullette *Cameron C Gullette*

Francis J. Nock *Francis J. Nock*



UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XI? No. 9 May, 1959

Dear Colleague:

If you wish to continue receiving the Newsletter, please send us a postcard indicating your desire to remain on the mailing list. We plan to revise this list during the summer and shall base our new list on the replies we receive to this notice.

CSMLTA Meeting

It is estimated that close to 200 people attended the Teacher Training Section of the CSMLTA in St. Louis on May 1. Among them was a strong delegation from Illinois, mainly from Chicago, Peoria, Pekin, and Carbondale. Professor Walter V. Kaulfers of the University of Illinois served as section chairman.

Among the speakers was Mrs. Rose Scheider who spoke on the Educational Testing Services tests in foreign languages. Following her talk, Dr. Hobart Ryland gave an interesting report featuring highlights of the Kentucky Foreign Language Conferences during the past ten years. The second part of the program included a summary of research in foreign language teaching since 1950 by Dr. Emma M. Birkmaier of the University of Minnesota, and two short talks on languages in the elementary grades by Mrs. Rosario Zieler of the Medina (Ohio) Public Schools and Miss Rosemarie Lane, coordinator of the FLES program in Ann Arbor, Michigan. During the business meeting Dr. Birkmaier was elected chairman for 1959-1960.

At the main session Saturday morning Dr. Frederick D. Eddy of the U. S. Office of Education spoke on the provisions of the National Defense Education Act affecting the teaching of foreign languages. He called particular attention to the government stipends of $75.00 per week (plus 15 dollars for each dependent and free tuition) available to teachers attending summer institutes approved under the act.

At the same meeting Professor Kaulfers spoke on the teaching of languages in the USSR basing his remarks on personal observations during his visit to the Soviet Union last August and September.

(Professor Walter V. Kaulfers)

Following up the December National Conference of Foreign Language Teachers, a small group of specialists in the several foreign languages met in the MLA headquarters on March 21, 22 to survey one of the most difficult and yet pressing problems growing out of Title III of the NDEA (National Defense Education Act): preparation and evaluation of a list of equipment, realia, and other non-text material for elementary and secondary schools, eligible for purchase under the Act. Standards were discussed, procedures and guide-lines established, significant beginnings were made, which should lead to a preliminary list in the near future, probably in the form of a Foreign Language Bulletin. Long-range plans call for periodic revision and expansion.

First Title VII Research Grants Approved

From the U. S. Department of Health, Education, and Welfare, Office of Education, has come word of the first Title VII research grants. Approval has been announced for negotiation of 35 high priority research projects, 15 of which are to be financed out of presently available funds, the remaining 20 upon appropriation of supplemental funds. Selections were made following careful review by Advisory Committee members of more than 200 applications from institutions and agencies. (Title VII of the National Defense Education Act provides for research, experimentation, and dissemination of information concerning the more effective utilization for educational purposes of television, radio, motion pictures, and other related media.)

Summers Abroad for FL Teachers

The purpose behind a bill introduced last month by Senator Fulbright (S.1205) is to enable foreign language teachers to go abroad for summers. The measure would amend the NDEA of 1958 to make possible the use of foreign currency credits in countries chosen by the Commissioner of Education to pay summer study and living costs there for selected teachers of the language involved. Provision would also be made to reimburse them for money not earned by summer employment. This bill differs from the NDEA in including teachers in institutions of higher education.

Italian Institute

Teachers of Italian will take pride and the many friends of Italian culture in this country will take pleasure in the opening of the Istituto di Cultura at 686 Park Avenue (above 68th Street), New York City. This building, which adjoins the Consulate General of Italy, houses a well chosen library where a reference staff will be on hand from 9 a.m. to 5:30 p.m. to assist persons seeking information.

Reading Suggestions

A recent issue of School and Society (March 14, 1959) featured a special section Teaching Foreign Languages, which contained "A Collegiate Course in Beginning Latin," by Howard Comfort; "Teaching Foreign Languages in England," by Gordon H. May; "Russian Language Teaching in American Secondary Schools," by Helen B. Yakobson. In the same issue Kenneth W. Mildenberger reported on the MLA's conference on Russian, under the title "Promoting Russian in the High Schools."

Magnetic Recording Industries (126 Fifth Ave., New York 11, N. Y.) has just published a new analysis of the language laboratory as a factor in teaching, entitled Costs and Efficiency of the Language Laboratory, which shows that the laboratory method of teaching language offers gains in three main directions -- quality, quantity, and participation. The author, R. F. Mallina of Bell Telephone Laboratories, ret., has estimated these gains at between 25 and 30 per cent over conventional methods, at an added cost of approximately ten cents an hour per student. Copies of the booklet are now available at 25 cents each.

Dr. James B. Conant, president emeritus of Harvard University, has just completed a two-year study of American High Schools. His full report, "The American High School Today," is available for $1.00 from the McGraw-Hill Book Co., 330 West 42nd St., New York 36, N. Y. This report includes Dr. Conant's recommendations concerning the study of fls in secondary school.

Available from the Educational Services (1730 Eye St., N. W., Washington, D. C.) is a free catalogue of audio-visual teaching materials, listing recorded foreign language courses, equipment for audio-visual instruction, and a comprehensive compilation of titles of film strips on many different topics.

Five articles in the May, 1957, issue of Hispania supply practical and detailed descriptions on procedure and equipment needed for planning a language laboratory. Copies can be ordered (at $.50 each) from Hispania, Secretary-Treasurer, Laurel H. Turk, Depauw University, Greencastle, Indiana.

Study Hints for Language Students, by William G. Moulton of Cornell University, is reportedly an excellent pamphlet for beginning students and is available free from Houghton-Mifflin Co., Chicago 16, Ill

The following articles were contributed by Mrs. Ruth Rains of the University of Illinois.

On Labs

The U. S. Department of Health, Education and Welfare has recently published the results of its survey on language laboratories, conducted during the academic year 1957-58. This 86-page booklet (Bulletin 1959, No. 3) by Marjorie C. Johnston and Catherine C. Seerley, entitled Foreign Language Laboratories in Schools and Colleges, contains much of interest, and discusses the following aspects of the subject:

I. Number, Location and Growth
II. Purpose
III. Organization and Administration (Supervision, Scheduling)
IV. Equipment and Costs
V. Materials and Techniques
VI. Evaluation

The booklet may be obtained by sending a request with 35 cents to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

When FLES Teachers Want Ideas

In addition to the familiar MLA Guides, there is a wealth of ideas coming from widely scattered areas. An attempt to make these scattered references readily available is Circular No. 495 of the U. S. Department of Health, Education and Welfare. Revised March, 1959, entitled References on Foreign Languages in the Elementary School, compiled by Marjorie C. Johnston and Ilo Remer, this list includes, in the words of its authors, "significant publications, teachers'

guides, and resource materials developed by state and local curriculum committees and other professional groups" both general and specific. Specific lists are included for French, German, Spanish, Russian, Italian and Hebrew. The circular is available free of charge from the Office of Education, Washington 25, D. C.

Also of potential usefulness is the brief list compiled by the service bureau of the French Embassy, "French in the Elementary Classes," which includes articles, surveys, curriculum guides, textbooks and teaching aids, and periodicals. If your interest is not confined to FLES, you may wish to ask for their list of "Publications Available to Teachers." In case you have mislaid their address, it is

Services du Conseiller Culturel
Ambassade de France
972 Fifth Avenue
New York 21, New York.

Books -- FLES and up

A question which may become more frequent with the expansion of FLES was raised at the spring AATF meeting. Those with experience in the FLES French program reported that children who have been in the classes for several years reach a stage in development where they request reading in French. The problem of what to offer them will require some study.

Our library here has an already large and growing collection of books in foreign languages for children. Apart from those items to be found in the Germanic and Romance Languages Library, the rest are not readily accessible, due to storage space problems and lack of demand, and books are not grouped by language, but the collection is available for those who would like to examine it personally.

It includes, of course, more books suitable for high school FL libraries than for FLES, the finest being editions of Hachette's series, "L'Encyclopédie par l'Image," magnificently illustrated and a joy to work with, even for an adult. We will mention here the general kinds of books available and those specific books which it seemed to us might be of value in FLES.

There are several series which resemble in format the Big and Little Golden Books familiar in this country. These have the defect we would expect: while the vocabulary is within range, the stories on the whole are too young, although there are some that might be acceptable. There is a wide range, from "Les Albums Roses," which tend to be French translations of Walt Disney, to the very nice "Grands Albums Hachette" and the Editions Castermann group "Les Albums de l'Age d'Or." Of the latter, our library has Fables de La Fontaine, beautifully and expressively illustrated by Simonne Baudouin.

Of the Grands Albums Hachette, we have Pages Glorieuses de l'Armee Française, with a brief account and a beautiful illustration of each of 23 famous battles, from Poitiers, 732, to le Rhin, 1945. There would be some vocabulary problems, but the descriptive texts are not of such great length as to discourage effort. In the same series,

full of impressions of Paris, is Picotin à Paris, a highly imaginative tale of a small donkey's visit to Paris.

Of particular charm and potential usefulness are books like Pchiff, le bébé Renard, text by Claude Roy based on a photographic story by Astrid Bergman, and Bim, le Petit Âne, with a simple, interesting text by Jacques Prévert, based on a photographic story by Albert Lamorisse. The vocabulary is largely basic words, the stories are not such that they could be objected to as infantile, and the photography is excellent. Even Margaret Vérot, in her interesting assessment of French books for children (Les Enfants et les Livres, 1954), says of it:

> Nous regrettons de n'avoir relevé que rarement ... Bim, le petit Âne ... par J. Prévert ... et Le Petit Lion, du même auteur. L'édition soignée, les photographies qui illustrent ces artistiques petits ouvrages, rendraient désirables leur plus vaste diffusion sur le marché trop inondé de ces "petits ou grands livres d'or"...

Attractive books of possible use to FLES French teachers have been published in Great Britain. George Harrap and Co. in London has a "Suzanne" series, with French and English text on facing pages, illustrated with sketches combining pen and water-color. We have Suzanne Goes to Market and Suzanne Goes to Britanny, with text by Grace Matchett and illustrations by Geoffrey Fletcher. The numerous illustrations in this series are unique among the newer children's books we examined in conveying a really French atmosphere.

Teachers who have the time and interest during the coming vacation might like to avail themselves of this resource of our library. Arrangements may be made through Miss Jo Ann Wiles of the Library School Library, who is in charge of the children's collection.

(Ruth Rains, University of Illinois)

French Notes -- Prepared by Professor Cameron C. Gullette

The spring meeting of the down-state chapter of AATF, held on the campus of the University of Illinois on Saturday, April 18, started with a luncheon attended by 39 and provided an interesting program.

The "Demonstration of Teaching French to Elementary School Pulils," presented by Mrs. Gretchen Rauschenberg of Urbana, was admirably performed. A group of 20 fourth grade pupils were led through a variety of drills and much oral recitation well carried on. Gymnastic drills were performed by the class, carrying out commands given in French, with the young students stating the action performed, altering the command to the appropriate subject and verb form. Individual students were called upon to identify themselves in French by name and age. Time was told in French as the teacher set different hours on a cardboard clock face. Mathematical problems were recited in French, and appropriate answers given, both from flash card problems and problems propounded orally by the teacher. Students were called upon to give little speeches telling their daily program of hour of rising, what they did next, such as washing, brushing hair, dressing and other activities. Then students, in pairs, gave little

dialogues and made purchases of an assortment of toy articles provided as a basis for this drill. In conclusion the class sang an old French song. The performance by the students was excellent and they seemed to enjoy their use of French. They received 3 periods of 20 minutes per week: 400 pupils are included in the fourth grade classes receiving this language instruction. Mrs. Rauschenberg is to be congratulated on the success of her work with these classes.

The second item on the program was a talk by Dr. James Steffensen, Curriculum Coordinator of the Urbana schools, who told how these French classes came to be introduced in the fourth grade, citing the attitude of parents, and how time was provided for this added activity. The number of teachers of special subjects who visit the elementary grades to give their specialized subject material constitutes a problem in finding time for any new subject and calls for an adjustment throughout the program of any grade involved. Dr. Steffenson stated that plans are being made to continue the language work so that these same students may follow on in their French.

Mrs. Jeanne Foreman of Illinois State Normal University continued the portion of the program devoted to language study in the elementary school, giving her impressions of the work in that field which she is doing at Normal. She teaches French to fifth grade classes five times a week in 15 minute periods and has made use of tape recordings.

Each of these teachers has planned her own course, after consulting various guide and outline texts, and gives the course without a textbook being in the hands of the students.

Professor Jean Ehrhard, Visiting Professor of French at the University of Illinois, gave an entertaining talk on the problems which confront the American student in France. American students abroad accustomed to dormitory life in colleges and universities in the United States, find that any such facilities in France are reserved for students with little money -- save for the Cité Universitaire in Paris. Students in France usually live in private homes and the Americans find that the French family in whose home they rent a room is a reserved, privacy loving unit little given to expansive friendship with any "roomer." This same reserve is characteristic of the French students themselves and makes for the isolation of the American student. Another factor that tends to set the American apart is the fact that he usually has so much more money than French students that they cannot spend on the same scale and therefore do not feel comfortable in the company of the American. Professor Ehrhard's former work in France as Director of the bureau charged with the reception and placing of foreign students in France eminently qualifies him to speak on this subject. His talk was both informative and enjoyable.

Professor C. A. Knudson, Head of the French Department of the University of Illinois, gave an interesting explanation of the provisions of the National Defense Education Act of 1958, analyzing the sections of the Act which relate to encouragement of language study and telling to what extent they have been realized, at this time, in the creation of language study centers or institutes. Four universities will offer special work, this summer, under the provisions of the Act, and at a later date many more schools will receive aid.

Results of the National French Contest

Professor Bruce H. Mainous, chapter chairman of the National French Contest, sponsored by the AATF, has supplied the chapter results. Prizes were awarded to the following Illinois students:

French I		
First Place:	Linda Stansell	Dupo H. S., Dupo TEACHER: Mrs. Marie Ramey
Second Place:	Sharon Hubbard	Southwestern H. S., Piasa (Medora) TEACHER: Miss Helen Leritz
Third Place:	Marcia Garmer	Bloomington H. S., Bloomington TEACHERS: Mrs. Ema Wood
French II		
First Place:	Charles Derber	University H. S., Urbana TEACHER: Miss Pauline Changnon
Second Place:	Mary Theresa Dresch	Ursuline Academy, Springfield TEACHER: Mother Mary Clothilde, /O.S.U.
Third Place:	Richard Call	Dupo H. S., Dupo TEACHER: Mrs. Marie Ramey
French III		
First Place:	Roberta Kahane	University H. S., Urbana TEACHER: Miss Pauline Changnon
Second Place:	Rosemarie Richter	Champaign Senior H.,S., Champaign TEACHER: Miss Marjorie Strong
Third Place:	Sam Schmidt	Alton Senior H. S., Alton TEACHERS: Miss Clara Blackard
French IV		
First Place:	Betty Compere White	University H. S., Urbana TEACHER: Miss Pauline Changnon
Second Place:	Kay Odell	Champaign Senior H. S., Champaign TEACHER: Miss Marjorie Strong
Third Place:	Edith Young	Alton Senior H. S., Alton TEACHER: Miss Clara Blackard

Forty-eight schools participated in the contest, with a total of 1621 students, almost twice the number of pupils participating last year.

German Notes -- Prepared by Professor Francis J. Nock

The local chapter of Delta Phi Alpha, the honorary German society, will hold its annual initiation banquet at the University of Illinois on Monday, May 18, in the University Y. M. C. A. The speaker will be Mr. Phillip Mitchell of the department. The initiates will be: Janet Binkley (University of Colorado), Bernice Jones (Bloom Twp. High School), Evelyn Kaminskas (Douglas College), undergraduates; John Barthel, David Pease, Thomas Warbington, graduate students.

Miss Mimi Jehle, of the department at Urbana, has been selected as one of two candidates for a place on the Executive Council of the American Association of Teachers of German.

The Chairman of the German Departments of the Big Ten Universities held their annual meeting in Chicago last Feb. 20 and 21. A number of items were discussed. Among these the difficulty of getting teachers was brought up, and mention was made that applications are

coming in from Germany, Austria and Switzerland for temporary or permanent positions.

TV courses at various levels are being offered. Prof. Goedsche, of Northwestern, reported that a course in Russian on Channel 11 in Chicago has had a greater response than any other course ever offered by the channel.

Great-books courses, comparative literature courses, courses in scientific German, special reading courses for Ph. D. candidates, and the possibility of a Ph. D. in the Teaching of German also received their share of attention.

Plans for the celebration of the bicentennial of Schiller's birth are going forward. The fall issues of the Newsletter will have further information. Meanwhile it may be mentioned that the University Theatre at the University of Illinois is producing Maria Stuart (in translation) as one of its offerings next season.

(The following report was prepared by Mr. Burkhard Seubert of the University of Illinois.)

The German Section of the CSMLTA meeting was held at 2:00 p.m. on Saturday, May 2, with Prof. Bernhard Valentini, of Wayne State U., presiding. The first paper was read by Prof. Ruth Kilchenmann, Southern Illinois U., entitled "Limits and Possibilities of Literary Interpretation in the Teaching of FL." The talk was based on experience in discussing German poems with classes on various levels. This not only improves the student's feeling for the language, but also makes him interested in the language as being more than a mere means of communication. In the first two years this is limited by the difficulty of comprehension on the part of the student, not only linguistically, but also through the contents. A lyric with a heavy load of "Ideen" or abstractions would not be suitable.

Prof. Donald Crosby, Indiana U., followed with a paper on "The Creative Kinship of Schiller and Kleist." His thesis was that there is much in commom between Schiller and Kleist. They both had interest for subjects that were historical-tragic; their female characters ("Jungfrau" and Penthesilea, for example) show similarity; their attitudes toward religious problems were related, especially in that both showed preference for Catholicism. In the following discussion this latter comparison was sharply disputed.

The last talk was on "Methods of Teaching German to Foreign Students: Experiences with the Goethe Institute," given by Mr. Burkhard Seubert. Basing his remarks on four years' experience with the GIs in Germany and in Greece, he told how the method was worked out. First, however, the importance of capability, flexibility, and personality of the instructor was brought out. There are three basic rules:

1. Adjustment to all conditions and circumstances given.
2. Maintenance of an entirely German language-environment.
3. The goal of the course is not reached in classrooms.

In general it is an intensive and highly developed step-by-step method, no matter which books are used. The speaker then went on to

enlarge on this as it was done in Athens. He gave special examples: "Nacherzählung" on the intermediate level, translations on the advanced. However, translation begins on the fourth year level; there are only translations from the native language into German (not the other way around); students are never allowed to prepare a complete translation, but only the vocabulary. Although there is much reading, it is not done for its own sake or for understanding only, but to supply the student with material for oral practice, writing compositions, etc.

After five years the students may take the "All-around" Diplomprüfung, which is, though unofficially, the only yardstick for the command of German in all of Greece. At present more than 3000 students are enrolled in the Institut in Athens

The method differs in other countries because of differing conditions, and the instructor must use his initiative and ability to improvise. Thus far the results justify the method.

Spanish Notes

The second annual meeting of the reconstituted Illinois Downstate Chapter of the AATSP (held on April 25) could only be described in the most glowing terms. Held on the campus of ISNU at Normal -- those in charge of arrangements must be congratulated -- on a pleasant spring day, the attendance was gratifying, the spirit of congeniality and enthusiasm was most evident, and the program content proved to be most stimulating.

In the "business" part of the meeting, new officers were elected, various problems of the chapter were discussed, and the winners of the Spanish Contest for Secondary Students were announced.

The Chapter Officers for the coming year will be: President, Prof. Allie Ward Billingsley, of Normal University; Vice-President, Mr. Dan Romani, of Wood River High School; Corresponding Secretary, Miss Edna Meadors, of Greenville College; Recording Secretary and Treasurer, Mr. Ernest Howard, of Alton High School

The winners of the Spanish Contest and their schools are as follows: 2nd year division: (tied for first place and awarded the AATSP medal and a prize of $10.00 each) Jeanne Kirchhofer, of Hillsboro High School, and Dennis Milford, of Alton High School; 3rd year division: first place (AATSP medal and $15.00), Don Lowery of Alton High School; second place (AATPS medal and $5.00), Betsy Bliss, Hillsboro High School. Congratulations are in order for these students and to all those contestants whose proficiency made it difficult for the judges to decide on a winner.

The next part of the meeting brought us the pleasure of hearing a paper read by Prof. Martha O'Nan, of Milliken University, titled García Lorca and Unsouled New York, an analysis of this famous poet's El poeta en Nueva York, written during the author's stay in the unsouled city of steel and concrete in the late 1920's. García Lorca's vision of New York City and its inhabitants was not a happy one, as

the city seemed to him to be a place and people lacking a soul.

Next on the program was a panel discussion of the problems of the teaching of Hispanic Culture in Elementary and High Schools, and at the College Level. Dr. H. Logan Cobb began the discussion with a report on the findings of the Allerton House Conference and the recommendations that were the product of that meeting. Next, Miss Dorothy Sprague of Peoria spoke from the High School point of view. An interesting proposal -- not discussed during the meeting -- made by Miss Sprague, advocated the preparation, for use on a state-wide scale, of a syllabus to guide the high school teacher. It would be helpful if those interested were to write Miss Sprague, giving their own opinions on this matter. Miss Donna Strachan, who is working with Dr. Flores in the preparation and introduction of an elementary school program in Spanish in Urbana, showed how different were the problems involved in presenting "Hispanic culture" at this level. Appeals to the imagination of the third and fourth graders seemed to be the best approach, rather than a factual or literary one. Last, Father Kaveny, of Quincy College, presented the problem of the college teacher who must, eventually, realize that the best way to introduce a student to the culture of another people is through the understanding of the literature written by and for them; the duty of the teacher is, therefore (in his opinion), to impart to the student a good reading knowledge of the other language, and to guide him to those literary works most expressive of the culture being studied.

Time (or the lack of it) prevented a later open discussion of the ideas that had been presented during the course of the meeting.

After lunch, Mr. Jorge Prats-Martí, of the University of Illinois, presented two films, lent through the courtesy of the Spanish Bureau of Tourism (Dirección general de turismo) in Chicago. They showed two aspects of Spain. The first, that of the people of Pamplona engaged in the observance of the famous festival of San Fermín. The second, the Spain visited by many tourists, stopping in such places as Madrid, Sitges, Tarragona, Málaga, Granada, and the Alhambra.

Thus ended an interesting, instructive, and stimulating meeting of the Downstate Chapter of the IAATSP.

(A. V. Ebersole)

Visual Aid in Oral Drill

Those high school and college teachers of Spanish who are now using the aural-oral method in their classes and feel the need for drill materials to implement this approach, will be interested to know of a manual which serves this purpose admirably. We refer to the O 'Connor and Haden Oral Drill in Spanish (Houghton-Mifflin, 1957), which was recently adopted by elementary aural-oral sections at the University of Illinois, and which has a somewhat novel feature in its use of color slides to accompany sentence pattern exercises.

Illustrating a basic point of grammar or syntax, each pattern drill begins with a sentence model. This is followed by an example of how the model is to be changed, without alteration of its structural frame, in the remaining portion of the exercise. As the models are

recited by the instructor are repeated by the students, a projected picture slide reproduces the object or situation being dealt with in each case. Then new substitution items (rather than complete sentences) are introduced -- again accompanied by slides -- and the student gives oral responses fitting these variants into the suggested pattern.

Since each of the slides -- there are eighty in all -- is used in various sentence patterns, the student soon, and almost without conscious effort, comes to associate visual images with corresponding Spanish words or phrases. An important result of this association, which frequently involves words whose meaning could otherwise be made clear only by reference to English equivalents, is that it helps the student give an automatic response in the foreign language without the need for translation. Thus this type of visual aid should appeal to the instructor who assidously eschews recourse to English during classroom drill.

(Mitchell D. Triwedi)

From Miss Diane C. Hansen of Kewanee High School comes the following report.

In January of this year, the Kewanee School District No. 229 received permission from the Federal Communications Commission to operate an educational FM radio station, known as WKSD. Since then, the seventh and eighth graders in Kewanee have been receiving Spanish lessons. On March 31, the programming was increased and now all first graders receive lessons, with many of the second grade students and teachers also listening in.

All lessons are taped in advance by the high school instructor, Miss Diane C. Hansen, a 1958 graduate of the University of Illinois. The junior high school students receive three lessons each week, 15 minutes in length. The first graders receive two lessons weekly, 10 minutes in length. The classroom teachers receive lesson guides, which include the lesson material and suggested activities. While the lessons are being broadcasted, Miss Hansen visits the various class rooms and is thus able to answer any questions which may arise. In addition, the students turn in as requests any phrases or expressions which they want to know, and these are given to them personally, unless of general interest, in which case they are made a part of a regular lesson.

Spanish is learned strictly from the conversational angle. No grammar is tintroduced. With each new lesson, a new phrase or expression is introduced and then repeated again and again.

This will develop into a graduated program from first through eighth grades. Spanish will be taught in the second grade in 1959-1960, the third grade in 1960-1961, etc. The enthusiasm with which it has been received augurs well for the future of this method of teaching a modern foreign language.

Pan American Games

Students and teachers of Spanish who plan to spend the late summer

in Illinois should include among their activities a visit to the Pan American Games to be held in Chicago during the months of August and September. For more information about the games write to Pan American Games, 310 South Michigan Ave., Chicago 4, Illinois.

From the Arizona Foreign Language Teachers' Forum (Vol 6, No.4, May, 1959) come the following:

LS/MFT -- Let Students Master Foreign Tongues
LS/MFT -- Language Study -- Meaningful, Fruitful, Timely
LS/MFT -- Long Summer Means Foreign Travel

From the same issue of the Forum comes news of the "labmobile," a mobile language laboratory, to be housed in a bus, that one elementary school district is considering using. The labmobile could visit in turn each of the schools in the district and bring them the advantages of a specially trained teacher and of a well-equipped language classroom. This might well be used in Illinois in rural school districts with small high schools that cannot individually afford language equipment, as well as for elementary schools that wish to begin on a small scale effective foreign language instruction.

YEAR-LONG INSTITUTES!

Word has just arrived that, pending final action by the Congress, four year-long Institutes for FL teachers under Title VI of the NDEA will shortly be announced for the school year 1959-60. Like the summer institutes, no tuition will be charged and students teaching or preparing to teach in public schools will receive a stipend of $75 per week, plus $15 a week for each dependent. This stipend will not be available to teachers in private schools. Institutes are to be held (1) in Russian at the University of Indiana, (2) in Spanish at the University of New Mexico, (3) in FLES at Western Reserve University, and (4) in French at the University of Massachusetts. For full information and applications blanks write to:(1) Dr. Wm. Edgerton, Dept. of Slavic Languages, Indiana University, Bloomington, Ind.; (2) Prof. Robert M. Duncan, Dept. of Mod. Langs., University of New Mexico, Albuquerque, N. Mex.; (3) Prof. Ruth Mulhauser, Dept. of Romance Langs., Western Reserve University, Cleveland 6, Ohio; (4) Dept. of Romance Langs., University of Massachusetts, Amherst, Mass.

* * * * * *

This is the last issue of the Newsletter for the current school year. It will reappear in the fall with a new general editor, who has my best wishes for a pleasant and successful year. I wish to thank all those who have helped so much by contributing articles or information this year. Also my most sincere thanks go to Professors Cameron C. Gullette and Francis J. Nock for their wonderful cooperation and for preparing the French and German Notes and to Professor William H. Shoemaker for his advice and many helpful suggestions. utm

A bientot

Arriverderci

Até logo

Bis dann

Hasta luego

Cameron C. Gullettee Cameron C. Gullette

Francis J. Nock Francis J. Nock

Unetta Thompson Moore Unetta Thompson Moore

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XIII, No. 1 October, 1959

Dear Colleagues:

Our greeting to you in the first issue of the NEWSLETTER is one of excitement and joy that recent events have justified in the hopes and aspirations of modern language teachers, but tempered with sadness at the passing of one of our most distinguished and dearest colleagues, and the founder of this NEWSLETTER. Our sadness, however, is lessened by the inspiration of the noble idealism of John Van Horne's life and works, which is epitomized in the following tribute by one of his former students, later colleague, and long time associate and friend.

John Van Horne died on June 21, 1959. He founded and for many years guided this NEWSLETTER, which was for him the instrument of an ideal.

To him the study of foreign languages was essential as the key to the wisdom of the past and the uniqueness of other cultures; and he believed that man could reach his highest fulfillment as an individual through an understanding of that wisdom and an awareness of that uniqueness.

Valuing the end, he was vitally interested in the rich variety of means. None, however, was more important to him than the teacher himself, without whose dedication little could be achieved. Therefore, with a warm and genúine interest that overcame his natural shyness, he sought to know the teachers of foreign languages in the State. And he came to know them well, their needs and frustrations, their hopes and satisfactions.

He saw, as few had troubled to see, the worth of the work that was being done on so many levels, in grade school, high school, college and university. He saw, also, in the separation of these levels a threat to the common goal. Envisioning a fruitful solidarity, he instituted the NEWSLETTER that it should serve the whole community of teachers in making each one aware of the problems and accomplishments of all. It was his tribute to his friends and colleagues, equal all in a task that he found good.

Angelina Pietrangeli, Associate Professor
of French, Spanish and Italian

A Welcome

The NEWSLETTER is happy to welcome to its editorial staff a representative of the Russian Department. Although Russian affairs and interests were always represented in the past when the Russian program at the University of Illinois was administratively a part of the French Department, the Russian Department itself was created since our last NEWSLETTER and operates independently for the first time this fall. Russian items for possible inclusion in the monthly issues of the NEWSLETTER should be sent directly to that department.

Meetings

The annual meeting of the Illinois Modern Language Teachers Association will take place at DePaul University Downtown Center (Wabash Avenue and Jackson Boulevard) on Saturday, November 7. The morning program includes a general session and registration, and following the luncheon there will be sectional meetings. President of the IMLTA, Mr. Frank Naccarato, J.S. Morton Junior College, has sent the NEWSLETTER the following program of events.

PROGRAM

8:45 - 9:50	Registration Second Floor Corridor (near library)
9:00 - 9:45	Business Meeting University Theater (2nd floor)
9:50 - 10:00	Address of Welcome, Dean Robert J. Fries, De Paul.
10:00 - 10:45	Congressman Harold R. Collier, "National Defense Education Act As It Applies to the Teaching of Foreign Languages."
11:00 - 11:30	Dr. Walter L. Cooper, Superintendent J.S. Morton H.S., B. Mikula, Director Aud. Vis. Ed., J.S. Morton H.S., E. Jahelka, Counselor, J.S. Morton High Schools., "Teaching Italian by Tape," an experiment sponsored by the Ford Foundation.
11:35 - 11:55	Edward Chesko, Director Title III NDEA, Springfield, Illinois, "Title III, NDEA, in the State of Illinois,
12:10 - 1:30	Luncheon, De Paul University Cafeteria (4th floor) Brief informal talks in French, German, Italian, Russian and Spanish. The names of the speakers will be announced at the luncheon. Tickets for the luncheon should be purchased in advance. A form for this is provided on page 3.

2:00 - 4:00 **Sectional Meetings**

FRENCH - Room 802 - Frances Shutts, Chairman
1. "Le Bilan de la Politique Française," M. Jean Béliard, Counsul General de France.
2. "Le Vrai Cyrano," Wells Chamberlain, University of Chicago.

GERMAN - Room 803 - Leland R. Phelps, Chairman.
1. "German Teaching in the High School," Frank V. Mener, York Community High School, Elmhurst, Illinois.
2. "Der Spracheunterricht is wieder einmal umgekehrt," Meno Spann, Northwestern University.

ITALIAN- Room 801 - Albert A. Milanesi, Chairman
1. "Gli Italiani all'estero: problemi," Rev. Father Spada, PSSC, Director Sacred Heart Seminary, Melrose Park, Illinois.
2. "Giovanni Papini: l'uomo e il letterato," Rev. Joseph Visentin, PSSC, Sacred Heart Seminary, Melrose Park, Ill.
3. "Title to be announced at meeting," Dr. Giacomo Profili, Console Generale d'Italia.

RUSSIAN - Room 804 - George Bobrinskoy, Chairman
1. "Title IV and IV of the National Defense Education Act and Their Effect on the Study of "Critical" Languages," George Bobrinskoy, Dean of Students, University of Chicago,
2. "Title to be announced at the meeting," Prof. Hugh McLean, University of Chicago.

SPANISH - Room 805 - Antenisca Nardi, Chairman
1. "El concepto de hidalgo según Las Partidas,", Prof. Blanco-Gonzalez, University of Chicago.
2. "Oscar Castro Z.: Perfil Criollista de sus cuentos," Prof. Homero Castillo, Northwestern University.
3. "Escritores de México actual," Prof. Luis Leal, University of Illinois.
4. "Manuel Gutiérrez Nájera in His Centennial Anniversary," Prof. Boyd Carter, University of Southern Illinois.
5. "Remarks on the Summer Institute in Foreign Languages at the University of Texas," E. Howard, Alton College.
6. "The University of Illinois Experiment in the Teaching of Foreign Languages in the Elementary Schools," Prof. Fred Ellison, University of Illinois.

TO:
Prof. Richard M. Thurber, 2322 North Kenmore Avenue, Chicago 14,Ill.

Enclosed please find my check (or money order) payable to you for the amount of $_____, for which please reserve _____places for the IMLTA luncheon at DePaul University on Nov. 7, at $2.25 per place

(Name)_____

(Address)_____

Notes from IVORY BASEMENT NEWS - the FL Program, Number 26, September, 1959

The MLA's Foreign Language Program Research Center has been located at 70 Fifth Avenue, New York 11, N.Y. Its main purpose is to fulfill a government contract to gather "a variety of statistics" of interest and pertinence to FL's. Donald J. Walsh has returned to MLA service as FL Program Director, and Wesley Childers will direct the statistics gathering team.

Qualifications Testing. Under a U. S. Office of Education contract and under the general direction of Professor Wilmarth Starr, on leave of absence from the University of Maine, the FLP is preparing a set of tests for FL teachers to implement the well-known Statement of Qualifications of Teachers of Modern FL's, prepared some time ago by the MLA Steering Committee.

Purchase Guide. A Purchase Guide for Programs in Science, Mathematics and Modern Foreign Languages, designed primarily to help elementary and secondary school teachers to buy equipment for teaching, has been sent free in the number of 40,000 copies to public school superintendents, and is available to others at $3.95 from Ginn and Company, 72 Fifth Avenue, New York 11, N.Y. The Guide is intended to supplement and complement the MLA Language Materials List, which is distributed free by the FLP Research Center and among whose seven chief contributors is Navy Pier's José Sánchez.

NDEA. Under the National Defense Education Act, twelve language institutes were established for the past summer.

Foreign Service Officers. On September 9, 1959 the United States Senate approved a bill (S. 2633, Report No. 880) From the Foreign Relations Committee Chiarman, Senator J.W. Fulbright, to amend the Foreign Service Act of 1956. Among its provisions are three of special FL interest. Two of them would ensure that Foreign Service officers know the language and culture of the country to which they are assigned. The third would end geographic rotation and assure an officer that he could become a specialist in one area. Here are the pertinent Sections of the Bill: "Sec. 500. It is the policy of the Congress that chiefs of mission and Foreign Service officers appointed or assigned to serve the United States in foreign countries shall have, to the maximum practicable extent, among their qualifications, a useful knowledge of the principal language or dialect of the country in which they are to serve, and knowledge and understanding of the history, the culture, the economic and political institutions, and the interests of such country and its people. Sec. 578. The Secretary shall designate every Foreign Service Officer position in a foreign country whose incumbent should have a useful knowledge of a language or dialect common to such country. After December 31, 1963, each position so designated shall be filled only by an incumbent having such knowledge; Provided: That the Secretary or Deputy Under Secretary for Administration may make exceptions to this requirement for individuals or when special or

emergency conditions exist. The Secretary shall establish foreign language standards for assignment abroad of officers and employees of the Service, and shall arrange for appropriate language training of such officers and employers at the Foreign Service Institute or elsewhere. Sec. 626. The achievement of the objectives of this Act requires increasing numbers of Foreign Service officers to acquire functional and geographic area specializations and to pursue such specializations for a substantial part of their careers. Such specialization shall not in any way inhibit or prejudice the orderly advancement through Class 1 of any such officer in the Foreign Service

FL in the High School. "A school board should offer the third and fourth years of a foreign language, no matter how few enroll. Counselors should urge pupils to complete four years of a foreign language if the pupils show ability in the foreign language field. Competence does not come from two years of foreign language study in a high school. School policy should recommend the study of a foreign language for at least three years, and probably for four." This paragraph comes from the booklet Dr. Conant Looks at American High Schools, prepared and distributed by the National Citizens Council for Better Schools, 9 East 40th Street, New York 16, N.Y. You can get 20 copies of the booklet for $1.00.

Vice Admiral Rickover said on August 8, 1959, on his return from a visit to Russia and Poland: "Our really great race with the Soviet Union is in education. They have their children going to school six hours a day, six days a week, ten months a year..... Those who complete the eleven year course and are going on to the university study one foreign language continuously for six years and another foreign language for four years. They also have had several years of chemistry, physics and mathematics."

Language Laboratory at the University of Illinois

A sixty booth language laboratory was put into use for the first time at the University of Illinois this fall. In previous years the Modern Language Department had a total of seventeen now obsolete language booths, scattered among the various departments. Last year a committee composed of Professors Claude Viens and Bruce Mainous, French; Pauline Schwalbe, German; and Joseph Flores, Spanish; and Chairman Joseph Allen, Spanish, visited other laboratories and gathered ideas for the type of language laboratory desired. Last April classroom space in Lincoln Hall became available, and actual installation began this summer. Magnetic Recording Industries of New York supplied the equipment and Bratton Corporation of Columbus, Ohio was responsible for the installation.

Of the sixty booths, forty-eight are equipped to receive only the material directed to them from the tape being played on the central console. The student will be able to record and play back both the master tape and his own imitation. Each booth contains a magnetic disc recorder for this purpose.

Twelve of the booths will be "library-study type" booths, to which the student takes an individual tape which he has drawn from the

central desk and which he uses only for his own benefit. Each of these twelve booths is equipped with dual-channel tape recorders, making it possible for the student to record on the same tape which contains the instructor's voice. These twelve individual study booths, which can be used for makeup or advanced work, may be hooked into the central system if so desired.

The central console will provide eight channels for tape players, so that it will be possible to have as many as eight different programs going on simultaneously. Two additional channels will provide for a record player and a movie sound track. The laboratory is set up primarily for master tapes, and any materials which are regularly used over a long period of time will have to be on tape. However, for short term use, the record player is available.

A highly desirable feature of the laboratory is the two-way communication system between central console and booth. This enables an instrucotr to listen to an individual's voice and to make comments or corrections to him privately, without disturbing the rest of the class. There is no opportunity here for one student to pick up another's bad accent.

Due to the limited number of booths and the high language enrollment, the several language departments will divide up the number of laboratory hours among themselves. Each department will decide which classes it wishes to have use the lab. The present plan is to have two half-hour periods a week for the students of sections using the lab and to have the laboratory operating from 8:00 a.m. until 5:00 p.m. weekdays. Eventually the Modern Language Department would like to see the number of booths increased to 150.

Professor Francis W. Nachtmann of the French Department has been appointed Co-ordinator of the language laboratory. He and his assistant, Dr. Joachim Birke, will be in charge of running the lab. It is felt that the new laboratory will provide an opportunity for greater improvement in pronunciation, speaking fluency and aural comprehension among the language students.

High School Russian Teachers

High school teachers attending the Russian program of the Modern Language Institute at the University of Michigan under the National Defense Education Act met on August 12 and formed the National Council of High School Teachers of Russian. They elected as their first president Wayne D. Fisher, Russian instructor at Canton Senior High School, Canton, Ill. Miss Loretta Wallett of Cleveland High School, Portland, Oregon, was named secretary-treasurer. Elected chairman of the Illinois Council was Ronald W. Bowden of Hurst, Ill. The organization will publish a monthly newsletter, which will be distributed free of charge to members. Membership fee for one year is two dollars.

Symposium

The Department of Modern Languages of Millikin University has begun a publication, Symposium, for critical articles written by undergraduate students. The second issue will appear in the spring of 1960. Any undergraduate who wishes to have considered for publication an article dealing with the literature of any modern foreign language or t eating a comparative literary subject should send it by January 1, 1960 to Dr. Martha O'Nan, Department of Modern Languages, Millikin University, Decatur, Illinois. The articles submitted should not exceed 3,600 words and should follow the M.L.A. Style Sheet.

German Notes

To start the coming academic year the German department at Urbana will be expanded in number of teachers as well as of students. The teaching strength will be thirteen full-time members and thirteen graduate assistants. (Aberglaube spielt keine Rolle bei uns.) In addition to these, Mr. John R. Frey is on sabbatical leave for the first semester. When he returns in February Mr. Henri Stegemeier will begin his sabbatical.

As of the date of writing this, the enrollment in the first semester course has increased materially, 454, an increase of 23%. Third semester shows an increase of 36% (261 enrolled), which reflects both the large increase in the first semester enrollment a year ago and an increase in the number of entering freshmen who have studied German in high school.

As Always, a considerable portion (23.5% this year) of our enrollment is in German 400 and 401, the classes for Ph.D. candidates in other fields who must learn German to fulfill one part of the modern language requirement for the degree. While we have no desire to get rid of students, it is nevertheless a sad commentary on our educational system that so many people reach graduate college without an inkling of the languages they must know.

Mr. Gerard F. Schmidt comes to us as assistant professor from Harvard, where he was also assistant professor. Born in Bad Ems, Germany, Mr. Schmidt came to the U.S. in 1946 after studying at the Sorbonne and the University of Algiers before and during World War II and was granted the M.A. and Ph.D. by Harvard. He also has taught in France and at Bryn Mawr. Mr. Schmidt is in charge of the conduct of the first and second semester courses and of the teaching of the graduate assistants.

Two new instructors have also been added to the staff. Mr. Werner Marx was born in Frankfurt a.M. and came to the U.S. in 1940 after one year in Holland. From 1943 - 1946 he served in the U.S. Navy. A graduate of the University of Pennsylvania, he also received his M.A. there, and is scheduled also to receive his Ph.D. from that institution with a dissertation on Heinrich Mann. While working for his M.A. he was an assistant instructor at the U. of Pennsylvania.

Mr. David E. Silas comes to us from Harvard, where he is finishing his Ph.D. with a dissertation on the anonymous religious drama of the sixteenth century. He received his B.A. and M.A. from Tulane and was a teaching fellow both there and at Harvard.

The new graduate assistants are Mr. Albert Borgmann, Mr. Francis Lide (who started his duties this year in summer school), Mr. Melville Mendum, Mr. Franz Pfister, Mr. William Pilkanis, Mr. Karl Simoh, Mr. Julius Slavenas, and Mr. Thomas Starnes.

For the coming academic year the examinations to satisfy the German requirement for the Ph.D. will be administered and graded by Mr. James Engel.

Courses in Scandinavian have now increased to two. This fall a graduate course in Old Norse will be offered by Mr. Phillip Mitchell and next spring he will offer an advanced undergraduate-graduate course in Ibsen in translation.

During the past summer three members of the department, Miss Mimi Jehle, Mr. Phillip Mitchell and Mr. Francis Nock, traveled to Europe. On June 26 Mr. Mitchell delivered an address on Wilhelm Grønbeck at the University of Köln.

A letter from Dr. Judy Mendels states that Lewis College at the request of its science department, has established a two year FL requirement for B.S. Candidates (except for Business majors and majors in Industrial Arts). The two year requirement for B.A. candidates was set in 1957.

Professor Francis J. Nock

Russian Notes

This fall marks the first year of the Russian department as a separate unit. From 1946 until 1959 Russian was administered by the French department. However, as of the current semester the Russian department is on its own, having moved into three new offices in Lincoln Hall and employing a staff of seven.

Mrs. Frances Sobotka, who has been in charge of Russian studies since 1946 is Acting Head of the department. Other staff members include Assistant Professor Tatyana D. Cizevska, Ph.D. Harvard University; Assistant Professor Olga Koshansky, M.A. in linguistics, University of Illinois; and Mr. Victor Terras, M.A. in Indo-European and Slavic philology, University of Tartu, Estonia. Miss Koshansky came to us from Purdue University and Mr. Terras from the University of Chicago.

The three graduate assistants are Mr. Alan Hudson, B.A., University of Illinois; Mr. Daniel Bures, senior Russian major, University of Illinois; and Miss Natalie Orlowsky, B.A. Grove City College, Pennsylvania. Both Mr. Hudson and Miss Orlowsky are working toward their Master's Degrees in Russian.

Miss Cizevska spent the summer at the University of Washington in Seattle, where she was in charge of the Russian House Language Institute, sponsored by the National Defense Education Act.

The current semester shows a continued trend toward more and deeper interest in Russian studies. The total registration this fall for the beginners' course was 198, as compared with 125 in 1958 and 61 in 1957. Registration for the second year course went up from 23 to 46. Accordingly, there are eight sections in the beginning course instead of five in 1958, and two instead of one in the second year course. In addition, 74 graduate students attend courses 400 and 401 which concentrate on reading and translating material mostly in the field of scientific Russian. Registration figures for the past three years are: 61 (1957), 249 (1958), 367 (1959). There is also a marked increase in the number of students in more advanced courses. Seventeen students are enrolled in Oral Russian, five in Russian Composition, and eight in Introduction to Russian Literature. The latter two courses are being taught for the first time.

There are two courses designed for upperclassmen and graduates: one is a survey course of Russian literature in English translation, for which no knowledge of Russian is necessary; another is Readings in Russian Literature of the 19th and 20th Centuries, a course given entirely in Russian. A total of eighteen students attend these two classes. For the first time a Master's program is being offered, and a course in Old Church Slavic, all important in advanced Slavic studies, has been added to the curriculum.

The Russian Language Club has recently elected the following officers: President, Daniel Bures, Downers Grove (Ill.) H.S.; Vice-president, Frederick Thayer III, E.C. Glass High School, Lynchburg, Virginia; Secretary-treasurer, Mrs. Doris S. Ullman, A.B. Radcliffe College, M.A. George Washington University; and Song Director, Miss Lynda Mowrer, University High School, Urbana.

The first general meeting of the Russian Club was held on October 8 and featured the Russian film "The Magic Horse" with English subtitles. Other activities of the club for the coming year will include listening to tape-recordings of Russian language radio broadcasts, conversational circles, Russian films, lectures in Russian by members of the Russian department, and the singing of Russian songs.

At a meeting of our advanced conversation group last month Frederick Thayer, a senior Russian major, told of his summer experiences in a work camp near Kiev, Russia. A description of his stay in Russia will appear in the November NEWSLETTER.

Victor Terras

French Notes

As in all other modern language departments, the enrollment of French students is higher than last fall. This year the department welcomes to its staff one new instructor and twelve assistants. Dr. Claude Abrahams, Ph.D. from Indiana, will serve as instructor. The assistants are Barbara Bucknall, Oxford University, England; Ronald Campisi, Brooklyn College; Elaine Davis, Douglass College (N.J.); Mrs. Marie-Yvonne Guyon, University of Paris, France; Charles Jay, Southern Illinois University; Mrs. Sylvia Jones, University of Illinois; Mrs. Unetta Moore, University of Illinois; Wilga Rivers, University of Melbourne, Australia, and University of Montpellier, France; Gabriel Savignon, Southern Illinois University; Viktoria Skrupskelis, Fordham University; Mrs. Yvette Storck, University of Geneva, Switzerland; and Francis Valette, Quincy College.

Professor Philip Kolbe has returned from a year's sabbatical leave in Paris, where he did research on the biography of Marcel Proust.

The Theatre du Vieux Colombier of Paris will be in Champaign-Urbana on March 2 to give a performance of Moliere's Le Misanthrope. The time and place will be announced later in the NEWLETTER.

Professor Cameron C. Gullette

Spanish Notes

The Department of Spanish and Italian is happy to welcome a distinguished visiting George A. Miller professor of Spanish to its ranks for the 1959-60 academic year in the person of the Señora Doctora María Rosa Lida de Malkiel of Berkeley, California. Formerly of the University of Buenos Aires, Mrs. Malkiel came to the United States in 1947. Besides becoming the wife of the renowned Hispanic philologist Yakov Malkiel of the University of California, she has been a visiting professor at the University of California, Ohio State University, Harvard, University of Wisconsin and most recently, the University of California at Los Angeles. She has also held Rockefeller Foundation and Guggenheim Fellowships. Mrs. Malkiel's broad learning and her profound and impeccable scholarship identify her especially with classical, medieval and renaissance studies and have won her international distinction. Of her nine published books and several score of shorter studies, perhaps the most widely known are her Introducción al teatro de Sófocles, her masterful full-length study of the poet Juan de Mena, and her La idea de la fama en la edad media.

During her stay on the Urbana campus, Mrs. Malkiel will give two courses the first semester: Cultura Hispánica, and Renaissance and Baroque Poetry. She will conduct two seminars in the second semester on Spain's medieval and renaissance literature respectively. Besides these courses she will give a series of six public lectures in English in the Faculty Lounge of the

Illini Union Building on "Two Spanish Masterpieces: The Book of Good Love and The Celestina. Although the first lecture will already have been given before this NEWSLETTER reaches you, the titles and dates of all six lectures are herewith given:

1. "The Authors and Their Times," 8:00 p. m. , Tuesday, Oct. 6.
2. "The Book of Good Love: Contents, Genre, Purpose," 8:00 p.m. Tuesday, November 3.
3. "Now let us begin the Book of the Archpriest," 8:00 p.m., Tuesday, December 1.
4. "The Celestina: The Plot and its Development."
5. "The Celestina: Some Aspects of its Dramatic Technique."
6. "The Celestina: The Characters."

(Second semester dates of the last three lectures will be announced later.)

The department welcomes this fall, besides Mrs. Malkiel, three new members and twenty-one new graduate assistants.

Dr. Luis Leal comes to us from Emory University as Associate Professor of Spanish. Born in Linares, Nuevo León, México, Professor Leal is well known in Illinois from his earlier days as a student at Northwestern and as a graduate student and member of the faculty at the University of Chicago. Since 1956 his three volumes on the cuento mexicano, History, Bibliography, and Anthology have been published and establish him as one of the world's leading authorities on the Mexican short story. Besides participating in the undergraduate program, Prof. Leal will give graduate courses in Spanish American literature.

Dr. Betty Rita Gómez Lance (Ph.D., 1959, Washington University, St. Louis) joins the department as Instructor of Spanish. A native of Costa Rica, Mrs. Lance received most of her higher education in the United States and completed her dissertation last spring on La actitud picaresca en la novela española del siglo XX, under the direction of Professor Sherman H. Eoff. She had taught in various capacities at Washington University for four years.

Mr. Daniel P. Testa has been appointed full-time Assistant with responsibilities of Instructor and has taken over the duties which were formerly Dr. Ebersole's, including supervision of the regular sections of Spanish 101, 102, and 103. Mr. Testa is completing his doctoral dissertation for the Ph.D. at the University of Michigan, where he served for several years as an Assistant.

The following new assistants (teachers of Spanish unless otherwise stated) joined the department this fall: Miss María T.C. Berberan, graduate student, University of Lisbon (Portuguese); Miss Nancy L. Bessler, B.A. Marietta College, 1959; Miss Marilyn R. Bolan, B.A. University of Wisconsin - Milwaukee, 1939; Frederick J. Bouma, B.A. and M.A., University of Wisconsin, 1958; Joshua R. Boyd, Jr., B.A., Berea College, 1959; Richard Joe Campbell,

B.S. in Education, Eastern Illinois University, 1959; Mrs. Lois Hexdall Drews, B.A., University of Illinois, 1957 (Research Assistant); John F. Garganigo, B.A. Iona College, 1959 (Spanish and Italian); Miss Shirley J. Gott, B.S. in Education, Southwest Missouri State College, 1959; Robert J. Hocksema, A.B. Hope College, 1955; Antonio Illiano, Ph.D. University of Naples, 1958 (Italian); Mrs. Mary Ullmann Kruse, A.B. Middlebury College, 1957, M.A. Northwestern University, 1958 (Editor of NEWSLETTER); Miss Betty Legan, B.S. University of Indiana, 1959 (Research Assistant); Estéban Lendínez, B.A. Kalamazoo College, 1959; Albert R. Maloney, B.S. in Education, Illinois State Normal University, 1959; Miss Elba Martínez, Licenciada en Pedagogía, Universidad de Tucumán, 1958; Miss Betty J. Moffett, A.B. Wheaton College (Ill.), 1948; Miss Claire L. Olson, B.A. University of Tulsa, 1959; Miss Janet E. Schwalm, B.A. Dickinson College, 1959; Joseph Siracusa, B.A. University of Rochester, 1958, M.A. Unitersity of Illinois, 1959 (Woodrow Wilson Fellow, Spanish and Italian); Miss Judith J. Zelenka, B.A. University of Omaha, 1956.

Doctoral candidates who have received University Fellowships for the current academic year are former fellowship holder Miss Ruth A. Schmidt and former assistants Miss Lucille E. Bremmer (Italian) and Merlin H. Forster. Daniel R. Reedy is expected to join this group in February when he returns from Peru for the second semester.

Dr. A. V. Ebersole, Instructor in Spanish, 1957-59, left Illinois in August to assume his new responsibilities in New England as Assistant Professor of Spanish at the University of Massachusetts. We saw him go with regret and wish him all success in his new work, The revista he founded, Hispanófila, will now be issued from his new address: Department of Romance Languages, University of Massachusetts, Amherst, Massachusetts.

Dr. Betty Bayliss and Dr. Joseph Schraibman, both of whom took their Ph.D's here last spring, joined the faculties of the University of Arkansas and Princeton University, respectively.

Assistants Daniel E. Quilter and Donna Strachan were married in June and have moved to the Chicago area, where Mr. Quilter is a member of the Spanish staff at New Trier Township High School and Mrs. Quilter is teaching Spanish in the Deerfield school system. Assistant Maynard L. Saxby has joined the faculty of Lake Zurich (Ill.) High School as Spanish teacher. Assistant Jeannie K. Toscano has joined the Spanish faculty of Sir George Williams College in Montreal, Canada. New positions of other former graduate students and/or members of the departmental teaching staff are: Dr. Elizabeth S. Bibb to the University of Alabama as Assistant Professor; Alvin F. Holman to Xavier University (Cincinnati) as Instructor, Richard W. Norton to MacMurray College (Jacksonville, Ill.) as Associate Professor; Mrs. Cheryl Whiteman to Valparaiso University; Dr. Allie Mard Billingsley (Ph.D., Spring, 1959) has returned to her post on the faculty of Illinois State Normal University.

Several of our staff traveled to Spanish speaking countries this summer. Mrs. Betty Lance visited Costa Rica in August, seeing old acquaintainces and collecting some data on the Latin American short story. Assistants Jorge Prats returned to Barcelona to visit his family; Janet Schwalm spent a month in Europe, including a week in Spain; Shirley Gott attended the summer school at the University of Guanajuato in Mexico; Mario Valdés and his wife María Elena spent a brief vacation with the latter's family in Mexico City; Claire Olson and Bob Hoeksema attended the Saltillo, Mexico Summer School; Estéban Lendínez returned to his native Sevilla for the summer and studied for four weeks at the University of Madrid, where Nancy Bessler also studied this summer; Joe Campbell attended summer school in Guadalajara; Lois Drews returned to her Alma Mater after two years in Colombia; and Teresa Rios became Mrs. Richard Wright in a wedding in her home town of Guadalajara, Mexico.

Mrs. Malkiel remarked of her summer: "He pasado un verano muy sedentario, con el cuerpo en Berkeley, California, y el alma en Castilla la Nueva, siglos XIV a XVI, dando los últimos retoques a mi libro La originalidad artística de La Celestina, completando mi artículo "Nuevas notas sobre el Libro de buen amor," que espero pronto aparecerá en la NRFH, y redactando las seis conferencias que he de pronunciar en este urbanísima Urbana."

On Tuesday evening, October 6, Dr. María Rosa Lida de Malkiel, visiting George A. Miller Professor Spanish, delivered the first of a series of six lectures entitled "Two Spanish Masterpieces: The Book of tood Love and The Celestina." The subject of the first lecture was "The Authors and their Times." These works are related to each other, both being based on a medieval play Pamphilus, which in turn is taken from Ovid. The Book of Good Love comes to us from two manuscripts of the first half of the fourteenth century; The Celestina pertains to the end of the fifteenth. The two works reflect a very great change in the Spanish culture. The Book of Good Love by Juan Ruiz, Archpriest of Hita, reflects the mudéjar society in which Christian, Moslem and Jew lived side by side, each sharing the culture of the other while maintaining autonomy as distinct ethnic groups. The Celestina, written mainly by Fernando de Rojas, a converted Jew, reveals the extreme pressure put on the minorities by the Catholic rulers Ferdinand and Isabel. The persecution by the Inquisition has now replaced the era of tolerance shown in The Book of Good Love.

Professors J.H.D. Allen, F.P. Ellison, J.S. Flores and H.R. Kahane, aided by five assistants (Miss Ligia Ramírez, and Messrs. M.E. Forster, H. Kirby, M.J. Valdes, and J.L. Walsh) conducted the 1959 summer program. Registrations were lower than the 1958 high, but forty-eight graduate enrollments were substantial confirmation of the department's planning to meet rising professional needs on all educational levels.

El Club de Español empezó el día 15 de octubre sus reuniones quincenates. El programa corrió a cargo de una selección de estudiantes y también algunos asistentes. Se presentaron bajo el título de Las veinte preguntas. Los oficiales del club para este curso académico son los siguientes: Presidente - Sr. Larry Schrik, Parker High School, Chicago; Vice - presidente - Srta. Nancy Rorer, Dixon High School; Secretaria-tesorera - Srta. Eileen Riccomi, Morton High School, Cicero, Ill. Entre los programas a celebrar en el presente curso podemos mencionar: charlas informales sobre diferentes paises, discusión entre el público y estudiates que pasaron el verano en España, proyecciones de películas y documentales, concurso de poesía para estudiantes, representación de algún sainete por alguna de las clases, y otros que todavía están en proyecto. Esperamos pues que si tienen alguna oportunidad nos honren con su presencia.

Jorge Prats, Consejero del club

Although final enrollment figures are not yet available, it is clear that the total registration in the Department of Spanish and Italian will be about 15% higher than a year ago, the increase being particularly notable in the middle group Spanish courses following the first sixteen hours. There are sixty-six Spanish majors this year, an increase of twenty-one over last year. Forty-nine of these are in the teacher training program and seventeen are in the general program.

- - - - - - - - - - - - - -

News contributions to the NEWSLETTER should be sent to Mrs. Mary Kruse, 133w Lincoln Hall, University of Illinois, Urbana, Ill.

Francis J. Nock *Francis J Nock*

Cameron C. Gullette *Cameron C Gullette*

Victor Terras *Victor Terras*

Mary Ullmann Kruse *Mary Ullmann Kruse*

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XIV, No. 2 November, 1959

Dear Colleagues:

Those present at the morning session of the IMLTA meeting in Chicago on November 7 heard about the various aspects of the National Defense Education Act of 1958. The NEWSLETTER is happy to include in this issue an account of a special project here in Champaign-Urbana which owes its existence principally to the NDEA. The following article was prepared by Professor Fred Ellison of the Department of Spanish and Italian. Professor Ellison is at present working closely with the project.

The University of Illinois Experiment in the Teaching of Foreign Languages in the Elementary Schools is presently concerned with the development of methods and materials for teaching foreign languages, using the newer educational media, particularly TV and tape recordings, which will be effective when used by elementary school teachers unfamiliar with the foreign language being taught. The present phase, or Phase Two, will last for two, or possibly three years and is supported by a grant under Title VII of the National Defense Education Act and by a grant for equipment by the University of Illinois Research Board. The staff consists of three co-directors, Dr. Joseph S. Flores, Department of Spanish, Italian and Portuguese; Dr. Charles E. Johnson, College of Education, Elementary Education Division; and myself, plus four graduate assistants and four other assistants.

Phase One, or the Pilot Study, was carried on during the spring semester 1959. It sought to provide the co-directors with information regarding how elementary school children learn a foreign language, what effect such instruction has on learnings in other areas of the curriculum, what methods are most effective, how available materials can best be utilized, and how such a program might be evaluated. A class of twenty-three third graders received twenty minutes of instruction in Spanish daily from a specialist teacher of the language for a period of fourteen weeks. The procedures avoided reading and writing and stressed listening comprehension and speaking facility through the use of dialogues, dramatic situations, and the relating of objects and situations to phrases and sentences. At the end of the period the pupils were tested on general achievement, Spanish pronunciation and Spanish listening comprehension.

Phase Two of the program began in June 1959 and has the following major objectives: (1) to develop a procedure, using newer educational media, for teaching foreign languages to elementary school children which is effective when used by teachers unfamiliar with the foreign language being taught (2) to evaluate the devised procedure by comparing its effectiveness with that of a more conventional approach to foreign language instruction requiring specialist teachers;

(3) to produce materials to facilitate the institution of the devised procedure for teaching Spanish to elementary school pupils. These materials will include instructional guides. TV scripts, recordings, charts and pictorial materials, and evaluative devices.

We seek to develop an effective method which, though it may, in our opinion, never be able to replace a qualified teacher, would as a substitute prove to be an efficient means to offset the lack of good teachers.

Phase Two has now reached the actual experimental state, with a total of five classrooms involved, 20 minutes per day, five days a week. The children began Spanish instruction in their fourth year in elementary school and will continue it through their sixth year. The first, or pilot group, is one semester ahead of the other four and serves as a kind of laboratory for trying out methods and materials to be used in the experimental groups, though it is not involved in the actual contrast between experimental and control groups. There are two fourth grade classes of each, located in three different schools in Champaign. The control groups are taught by special teachers with near-native command of spoken Spanish, using convertional methods with emphasis on oral-aural skills. The two experimental classes are guided by teachers unfamiliar with Spanish. These are taught by special procedures involving the use of TV and tape recordings prepared by language specialists and spoken by near native or native speakers, particularly Dr. Jose S. Flores, who is seen and heard on TV and tapes as the principal teacher. At the end of the semester, all pupils in the four groups will be examined on several phases of their development, especially on listening comprehension, oral expression and pronunciation. A comparison of mean scores between experimental and control groups, with statistical analysis, is designed to provide an accurate basis for evaluating the potential of the new as opposed to the traditional method of teaching.

The Experimental Method and Theory. Procedures in the experimental and control groups are both based on the conversational approach. We desire to teach patterns of speech rather than isolated words, and translation is avoided to the greatest extent possible, consistent with the special problems involved in teaching through television and tapes to an unseen class that is guided by a teacher unfamiliar with the foreign language. The first step is listening and observing the relationship between sound and situation. The second is repetition, in chorus and individually, until pupils can freely and easily respond linguistically to given stimuli. The third step is the pupil's use of conversational elements in dialogue with each other Cultural material is for the most part introduced indirectly in the dialogue and through games and songs.

Uses of the Television Programs. Because of the native teacher's physical absence from the experimental classrooms, the use of TV (in our experiment, closed circuit TV) during one fifteen-minute period per week is regarded as highly desirable; first, to allow learners to see as well as hear the native speaker's articulation of sound; second, to make possible the immediate visual linking of

sounds and their referrents; third, to take advantage of television's dramatic possibilities for the introduction of all new learning; and fourth, to establish the pace of new learning by governing the content and orientation of the related tape recordings.

Use of the Tape Recordings. New learnings from the TV program along with review learnings from previous weeks are distributed in four tape-recorded lessons of twenty minutes each per week, with usually one nucleus of new learnings in each of three tapes and one review of the week's learnings in the fourth. Elements of "seeing and doing" are separated from the less readily demonstrated elements of mental activity, which we describe as those of "saying." The latter require more concentration than the former, as for example "Tengo un perro, compared to Siéntate, por favor. Basic dialogues presented dramatically on TV are practiced on the tapes, with the same speakers. Then the native teacher may engage individual pupils in conversation, through pauses in the tape. Finally, spontaneous conversation between individual pupils in the classroom is encouraged through a technique that involved stopping the tape recorder.

Role of the Classroom Teacher. The role of the classroom teacher is anything but passive, though she is not expected to impart any knowledge of the actual sounds of the language. Nor does the TV and tape method require her to "prepare" the presentations, beyond being familiar with the TV "script" and teacher's manual. So far from being a mere manipulator of the tape recorder, the teacher is seen as having an important and creative role to play. Her greatest contribution will, of course, be to create and maintain an atmosphere and environment conducive to language study. The regular classroom teachers will in most cases learn with their classes, and a fundamental fact to be made clear at the outset to both children and teacher is that the adult usually will not be able to acquire as authentic a pronunciation as do the children. However, failure of the teacher to acauire an oral command of the language is not thought to be prejudicial to the successful presentation of it through the TV and tape method.

Conclusions. As we are at the initial experimental stage, it is to early for any firm conclusions to be announced. Early observation of the experimental classes by those of us who are traditionally oriented specialists in Spanish leads me to predict, reservedly, ultimate success for our experimental method. However, until tests, now in preparation, are given and scored over a period of time affording comparison of experimental and control groups, no categorical statements can be made. The Foreign Language Instruction Project hopes to publish its concrete findings as soon as they become known. Let me add that we should like to know the names of any elementary schools in Illinois interested in foreign language instruction in the past, present or future. Though our experimental language is at the moment Spanish, we feel that the implications of our work concern all foreign languages. We should be happy to add to our mailing list the names of those interested in receiving forthcoming publications.

Coming Meetings

The 1959 meeting of the Modern Language Association will be held in the Palmer House in Chicago on December 27, 28, 29.

A tentative outline of the 1959 AATSP meeting in the Palmer House, Chicago on December 28, 29, 30 is given below. Mr. Frank Naccarato of Morton Junior College, Cicero, is the General Program Chairman,

Monday, December 28	
4:15 p.m. - 5:30 p.m.	SNHS officers
7:00 p.m. - 12:00 p.m.	Executive Council
Tuesday, December 29	
8:30 a.m. - 3:30 p.m.	Registration
9:00 a.m. - 10:30 a.m.	SNHS meeting
11:00 a.m. - 12:30 p.m.	Language Session; Chairman, Norman Sacks, Oberlin College, Oberlin, Ohio
2:15 p.m. - 5:45 p.m.	General FL meeting (with MLA)
8:15 p.m. - 9:45 p.m.	Business meeting
10:00 p.m. - 11:00 p.m.	Executive Council
Wednesday, December 30	
8:00 a.m. - 10:15 a.m.	Chapter breakfast
9:30 a.m. - 12:30 p.m.	Registration
10:30 a.m. - 12 noon	Literature Session; Chairman, J.H. Parker, University of Toronto, Canada
12:30 p.m. - 2:30 p.m.	Luncheon
3:00 p.m. - 4:45 p.m.	Elementary, High School Session; Chairman, Mrs. Angel del Barrio, Royal Oak, Michigan.

The James Scholars

This fall the University of Illinois embarked on a new honors program for superior students. On the basis of outstanding high school records and scores on college aptitude tests about 100 entering freshmen were selected and designated as Edmund J. James scholars. The name is that of a distinguished former president of the university. Many departments throughout the university have set up special courses or curricula for the James scholars, thus allowing them to have an enriched or accelerated program.

In the various modern language departments certain honors sections in the first and secone year courses have been established, with admission to these sections limited to James scholars and to students who have demonstrated very high ability in languages. These sections are a joy to teach. The students move ahead rapidly and do a great deal of oral work, both in class and on occasion in laboratory periods. In some cases the students in these language classes will be able to anticipate the work of a more advanced course and receive extra credit at the end of the semester.

P.A. Wadsworth, Professor of French

IMLTA Meeting, November 7, DePaul University, Chicago, Illinois. Morning Session.

Following a business meeting. in which a motion to have the 1960 IMLTA meeting in Carbondale was soundly defeated, Dean Robert J. Fries of DePaul welcomed the more than 300 IMLTA members present. Congressman Harold R. Collier then spoke on "The National Defense Education Act as It Applies to the Teaching of Foreign Languages." This act was signed into law on September, 1958 with the understanding that the defense and security of America are inextricably bound up with education. One billion dollars were allocated for a four year period, but inasmuch as this act will undoubtedly become a long range program, much more than one billion will eventually be spent. The act in general hopes to improve the quality and quantity of study and teaching in the fields of math, science and foreign languages. 54 states and territories and 1200 colleges and universities are participating in the program.

Aspects of the act which affect foreign language teaching are (1) the establishment within certain colleges and universities facilities for teaching languages which are never or rarely taught in the U.S. at present, but which are very important languages;(2) the establishment of fellowships which will provide students with needed funds and which will increase the number and scope of graduate programs of study in foreign languages; (3) the establishment of groups and institutions to do research in improving language teaching methods, and to set up shorter summer sessions where new methods and materials can be studied; (4) to conduct experimentation in more effective utilization of TV, radio, motion pictures and related media for educational purposes.

The languages very often neglected but urgently needed, according to the government, are Arabic, Chinese, Hindustani, Japanese, Portuguese and Russian. This year 19 universities will be teaching these languages. 171 holders of NDEA fellowships are presently studying the above languages. 925 elementary and secondary school teachers went to NDEA summer institutes this past summer and 250 colleges and universities want to conduct institutes. Plans are in order for 35 additional institutes in French, German, Spanish, Russian and Italia

Teaching Italian by Tape. A very interesting talk illustrated with slides, on "Teaching Italian by Tape" was given by Dr. Walter Cooper, Superintendent of Morton High School, and B. Mikula and E. Jahelka, also of Morton High School. The experiment in tape came about as a result of the lack of a trained Italian instructor for the new Morton High School. Morton wished to determine to what extent a teacher trained in language, but not in the particular language under investigation, can teach Italian, having at her disposal tapes prepared by a master teacher of Italian. During the summer Mr. Frank Naccarato produced on tape a number of lessons especially adapted from Beginning Italian Grammar (Vincezo Cioffari), altering the method of approach used in the text and writing a supplementary number of exercises based entirely on the aural-oral method to be used in conjunction with the text. The periods of instruction are

55 minutes long and the recorded lessons from 5 to 10 minutes. The students use earphones to listen to the recorded material. The material is presented in sections of about one or 2 minutes in length and then the students go over the material with the teacher without the use of tape. Every day students are given an opportunity to practice conversation with a partner or to ask and answer questions with a partner. Concluding comments to the entire experiment were, "The master teacher thinks that at the end of the first year of this experiment the results are gratifying and promising. The students have definitely learned some Italian. The success of the experiment is mostly due to the enthusiasm and complete dedication of the classroom teacher. A less enthusiastic teacher might have caused the experiment to fail.

Title III, NDEA. Edward Chesko, Director Title III, NDEA, Springfield, Illinois, speaking on "Title III, NDEA in the State of Illinois," said he felt that generally teachers are not at all well informed on the purposes and plans of NDEA. Title III of the act is concerned with the improvement of instruction in math, science and FL in the elementary and secondary schools. Specifically it hllps public schools acquire equipment and materials, makes loans to private schools for the same acquisition, and sets up state supervisory and consultant services. For every federal dollar a state receives for equipment and minor remodeling, it must spend another, either a state dollar or a local dollar. The federal government developes wide guidelines; we, the State, must do the specific allocating of money. The local plan which concerns teachers and administrators works as follows. If a school needs financial assistance in purchasing equipment or materials (outside of regular textbooks), it may ask Springfield for an application on which appear questions concerning the school's present and future plans and what is needed in order to carry out those plans. A state educational agency will then evaluate your situation and try to determine which school districts need aid and which still have not exhausted all local possibilities for financing their projects. The state will take into consideration the wealth of the school district and the efforts which are being made to further education before making a loan.

French Notes, Prepared by Edwin Jahiel

This issue of the NEWSLETTER marks the beginning of a new editorship of the French Notes. Professor Cameron C. Gullette who has functioned so ably in this capacity since the inception of the NEWSLETTER has asked to relinquish this post. Professor Gullette, a well-known authority on the teaching of modern languages and French review editor of the Modern Language Journal, has brought to the French Notes the benefit of his wide experience and broad scholarship. As a reader and an occasional contributor to the NEWSLETTER we should like to express our gratitude to Professor Gullette for the many hours he devoted to making the French Notes so readable and profitable. At the same time we should like to wish the new editor, Professor Edwin Jahiel, good luck in his new undertaking.

R. E. Hallowell

Petit Larousse, 1960 Edition. The venerable house of Larousse has just issued an entirely new "model" of the Petit Larousse, 1960 edition. They have done a superb job. The new Larousse is a richer, entirely up-to-date "dictionnaire encyclopédique," with a host of useful features. For example, it contains full-page maps of most countries, an atlas of France, Switzerland and Belgium and historical tables. The margins are much wider, about 2/8 of the page, so that they might be used for illustrations, of which there are 1000 more than in the 1959 edition. The new Larousse makes lavish use of drawings and photographs. The photographs, happily, do not displace the drawings but supplement and replace them wherever photography is the better of the two media. There are many pages of art examples and reproductions. In the second section of the volume the portraits of artists listed have been replaced by small reproductions of works by those artists.

The usefulness of the Petit Larousse has always been undeniable. Any student will profit greatly from reading his definitions in French rather than by consulting a French-English dictionary. Where the definitions get too technical, the illustrations take over. The automobile chart together with that for carrosserie can teach anyone most of the car terminology one would ever need. The planche maison and the four planc homme are equally useful, well-done and easy to understand, especially since the new edition eliminates cross-references through small numbers. Instead, the words are directly on or by the pictures.

Some words which were formerly illustrated have disappeared from the 1960 version, such as charnière (a hinge), serinette, store, phénakistiskope, fronton, jacquet and trictrac, lévite, etc. It's a pity, since the margins do have enough blank space for all the above. The gruesome illustration for le supplice de la roue which delighted my childhood is gone, as are the ludicrous images d'Epinal-like fort de la Halle and académicien. New tables have replaced some of my old loves. The table for pierres précieuses gave way to pompiers, timbres to télévision, coiffure to caoutchouc (fabrication et production du...). The tableaux marine and navires now show sleek modern utilitarian craft only, and no galleys, galleons and sails of bygone days. The table for blason was shortened too. All this is not to say that one cannot find the individual illustrations. That is possible, in many cases, though the vues d'ensemble be deleted. Generally, the new replaces the old advantageously. Still, the Larousse has gone modern. It is less bellicose, less romantic than before. The 1960 edition retains the "locutions latines et étrangères," yet even here this admirable weapon of quotemanship shows signs of excisions, compared to previous editions.

The précis de grammaire of past editions is also absent from this volume, though there are tables of plurals of nouns, rules of the participle, prefexes, roots, etc. The new Larousse is bigger, better than ever. It is geared to the needs of 1960 and should definitely be on everyone's desk. Without a doubt it is the year's best buy in books. The Larousse lists for $6.00. However, the publicity pages of professional journals such as The French Review carry ads for "specials" at $5.25. Some stores list the book at $7.95. One possible reason for this is that many books first come out in a "trade" edition higher-priced than though identical with the"text" edition which follows.

started out before the War as a one-man effort to save priceless films from destruction. Mr. Henri Langlois, later joined by the director Georges Franju, dug out rare films anywhere from attics to the flea market. The collecting of new films followed, then the creation of a cine club under precarious and makeshift conditions. The German occupation posed a strong threat to what. by then was one of the largest collections in the world. Thousands of cans of films were smuggled out of Paris to unoccupied France. After the war the Cinémathèque grew steadily, but painfully, in spite of some government help. It has at last received full recognition, having moved to new and adequate quarters. Mr. Malraux announced at the inauguration that the Cinémathèque will henceforth receive a subsidy of $60,000 to $80,000 this year.

Since the war the film makers of France, especially the younger ones (most of them educated through marathon-like sessions at the Cinémathèque) have been very active and artistically successful the world over. They must, however, rely on exports to make ends meet and, indeed, the majority of new foreign films shown in the U.S.A. are French. The Champaign-Urbana area is rather well off in that respect. Good foreign films are regularly shown by the Film Society, Cinema Internationale and a downtown "art theater." Messrs. Edwin Jahiel and Stanley Gray, of the French Department, are, respectively, the president and the services chairman of the Film Society. Mr. Francis Nock of the German Department is its secretary. Mr. Jahiel and Miss Pietrangeli (French, Spanish and Italian Departments) are members of the University of Illinois' Film Council. During the next few weeks the following French films will be shown locally: Les Amants, by Louis Malle, one of the Nouvelle vague (France's new wave of young directors); a Fernandel comedy; and Jean Renoir's classic La Grande Illusion (1937).

Only in France Department. The newest, most luxurious French sports car, Facel-Vega's Excellence (about $11,000) is made by Mr. Jean Daninos. A French newspaper identifies him as "le frère de l'écrivain" (Pierre Daninos.).

The French Society for the Protection of Authors tried in vain to block the release of Roger Vadim's film Les Liaisons Dangereuses, because presumably the film did injustice to the author's name. The author, Choderlos de Laclos, died in 1803.

High Fidelity Department. From Mrs. Ruth Rains comethese gems of student translation: un garçon silencieux - a dumb waiter
Nous avions craint - we're afraid of airplanes
Elle boite d'un côté - she drinks on the side

Spanish and Italian Notes

Don Rafael Lapesa, Catedratico de Historia de la Lengua Española at the University of Madrid and since 1950 member of the Real Academica Española, lectured on "Crisis históricas y crisis de la lengua española" at the University of Illinois on November 17. A summary of his talk will be given in the December NEWSLETTER.

Spanish Section of IMLTA meeting. A nominating committee composed of W. H. Shoemaker, University of Illinois, Joseph Fucilla, Northwestern University, and Agatha Cavallo, Wright Junior College, nominated the following officers for 1960: Chairman, Mr. Ernest Howard, Alton College; Vice-chairman, Miss Mildred Heuer, Sullivan High School, Chicago; and Secretary, Miss Mildred Jackson, Roxanna High School. The names were approved by those present at the Spanish section, which was presided over by Antenisca Nardi.

Professor Blanco-González of the University of Chicago gave a lively and informal talk on "El concepto de hidalgo según Las partidas." There have been two interpretations of what an hidalgo is - that of the middle ages and that of present day, which holds up Don Quijote as the representative hidalgo figure. In Las partidas of Alfonso el Sabio we see the hidalgo as he was in the middle ages - a realistic individual who knew what he wanted and how to get it; a man of action, a practical person. One was not born an hidalgo; he must do something, be "algo," distinguish himself in some way, preferably in war. The speaker vigorously stated that Don Quijote can not be the ideal of a whole nation, nor could he have been in the Middle Ages, because he was a failure. "Yo no puedo aceptar para mi pueblo un fracaso." He commented that it was the Romanticists and the '98'ers who popularized el quijotism and the libros de caballería.

"Oscar Castro Z.: Perfil Criollista de sus cuentos" was the topic of a paper delivered by Professor Homero Castillo of Northwestern University. Professor Castillo pointed out that Castro's eagerness and delight in discovering the face and soul of his native land and its people, and his ardent "criollismo" have made him one of Chile's most notable writers. Professor Castillo traced the course of Castro's life briefly and dwelled on the characteristics peculiar to Castro's cuentos. Although his plots often show little originalit one can appreciate the wide panorama of his short stories, his simple and direct, yet careful style, and his poetic sense of nature He awakens in the reader an affection for Chile. The naturalness of his rural scenes and his power of observation are revealed in his second volume of cuentos entitled La Sombra de las cumbres, Oscar Castro Z. is also the author of several full length novels.

Professor Boyd Carter of the University of Southern Illinois, speaking on the subject "Manuel Gutiérrez Nájera in His Centennial Anniversary" reviewed briefly the career of the Mexican poet and journalist whose culminating effort in his devotion to literature for over twenty years was the founding, with others, of the magazine Azul in 1894. The speaker called attention to the work of E.K. Mapes and Ernesto Mejia Sanchez in bringing to light Nájera's writings, a task complicated by the great use of pseudonyms in his writing production in thirty periodicals. Professor Carter's own book on the poet will be appearing in the fall.

Professor Ernest Howard of Alton College told of his experiences at the Summer Institute in Foreign Languages at the University of Texas. This institute, one of several sponsored by the NDEA,

was held for eight weeks this past summer at Austin, Texas, under the leadership of Theodore Anderson from Yale University. Classes and laboratory sessions were conducted in linguistics, educational techniques of FL teaching, as well as advanced training in the specific language itself. Great emphasis was laid on the newer methods of using tapes in classroom language teaching. These techniques were demonstrated in an actual high school situation. The students worked out individual projects in their own language area and were introduced to new methods and materials, such as using short stories on tape told by native speakers. Experiments were conducted in teaching students by tape from kindergarten through sixth grade.

Professor Luis Leal, University of Illinois, speaking on "Escritores del México actual," has kindly provided the NEWSLETTER with the following summary of his talk. "Contemporary Mexican literature begins in 1910 with the group known as "Ateneo de la Juventud," Alfonso Reyes being the most prominent member of that group. In the twenties the "Contemporaneos" and the "Colonialistas" predominate. These writer, however, do not reflect in their works the Mexico of their own day. The novelists of the Revolution (Azuela, Guzmán, etc.) are the ones that draw their material from the historical events and sociological changes taking place at the time. This trend dies in 1940, after which there is a return to more universal themes. Octavio Paz, Agustín Yáñez and Rodolfo Usigli are the most prominent writers of this period. In the last ten years a new group of writers has predominated; they are interested mainly in the short story and the novel. The outstanding writers of this group are Juan José Arreola, Juan Rulfo and Carlos Fuentes. Their works reflect a blend of national and universal themes."

(The above notes were prepared by Miss Ruth Schmidt, Miss Betty Moffett and Mrs. Mary Kruse)

Italian Section of IMLTA meeting. Presiding over the Italian section's meeting was Alberto Milanesi, who after a few words of welcome called attention to the increasing interest shown by Americans in several aspects of Italian, such as literature, the movie industry and fashion.

The first speaker of the afternoon, Father Spada, PSSC, Director of Sacred Heart Seminary in Melrose Park, Illinois, gave a brief survey of the history of immigration to this country, stressing the role Italians have played in this movement. He ended his survey with a plea for revision of the discriminatory quota system now in effect.

The next speaker, Father Joseph Visentin, PSSC, also of Sacred Heart Seminary succeeded admirably in presenting a coherent picture of a many-faceted personality of 20th century Italian literature, Giovanni Papini. Father Visentin observed that while Papini's many works (some 60 volumes) seem to have little relation to one another, there is a certain spiritual unity in both his life and his work. Papini whether an atheist - as he was in his youth -, or converted to Christianity - as he was later in life - ; whether a thinker rejecting and reacting against established philosophical systems, or a poet,

or a journalist and founder of journals, was always a fighter, trying to arouse the common man, retaining a critical and pessimistic view of society, but revealing also a love for humanity and for life.

Dr. Giacomo Profili, the Italian Consul in Chicago, was the final speaker. He spoke on Italian-American relations, especially in the post-war era. In this connection he praised American efforts to win the peace after having won the war, and singled out the late General George C. Marshall for having taken an active role in both activities. In the area of cultural exchange between the two countries, Mr. Profili commented that various programs have sent some 500 U.S. students to Italy this year and that the U.S. is the country preferred by Italian exchange students. Many Italian scientists have come to work in this country at places like the Armour Research Laboratories, and in addition Italian labor leaders have come here to meet their American counterparts and to observe labor conditions.

At the conclusion of the talks Professor Angelina Pietrangeli, University of Illinois, was chosen chairman of next year's Italian sectional meeting which will take place in Urbana.

(Italian notes prepared by Mrs. Thelma Canale-Parola)

El libro de buen amor. On Tuesday, November 3, Dr. Maria Rosa Lida de Malkiel, visiting George A. Miller Professor of Spanish at the University of Illinois, gave the second of her talks on the Book of Good Love. Mrs. Malkiel, in her flawless English, gave an interesting and lively account of the contents, genre and purpose of the book. The Book of Good Love (1330 and 1343) by Juan Ruiz, Archpriest of Hita, has no parallel in western European literature, a fact which has somewhat damaged its appreciation because the concepts which guide literary criticism are not always able to adequately judge something which is outside of the literary tradition.

The speaker discussed at some length the various lyric poems, didactic disquisitions, allegorical tales, short stories, fables, and the novel in autobiographical form which make up the book. The peculiar style of the poem is very rich in proverbs, refrains, allusions, parodies and plays on words. The most important structural element in the poem is the autobiographic novel which relates 13 love affairs, curiously alike. In most of the adventures the poet sends gifts and verses via a messenger to various ladies, but he fails in his attempts to win them over. Instead of being a modern-type novel with exposition, climax and denouement or a psychological study of an individual, it can better be compared to the picaresque novel or El Quijote whose protagonists lend unity to a series of parallel adventures and who always end up in an unfavorable position.

An autobiography written directly in the first person was very rare in ancient and medieval Western Europe. Within the cultural atmosphere of Christian Spain of the fourteenth century the Book of Good Love is extraordinarily unique. It has been identified structurally with the maqamat, an Arabic genre of poetry of the eleventh century, in which a rogue, who preaches a virtue and devotion which he is far

from carrying out, speaks out in gatherings (maqamat). The rogue's meeting with the narrator provides the narrator with a chance to tell in the first person of his adventures. These two personages lend unity to the diverse adventures. Characteristic of the maqamat is its didactic purpose and humorous tone. From the twelfth century to the fourteenth the Jews of Catalonia, Languedoc and Provence, sympathetic towards Arabic arts and science, cultivate the genre of the maqamat, elaborating upon it with great originality. The Book of Good Love tells its Christian stories within the semetic structure of the maqamat and in particular, of the Hispanic Hebraic maqamat.

Today a modern reader, not familiar with medieval attitudes, may find it difficult to take seriously a moral lesson which, in order to preach divine love, cites incessently cases of infatuated love. However, making an abstract teaching palitable by means of a gay little story was very common in medieval times. By presenting in the first person the love affairs of the author which always fail, Juan Ruiz personalizes his moral lessons. However, the author does not relate his amorous affairs as a confidential, individual and romantic matter, but rather as a universal human confession, spoken by any sinner.

In conclusion the speaker commented that one can get out of the Book of Good Love exactly what one wishes. Juan Ruiz himself wrote in the Prologue, that in his pleasant stories, "..el lector de buen entendimiento que se quiera salvar" will make his choice and act accordingly while the sinner will find new ways to sin.

German Notes, Prepared by Francis J. Nock

Schiller. As part of the Schiller bicentennial celebration the Division of Humanities at the University of Illinois at Urbana will sponsor a lecture on "The Four Seals of Schiller" to be given by Professor Helmut Rehder, of the University of Texas. Mr. Rehder was from 1946 to 1955 the head of the German department at Urbana. The talk will be given November 19 at 8:00 p.m. in 103 Mumford Hall.

Schiller's Maria Stuart, in English translation, will be produced by the University Theatre on December 9, 10, 11 and 12 in Lincoln Hall Theatre. The play will be directed by Miss Clara Behringer. Tickets may be bought at the Illini Union box office and at the door on the nights of the performances.

The Chicago Undergraduate Division of the University of Illinois hald a convocation honoring Schiller on November 5. This was presented under the auspices of the German Club and the German Department. After being welcomed by Mr. John Sliwa, president of the Club, and Mrs. Hazel Vardaman, head of the department, those present heard a recitation of Schiller's Lied an die Freude, given by Miss Theresa Sharpe; Brahms' composition of Der Abend, sung by the University Choir, and an address "In After Days," given by Mr. Paul Landis, Professor of English at Urbana.

AATG. The Chicago Chapter of the AATG had a luncheon meeting October 24 in the Art Institute. An address was given by Dr. Wilhelm Schlag, Cultural Affairs Officer of the Austrian Consulate in New York.

National German Contest. The AATG is holding a National German Contest for high school students. The examinations for this may be taken by students in the second, third and fourth years of German. For information on the nature of the contest, see The German Quarterly for November. Regional Test Centers will be announced November 30. There will be three prizes in each category on a nation-wide basis. The first prize in the highest category will be round trip airplane ticket to Germany, with a five week stay there. The remaining prizes will be books. All prizes have been contributed by the West German Government. The final date for applicationsis January 15, 1960. Inquiries should be directed to Mr. Ernest Willner, German Department, Navy Pier, Chicago 11.

Student Loans Under NDEA. Word comes to us that not enough applications by qualified students for loans under the National Defense Education Act have been received by the University of Illinois to make use of the available money. These loans are for students who have financial need in order to continue their studies. They are for students who desire to teach in elementary or secondary schools or who have superior capacity in the fields of science, mathematics, or a modern foreign language (italics ours). If students become public school teachers, they may be excused from up to 50% of their loan

Personal Notes. Mrs. Inge Hough is a new staff member with the rank of instructor in the Navy Pier German Department. Professor Heinrich Schneider is visiting professor German literature during the current quarter at Northwestern University. Professor Erich Heller joins the department at Northwestern in January 1960, coming from the University College of Swansea, Wales. Professor Helena Gamer and Professor Viola Manderfeld of the University of Chicago are doing research in Austria and Germany. Professor C.R. Goedsche of Northwestern is serving as chairman of one of the 7 area committees which will prepare examinations to measure the competency of French, German, Italian, Russian and Spanish teachers. He is also serving on a national committee to select teachers for 25 stipends, granted by the West German Government, to cover the cost of transportation to and from Munich for the purpose of attending the summer courses of the Goethe Institute.

German Sectional Meeting of the IMLTA. The German sectional meeting was held at 2:00 p.m. with Professor Leland Phelps presiding. The first paper was read by Mr. Robert Hiller, of the University of Chicago, on Bertolt Brecht. It was a very well worked out talk on the similarities and differences between Brecht's Mutter Courage and Grimmelshausen's Trutz Simplex.

Mr. Frank Neher, of the York Community High School, spoke next on "German Teaching in the High School." He spoke of the roles of the teacher, the student, and the German language in the learning situation at the high school level. The speaker discussed characteristic

problems in dealing with students at this level and stressed the problem of coping with individual differences. He emphazed the fact that the high school teacher in America faces a classroom containing both pupils and students who have a wide range of ability and a varied background as far as their past learning experiences are concerned. The trends toward longer sequence of study in high school and the use of electronic equipment were touched upon in the talk.

After this, Mr. Ernest Willner, of the University of Illinois at Navy Pier, distributed sheets telling of the AATG National Contest (discussed above). He asked teachers to make the contest known everywhere since it is the first time that German is included.

Professor Helmut Meyerbach, Wright Junior College, informed the meeting that of 1244 high schools in the state only 108 teach any German and that therefore no full year institute for German will be arranged by the National Defence Education Act. He feels that all teachers of German should become more active. A proposal to nominate a a committee to evaluate the material for teaching German was carried. The committee is to be nominated by Professor Phelps. Professor Meyerbach regretted that the Materials List done by the MLA is completely inadequate as far as German is concerned.

(German Sectional notes by Miss Mimi Jehle)

After serving for almost four years, your reporter takes leave of you with this issue. My place will be taken by Mr. Marvin Bragg, instructor in German, University of Illinois. His address is 225 Lincoln Hall. Please give him the support that you have given me.

Francis J. Nock

Russian Notes, Prepared by Victor Terras

One of the projects the Russian Department is working on is the building up of our library. For many years this was no easy task, since many important books were exceedingly difficult to obtain. However, with growing demands for Russian studies and research, as well as a general rise in the reading public's interest in Russia and Russian language, publishers and book dealers, having become aware of such a trend, are now in a better position to serve this market. Also, it has become considerably easier to obtain books printed in Soviet Russia. Now that sufficient funds are available, we have the basis for a determined drive to create an up-to-date Russian study and research library. Our goals are the following, listed in order of their relative urgency:

Russian literature. (1) To have the best (which is not necessarily the most recent) edition of the collected works of all Russian authors who have been deemed worthy of such an edition, with exception of a few Soviet authors who earned this distinction by their dexterity in following the fluctuations of the party line more than by their literary talent. We also wish to acquire a representative selection of the works of lesser authors, particularly of Soviet literature.

Some works that are artistically inferior will have to be included, with a view to research and general orientation.
(2) To acquire a representative collection of Russian as well as non-Russian works on Russian culture and literature in general, and on the Russian classics in particular. Good progress has been made along this line and we hope that future members of our department will be doing research based on material from our own library.
(3) To obtain a collection of the most important works from Old Russian and XVII - XVIII literature. This would enable the department to conduct research into the background of representative Russian literature from a historical and social aspect.

Russian language. (1) We are in the process of obtaining all the standard works and materials concerning the teaching and practical application of the Russian language.
(2) Our linguistic library is at this point less well advanced. However, we have been ordering the leading Western and Russian magazines in this field for years, and do have the standard works necessary to conduct teaching and general studies.

Slavic studies. To conduct Russian studies without contact with the Slavic studiew is possible (although not an ideal condition) with regard to literature. It is quite impossible with regard to linguistics. Thus, it is another, although more distant goal of this department to build a collection of standard works on Slavics in general, and the individual Slavic languages in particular.

Russian Sectional Meeting of the IMLTA. About twenty members were present who before and after the lectures engaged in a lively exchange of impressions and experiences. To us at the University of Illinois, it was particularly interesting to hear about the teaching of Russian on the high school level.

The first speaker, Dean V. G. Bobrinskoy, Chairman of the Linguistics Department, University of Chicago, spoke about Titles IV and VI of the NDEA and their effect on the study of the six "critical" languages, one of which is Russian. He pointed out that schools which were actually establishing a new program of organized study of one of the critical languages seem to have benefited most from the program. Schools with existing programs have been profiting relatively less. Of the $1,000,000 which have been granted under Title VI of the act for the study of critical languages this year, one half of this sum is going for study and research centers and one half for scholarships. Out of a total of 179 scholarships granted, 69 were for students of Russian. Dean Bobrinskoy stated that any school that could come up with a satisfactory program has an excellent chance to receive help. In 1959 only ten schools were able to take advantage of assistance offered under Title VI of the act, as far as Russian studies were concerned. Another branch of the NDEA which has not hit its stride as yet are the special institutes for teacher training. Only three schools had a Russian program running last summer. It is expected that several schools will be added to this list next summer.

After Dean Bobrinskoy's speech a colleague, who is now teaching Russian in a Chicago high school, reported briefly on her impressions as a student of Russian at the NDEA summer school at the Univessity of Texas. We found her talk very interesting and informative.

The final speaker, Professor H. McLean or the Russian Department at the University of Chicago, gave his impressions of the state of Slavic studies in Great Britain. Professor McLean has just returned from a year's stay in London, where he was doing research work at the School of Slavonic and East European Studies, London University, as well as at the library of the British Museum. Professor McLean said that he definitely had the impression that Slavic studies as conducted at leading universities in this country are on the same, if not on a higher level of accomplishment than they are in Britain. As in some universities oftthis country, the interest in Slavic studies was small or non-existent in the 19th century, a fact which could not fail to leave a trace in the condition of the libraries and other materials pertaining to Slavic studies. The School of Slavonic Studies in London, Mr . McLean said, is at present the leading center of Slavic studies in Britain, and wolid work is being done there. However, Mr. McLean added that an American slavist will hardly be able to learn there, or anywhere in Britain, anything that he could not have learned at home as well. Although the library of the British Museum suffered damage during World War II, including the loss of certain Russian periodicals, the library still contains a great wealth of material of interest for the slavist.

Russian Club Notes. On October 16 Mr. V. Orlowsky, retired Russian archeologist and historian, of Urbana, gave a talk on excavations in the Crimea, which revealed remains of ancient Greek civilization dating back to the sixth century B.C. On October 22, Professor Andrew V. Nalbandov, Professor in the Biology Department, spoke and showed slides about his recent trip to the U.S.S.R. Professor Nalbandov accompanied a group of American biologists who visited various Russian farms and institutes. Mr. Victor Terras of the Russian Department spoke about the Russian classic in Soviet criticism at a meeting of the club on October 28. On November 4 Professor Olga Koshansky of the Russian faculty spoke about the music of Moussorgsky and played some of his records. Russian poetry of the 19th century was the topic of a talk on November 12 by Professor Frances Sabotka, acting Head of the Russian Department.
All Russian Club meetings are held in the YMCA at or about 7:30 p.m. They are open to any person who can or would like to be able to understand spoken Russian, since the talks are always in Russian. After the speaker, anyone who wishes to practice conversational Russian may do so in the Kaiser Room.

(Doris Ullman, Secretary-treasurer of the club)

§ § §

Edwin Jahiel *Edwin Jahiel*

Mary Ullmann Kruse *Mary Ullmann Kruse*

Francis J. Nock *Francis J. Nock*

Victor Terras *Victor Terras*

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XIII, No. 3 December, 1959

Buon Natale

Felix Natal

Joyeux Noël

Felices Pascuas

Fröliche Weihnachten

Dear Colleagues:

Starting in September, 1964, students applying for admission at the University of Illinois to the College of Liberal Arts and Sciences and the music and art curricula of the College of Fine and Applied Arts will be required to have two years of high school study or two units of college work in a foreign language. The requirement does not apply to students in other academic areas. The Board of Trustees in Chicago commented that "as with mathematics, the high schools should relieve the University as much as possible of elementary instruction in foreign languages." When the new rule takes effect (on today's eighth graders), the only students in these colleges to be exempted from the requirement will be those from high schools that do not offer foreign languages.

A newly proposed Russian studies program at the University will include an undergraduate major and minors for master's and doctor's candidates. The interdepartmental program is an attempt to bring to bear on a particular foreign country a variety of disciplines. Professor Ralph T. Fisher, Jr., history department, has been named director and chairman of the new program.

Illinois State Supervisors. The state supervisors for modern FL in Illinois are Mr. Robert O. deVette and Mr. Helmut Meyerbach. A note from Donald Walsh at the Fl Program Research Center says he hopes all FL teachers will offer their cooperation and advice to these key figures in the administration of the NDEA and in FL teaching as a whole. Teachers who wish to know more about NDEA Title III services in FL available to the secondary schools should write to either of the supervisors, at the Office of the Superintendent of Public Instruction, 302 State Office Building, Springfield.

MLA Meeting

Reprinted below are the skeleton outlines of the various modern foreign language meetings to be held during the MLA meeting at the Palmer House in Chicago on December 27, 28 and 29, 1959.

AATF. President, Henri M. Peyre; Secretary-treasurer, George B. Watts. 28 Dec., 8:00 p.m., Executive Council Meeting, Room 795;

29 Dec., 9:00 - 12:00, Registration, Exhibition Hall (4th floor); 8:00 p.m., General Meeting, Room 14; 30 Dec., 8:45 a.m., Business Meeting, Room 14, 11:00 a.m., Literary Meeting, Room 14, 12:30 p.m., Annual Luncheon, Room 18.

AATG. See German Notes.

AATI. President, Antonio Pace; Secretary, Herbert H. Golden. 27 Dec., 9:15 p.m., Annual Meeting, Room 9; 28 Dec., 6:00 p.m., Annual Pranzo, Riccardo's Restaurant, 437 North Rush Street.

AATSEEL. President, Leon Twarog; Secretary, Edmund Ordon. 27 Dec., 8:00 a.n. - 6:00 p.m.; 28 Dec., 10:00 a.m. - 6:00 p.m., Hotel Sheraton Blackstone.

AATSP. President, Donald D. Walsh; Secretary, Laurel H. Turk. 28 Dec., 3:30 - 4:45 p.m., National Council, SNHS; 7:00 - 12:00 p.m., Executive Council, both in Room 4. 29 Dec., 9:00 - 10:30 a.m., SNHS meeting, Room 4; 11:00 a.m. - 12:30 p.m., Language Session, Ballroom; 8:15 - 9:45 p.m., Business Meeting, Red Lacquer Room; 10:00 - 11:30 p.m., Executive Council Meeting, Room 4; 30 Dec., 8:00 a.m., Chapter Breakfast, Room 18; 10:30 - 12:00 a.m., Literature Session, Red Lacquer Room; 12:30 p.m., Luncheon, Ballroom; 3:00 - 4:45 p.m., Elementary and High School Session, Red Lacquer Room.

PMLA Notes.

Teacher Certification. Norman Foerster noted the following in CEA critic, Feb., 1959. "Many states are considering whether the education credits should be reduced in the interest of more solid preparation for teaching such high school subjects as mathematics, sciences, history and languages. Little publicity has been given the most significant action taken. The school of education at the University of Wisconsin has recently announced its decision to provide an alternative to the accumulation of course credits. The student will be permitted to show his competence simply by taking tests in education and the subject fields, supplemented by some experience in supervised student teaching. This plan is to be available not only to undergraduates but also to holders of the baccalaureate degree...The University is negotiating with the colleges of the state and the Department of Public Instruction to assure statewide adoption of the plan. Similar action may be expected in other states...The change will be great, yet neither new nor radical. Certification by examination would simply be a return to the old American plan. It would appropriately be proposed by the educators themselves. Twenty years have passed since Henry W. Holmes of the graduate school of education at Harvard urged examinations in place of credits..."

Georgia and Oklahoma Fls. Recent surveys comparing foreign language enrollments in Oklahoma high schools in the years 1954-55 and 1957-58 are both encouraging and disquieting, as were the results of surveys of high schools in Georgia. Here are the statistics:

Oklahoma

1954-55		1957-58
760	public high schools	657
683	public h.s. with no MFLs	541
664	public h.s. with no FLs at all	526
123,000	total public high school enrollments	136,000

	Georgia			Oklahoma
	1957-58	1958-59	1954-55	1957-58
Fr.I	3662	9568	437	823
Fr.II	1687	3325	264	467
Fr.III	222	97	35	27
Fr. IV	71	0	10	0
Ger I	120	31	50	50
Ger II	0	0	10	0
Sp. I	3095	5505	2318	3528
Sp. II	1847	2370	1554	1983
Sp. III	37	42	93	110
Sp. IV	117	0	33	0
	10,854	20,938	4,804	6,978

The increase in the totals is impressive, but note that, of this larger base, fewer continue, and that in every case the fourth year has disappeared. Can it be that increased lower level enrollments are absorbing both teaching staff and money, so that authorities are reluctant to allow small advanced courses? Or can it be that the effectiveness of teaching and learning has deteriorated because of crowding in the beginning classes? In any case, Dr. Conant would not be pleased.

Travel Notes

Summer Institute in Germany. Stanford University is planning to hold an Institute for secondary school teachers (and supervisors) of German during the summer of 1960. The group will fly by chartered airplane on June 19th from New York to Berlin for a week of intensive preparation and orientation. Then it will proceed to Bad Boll near Stuttgart for eight weeks of regular study on the graduate level. On August 19th ghe group will be flown back to New York, All regular transportation and subsistence costs will be covered by the stipend of $75 per week per participant authorized by the NDEA of 1958. For further information, please write to B.Q. Morgan, Room 242Q, Stanford University.

Millikan University Tour. Under the leadership of Dr. and Mrs. H. Logan Cobb, Millikan University is offering a summer tour of nine European countries, leaving June 27, 1960 and returning July 29. A highlight of the trip will be witnessing the Passion Play at Oberammergau, Germany. The tour rate from New York back to New York by plane is $1188. Extensions tours and 2 hour credit for the tour may be arranged. For information and reservations contact the leaders or Leo E. Mendel, United Travel Service, 564 N. Water St., Decatur, Illinois.

German Notes, Prepared by Mr. Marvin Bragg

After almost four years Professor Francis J. Nock is handing over the editorship of the German Notes to far less capable hands. We can only faintly hope to approach his accomplishments.

The Friedrich Schiller Bicentennial has been observed in Urbana in several ways. On November 13 the Deutscher Verein commemorated the occasion with a Schiller program in which Mr. Werner Marx discussed "Schiller und seine Bedeutung für unsere Zeit." This was followed by a reading of the poem "Der Handschuh" by Mr. Francis P. Lide and a dramatic reading by club members of the Rütli-Schwur from Wilhelm Tell.

The University library has had an exhibit of some of Schiller's important early editions showing various aspects of his life and activity.

The main feature of the celebration was the Schiller Memorial Lecture delivered on November 19 by Professor Helmut Rehder under the auspices of the Division of Humanities and the Department of Germanic Languages. Professor Rehder, head of the Department of German of the University of Texas, lectured on "The Four Seals of Schiller." Schiller had wanted a representative seal and had received four for this purpose from the publisher Göschen but he had difficulty in deciding which was the most representative. This problem of the selection of a seal shows an important aspect of Schiller's personality. The seals depicted a lyre, Psyche, Apollo, and Homer, and these represent vital spheres of life: art, psychology, religion and politics. Schiller had deep roots in each of these fields and found difficulty in placing one above the other. However, psychology and politics were too closely connected to the phenomenal world to represent both the inner and outer aspects of human consciousness. Religion, on the other hand, while being free from the world of cause and effect, was also one-sided in that it was a matter of only the inner world of the will. Art transcended the spheres of reality of all three of these, since it could, by way of fiction, describe the whole of life. It also was not mere description and was a creative process, so that the human world depicted in a work of art represented an abstraction and refinement that intensified the different aspects of reality. The life experienced in art was, thus, not a departure from the real but a fuller experiencing of the real than could be known in any one normal life. This transcendental life in art included the elements of psychology, morality, and social behavior in more than real fullness and avoided the normal limitations set by time and place to their unfolding. Art, in unifying the worlds of will and causality in the infinite mind, provided the only real freedom. Schiller, therefore, placed art above the other phases of life. The lecture was followed by a reception for Professor and Mrs. Rehder at the home of Professor Philippson.

The Theater Workshop presented on November 19 and 20 before sell-out audiences Hans Sachs' The Hot Iron (in translation by Prof. Noch) and Brecht's The Private Life of the Master Race.

Professor Hazel Vardaman reports that the Navy Pier German enrollment in the first semester course is the same as last fall (309). There was an increase of 23% in the third semester (165) and an increase of 100% in the conversation course 113 (24). Mr. Robert Kauf of Navy Pier will be on sabbatical leave dor the second semester and will study theater in Vienna during that time.

AATG. The twenty-seventh annual meeting of the AATG is being held December 29-30 at the Palmer House in Chicago with a meeting of Delta Phi Alpha advisors scheduled for 5:00 p.m. of the 28th. On Dec. 29, 8:30-11:30 a.m., there is a meeting of the AATG Executive Council. The FL Program General Meeting takes place from 2:00 to 5:00 p.m. At 5:00 a social hour for foreign language teachers is planned. At 6:00 p.m. the dinner speaker will be Prof. Hans H. Borcherdt of the University of Munich. The title of his lecture is "Das Dichterische bei Schiller." On Dec. 30, 9:00 a.m.-12:30 p.m. the AATG Business and General Meeting is held. Jacob Hieble, North Texas State College, will speak on "Alexander von Humboldt: Authof, Scientist, Humanist (1769-1859)." There will also be a panel discussion on "A Six-year Sequence in German Instruction (grades 7-12)." Panel Moderator is Anton M. Huffert, Adelphi College, Garden City, L.I., and panel members will be Elmer L. Morthole, Evanston Township High School, Evanston, Ill; Philip W. McDowell, Chairman, Dept. of Foreign Languages, New Trier Township High School, Winnetka, Ill.; Myrtle Rognebakke, Wauwatosa Senior High School, Milwaukee; Helen C. Sarmoni, Walt Whitman High School, South Huntington, L.I.

At the MLA meeting on December 27-29 Professor Philipp M. Mitchell will read a paper on "Vilhelm Grønbech and the 19th Century" in the Scandinavian 1 section: Scandinavian Languages and Literatures. In Conference 19 will be "Problems in Teaching and Testing Languages Required for Doctoral Candidates." Prof. Francis Nock will be discussion leader. Attending from Urbana will be, besides Professors Mitchel and Noc, Professors Frank G. Banta, Mimi I. Jehle, Ernst A. Philippson, Henri Stegemeier, and Mr. James E. Engel, Mr. Werner Marx and Mr. Burkhard Seubert.

Weihnachten in Deutschland

Das Unbehagen in Deutschland über das Wirtschaftswunder hat sich auch auf Weihnachten ausgedehnt. Man mag sagen, dieses Unbehagen sei bloss eine Modeerscheinung unter den Intellektuellen. Aber auch dann ist nicht zu leugnen, dass die wirtschaftliche Seite des Festes seit der Währungsreform immer wichtiger geworden ist.

Weihnachten war ja kulturell gesehen immer das Fest der Familie und der Geschenke, wobei Geschenke in der Vorkriegszeit gleichbedeutend mit besch eidenem Luxus waren. Man lebte besser als gewöhnlich, das heisst, es gab Geflügel, guten Wein, Liköre und Süssigkeiten, alles Dinge, die heute und in Amerika als Besonderheiten kaum noch zu verstehen sind. Man schenkte sich Schmuck, feine Lederhandschuhe, Bücher und Krawatten, so dass man von der "schlipsebringenden Weihnachtszeit" singen konnte.

Familienleben und Wohlstand litten dann allerdings sehr unter dem Krieg, und als nach 1945 die Familien allmählich zusammenkamen und der eine Bestandteil des kulturellen Weihnachten wieder existierte,

wurde der Mangel des anderen nur um so härter empfunden. Es bestand ein verzweifelter Heisshunger erst nach dem Nötigen, dann nach dem Angenehmen. Die Not jener Jahre ist heute in Deutschland nicht nur vergessen, sondern das Vorstellungsvermögen für jene Zustände scheint überhaupt abgestorben zu sein.

Da der Mangelzustand an Weihnachten besonders empfindlich gespürt wurde, unternahm man für dieses Fest auch besondere Anstrengungen, um ihn zu überwinden. Der Wohlstandspegel war jedoch so weit unter Normal, dass die Anschaffungen mehr als bescheiden und weniger als Luxus sein mussten, womit man sich entschieden von den Vorkriegsgeschenken entfernte. Damals kam es zu der Erscheinung, dass die Familienglieder auf grössere persönliche Geschenke verzichteten, um die Anschaffung von Einrichtungsgegenständen zu ermöglichen. "Wir haben uns zu Weihnachten zwei neue Sessel und ein Bücherregal geschenkt," hiess es zum Beispiel.

Weihnachten wurde auf diese Weise der jährliche wirtschaftliche Prüfstein für die Familien, der sofort auch gesellschaftlich bedeutend wurde. Die feine Grenze zwischen dem Nötigen und Angenehmen wurde bald nach der Währungsreform überschritten. Es ging von Möbeln und Kleidern über Radios und Kühlschränke zu Pelzmänteln und Fernsehapparaten die Leiter hinauf, wobei das Essen an Menge und Güte laufend nachfolgte.

Die ökonomische Konzetration an Weihnachten, die sich aus nichtwirtschaftlichen Gründen auf diese besondere Zeit festlegte, wird jetzt allerdings mit wirtschaftlichen Mitteln gefördert, nachdem sie sich einmal eingebürgert hat. Dies geschieht durch die Weihnachts gratifikationen, die aus einem einmaligen Zuschuss der Arbeitsgeber in Höhe eines halben Monatslohnes bestehen. Diese Praxis ist so allgemein, dass in den wenigen negativen Fällen sogar versucht wurde, sie gerichtlich zu erzwingen. Ausserdem sind die drei letzten Sonntage vor Weihnachten verkaufsfrei, und der Betrieb an diesen Tagen, die man den kupfernen, silbernen und goldenen Sonntag getauft hat, ist oft so gross, dass in manchen Fällen die Innenstädte für den Autoverkehr gesperrt werden. Und schliesslich tut die Werbung alles, um zum Kaufen anzureizen.

Es ist natürlich, dass Weihnachten an dem wirtschaftlichen Wiederaufstieg der Bundesrepublik teilhat und dadurch in die Frage miteingeschlossen ist, wieweit der moralische Wiederaufbau unter dem wirtschaftlichen gelitten hat. Es ist zudem einsichtig, dass es im Wirtschaftsleben saisonbedingte Spitzen und Tiefen gibt. Was aber bei all diesen Erwägungen bedenklich bleiben muss, ist die Tatsache, dass die wirtschaftlichen Unternehmungen des Festes über das Natürliche und Vernünftige hinausgetrieben werden. Sobald aber das Wirtschaftliche oder Materielle seine Grenzen überschreitet, muss es notwendig etwas anderes verdrängen. Verdrängt wird natürlich die religiöse Seite des Festes, denn allgemein kulturelle Dinge wie Sehnsucht nach Frieden, Pflege des Familienlebens, selbst Unterstützung der Armen vertragen sich sehr wohl mit dem materiellen Wohlstand und sing geeignet, als Ersatz für echte religiöse Besinnung zu dienen.

Am Heiligen Abend hat Deutschland die Kleinste Unfallziffer, denn alle Strassen sind ausgestorben. Und es darf wohl trotz allem angenommen werden, dass man in vielen Familien nicht nur gut isst und die Geschenke bewundert, sondern auch Weihnachtslieder singt, die Weihnachtsgeschichte hört, derer gedenkt, die sich in Unglück und Not befinden, und sich darauf besinnt, dass man den Tag feiert, an dem der allmächtige Erlöser als hilfloses Kind unter die Menschen trat. Dies darf man umsomehr hoffen, wenn man weiss, dass in Deutschland an Weihnachten die Gottesdienste am besten besucht sind.

(Albert Borgmann)

Spanish Notes

The 1960 AATSP National Spanish Contest

The following letter was received from Ernest Howard, Recording Secretary-Treasurer, Illinois (Downstate) Chpater, concerning the examination regulations for the Downstate Chapter area only. (The Chicago area has its own regulations.)

"The AATSP is again sponsoring a national contest in Spanish for secondary students (2nd, 3rd and 4th years). The officers of the Illinois (Downstate) Chapter have mad the following arrangements for chapter members:

1. Centers have been set at Alton, Carbondale, Decatur, East Peoria, Macomb, and Sterling.
2. Your orders for copies of the exam should be sent to the chairman of your center by January 10. This date is earlier than most of us want to become interested but is set as late as efficient operation of the procedure will allow.
3. Date and place of the exam at each center will be set by the local chairman. The date will be April 2-16.
4. A charge per entry of 25¢ is asked. This will include the usual 10¢ per copy and will help cover the cost of the tape and perhaps small local prizes. You are asked to use some sort of elimination in your school before the exam if you wish.
5. The sponsor of a center will send a combined order and have your copies ready for you on the day chosen for the exam. Papers will be graded at Urbana and the three highest in each area sent on for the national competition.
6. Special answer sheets will be furnished to simplify grading.
7. Teachers must be members in good standing of the chapter to enter students. Others may enter the national competition of they us tape as provided. I shall be glad to furnish on request an order blank for this purpose.

The Illinois chapter will be meeting in Macomb this spring and you can make a valuable contribution to the cause of FL study in Illinois by attending. National dues for AATSP are five dollars and chapter dues, one dollar. I shall gladly forward your national dues to Dr. Turk if you wish to pay both through me. Please send the card from Dr. Turk if you have received it. You may not become a chapter member without being a national member. Your dues will entitle you to: receive copies of HISPANIA, award the association bronze medal, enroll in the placement bureau, organize a chapter of the SNHS

(Spanish National Honor Society), and use the student correspondenc Bureau (called ONCE). Send dues at any time for 1960."

Mr. Howard's address is: 3317 Agnes Blvd. Alton, Illinois

___ I enclose six dollars for national and chapter dues, AATSP
___ I enclose one dollar for chapter dues (I have already sent national dues to Dr. Turk.)

Name _____

Address _____

School _____

Don Rafael Lapesa, Catedrático de Historia de la Lengua Española at the University of Madrid and since 1950 member of the Real Academia Española, lectured at the University of Illinois on November 17, under the auspices of the Department of Spanish and Italian. His subject was "Crisis históricas y crisis de la lengua española." Dr. Lapesa is perhaps the most direct and most distinguished heir, in studies of the Spanish language, of Don Ramón Menéndez Pidal, under whose immediate direction he studied at the University of Madrid and at the late Centro de Estudios Históricos. He also studied with two of Menéndez Pidal's first and famous disciples, don Américo Castro and Don Tomás Navarro Tomás. Dr. Lapesa's chief works, among many, are his Historia de la lengua española, now in its third edition, and studies of the work of Garcilaso de la Vega and of the Marqués de Santillana.

Dr. Lapesa discussed the opposing tendencies which, in his judjment united the four major language crisis with the four historical cri through which Spain has passed. Political, ethnological, economic and cultural factors which played varying roles of importance in th historical convulsions, gave origin to, accompanied, and obeyed certain vital attitudes: (1) awareness of the gain of autonomy of a region; (2) feeling of attraction or repulsion by the Spaniar towards people of other countries (such as in the case of the francos in the Middle Ages); (4) interior struggles and restlessness. Such attitudes had an effect upon the changing Spanish langu

MLA meeting. Professor Fred Ellison will give a paper in the Portuguese Section of the MLA meeting on "Joaquim Nabuco and Rubén Darío." Professor Henry Kahane, speaking to the American Name Society, will discuss "Mohammed's Old Guard in Western Anthropodynamics."

On Tuesday evening, December 3, Dr. Rosa Lida de Malkiel, visiting George A. Miller Professor of Spanish, retold in a vivid manner mar of the stories and fables which make up the Book of Good Love. This talk, appropriately entitled "Now let us begin the Book of the Archpriest..." was the last in her series on the book by Juan Ruiz. Next semester Mrs. Malkiel will give three talks on The Celestina (or Comedy of Calisto and Melibea, 1499). The dates of the second semester lectures are March 1, March 29 and April 26, at 8:00 p.m. in the Faculty Lounge of the Illini Union.

Russian Notes, by Mr. Victor Terras

The Russian Department has an annually conducted course on "Russian Literature in English Translation " (309-310) to serve those students who either do not intend to study the Russian language, or whose knowledge or Russian is insufficient to permit a reading of Russian literature in the original. The following authors are being handled, and at least one important work of each read and discussed by students: Pushkin, Lermontov, Gogol, Turgenev, Ostrovsky, Dostoevsky, Goncharov, Tolstoy, Chekhov, Gorky, Fadeiev and Sholokhov. The emphasis in both lectures and discussions is on the general cultural and ideological backgroundas well as on the manifold connections with the West, rather than on details of a biographical or philological nature. Parallel developments between Russian literature and Western literature are pointed out. Due to the fact that in Russia literature and literary criticism have always played a relatively much more important role than elsewhere, this course brings the student into contact with all the important aspects of Russian social and cultural development during the period covered by the course.

Svietnik. From "Svietnik," the newly formed Newsletter of the National Council of High School Teachers of Russian, comes this request: "We need you. If you are interested in becoming a member of the NCHSTR, a two dollar membership fee will take care of the details. If you enjoy reading "Svietnik" but for some reason do not want ot join NCHSTR, a one dollar contribution will keep your name on our mailing list...which is growing, and growing and GROWING! Send fees and news items to Wayne D. Fischer, President, National Council of High School Teacher of Russian, Cantoh Senior High School, Canton, Illinois.

A Summer in Russia, by Frederick Thayer, class of 1960.

Since the launching of the first Soviet sputnik in October, 1957, much attention has been given to reevaluation of our educational system. Educators and journalists have made not only point-by-point comparisons of system with system, but also of student with student. After studying some of these comparisons, one is left with the impression that the Soviet students are more serious than their U.S. counterparts. But are the Soviet students really this serious? Realizing that it is not always prudent to deal in generalities, I shall try to answer this question by citing specific encounters with students themselves.

Last summer I was part of a YMCA group which went to Russia on a summer exchange program. At a sports camp run by the Kiev Polytechnic Institute and located on the Dnieper River south of Kiev, we lived side by side with Russian students. Although it was a sports camp, the members of each tent were obliged to serve as camp attendants every three days. This rather vague term implied that the particular tent was entrusted with certain jobs which had to be done for the camp, such as working at the bathhouse construction site.

At the camp I learned that Soviet advanced schooling lasts five to six years, after which time the students are provided with jobs

at various locations throughout the Ukraine, the Russian Federation and other republics. All examinations are oral, except for mathematical problems beyond the realm of mental gymnastics. As it was explained to me, each student is tested individually, each one being given a different list of questions to answer.

At Leningrad University I had an interesting conversation with three chemistry majors. Being a chemical engineering major, I was interested to learn that the chemistry curriculum at Leningrad University is quite similar to that at the University of Illinois. Their grading system is the same as ours, 5 point, but I had a difficult time explaining in Russian the significance of our semester credit hour system. Several of the students from Kiev Polytechnic Institute told me that their greatest scholastic competitors are the engineering students from Red China. They were quick to say that they have never seen such industrious students as the Communist Chinese at KPI. This is certainly something for us to think about.

The Soviet engineering students made no pretenses at being intellectually superior, but they did create the impression of having an intense desire to make good grades in school in order to insure their future. When I said I was in chemical engineering, several of them told me outright that chemistry was their most hated subject, one which gave them trouble. Another fellow told me he had started out in chemistry at KPI, but later decided to specialize in "political economics" because of grade difficulties. One of the KPI faculty members at the camp told me he was surprised that almost all our delegates were law and history students. He said that he wished more U.S. engineering students had been included.

To pursue the question further, I asked the girls from the Herzen Pedagogical Institute in Leningrad, who had been invited by KPI to stay at the camp, what their favorite topic of conversation was. I was expecting them to say "the building of communism," or something similar, but almost in one voice they answered, "Draseevaya liubov!" (Beautiful love!) The following day in the camp one of the girls handed me a picture of Van Cliburn and said "Fred, we're fallen in love with him." Later, another of the girls made a rather brash statement. In the closest English equivalent I can find for her Russian, she said "I bet you never thought we Russian girls would be so gay."

At times the girls acted more like ten year olds than college students. One evening "Galka" found a dead toad lying outside her tent. When I asked what she was planning to do with it, she proceeded to suspend the creature from a string inside the tent. As I left, Galka chided, "Fred, you be quiet." At the "dance square" I dropped a hint about it to another girl. All the girls except Galka were firmly convinced that I was responsible for the "toad in the air." But the episode did not end here. Galka removed the toad from the string and slipped it under the bed covers of one of my tentmates. When Gunta went to bed that night he wasn't very happy to find the toad. Needless to say, the Camp Council rather frowned on such "goings-on". It turned out that the girls had made a mistake, for Gunta was a member of the Council. The next day the girls found themselves working in the kitchen as punishment for the last night's episode.

One morning near the end of my stay all six girls from the Herzen Institute greeted us at the Hermitage in Leningrad. They explained to me the history of the relics in the Galleries of Peter I. After two hours, Galka announced that the girls were planning to spend the weekend at their suburban dachas and had to leave to catch the train. She handed me an attractively-bound, 14 ruble guidebook to Leningrad's historical monuments, and wished us all a happy journey home. That was our last meeting with the Herzen girls.

My roommate and I spent Saturday evening on Nevsky Prospect. The sight that we saw was almost unbelievable. Stilyagi were everywhere; girls dressed as we would have expected only in the most fashionable western cities, and their escorts were wearing well-cut, expensive-looking suits. It was hard for us to believe that this was still the Soviet Union, that these were the same Soviet young people we had read about. The Komsomol has been waging intensive campaigns against the Leningrad stilyagi, but judging from what we saw, to no obvious avail.

I hope that the above brief impressions of my experiences with Soviet students may help to give the reader a truer picture of what Soviet young people today are like. In conclusion, I should like to say that nothing we saw in the Soviet Union gave us any indications that the goals of world domination of communism have changed. New leaders, new tactics and methods appear, but the ultimate goal remains the same. I have, however, tried to point out that Soviet young people are human beings, too; they have their problems, and after all, are really not so different from us. It is this point which I have tried to make.

French Notes, Prepared by Professor Edwin Jahiel

In a solemn ceremony at the Illini Union, Thursday evening, November 19, Professor Charles A. Knudson, head of the French Department at the University of Illinois, was awarded the medal of the Légion d'honneur by the French government. Professor Knudson, who already held the rank of chevalier, was promoted to that of officier. The presentation was made by Mr. Jean Béliard, French Consul General in Chicago. The ceremony was preceded by a reception attended by many members of the faculty, staff, the local "French Colony" and friends of Professor Knudson's and of France

Provost Gordon Ray introduced the French Consul. Before awarding the honor, Mr. Béliard spoke to the audience and praised Professor Knudson's outstanding achievements in the fields of French education, culture and Franco-American relations. As an eminent scholar, added Mr. Béliard, Professor Knudson is "what we French highly esteem and admire, a talented Medievalist." However, the French Consul pointed out, Professor Knudson's abilities went far beyond his special field. As an example, Mr. Béliard recalled that in an article published in 1943 Professor Knudson acutely analyzed the structure and weaknesses of the now defunct French Constitution. "We certainly wish we had taken your advice then!" added Mr. Béliard. He then awarded Mr. Knudson the traditional French accolade.

Professor Knudson generously pointed out that the award was also to the credit of the teamwork and efforts of the whole Department of French in its pursuit of high caliber teaching of the French language, literature and culture in America.

The Légion d'honneur is a national French order created in 1802 by Napoleon Bonaparte. It rewards civil and military achievements - including, in modern times, achievements in the arts, sciences, and education. It is composed of an unlimited number of knights and of a limited number of officers, commanders, grand officers and holders of the grand cross. There is one grand master: the president of Fran A chancellor, appointed by the Head of State, together with a ten-member council of the order pass on all the candidates to the Legion of Honor.
When wearing ordinary civilian clothing, knights wear a small red ribbon on their left lapel; officers wear a red "rosette." There are strict restrictions attached to the award of the Legion of Honor. For example, no knight may become an officer unless he has been a knight for a minimum of 8 years.

Earlier in the evening Mr. Béliard had given a lecture in Gregory Hall. Discussing "France in the Economy of Western Europe Today," Mr. Béliard, speaking in impeccable and colloquial English, stated that a European state will not result from the present Western European economic union. But the six countries involved in the union have political as well as economic hopes, he noted. Mr. Béliard answered "no" to the following questions based on the economic agreements between France, Italy, Germany, Belgium, Holland and Luxembourg: (1) Will there be a European nation? (2) Will there be protection from Russia? (3) Will relations with other countries be changed? The economic union is being effected gradually, Mr. Béliard explained. He said that by 1970 there will be no duties on products between Western European nations. Also by 1970 quotas will be suppressed and tariffs on goods from other nations of the world will be reduced by 30 per cent.

American Association of Teachers of French

The combined Chicago and Illinois Chapters of the AATF met Saturday afternoon, November 7, in the downtown Chicago branch of DePaul University. Mme Marie-Antionette Martin of the University of Chicago presided.

M. Jean Béliard, Consul General of France in Chicago, speaking on "Le bilan de la politique française" reminded us that, in spite of the interior political confusion characteristic of the Fourth Republic, under that regime France had made much progress in her economy and industry. The Fifth Republic has brought a great measure of stability in interior politics. The present government is a mixture of authority and liberty, personified in General de Gaulle. Under the new constitution, the French for the first time have a president whose position is similar to that of the president of the United States. France can still be called a social republic, as the social security measures developed previously are being maintained and improved. The economic and financial situation is strengthening daily. The exodus of capital abroad has ceased, and it is estimated

that 23 per cent of the national income is now being invested within the country. Exports have increased to the point where they exceed imports by 19 per cent, making France the world's fourth largest exporter of goods. In the export of modern electronic equipment she now surpasses England and the United States in comparative value of goods exported, and in terms of absolute value is the biggest exporter of electronic computing machines of all types. Progress is being made in problems of distribution of products, even the Halles of Paris, "atroce souvenir du quatorzième siècle," being destined to disappear in the interests of a modern distribution system. As to foreign policy, the de Gaulle government is an active proponent and leader in the European Common Market, and maintains a firm position vis-à-vis the expansionist pressures of the Communists. In regard to the "summit conference," it is the position of France to advocate a true summit conference which will have a chance to settle the issues, but she must refuse to participate in a series of conferences which can result only in concession to a dictatorship which so far has proffered nothing but speeches to prove its good will, cultural exchanges notwithstanding. The future of Aftica is a matter of great concern to the French, who have just accomplished a master stroke of enlightened diplomacy in recognizing the independence of thirteen republics in Africa, while twelve of the thirteen signified by plebescite their desire for continued close relations with France. M. Béliard concluded by emphasizing the great importance to the western world of maintaining the African contenent free of communism.

Miss Mary Shapiro, French Consultant for FLES with the Chicago School Board gave a brief but interesting report on the progress of FLES in the Chicago schools. There are now 162 schools with FLES in the Chicago system, employing several full time teachers. At present foreign languages are taught only to selected pupils, those whose proficiency in English is superior for their level. (The instruction time comes from the Language Arts period.) Instruction is given five minutes a day in kindergarten, and the period is lengthened five minutes for each successive year, until there are forty-minute periods in the 7th and 8th grades. NDEA funds have been made available for modern equipment and materials. All Chicago schools are participating in the NDEA Title III program. As an example of the materials used FLES instruction, Miss Shapiro mentioned "Teaching Guide for French," published by the Chicago Board of Education for use in the 7th and 8th grades, with a similar edition in Spanish.

Professor Wells Chamberlain of the University of Chicago, speaking in French, gave a semi-humorous but scholarly presentation of the "Le Vrai Cyrano." The true Cyrano de Bergerac was not a Gascon, but a native Parisian of a well-to-do family, and at one time a pupil at the Collège de Beauvais. In 1636 the young Cyrano enlisted in the guard, whose commandant, actually a Gascon, was Carbon de Castel-Jaloux. Cyrano then added to his own name "de Bergerac," whence the legend that he was from Gascony. Cyrano's most notable work, L'Autre Monde, ou les Etats et Empires de la Lune et du Soleil, was published posthumously. In this work, Cyrano describes in detail his various methods of space travel, some of which are remarkably

prophetic of the actual devices being used in present day aviation and space exploration, even to multi-stage rockets. Professor Chamberlain made his explanations more graphic by distributing copies of drawings showing Cyrano's devices for defying gravity.

Following Professor Chamberlain's talk, the Illinois Chapter held its annual business meeting for the election of officer. New Officers for the calendar year of 1960 are Professor Joseph F. Jackson, University of Illinois, President; Miss Mable Ruyle, Jacksonville High School, Jakcsonville, Vice-president; Dr. Stanley Gray. University of Illinois, Secretary-treasurer. Dr. H. Logan Cobb, Chairman of Foreign Languages, Eisenhower High School, Decatur, has accepted the chairmanship of the French Contest for th for the Illinois Chapter. The officers and contest chairman of the Chicago Chapter will be announced later.

(Professor Bruce H. Mainous)

Mme Françoise Fabre-Luce de Gruson, a Visiting Scholar from the University of Toulouse, came to the campus for the period from September 15th to the first of November. She held a Smith-Mundt grant-in-aid from the State Department, and came to work with Profes Kolb in connection with her preparation of a Doctorat ès Lettres thesis on Proust and Bergson. Mme Fabre-Luce is an agrégée in philosophy. She found her sojourn in Urbana both profitable and pleasnat and asked to be remembered to those she met at the Universi

"Don't Sell France Short!" is the title of an excellent short article published in the May 1959 issue of Reader's Digest. "For bold, origi inventiveness and sheer technical ability, it is hard to beat the French" writes the author, Robert Littell. He makes a rapid survey of France's "outstanding postwar record" in an impressive array of technical and industrial fields, from nickel-cadmium batteries and major public works the world over to revolutionary techniques in aviation, automobiles and undersea exploration. Reprints of this article distributed to students have been quite effective. Too many people still think of France as a land of strange individuals; wine-drinking, lovemaking, excitable, leisurely and politically unstable. In spite of today's communications few countries are as cliché ridden as France. Textbooks and teachers stress the intellectual and artistic greatness of the country, quite rightly too, yet simple articles on technical developments are welcome additions towards a total picture of France today.

Marvin Bragg *Marvin Bragg*

Mary Ullmann Kruse *Mary U. Kruse*

Victor Terras *Victor Terras*

Edwin Jahiel *Jahiel*

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XIII, No. 4 January, 1960

Dear Colleagues:

The U.S. Commissioner of Education has announced 35 National Defense Language Institutes for teachers, school supervisors, or trainers of teachers of modern foreign languages in elementary and secondary schools, to be conducted in the summer of 1960.

Foreign language teachers, or supervisors, or trainers of teachers, in public and state schools are eligible to apply, and acceptance will not be limited to residents of the state in which the Institute is conducted. There will be no tuition or other fees. In addition, any eligible individual who is connected with a public school may, upon application, receive a stipend of $75 a week for the period of attendance at the Institute, as well as an allowance of $15 a week for each dependent, whether or not the dependent accompanies the teacher. There is no allowance for travel.

Courses of study and extra-curricular activities at the Summer Institutes are planned with a view to increasing the audio-lingual performance of teachers of modern foreign languages, introducing them to new teaching methods and materials, and improving their knowledge of the country or countries where the language studied is spoken.

Applications for admission must be postmarked not later than 1 March 1960. Requests for application forms should be sent to the Director of the Institute, not to the U.S. Office of Education or to the MLA. Essential information about the 35 Summer Institutes follows: Note that except as specifically stated (Hollins, Puerto Rico, & Stanford) individuals who were enrolled in an NDEA Institute in the summer of 1959 or the academic year 1959-60 are not eligible for admission to the Institutes listed here.

1960 SUMMER INSTITUTES

University of Alabama, University. Secondary school. French and Spanish. 12 June - 5 August. Director, Wade H. Colman, Jr., Dept. of Romance Languages.
University of California at Los Angeles, Los Angeles 24. Secondary school. French and Spanish. 27 June - 12 August. Director, John E. Englekirk, Chairman, Dept. of Spanish and Portuguese.
Central Connecticut State College, New Britain. Secondary school. French and Italian. 27 June - 5 August. Director, Arthur M. Selvi, Dept. of Modern Languages.
University of Cincinnati, Cincinnati 21. Secondary school. French and German. 27 June - 5 August. Director, Dr. L. Clark Keating, Head, Department of Romance Languages.

Colgate University, Hamilton, New York. Secondary school. French and Spanish. 26 June - 13 August. Director, Dr. James F. Dickinson, Dept. of Romance Languages.
University of Colorado, Boulder. Secondary school. French, German and Spanish. 26 June - 20 August. Direcotr, Dr. George A.C. Scherer, Department of Modern Languages and Literatures.
Converse College, Spartanburg, South Carolina. Secondary school. French and Spanish. 13 June - 6 August. Direcotr, Dr. Sanford Newell, Chairman, Dept. of Modern Languages.
University of Delaware, Newark. Elementary and Secondary schools. French and Spanish. 20 June - 12 August. Director, Dr. Max S. Kirch, Department of Modern Languages.
University of Georgia, Athens. Secondary school. French and Spanish. 13 June - 30 July. Director, Dr. Howard S. Jordan, Head, Dept. of Modern Foreign Languages.
Hofstra College, Hempstead, New York. Secondary school. German and Spanish. 5 July - 26 August. Director, Dr. Joseph G. Astman, Chairman, Dept. of Foreign Languages.
Hollins College, Hollins College, Virginia. Secondary school. French. 27 June - 21 August. Director, Dr. Maurice W. Sullivan, Head, Dept. of Modern Languages. Special note: Advanced level for persons who completed an NDEA Institute in French in 1959 only.
University of Kansas, Lawrence. Elementary school. German and Spanish. 20 June - 12 August. Director, Dr. Agnes M Brady, Dept. of Romance Languages.
Louisiana State University, Baton Rouge 3. Elementary and Secondary schools. French and Spanish. 19 June - 13 August. Director Dr. John A. Thompson, Chairman, Dept. of Foreign Languages.
University of Maine, Orono. Elementary school, French, Secondary school, French and Spanish. 6 July - 23 August. Director, Dr. Wilmarth H. Starr, Chairman, Dept. of Foreign Languages.
Michigan State University, East Lansing. Elementary and Secondary schools. French and Spanish. 21 June - 5 August. Director, Dr. Georges T. Joyaux, Dept. of Foreign Languages.
University of Missouri, Columbia. Secondary school. French and Spanish. 18 June - 29 July. Director, Dr. John S. Brushwood, Chairman, Dept. of Romance Languages.
Montana State University, Missoula. Secondary school. French and Spanish. 20 June - 12 August. Director, Dr. Robert M. Burgess, Chairman, Dept. of Foreign Languages.
University of New Hampshire, Durham. Elementary school, German. Secondary school, French. 27 June 5 August. Director, Dr. R. Alberto Casás, Chairman, Department of Languages.
University of North Dakota, Grand Forks. Secondary school. French and German. 13 June - 5 August. Director, Dr. Norman B. Levin, Dept. of Modern Languages.
Northwestern University, Evanston, Illinois. Secondary school. German and Russian. 25 June - 18 August. Director, Dr. C. R. Goedsche, Chairman, German Dept.
University of Oklahoma, Norman. Secondary school. Spanish. 6 June - 29 July. Director, Dr. Jim P. Artman, Dept. of Modern Languages.
University of Oregon, Eugene. Elementary and Secondary schools. French and Spanish. 27 June - 12 August. Director, Dr. David M. Dougherty, Head, Dept. of Foreign Languages.

University of Puerto Rico. Secondary school. Spanish. 5 June - 27 July. Director, Dr. Margot Arce de Vásquez, Dept. of Spanish. Special note: Advanced level for persons who completed an NDEA Institute in Spanish in 1959 only,
Purdue University, Lafayette, Indiana. Secondary school. French and Spanish. 20 June - 12 August. Director, Dr. David G. Speer, Dept. of Modern Languages.
Rosary College, River Forest, Illinois. Elementary and Secondary schools. French and Spanish. 24 June - 5 August. Director, Sister Marie Grégoire, Dept. of French.
Stanford University, Stanford, California. Secondary school. German. 19 June - 19 August. Director, Dr. F. W. Strothmann, Executive Head, Dept. of Modern European Languages. Special note: For persons who completed an NDEA Institute in German in 1959, or who are especially well qualified in the language. To be held in Bad Boll, near Stuttgart, Germany.
Temple University, Philadelphia 22, Pa. Secondary school. French and Spanish. 27 June - 5 August. Director, Dr. James D. Powell, Chairman, Dept. of Foreign Languages and Literatures.
University of Tennessee, Knoxville. Secondary school. French and Spanish. 13 June - 22 July. Director, Dr. Walter R. Heilman, Jr., Dept. of Romance Languages.
University of Texas, Austin 12. Secondary school. German and Spanish. 20 June - 12 August. Director, Dr. Ernest F. Haden, Dept. of Romance Languages.
Tufts University, Medford 55, Mass. Elementary school. French and Spanish. 27 June - 5 August. Director, Dr. Seymour O. Simches, Chairman, Dept. of Romance Languages.
Utah State University, Logan, Secondary school. French and Spanish. 13 June - 22 July. Director, Dr. M.L. Nielsen, Head, Dept. of Languages.
Virginia State College, Petersburg. Secondary school. French and Spanish. 13 June - 6 August. Director, Dr. William I. Carter, Head, Dept. of Foreign Languages.
Washington University, St. Louis. Elementary school, French. Secondary school, French and German. 20 June - 12 August. Director, Dr. Milan S. LaDu, Chairman, Dept. of Romance Languages.
University of Washington, Seattle 5. Secondary school. French and German. 17 June - 11 August. Director, Dr. Richard F. Wilkie, Dept. of Germanic Languages and Literatures.
University of Wisconsin, Madison. Secondary school. French and Spanish. 20 June - 12 August. Director, Dr. Russell P. Sebold, Dept. of Spanish and Portuguese.

MLA Meeting

Seven members of the University of Illinois Modern Language faculty took an active part in the Modern Language Association Meeting in Chicago on December 27 to 29.

Prof. Charles Knudson, head, department of French, was a member of the advisory and nominating committee for the French medieval literature and languages discussion group.

Prof. Philip Kolb, French, spoke on "Proust and Ruskin: Some New Evidence " in the comparative literature section. He is also a member of the 1960-62 advisory and nominating committee for French literature of the 20th century.
Prof. Francis J. Nock, German, was the discussion leader for "Problems in Teaching and Testing Languages Required for Doctoral Candidates."
Prof. E.A. Phillippson, German, is 1960 secretary of the Germanic philology discussion group, and 1961 chairman of the same.
Prof. Henry Kahane, Spanish and Italian, spoke to the American Name Society on "Mohammed's Old Guard in Western Anthroponymics." He also discussed "Wolfram's Grail and Wolfram's Kyor" in the German language and literature to 1700 group.
Prof. Fred Ellison, Spanish and Italian, spoke on "Joaquim Nabuco and Rubén Darío" in the language and literature of Galicia, Portugal, and Brazil discussion group.
Prof. J.H.D. Allen, Spanish and Italian, was a member of the nominating and advisory committee of the Portuguese I discussion group, whose topic was the language and literature of Galicia, Portugal and Brazil.

Change of Address

All inquiries about the University of Illinois Experiment in the Teaching of Foreign Languages in the Elementary Schools should be sent to: Foreign Language Instruction Project, 805 W. Pennsylvania Avenue, Urbana, Ill.

Language Laboratory Conference

Indiana University is arranging a Language Laboratory Conference on January 22-23, 1960. The conference will be devoted to theoretical and practical problems connected with the language lab and to some broader aspects of audio visual teaching of foreign languages. An exhibition of language lab equipment will be arranged also.
All interested persons will receive the papers to be given at the Conference beforehand, so that the conference sessions can be devoted mainly to discussion and demonstration. The registration fee for the conference is $2.00. Checks should be made payable to Indiana University. For further information and hotel or motel reservations contact Dr. Felix J. Oinas, 502 Ballantine Hall, Box 70, Indiana University, Bloomington, Indiana.

French Notes, by Professor Edwin Jahiel

Professor Alphonse Roche of Northwestern University spoke on "Modern Provençal Literature" on December 15 at the University of Illinois. The lecture was under the joint sponsorship of the Department of French and the Division of Humanities of the LAS College.

Professor Roche, a native speaker of the Provençal language of southern France, is an authority in this field. He has published a collection of short stories by Provençal writers, a book - Provençal Regionalism -, and various articles on this general topic. He is

also the author of Les Idées traditionalistes en France de Rivarol à Charles Maurras in the series of Illinois Studies in Language and Literature. Born in Caderousse, France, Professor Roche was educated in France, England, and the United States, receiving his Ph.D. degree at the University of Illinois, where he was a Phi Beta Kappa. Before joining the faculty of Northwestern University, he taught at the Escuela Massé in Barcelone, at the State College of Washington, and the University of Illinois. After being introduced by his former colleague, Professor Cameron Gullette of the Department of French, Mr. Roche paid tribute to his former professors of the U. of I., singling out the late Régis Michaud.

Provençal is now spoken by ten million Frenchmen. Although at one time it was the predominant literary language of medieval Europe, the cultural renaissance of Provençal dates from about 1859, the year when Frédéric Mistral, (a future Nobel prize winner) published his poem Mireille. The post-revolutionary period in France saw the encouragement of provincial literature in the vernacular. In the 1830's and 1840's much poetry was written in Provençal but it remained exclusively a regional product. In 1854 an Avignon group of writers (Mistral, Joseph Roumanille, Théodore Aubanel), calling themselves le félibrige, tried to restore Provençal to its past greatness. Mireille was first published in a bilingual edition. So was Aubanel's work, whereas Roumanille ("un Rabelais de famille") limited his texts to Provençal alone. Incidentally, said Mr. Roche, Daudet's le Curé de Cucugnan is almost a word for word translation of a Roumanille story which Roumanille himself had taken from a third rate writer, adapting and improving it.

The success of Mistral's work was so great that it was called the "Miracle of Mireille." Written in an unread language, belonging to an obsolete genre (it is a 12,000 verse epic), it caught on nevertheless. Mireille made known the vitality, the beauty of Provençal in a setting of mid-nineteenth century rustic life. Mistral attempted to recreate the life of his region (la Camargue) in order to arouse interest in the Provençal language. He succeeded too well in some respects. Lamartine, in his Cours familier de littérature said that "genius needs no culture to conform himself to"; but he presented Mistral as a rustic, which of course was not at all the case. Others, such as Barbey d'Aurevilly, shared those romantic notions; nonetheless they appreciated Mireille. Mireille was translated into countless languages, including French patois. Its adaptation into an opera by Gounod in 1864 was perhaps greatly responsible for the popularity of the book and the name "Mireille" itself. Its success affirmed provincial literature in other countries, too. The year 1959, l'année Mireille, was celebrated throughout the world. Mr. Roche said that the composer Darius Milhaud recently wrote him that he is adapting an episode of Mireille, "la branche des oiseaux," to a libretto by André Camson, for a near future performance at the Paris Opéra.

By the end of the nineteenth century the félibrige appeared to be going on indefinitely, but it had actually reached its peak. Today's Provençal literature is quite a different one. In the last 50 years it has become much more diversified. The younger poets are subtler, their language is denser, they are less preoccupied with the cult of "la petite patrie." Many Provençal poets use Provençal as an acquired language, as an act of will. The best representatives of the movement are then the native speakers who, having received French classical training, were not prevented from using their native language for literary expression. Modern Provençal scholarship and criticism is increasing nowadays, even in France. Oddly, it has received less attention in England and the United States than in Germany.
Following the lecture a reception was given for Professor Roche.

Petit Larousse (Continued). The first 150,000 copies of the new Petit Larousse (reviewed in the November NEWSLETTER) contained an error: the statesman Léon Blum was said to have been born "Karfulkenstein." As soon as they realized their gaffe, the Larousse people recalled the entire original printing in order to correct and rebind the guilty volumes. Individual purchasers may exchange their copies or obtain new stick-on Blum entries. According to one French newspaper the cost of the operation to the Librairie Larousse may exceed $100,000.

One of the two photos on the cover of the current U of I Correspondence Courses Bulletin (Division of University Extensions, Room 247, Illini Hall, Champaign) shows a faculty member busily correcting papers. He is no other than Professor C. G. Gullette of the French Department. By the way, the following correspondence courses in French are offered: 101, 102, 103, 104, 201 and 202.

This year's MLA meeting in Chicago came and went in its usual hectic way. One minor revelation is that the Monroe room of the labyrinthian Palmer House Hotel may be reached, on foot, through the kitchen.

One of the opening papers at the meeting was given by Professor Philip Kolb, a Proust scholar, of the University of Illinois French Department. Speaking before the Comparative Literature section on "Proust and Ruskin: Some New Evidence," Professor Kolb produced evidence that the translations of Ruskin attributed to Proust ere in fact put into French by his mother. Proust never knew enough English to read English authors in the original. Concerning Ruskin's "influence," Mr. Kolb said the crux of the question lies in the chronology of Proust's first contacts with Ruskin, whom he read mostly in translation. Mr. Kolb pointed out allusions to Ruskin in Proust's early novel Jean Santeuil, which was written before Proust had access to Ruskin's texts.
Proust's greatest debt to Ruskin, Mr. Kolb revealed, was the discovery of a stylistic device that Proust noticed in Ruskin and adapted to his own purposes. It inspired him to lend a thematic structure and a unity of composition to the amorphous elements of Jean Santeuil, transforming it into his great novel, A la recherche du temps perdu.

Air France, 683 Fifth Avenue, New York 22, has recently published some color booklets on Italy, France, Germany—Austria, Spain-Portugal, and Greece-Turkey. They are beautifully illustrated, compact and full of useful information.

This NEWSLETTER is primarily a house organ, but there are times when outside news affect, in direct or secret ways, every one of our readers. Such is the announcement of the recent death of Albert Camus. He was undoubtedly one of the greatest minds and writers in our century. The Nobel prize he won was but a fraction of the honors that were and would be due him. Camus was more than a great author. He was a man of honesty and integrity, and, in the sense the word is applied to another person we miss, the Englishman George Orwell, Camus was a virtuous man. We are all diminished by his death.

Spanish Notes

On December 29 at 4:00 p.m. in the home of the Spanish Consul in Chicago, Sr. Antonio Ruiz Izquierdo, Professor William H. Shoemaker, University of Illinois, and Professor José Sánchez, Navy Pier faculty, were decorated by the Spanish government with the insignia of the Encomienda de la Orden del Mérito Civil. The decorations were conferred in the name of the Spanish ambassador Don José de Areilza by the Consejero Cultural of the Spanish Embassy in Washington and former Spanish Consul in Chicago, Don Enrique Suarez de Puga. In the same ceremony Professor E. R. Mulvihill of the University of Wisconsin received the decoration of the Orden de Isabel la Católica. All three men are Comendadores of their orders, and were thus honored for their work as scholars who have steadily worked for the better and broader understanding of Spanish culture in the United States.

The Spanish Department welcomes one new assistant in Spanish during the second semester in the person of Mary Lois Jones, A. B., Georgia State College for Women, M. A. Emory University, Georgia.

A lively Christmas party on December 16 closed the 1959 season of the Spanish Club. The evening's entertainment included the singing of villancicos by everyone; a grupo musical columbiano - A. Barrera, J. Martinez, L. Gómez, and R. Arbeláez -; a pasodoble performed by Ella Flores; and the breaking of the piñata.

Grant to Experiment. The Experiment in International Living, Putney, Vermont, has received a sizeable grant from The Ford Foundation to strengthen its administrative facilities around the world, with special attention to Latin America, Asia, Africa, and the Middle East. The grant will also allow The Experiment to offer its cooperation to colleges that maintain study abroad programs, and to civic organizations with educational travel programs.

Free Materials for Spanish Teachers. El Farol is a bimonthly Spanish-language review containing articles, stories, poems and color illustrations dealing with Latin America, especially Venezuela. To get on the mailing list write to the Creole Petroleum Corporation, 1230 Avenue of the Americas, New York 20, New York. From the same address you can receive an 18" by 23" historical map of the life of Simon Bolívar.

Russian Notes, by Victor Terras

Report on AATSEEL Meeting on Status of Russian in Secondary Schools.

The second meeting of the status of Russian in the secondary schools was held on December 27 in the Sheraton-Blackstone Hotel, Chicago, under the chairmanship of H. Yakobson, The George Washington University. The chairman drew a most encouraging picture of the present and future state of Russian instruction in the American high school. According to US Office of Education data, Russian was being taught in 450 high schools and 50 elementary schools in 1959, as against a total figure of 140 in 1958 and 16 in 1957. Several regional reports were given, producing a strikingly varied and contrasting impression.

The report of R.W. Leland on California was cautiously optimistic. As of December 9, 1959, Russian was being taught in 16 schools to approximately 400 students. An encouraging fact is that most of these schools are giving or plan to give a second year. course. On the debit side, Mr. Leland reported a lack or coordination, especially in the use of textbooks (some schools are using college level texts), a shortage of tapes, records and other audio-visual material, and the fact that Russian teachers have to teach other subjects as well. The latter, by the way, was an almost universal complaint. Mr. Leland stated that a bibliography of material available for the teaching of Russian is urgently needed, In general, the teaching of Russian in California has met with a fair amount of interest and cooperation on the part of those concerned. The MLA of Northern and Southern California have shown their traditional enthusiasm for introducing new foreign languages in the high school curriculum. Their last meeting in November had a section devoted to the study of the Slavic languages working alongside the established modern languages. A TV course in Russian offered by a San Francisco station has been a success and is still going strong. An estimated 5000 individuals are taking in the program and 2000 copies of the Study Guide have been sold.

Professor N. B. Levin of the University of North Dakota conceded that his state was in a far less advantageous position than most other states, as only 36 (4.4%) of North Dakota high schools offer any foreign language at all, as against 97% in California and 43.7% nationally. Only 1.9% of the total student population of North Dakota is affected. However, the speaker pointed out that it is not the lack of interest but rather the lack of teachers and students (the average number of students per school is 46) that is responsible for the fact that Russian is taught at only

five locations, including the college level. On the positive side Professor Levin noted correspondence courses, instruction by tape, inclusion of Russian in an adult education program, the creation of a favorable climate for Russian studies through lectures (including a lecture by the Governor of North Dakota on his visit to the Soviet Union), incorporation of Russian into a course of general descriptive linguistics at the University of N. D., and other activitie:

Professor D. Brown of the University of Michigan reported that in his state 13 high schools are now teaching Russian to over 400 students. However, 12 of these schools are located in the Detroit area, only one elsewhere (in Kalamazoo). Professor Brown pointed out numerous difficulties. The Russian teachers have no Russian typewriters, no Russian dictionaries, little audio-visual material. There is a tnedency among student counsellors to discourage students from taking Russian, In case of a schedule conflict it is always Russian that has to yield. In general, Professor Brown expressed his opinion that Russian in the state of Michigan is "going downhill." He held a lack of coordination, planning and financing - especially on the national level - responsible for the state of affairs.

Professor M. Benson of Ohio University was far more optimistic, although he could report only nine high schools in the state of Ohio that are now offering Russian, five of them two years of instruction and six of them giving full credit for the courses. Professor Benson pointed out that he had heard of no instances where Russian instruction met with anything but cooperation on the part of school authorities. Seven Russian teachers have so far been certified by the state of Ohio and four of them were hired specifically to teach Russian. Their reports are altogether favorable. Like other speakers, Proffesor Benson had to concede that there still exists some difficulties which have to be overcome, especially regarding coordination of curricula, textbooks and audiovisual aids.

Mrs. Walker of Baltimore, Md. then reported about the Russian Committee of the S.E.B. (the Secondary Education Board)with approximately 500 member schools all over the nation) which was organized by a group of Russian teachers in February 1959. According to Mrs. Walker, the problems of Russian in the private school are practically identical to those reported by the other speakers for the public schools: lack of coordination, textbooks and audio-visual material, schedule conflicts, etc. The Committee seeks to help the Russian teachers in S.E.B. schools in solving some of their problems by either producing or by making available materials needed for their work. It has a mailing list of about 100 institutions and individuals to whom materials and information are sent regularly, and has already produced a "tentative" Russian Syllabus I and II, a "tentative" vocabulary list, and an examination form for Russian I. The latter will come out in time for the April examinations of this year.

Professor Friedell of the University of Miami, Florida, reported on Russian instruction in the South Atlantic area. He said that total enrollment has not increased materially during 1959, but that there are some encouraging developments which promise a continued upward trend in Russian studies. These developments include a number of adult classes started in 1959, extension of schedules on the college and university level, continued and increased interest in Russian on the part of high schools. The speaker asserted that in his area it was the high schools who were exercising pressure on colleges to introduce Russian, not vice-versa. At present Russian is taught in five high schools to a total of 220 students. Two of the schools have evening classes for adults. There is an active Russian language club in Miama and a Russian Study Scholarship Fund provides for the training of advanced students of Russian.

Professor Shaw of the University of Indiana, speaking on the state of Russian instruction in the Indiana high schools, stated that only 50 students are studying Russian at the present time. However, only senior high schoolsstudents who have previously started and are now taking another foreign language are allowed to study Russian. However, administrative steps to give Russian equal status with other foreign languages are now being taken. Professor Shaw expressed his hope that more progress will be made in the future, but basically agreed with the present policy of making rather slow, but steady progress. He stated that it might be wise to start an expansion of the Russian study program only if and when qualified teachers were available, and to prefer a limited number of good students doing serious work to a larger number who would accomplish relatively little.

Professor Edgerton of the University of Indiana reported on the University of Indiana Russian Language School for high school teachers. At present 20 teachers, all of whom have previously taught another foreign language, are being given intensive training in Russian at Indiana. The schedule, which seeks to give the teacher an equivalent of four years of college Russian, cncludes a course on the Russian area and literature. The University of Indiana has sent four teachers to Moscow to study the language and later to attend the Pedagogical Institute of Moscow in order to get acquainted with Russian methods of language teaching. Professor Edgerton stressed the importance of this program in view of the fact that a shortage of really qualified Russian teachers may result in a downward trend of Russian study in the high schools.

Finally, Professor A. Parry of Colgate University reported on the results of the Ford Foundation Survey on TV Russian Instruction which he personally conducted in January and February, 1959. Professor Parry had recommended after having completed the survey that a nationwide TV course in Russian be established, but the Ford Foundation postponed it indefinitely and at present it seems that the project will not materialize in the foreseeable future.

When Professor Parry conducted his survey early in 1959, 17 TV courses and 6 radio courses were being conducted all over the country. Of these, only 9 were still alive by December 1959. Only two of these give second year Russian - Washington and San Francisco. The reason for the discontinuance of the other programs was in most cases lack of funds. Most of the courses which continue to this date show a steady drop in their audience figures. There are exceptions: In Salt Lake City, the TV program is integrated with the local school system, 4000 students forming the bulk of the audience. A federal grant and the availability of school board funds give it a sound financial basis.

A lively discussion followed, as many teachers gave brief reports on the situation in their respective areas. The general impression was that there is still plenty of interest in Russian and that on the whole there is a lack of qualified teachers rather than a lack of jobs. Miss Ilo Remer of the US Office of Education stated that a list of schools with a Russian program is available at her office (Washington 25, D.C.), but has not been published yet. Miss Remer will gladly reply to inquiries.

German Notes, Prepared by Professor Frank Banta

A fitting conclusion to the celebration of the Schiller Bicentennial at the University of Illinois was the presentation by the University Theater of Maria Stuart. Professor Clara Behringer, of the Speech Department was particularly well prepared to direct the play, since she spent last spring and summer in Germany and saw nearly all of Schiller's dramas on the stage - Maria Stuart no less than five tiems. As played by the University Theater in Stephen Spender's translation, Schiller's dramatization of the struggle between the English and the Scottish queen was a memorable theatrical experience.

Nearly two-thirds of the members of the Department attended the MLA meeting in Chicago December 27-29, and several members attended also some or all of the sessions of the AATG and the Linguistic Society of America. Professor Mimi Jehle was elected a member of the Executive Committee of the AATG.

The end of the first and the beginning of the second semester will see the return of Professor John Frey and the departure of Professor Henri Stegemeier on sabbatical leave. Professor Stegemeier's main goal is to gather and to organize materials for a volume on German Emblem Books. He and his family will make their headquarters in Munich.

During the current semester Professor Phillip Mitchell has been teaching the first regular course in Scandinavian languages or literatures to be offered at the University of Illinois for a number of years. To this course, which covers the fundamentals of Old Icelandic grammar and morphology and introduces the students to the literature, are to be added two more in the second semester:

an advanced course in Old Icelandic and a course on Ibsen in translation. Professor Mitchell, who is particularly interested in Danish and is the author of A History of Danish Literature, spoke early in December on "Danish Literature of the last Fifteen Years" before the Heimskringla, a local group interested in Scandanavian culture.

Further information has been received on the National German Contest for high school students. The examinations may be taken by top-ranking students of the second, third, and fourth year of German. Participants are to be limited to those students who have had no special advantages in the study of German which would preclude their competing on an equal basis with the other students at the same level. The responsibility for deciding who may enter rests ultimately with the high school teacher. There will be three prizes in each category on a nation-wide basis, all of which are provided by the Government of the Federal Republic of Germany. The first prize in the highest category will be an airplane round-trip ticket to Germany, with a five week stay there. All other prizes will be books. Applications must be in the hands of the Regional Contest Chairman(for Illinois, Professor Ernest W. Willner, 8444 Kenwood Avenue, Chicago 19) by January 15, accompanied by a fee of 25¢ per student. There will be three Regional Test Centers in Chicago, one in Urbana, and possibly one each in East St. Louis and Rockford. The examination will be given Saturday, March 5, at 10:00 a.m.

At the MLA meeting in Chicago another conference was held which discussed "Problems in Teaching and Testing Languages Required for Doctoral Candidates." Professor Francis Nock of the German Department at Urbana was chairman of the group. At the 1958 conference four lists were approved by the group. These were the minimum criteria for a reading knowledge of French, German, Russian, and Spanish. At the 1959 meeting the following ten points were adopted singly, with a vote in each case that was either unanimous or showed only one or two dissensions.

I. The examination should be administered by the department of the language involved or by an examiner that the language department approves of.

2. The material should be suggested by the department of the subject in which the student is majoring and should be approved by the language department or examiner involved.

3. Translation into English is the most feasible method of examining, and a written examination is preferable to an oral one. (except in the case of native speakers of the language who know English well)

4. Language structure is more important than vocabulary in determining a student's proficiency.

5. Opinion is divided as to whether the student should be allowed to use a dictionary and a grammar during the examination.

6. The examination should consist of several connected paragraphs. The student should be able to write his translation at the rate of 200-300 words of the original language per hour.

7. If the institution sets up a reading course in a language for Ph.D. candidates and provides it with a qualified teacher, the satisfactory (graduate level) completion of this course may be considered as fulfilling the requirement in this language.

8. The student should show proficiency in two foreign languages.

9. If the institution names certain languages from which a selection must be made, the student should be allowed to substitute if there is a real need for another language or other languages.

10. The student should not be permitted to take his preliminary, qualifying, or general (whichever term is used) examinations until his language requirements are fulfilled.

Professor Nock, with the approval of the group, will work up the minimum lists and these ten points into a volume which will see the light of day, it is hoped, since several publishers are interested.

The NEWSLETTER welcomes news items from its readers, which would be of interest to FL teachers and educators in the state of Illinois. Our circulation now reaches 1500 individuals, principally in Illinois, but also out of state. Contributions may be sent to: Modern Foreign Language NEWSLETTER, 133 W Lincoln Hall, University of Illinois, Urbana, Ill.

Edwin Jahiel *Edwin Jahiel*

Mary Ullmann Kruse *Mary U. Kruse*

Victor Terras *Victor Terras*

Frank G. Banta *Frank G. Banta*

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XIII, No. 5 February, 1960

Dear Colleagues:

Data collected by the Office of Teacher Placement at the University of Illinois shows that calls for foreign language teachers for the present school year have been greater than at any time in the past. During the school year ending in August 1957 the University Teacher Placement Office received a total of 275 calls for full- or part-time teachers of foreign languages in elementary and secondary schools. The majority of these calls came from within the state; a few were from foreign countries. Only three of the 275 calls were for FL teachers in elementary schools. The year ending August 1959 showed a total of 431 calls, an increase of 154 or 56% over 1957's total.

According to the spread of calls received, French, German, Latin and Spanish are still maintaining rather stable positions in the curriculum. But two new factors are in evidence. Russian has broken into the pattern to receive 11 calls in the past year. Also, the number of calls for FL teachers at the elementary school level is up to 16. Over the three years mentioned, a breakdown of the calls received according to languages is as follows: French - 54, 65, 114; German - 13, 15, 40; Latin - 82, 62, 83; and Spanish - 84, 101, 124. In addition, the calls for "any language" were 39, 42, 57. An interesting factor in recent calls is that about 50% of the total were for full time language teachers in one language. The figure has risen steadily to this point from about 3% twenty years ago.

During the past three years the number of student teaching graduates at the University has increased in French and German. In Spanish where it was already somewhat higher than in the other languages it has remained about the same. In Latin it has practically ceased to exist. A few candidates are qualifying themselves to be certified to teach at both the elementary and secondary school levels, although their professional training is largely at the secondary level. Because of this situation, positions at the elementary level are presently being filled largely by teachers trained for high school work. This condition has no doubt helped to make the supply shortage at the secondary level even more critical than it would be otherwise.

The demand for qualified modern FL teachers, capable of speaking fluently the language which they teach, has never been greater. The supply to meet the demand is increasing but not fast enough to meet present needs. The demand for Latin teachers is also good, but the supply for this field is very limited; in fact, it is so critical that the future of the subject in the school curriculum is at stake unless a new supply is generated soon

At present the enrollment in FL classes in the schools of Illinois as well as in other states is increasing rapidly. It appears that the speed with which it will continue to increase will be largely determined by the availability of qualified teachers.

(excerpts from an article by Gilbert C. Kettlekamp in the December, 1959 issue of Educational Press Bulletin, entitled "Foreign Language Teacher Needs and Placement in Illinois.")

Standards Upped

The North Central Association of Colleges and Secondary Schools is a regional accrediting agency for 3500 high schools in 19 states: Arizona, Arkansas, Colorado, Illinois, Indiana, Kansas, Iowa, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North and South Dakota, Ohio, Oklahoma, West Virginia, Wisconsin, and Wyoming. By a 90% majority, these schools have voted to up their standards of courses required for accreditation of schools and certification of teachers. Certification requirements are raised from 15 to 18 hours, and there must be a ratio of only 27 students to a teacher. Beginning in 1963-64, all member schools must offer two years of FL instruction. The delay in the effective date was necessary because of the shortage of FL teachers.

On July 1, 1959 Indiana University appointed M. Phillip Leamon as Coordinator for School Foreign Languages. Mr. Leamon will be concerned principally with coordinating the work in languages of the secondary schools in Indiana with the first, second and third year courses offered in the various language departments of the University.

(Indiana University NEWSLETTER, January 11, 1960)

MLA News

Fluent Envoys. In March 1958 less than half of the members of the U.S. Diplomatic Service had a speaking knowledge of any FL. After a year and a half of criticism and intensive training at the Foreign Service Institute's Schools in Washington and abroad, this figure is now down to 18%. Training henceforth will be centered in Washington and members of the Foreign Service who still need language training now get it before they go abroad. Classes, from 7:30 to 8:45 a.m., are small - four to six persons each. The language laboratory has 34 recording booths with tapes in 49 languages. A mass testing of 1450 Foreign Service officers in 23 languages gave 24.7% a rating of "specialists," which is tantamount to "bilingual." Another 35.4% received a "professional" rating, and an additional 25% has a "working knowledge."

Binational Centers Abroad. Supported by the U.S. Information Agency, the Centers are private, autonomous organizations, governed by boards of directors made up of American residents and nationals of the host country, engaged in activities designed to foster better understanding between the peoples of the host country and the U.S. Activities of the Centers: the teaching of American English, information and educational

programs, library programs. Positions to be filled: Administrator, director of courses, director of activities, English teacher, librarian. Location of Centers: the principal cities of the other American republics, six countries in the Near and Far East,-Turkey, Iran Burma, Thailand, Indonesia, Vietnam,-and two African countries, Libya and Sumalia. Qualifications: American citizenship for oneself and spouse, good health, a bachelor's degree, a fluent knowledge of the language of the host country. Age limits: 23 to 40 for teachers, 25 to 45 for director and librarians, 30 to 55 for administrators. Salaries range from $5,000 to $12,500 and first-class transportation is provided. A minimum period of appointment is two years. Those interested should apply for a grant for service in a Binational Center Abroad to The Chief, Employment Branch, U.S.I.A., Washington 25, D.C.

Spanish Notes

John Saunders, a former assistant in Spanish at the University of Illinois, has received an appointment as instructor in Spanish at Wooster College, Ohio, beginning this semester.

Five new Spanish assistants have been added to the Department this semester. They are: Ada Bullón-Ríos, Lima, Peru, M.A. University of Mississippi; Michael L. Culbert, A.B. University of Wichita, 1959, junior year at Universidad Nactional Autónoma, Mexico; Mrs. Susan F. Liberta, A.B. University of Illinois, 1960; Mary Lois Jones, A.B. Georgia State College for Women, M.A. Emory University, Georgia; Raquel Zaldiver, licenciada en filosofía y letras, Universidad de Panama.

Six new graduate students in the Department are: Mrs. Lois Drews, A.B. University of Illinois, 1957; Miss Marcia Mathorne, A.B. University of Illinois, 1960; Daniel R. Reedy, San Marcos University, Peru; Miss Celia B. Rodriguez, B.A. University of Kansas City, 1956; Lawrence B. Schrik, A. B. University of Illinois, 1960; Mrs. Kathryn W. Wiggins, A.B. University of Delaware, 1934.

Tour to Spain. José Sánchez, University of Illinois, Navy Pier, will lead a tour this summer to Europe and Spain, "jetting" from Chicago to London June 17, and covering the European attractions: Paris, Brussels, Bonn, Cologne, Frankfurt, Bern, Zurich, Salzburg, Vienna, Venice, Florence, Rom , Pisa, Nice, Barcelona, Valencia, Madrid, Granada, Málaga, Seville, Córdoba and Lisbon, and other cities in between. 14 days will be spent in Spain. Trip last 50 days, returning August 7. First class hotels and acommodations. Write to Mr. Sánchez if interested.

A recent letter from Mrs. Dallas Wilber, Spanish and Latin teacher at the Jefferson Junior High School in Mattoon, described a skit entitled "A Mexican Afternoon" which her ninth grade Spanish class gave at a PTA meeting. The students themselves wrote the Spanish script, and closed the program by singing "Chiapanecas." Mrs. Wilber, who speaks six languages fluently, commented that the parents were very pleased because it was the first time that first year students had done something special in a foreign language. How many other first year language classes have successfully attempted a Spanish skit?

For those interested in improving their Italian, an Italian Coffee Hour is held every Thursday afternoon at 4:00 p.m. in the Newman Foundation cafeteria.

At the annual me ting of the AATSP in Chicago, Dwight Bolinger, University of Southern California , was elected president for the present year.

Diccionario del idioma español. Teachers of Spanish who have complained of the lack of an all-Spanish, authoritative, economical, and small-sized dictionary will be happy to know that Edwin B. Williams, the author of the Holt Spanish-English Dictionary, has prepared exactly what these teachers have been looking for. Its nearly 500 pages contain 35,000 entries in a pocket-size book which is a Pocket Book. Its number is GC60 and its price is $ .50.

Free supplementary materials.

Pan American World Airways in its Classroom Clipper , Vol. XVI, No. 1, October, 1959, has an interesting study unit on Bolivia. The article concludes with some fine suggestions on audio-visual aids and questions based on the study unit. If you do not receive the Classroom Clipper, you may write to Mr. George Gardner, Educational Director, Pan American, Dept. 117, P.O. Box 1908, New York 17, N.Y. You may wish to secure reprints in groups of ten of the useful study units which have been published in the past.

The September-October, 1959 issue of The Grace Log carried an enlightening article on Bernardo O'Higgins, an illustrious hero of the struggle for Chilean independence. A large picture of O'Higgins precedes the article. The Grace Log can be secured by writing to W.R. Grace & Company, 7 Hanover Square, New York 5, N.Y.

(Indiana University NEWSLETTER, January 11, 1960)

German Notes, Prepared by Professor Frank G. Banta

An Institute for secondary school teachers of German and Russian will be held at Northwestern University from June 27th to August 19, 1960. Principal objectives of the Institute are to improve the participant's competence in the foreign language and to acquaint him with modern methods and techniques of instruction. Upon successful completion of the Program, participants are eligible to receive 12 quarter hours (9 semester hours) of graduate credit. Admission requirements are as follows: (1) a bachelor's degree or its academic equivalent;(2) At least two years of college study in the language or equivalent experience;(3) Teaching experience in a modern foreign language (grades 7-12);(4) Assurance that the applicant will continue in secondary school language teaching; (5) Evidence of high potential as a teacher, supported by a recommendation from the principal. Note: Participants in the 1959 Language Institutes are not eligible. Under NDEA Provisions, secondary public school teachers are eligible,upon application, to receive a stipend of $75 per week, plus $15 per week for each dependent. No tuition or fees will be charged. Teachers from private schools are not eligible for stipends, but as participants in the Institute,

they will not be charged tuition. Requests for application blanks should be sent immediately to Prof. C. R. Goedsche, Director, Summer Language Institute, Northwestern University, Evanston, Illinois.

A special "proficiency" section in German 102 and 103 is being offered this semester for the first time. Admission is limited to students who made an A+ or A on the final 101 examination last semester and who are willing to do extra work. All the regular material for German 102 and 103 will be covered in one semester. Upon successful completion of the course, the students will receive four hours of credit and a grade for German 102, and four hours credit but no grade for 103. Most of the 18 students enrolled plan to major or minor in German. Some plan to take 104 in summer school, and will thus be ready for fifth semester courses at the beginning of their second year in college. The instructor for the course is Mr. David Silas.

Mr. James Poag and Mr. Vincent Lo Cicero, who have been fellows and former assistants in the German Department for four years, have accepted instructorships for next year respectively at Indiana University and the University of Pittsburgh.

Professor Hazel Vardaman, head of the German Department at Navy Pier, visited the Urbana campus in January and spent a busy day consulting with members of the department here on problems of mutual interest. More students are entering each year with high school units of German and more wish to study beyond the required language courses, so that Mrs. Vardaman must complete her plans to offer more advanced work.

Current registration statistics show an increase of about 9% over the second semester of last year. The most significant change is in the fourth semester which shows an increase of 151 to 223. Since students are still registering and changing courses, these figures are not final. Thirty-six students are majoring in German, of whom eighteen are in the teacher training program.

Five students received the M.A. degree in German in January: Ellen Buley, Franz-Josef Pfister, Renate Oppenlander, Mary Venclova, and Kenneth Wiggins.

<u>German Travel Grants</u>. The Government of the Federal Republic of Germany has established 25 travel grants for American teachers of German who wish to attend the <u>Deutschland-Seminar für amerikanische Deutschlehrer</u> conducted by the Goethe Institute in Munich. These 25 grants are in addition to the 25 administered under the Fulbright Act by the USOE. They cover payment of travel by air from New York to Munich and back. The basic maintenance cost to the grantee will be approximately $400.00, to include course fees and living expenses. Eligible are all German teachers of all academic ranks and at all levels of instruction who have taught at least two years and are between 25 and 58 years old. This program will start in the summer of 1960. To apply, write at once to Teacher Exchange Section, Educational Exchange and Training Branch, USOE, Washington 25, D.C.

(IVORY BASEMENT NEWS, MLA, January, 1960)

Russian Notes, Prepared by Mr. Victor Terras

The newly proposed Center for Russian Language and Area Studies at the University of Illinois will receive a grant of about $50,000 from NDEA. With the help of this grant the University intends to strengthen its work in the Russian area in several ways: (1) through expanding its instruction and research in the Russian language and in Russian literature; (2) through expanding its instruction and research in the several social sciences concerned with Russia; (3) through adding substantially to the Library resourses in all disciplines pertinent to the Russian field; (4) through establishing a Center for Russian Studies to coordinate the interdisciplinary aspects of the above programs.

At present the Russian Department offers eight undergraduate courses in Russian, and six graduate courses which are requirements for the master's degree. The above courses are staffed by four full-time persons, one three-quarter time assistant and two half-time assistants. All four full-time teachers have Russian as a native language. Appropriations have been made to add three new staff members to the department and to increase the number of courses offered. In the summer of 1960 a course in the teaching of Russian in elementary and secondary schools will be given. Future courses will include an intensive Russian course (enabling students to complete the first and second years of normal college Russian in one year), Russian Literature since 1917, and special courses on major Russian authors of the nineteenth century. Several other departments - anthropology, economics, geography, history, and political science - offer a total of 13 courses dealing specifically with the Russian area. A total of 356 students are enrolled in these courses in this academic year.

Four new programs are planned in addition to the undergraduate major program and the master's program in Russian which already exist. The proposed new programs are:

1. Undergraduate Major in Russian Area Studies. This program would require: (a) a command of Russian at least equivalent to that normally attained after twenty semester hours of Russian, excluding Russian 101-102; (b) an interdisciplinary combination of at least twenty hours chosen from among specified courses concerned with Russia offered in anthropology, economics, geography, history, political science, Russian literature, and sociology; (c) a single or split minor totaling twenty semester hours, excluding courses open to freshmen, in not more than two departments, with at least eight hours in each if two are chosen.

2. Undergraduate Minor in Russian Area Studies. This program, to accompany a departmental major in departments approving this minor, would include at least twenty hours chosen from among specified courses concerned with Russia offered in anthropology, economics, geography, history, political science, Russian literature, and sociology. It would require a command of Russian equivalent to that normally attained after fourteen semester hours of Russian excluding 101-102.

3. Graduate Minors in Russian Area Studies for the M.A. and Ph.D. Degrees. These graduate minors are based on the assumption that graduate degrees must be firmly rooted in the established academic disciplines. The doctoral candidate who wished a minor in Russian Area Studies, in addition to

fulfilling the normal requirements for the Ph.D. in his own department, would be required to demonstrate a reading command of Russian sufficient for research, as tested by examination, and would have to complete a minimum of four graduate units from among specified graduate courses on Russia in at least three of the following fields (including his own major): anthropology, economics, geography, history, political science, Russian literature, and sociology. For master's candidates, the minor in Russian studies would require at least two graduate units in specified graduate courses on Russia in at least two of the fields named above.

4. Certificate in Russian Studies. It is also proposed that a graduate student may earn a certification of general knowledge of the Russian area and language, in addition to his work for the M.A. or Ph.D. degree in an established discipline. He would be expected to meet the following requirements: (a) a good command of written and spoken Russian, as determined by special examinations; (b) at least six graduate units relating to Russia, distributed among at least four departments (including the department in which he qualifies for an advanced degree); (c) a special essay based largely on Russian sources and to be at least of the standard normally required in a master's thesis.

USSR - USA Exchange. Twenty-seven Russians are studying in 12 American universities and twenty-four Americans are studying at Moscow University and Leningrad University this year, the second year of a major student exchange under the Lacy-Zarubin agreement. The American universities involved are: California (seven students), Cal. Tech. (one), Chicago (two), Columbia (five), Harvard (two), Indiana (one), Michigan (one), Minnesota (two), Princeton (one), Stanford (two), Washington (one), and Yale (two). Most of the Soviet students are studying science; most of the Americans are studying history. Despite limitations of research facilities, dark classrooms, and meat and potato diet, the American students have felt that their experience is definitely rewarding. At the faculty level, exchange between Columbia and Moscow, primarily for research purposes, is beginning this fall.

For news of Russian and German Institute at Northwestern this summer, see the German Notes.

French Notes, Prepared by Professor Edwin Jahiel

AATF French Contest. This notice of the 1960 French Contest, to be given April 4-9, is directed to teachers of French in Illinois (except the Chicago Area, which has contest arrangements made by the Chicago Chapter.) All students of French in public, private and parochial secondary schools are eligible. Teachers who wish to enter their students must act immediately by mailing their order for examination copies not later than February 25, 1960.

Details of the exam are as follows: (1) Exams are standard, printed, objective examinations in two parts, each of which requires 30 minutes. (2) Exams are to be given in the schools again by the teachers; (3) the Divisions are: French I - 1st or 2nd semester of 1st year French; French II - 1st or 2nd semester of 2nd year French; French III - 1st or 2nd semester of

3rd year French; French IV - 1st or 2nd semester of 4th year French. (4) Prizes: A certificate will be awarded by the AATF to the outstanding student of Frendh in each school participating in the contest. Medals, college scholarships, books and magazine subscriptions, records, etc. are awarded at the chapter, regional and national levels; (5) Mailing of examinations: The examinations will be sent to the office of the principal of the school where they will be held until the day of the contest. (6) Sample examinations: Some 1959 examinations are available in single and multiple copies at six cents per test from: Dr. James V. Glennen, Chairman, National French Contest, AATF, University of North Dakota, Grand Forks, N.D. Please be sure to specify the category and the quantity desired when placing orders for the 1959 examinations; (7) The best paper in each category in each school is sent to the chapter contest chairman for further competition.

How to order examination copies:

1. Indicate the category (FrenchI, II, etc.) and the quantity desired.
2. Indicate the number of keys desired.
3. Tests are six cents per copy. Enclose check or money order. If amount is less than one dollar, please send stamps.
4. Give the name of the teacher, school, principal, and the address of the school.
5. Send order and remittance by February 25 to:

Dr. H. Logan Cobb, Contest Chairman
Illinois Chapter, AATF
Eisenhower High School
Decatur, Illinois

A free concert by André Marchal, French organist, will be given Feb. 21 in Smith Music Hall at 4:00 p.m.

The Théâtre du Vieux Colombier of Paris, now on an American tour, will be on the Urbana campus on March 2. The play to be produced is Molière's Le Misanthrope. Performance is at 8:00 p.m. at the Auditorium. Tickets ($2.25 - $1.65 - $1.00) are available at the Union Box Office. Mail orders: Star Course Office, 328 Illini Union, Urbana, Illinois. The production in stylized modern dress will be exactly that of the Paris performances (1956 and 1957) and those of the 1958 Brussels Fair. The reviews have been unanimously excellent. Jacques Dumesnil, of the Comédie Française, in the title role; Madeleine Delavaivre, formerly of the Jean Louis Barrault Company, as Célimène; and the director, Bernard Dhéran of the Comédie-Française were highly praised in the French and Belgian presses.

One could not stress enough the importance of this event for all lovers of French culture and the theater in general. The Vieux-Colombier has been acknowledged as the most important theatrical influence on the contemporary French stage. Its founder, Jacques Copeau, created it in 1913. Copeau, a founder of the Nouvelle Revue Française, was a brilliant critic who loathed the major tendencies of the pre-War I theater: well-made plays, thesis plays, falsely poetic plays, etc. Putting his own precepts into action, Copeau fired a manifesto from the pages of the September, 1913 N.R.F. ("Un essai de rénovation dramatique") attacking the "industrialisation" of the French stage and announcing his program. The original poster

for the opening of the Vieux-Colombier read: "APPEL - à la jeunesse, pour réagir contre toutes les lâchetés du théâtre mercantile et pour défendre les plus libres, les plus sincères manifestations d'un art dramatique nouveau; au public lettré, pour entretenir le culte des chefs-d'oeuvre classiques, français et étrangers, qui formeront la base de son répertoire; à tous, pour soutenir une entreprise que s'imposera par le bon marché de ses spectacles, par leur variété, la qualité de leur interprétation et de leur mise en scène."

The Vieux-Colombier opened with Copeau's own translation of the Elizabethan play by Thomas Heywood, A Woman Killed with Kindness and Molière's L'Amour Médecin. Eventually the theater's excellent repertory included, exactly as promised by Copeau in his manifesto, three classes of plays: (1) French and foreign classics, rediscovered or re-evalued but neither routinely done nor "modernized." ("Toute l'originalité de notre interprétation, si on lui en trouve, ne viendra que d'une connaissance approfondie des textes." (2) Revivals of significant works of the modern period. (3) Good, new plays from unknowns or from authors who were considered too advanced, with no restrictions imposed by a policy of formulas. Copeau wished to avoid the mistake of the Théâtre Libre which limited itself to special types of plays. The repertory was indeed so successful (insofar as the cause of good theater is concerned) that in the course of a few seasons most of the best contemporary new works were introduced by Copeau.

Copeau wished to purify the art, to simplify it, by eliminating what in his opinion was not essential to the theater. He did away with traditional trappings, those prompted by a meticulous search for naturalism or by purely esthetic and visual spirations. "Pour l'oeuvre nouvelle, qu'on nous laisse un tréteau nu!" he wrote. His tréteau was a stage varying from the near-bareness of graduated geometric blocks to a few stylized properties, with plain backdrops (walls or draperies), an enlarged and simplified stage where the footlights were replaced by an added proscenium or a series of wide steps in order to bring actors and public closer together. The imaginative use of lighting was his main tool.

It has been said that Copeau revolted against naturalism, but in fact his theatrical revolution was primarily that of a man who had understood the limitations of naturalism as well as those of symbolism. Copeau wished to go further. In his efforts toward "un renouvellement de l'homme dans le théâtre" he made techniques, personalities and spectacles secondary to the play itself. He placed the burden of the production on acting, training his actors by all possible means, stressing the concept of total teamwork at the service of the stage. "Je prétendais m'adresser à tout l'homme, lui faire prendre connaissance de toutes ses facultés d'expression par rapport au théâtre, mettre l'acteur à l'école de la poésie et le poète à l'école de la scéne." Thus it is not for his plain settings alone (which he often livened with original costuming) that Copeau is called a Jansenist of the theater.

Copeau was one of the first "animateurs" to use theatrical retreats outside Paris for his actors, among whom were Charles Dullin and Louis Jouvet. The World War dispersed the company, but it was regrouped in 1917 and sent over to New York by the French Government. They played at the Garrick Theater until 1919. Copeau was successful, though not necessarily understood. He said several years later: "A la verité, il n'y a que deux influences que se soient exercées sur le jeune théâtre américain: celle du Vieux-Colombier et celle du Théâtre D'Art de Moscou."

Copeau returned to France since, true to his precepts, on the necessity of varying and alternating plays, he had produced some 50 of them at the Garrick. Now Copeau is increasingly active as an all-around theater man, lecturer, technician and especially actor-trainer. From 1920 to 1924 the quality of the Vieux-Colombier was at least equal to that of its first season, but the financial support was not. The public's initial enthusiasm (most probably curiosity and snobbishness) slowly gave way to mockery, to accusations of too much austerity.(They unjustly called the theater "Les Folies-Calvin") . Dullin had already left the Vieux-Colombier after his return from America; Jouvet had gone to the Théâtre des Champs-Elysées in 1922. Copeau quit in 1924 after publishing in the press a letter which, as Copeau said a few years later to an interviewer: "...constituait, en quelque sorte, une cession morale à Jouvet..." He added, in the same interview: "Je n'apprendrai rien à personne en disant que Jouvet n'a pas continué les traditions du Vieux-Colombier."

Copeau went to Burgundy, taking along several young students for training and performances. From 1925 to 1930 they were called by the farmers les Copiaux. Then they formed the "Compagnie des Quinze" playing, among other plays, Obey's Noé at the Vieux-Colombier in 1931. However, the theater itself was a cinema from 1924 to 1933. Belatedly, in 1936, Copeau was appointed one of the stage directors of the Comédie-Française with Dullin, Jouvet and Gaston Baty. Whatever agreements or disagreements may have existed between Copeau and the other theater people in Frnace, his influence was decisively felt by almost all the avant-gardists.

The Vieux-Colombier reopened again in 1933. housing the Pitoëff Company for a while. Since the war it has scored several "firsts" (Sartre's Huis-Clos, works by Thornton Wilder, Tennessee Williams, T.S. Eliot, Marcel Aymé, etc). In the United States and Canada it presented Racine's Britannicus in 1958, and Claudel's L'Otage in 1959.

Mary Ullmann Kruse

Mary U. Kruse

Frank G. Banta

Frank G. Banta

Victor Terras

Victor Terras

Edwin Jahiel

Jahiel

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XIII, No. 6 March, 1960

Dear Colleagues:

Lawrence G. Derthick, Commissioner of Education, has announced that the Nation's school and college enrollment, increasing for the 15th consecutive year, will reach an all-time high of 46,480,000 in the school year 1959-60.

Commissioner Derthick estimated that a total of 1,563,000 teachers will be needed in both public and nonpublic schools in the coming year, whereas the number presently qualified is 1,368,000. Making up this total supply are 1,248,000 teachers expected to continue in service; 97,000 newly trained teachers; and 23,000 teachers formerly employed with substandard credentials but now fully trained and certified. Intensifying the scarce supply of teachers is the teacher-turnover rate of 10.9 percent, which represents the proportion of teachers who leave the profession each year.

The Commissioner pointed out that one out of every four persons in the United States is now attending school, from kindergarten through college. Last October, 89.2 percent of boys and girls 14 through 17 years of age were enrolled in secondary schools and colleges. Ten years ago, 81.8 were enrolled. Institutions of higher education expect a total enrollment of 3,780,000 as compared with 3,590,000 last year.

Foreign language study has risen throughout the country faster than the general college enrollment has increased. The Appleton-Century Crofts twenty-fifth annual survey of university and college enrollments for German, French and Spanish in 693 institutions showed that: (1) for the third consecutive year, the increase in foreign language enrollment was greater percentagewise than was the total college enrollment; (2) for the sixth consecutive year, the German enrollment shows a greater percentage increase than is shown by the enrollment of either French or Spanish.

Percentage Changes in Fall Enrollments Over
Those of Preceding Year

	1952	1953	1954	1955	1956	1957	1958	1959
College Enrollment - - -	+1.5	+5.9	+9.8	+8.8	+10.	+4.1	+6.2	+4.4
Fr.-Sp.-Ger. Enrollment -	-1.5	+2.3	+4.8	+8.1	+6.2	+4.4	+10.5	+10.1
French Enrollment - - - -	+2.7	+4.7	+4.3	+7.	+6.5	+3.7	+11.1	+9.4
Spanish Enrollment - - -	-3.3	+.7	+5.1	+7.7	+4.2	+3.6	+6.3	+8.1
German Enrollment - - -	-5.1	+3.	+5.4	+10.3	+8.5	+6.6	15.	+13.6

University of Chicago's New Teaching Program

Beginning this summer a new two year graduate teacher training program at the University of Chicago will de-emphasize classes in education methods, retaining only what is necessary for teacher certification. Studying under professors from throughout the university faculty, the teachers-in-training will devote most of their first year to graduate work in subjects they intend to teach. The methods material will be taught in seminar and will constitute about one-tenth of the first year's work. The second year of the sequence will be taken up almost entirely by a teaching residency in a public school. The student teacher is to be paid, and, in general, treated like a working teacher. Students need not have taken any undergraduate courses to apply for the program. Graduates will receive a Master of Arts degree in teaching, with the teaching field specified.

Language Requirements

Several colleges and universities have recently voted to reinstate or increase language requirements for admittance or for graduation. One of the schools which maintains high language standards is Vassar College, whose 1961 candidates for admission must offer four years of one foreign language or three of one plus two of a second. Mt. Holyoke also requires three years of one and two of a second language.

The college-bound student should be told that 28% of all accredited liberal arts colleges in the U.S. require for entrance high school study in a foreign language, and that many of the remaining 72% actually admit few students who lack such study. Of all institutions granting the B.A. degree, 85% require foreign language study for graduation, and most of these give credit for proficiency acquired in high school. College majors in scientific subjects will find foreign language study particularly stressed. College-bound students should be particularly warned to take their last year of high school language during their senior year and to continue in the freshman year their college study of a foreign language. The precise amount of language study required for entrance and/or the B.A. degree in accredited institutions is analyzed annually in the September Supplement to PMLA.

The Modern Language Project

The Massachusetts Council for Public Schools, Inc. (172 Newbury St., Boston 16) is presenting a television program for elementary school children, "Parlons Français." Mrs. Anne Slack, the TV teacher, is on leave from the Schenectady Public Schools, where she has been an outstanding teacher of French on television. The program is presented twice a week for the children with a separate session for classroom teachers. Telecast over WGBH, Channel 2, Boston, it is viewed by 100 school systems which represent over 4000 classrooms. For more information about the program write to its Director, Dr. Earle S. Randall, on leave from Wayne State University.

Graduate School of Italian in Italy.

Middlebury College announces the opening of a Graduate School of Italian in Italy at the University of Florence, October 1, 1960. Already in existence at Middlebury College are Graduate Schools of French in France, of Spanish in Spain, and of German in Germany. For further information about any of these schools write to Prof. Salvatore J. Castiglione, Institute of Languages and Linguistics, Edmund A. Walsh School of Foreign Service, Georgetown University, Washington 7, D.C. or to the Language Schools Office, Middlebury College, Middlebury, Vermont.

The Linguistic Reporter

Published by-monthly by the MLA's Center for Applied Linguistics, 1785 Massachusetts Avenue, N.W. , Washington 6, D.C., the Reporter contains news of the applications of linguistics to language teaching and to the teaching of English as a foreign language. It is edited by Raleigh Morgan, Jr., and is sent without charge to anyone interested. To be placed on the mailing list, write to Miss Nora M. Walker at the Center.

German Notes, Prepared by Professor Frank Banta

Enrollment in German at the University of Illinois is up 54 students this semester as compared with the second semester of 1958-59, with a total enrollment of 1,292 plus about 60 in the correspondence courses. A change in the pattern of enrollment has been apparent both semesters of this year in that there has been less than the usual loss between second and third semesters. The reason is probably twofold: more students are coming in with two years of high school German, and more are going on from first-year to second-year courses. The elementary (third semester) conversation course has also shown a considerable growth; 30 students are currently enrolled. The number of majors is also greater, totaling 37.

The annual meeting of the Chairmen of the German Departments of the Big Ten Universities was held in Chicago on February 26 and 27. Representatives were present from Ohio State University, Indiana, Purdue, Michigan University and Michigan State University, Wisconsin, Minnesota, Northwestern, Chicago, Iowa, Illinois (Urba and Illinois (Navy Pier.) Mutual problems in staffing, courses, laboratories, degree qualifications and many other matters were discussed. Much time was devoted this year to the ways and means of obtaining graduate assistants and instructors for next year, since almost all universities are experiencing difficulty in finding sufficient well-trained teachers.

Professor Emeritus Charles A. Williams, who was a member of the University of Illinois German staff for thirty-six years, recently received a renewal of his diploma from the University of Heidelberg. It is an old German university tradition to renew the diploma after fifty years for graduates who have accomplished outstanding work. Professor Williams'

new diploma was bestowed in recognition of his teaching and research in German. A resident of Urbana until 1952, Professor Williams now lives in Claremont, California.

March 1 saw the appearance of the fourth number of Die Fundgrube, eine Zeitung des Deutschen Vereins der Universität Illinois. The newspaper is written almost entirely by students and is edited under the guidance of Dr. Burkhard Seubert, adviser to the Deutsche Verein. The present number contains an article on the Deutsche Sommerschule am Pazifik and other German summer schools, news of German Club activities on campus, and a short story by Albert Borgman, an assistant from Freiburg.

The following letter was recently received from Professor C.R. Goedsche, director of the Northwestern University Summer Language Institute:

> "The response to the Summer Language Institute for Secondary School Teachers of German to be held June 27-August at Northwestern University has been most gratifying. To date we have had approximately 175 requests for applications of which so far 85 have been completed and returned. The curriculum is designed to meet four main needs: Fluency in the language; a background of knowledge for interpreting the foreign literature and culture; understanding of modern linguistics in units bearing on language teaching; control of current pedagogical methods, materials, equipment, and means of keeping abreast of the profession.
>
> "This program will revolve around five courses taught by the following:
>
> Prof. Meno Spann, N.U., Culture and Language
> Prof. Herbert Penzl, Univ. of Michigan, Applied Linguistics and Language
> Prof. Viola Manderfeld, Univ. of Chicago, Professional Preparation
> Prof. Lucie Horner, Roosevelt Univ., Educational Electronics
> Prof. Max Bäumer, Bowling Green Univ., Demonstration Class"

Linguistics Notes. Although there is no department of linguistics at the University of Illinois, there is lively interest and considerable activity in this field. Two courses in descriptive and historical linguistics are taught by Professor Henry Kahane and may be taken either by advanced undergraduates or by graduate students for a M.A. or Ph.D. minor in linguistics. A number of other courses, such as Anglo-Saxon, Old Church Slavonic, Gothic, Old French, Old Spanish, Phonetics and Phonemics, or Language, Culture, and Society are linguistic courses although taught in various departments. In 1957 a Linguistics Club wss founded by Professor Kahane and Professor Howard Macley of the Institute of Communications Research. The club, now in its third year, meets each month to hear a lecture of linguistic interest. Some of the speakers are members of the Illinois staff, while others are invited from neighboring universities or are foreign scholars visiting on campus. In October and November, for example, Professors Fred

Householder and Sol Saporta, both of Indiana University, lectured on "Linguistic Problem of the Mycenaen Tablets" and "The Three Models of Phonological Description." In April Professor Herbert Penzl of the University of Michigan will speak on a topic in Germanic philology. During the first semester of the last three academic years a Linguistic Seminar has been held each Thursday afternoon. At each meeting a paper on current research is read by a graduate student or staff member and discussed by the group. Interest in these activities has been growing from year to year, and it is hoped that within the not too distant future a regular department of linguistics may be organized.

French Notes, Prepared by Professor Edwin Jahiel

Summer Session, 1960, is from June 20 to August 12. The Department of French will offer the following courses: 101 through 104 (elementary French); 211 and 212 (conversation, pronunciation), 410 (Advanced Syntax, Given by Mr. Jahiel); 465 (Littérature Contemporaine I - Prose writers after the Naturalists. Given by Mr. Jacob); 466 (Littérature Contemporaine II - Poetry, Baudelaire to Valéry. Given by Mr. Jacob).

The French Department is very interested in increasing its usefulness to its students. Those of you, especially who are teachers, planning to attend summer sessions, are welcome to write us concerning your needs, desires and suggestions for courses. We and the other Modern Language Departments of the University of Illinois will be happy to hear from you.

Professor Philip Wadsworth is on sabbatical leave this semester and plans to leave for France in early April. He will work in Paris at the Bibliothèque Nationale and other libraries, in the field of seventeenth century French poetry. For some years he has been interested in the poets of this rich period in French literature, notably La Fontaine, Malherbe, and Tristan l'Hermite.

Le Misanthrope, in its March 2 performance by the Vieux-Colombier troupe, was a big success. A really large turnout by an audience which braved a blizzard to get to the Auditorium and then showed both enthusiasm and appreciation for the play indicates that there is, here, a public eagerly awaiting more French theatre. Those who were a bit worried by the announcement that the play would be performed in stylized modern dress were pleasantly surprised when they saw the results. The modern dresses were just as colorful and beautiful as period costumes (in fact, unless the latter are superb they may look contrived or shabby), and they had the virtue of not distracting the audience's attention from the dialogue. Period costumes are necessary for period pieces, which Le Misanthrope is not, and, after all, Molière did play in what was, for his time, stylized modern dress.

Cinema. If Le Misanthrope was an exceptional theatrical event for this area, the showing of excellent French films locally has by now become a routine matter. To be shown soon in Champaign-Urbana: Tati's Mon Oncle; the experimental Closed Vision; Cayatte's Nous sommes tous des Assassins; Chabrol's Les Cousins (Berlin Festival first prize), Truffaut's Les Quatre Cents Coups (Cannes Festival first directorial prize), Camus' Orfeu Negro (Cannes first prize), and many others.

The NEWSLETTER recently received the following letter from Suzanne Van den Broeck, Chairman of the French Department, Barat College, Lake Forest:

> "We are working on a series of tapes under the title of VOYAGES IMAGINAIRES. Our first one, called "Visages de la Bretagne," is now ready. We should like to offer it to language teachers. It has been recorded on slow speed, is about twelve minutes long, and can be used in connection with pictures on Le Mont Saint-Michel, Rennes, La Baule, Le Pouliguen, Le Croisic, Bourg-de-Batz, Saint-Nazaire. To obtain the tape and text, teachers should send $3.00 to Suzanne Van den Broeck, Chairman, French Department, Barat College, Lake Forest, Illinois. We believe that the tape is suitable for third or fourth year high school or elementary college French."

The Alliance Française is expanding rapidly throughout the United States. So are its services to its 214 affiliated groups. The Alliance now offers books, lectures, films, newsletters, poster exhibitions, etc. High school and university groups are being encouraged to affiliate. On the University of Illinois campus, Pi Delta Phi, the French honorary fraternity, subscribes to the services of the Alliance and, in addition to receiving the magazine Réalités, benefits from monthly shipments of prize-winning novels, reference works and other books from the Alliance headquarters in Paris. A yearly subscription for a university or high school group costs $15. Checks should be made payable to the Federation of French Alliance, 22 East 60 Street, New York, New York.

An exhibit on "Educational Institutions and Life in French Schools" presented by the Ministry of Foreign Affairs and the Ministry of Education was on display during February at the University of Illinois library. The display consists of 15 large panels which bear illustrations, graphs, and diagrams. To an extent it explains the French educational system which, compared to that of the U.S., is very complicated. Booklets which reproduce the panels and include English and Spanish translations of the text are available.

The booklet "France and her People" published recently by the French Embassy contains much simple yet useful information. It is attractively illustrated and covers many subjects, such as "2,000 years of History," "How the French Earn a Living," Industry, Aluminum, Power, Atomic Energy Farming, Arts, etc. The booklet is available from: Ambassade de France, Service de Presse, 972 Fifth Avenue, New York 21.

Russian Notes, Prepared by Mr. Victor Terras

"Gogol and the Telescopic Lens"

On February 24th Professor Hugh McLean of the University of Chicago gave a lecture under the co-sponsorship of the Division of Humanities and the Russian Department. The theme was an intriguing one: "Gogol and the Telescopic Lens," a title which, incidentally, led to a

newspaper announcement of a "lens lecture" without mention of Gogol! Professor McLean captivated his sizable audience by balancing erudition with a ready wit and succeeded in making the original theme interesting to both the student and the amateur reader of Russian literature.

Professor McLean, who has been interested in the psychology of the creative process in literature, chose a psychological approach to the analysis of one of the most fascinating phenomena in Russian literature, N.V. Gogol, who, as a man and a writer, lacked so much in many respects, but whose greatness as a master of the word has been unchallenged ever since his first success. Professor McLean started with the concept of artistic detachment - the faculty, more or less developed in an artist, to place himself outside his creation, to view it at a distance and as dispassionately as possible. The author who lacks this faculty, according to the speaker, remains a captive of his emotions, sympathies snd antipathies alike, and is unable to exercise serious critical judgment of his work.

Of the several different ways to achieve such detachment, the "telescopic lens method" used by Gogol, was demonstrated by Professor McLean. It amounts, according to him, to the following: Gogol, who neither lived a "full life" himself nor had a chance (or perhaps the desire) to gather much material for his stories through observation or extensive reading, depended mostly upon the resources of his own inner self in creating his peculiar "Gogolian" world. In order to bring his characters to life, he had to project into them his own sensations, emotions and thoughts. It is known that Gogol was during most of his life an unhappy man with a deep feeling of inferiority and inadequacy, a man of many fears and frustrations. To such a man, the revelation of his inner self, even in the disguise of fiction, would have been a most painful, nigh impossible task, unless he found a way to detach himself from these projections of his own failings and infirmities. According to Professor McLean, Gogol achieved such detachment by different means which, however, lead to the same result: He makes his characters appear very remote or ridiculously small, as if he were looking at them through a telescope held the wrong way. Thence the apparent contradiction between Gogol's supposed "realism" (for he is, after all, the principal representative of what was called the "naturalist school") and the strange remoteness, even irreality of his characters.

As to the different ways in which the effect of the inverted telescope effect is achieved, here are some examples given by Professor McLean:

In his early stories, Gogol's heroes are simpleminded, colorful Ukrainian peasants, well below the author socially and intellectually. (Gogol was the son of a country squire and an educated man by provincial standards) Thus from the safe distance of his Petersburg study and the reassuring vantage point of social superiority, Gogol could laugh at the fears and superstitions of his ignorant compatriots, even if they were (in a more abstract form) substantially his own. Later when Gogol does turn to heroes belonging to his own class, he keeps them all, and especially those who embodied elements of his own self, at a "safe" distance by depicting them as ludicrously insignificant, grossly ignorant, or outright stupid people, veritable dwarfs both mentally and physically.

The most striking example of Gogol's inverted telescope type vision is the figure of Akaky Akakievich Bashmachkin in his great short story "The Overcoat." The hero is a perfect personification of inadequacy, awkwardness, pettiness and triviality - qualities which Gogol subconsciously and at times consciously felt to be his own. However, the very exaggeration of all these traits removes Akaky Akakievich from an uncomfortable proximity to his creator. To top it all, the object of the unfortunate Akaky's love (the story is told in the unmistakable terms of a romance) is not a human being, but a thing - the overcoat. Gogol's own mortal fear of the opposite sex caused the object of his hero's affection to be detached, downgraded to the point of this grotesque metamorphosis.

During a reception held after Professor McLean's lecture, an animated discussion of the ideas expressed by him developed. The discussion continued in the advanced Russian classes, as well as among our numerous students of Russian literature who attended the lecture.

Russian Language Club Activities

This semester another series of lectures in Russian has been arranged for professors and advanced students of Russian. On March 9 Mr. Terras of the Russian Department will speak on "Russian Writers of the Eighteenth Century." On March 23, Mr. Nalbandov, professor of genetics, will speak on "Genetics in the Soviet Union," and on April 6 Mr. Orlowsky, retired professor of history, will speak about the Russian author of the nineteenth century, Zhukovsky. On April 28 Mrs. Sobotka, Acting Head of the Russian Department, will speak on a topic that will be announced later. After each of these lectures there will be informal discussion (in Russian), Russian music, folksongs, singing, and refreshments. All of these gatherings are held at 7:30 p.m. in Parr Lounge of the University YMCA. A Russian Club picnic is also tentatively planned for May. Besides these meetings, informal coffee hours are held frequently throughout the week.

Under the auspices of the University YMCA and in close cooperation with the Russian Language Club, a series of six Russian films has been scheduled for the second semester of the 1959-1960 academic year. Thus far, the first two parts of Maxim Gorky's autobiography, "Childhood," and "Out in the World" have been shown. The audiences responded very favorably to both films. On April 7 the third part of the Gorky trilogy, "My Universities," will be shown. The remainder of the series is as follows: On April 21, "Lone White Sail, " (on the setting of the 1905 revolt); on May 5, "The Safety Match" (based on Chekhov's short story); and on May 12, "Glinka." All films are shown at 8:00 p.m. in Latzer Hall of the YMCA, and everyone is welcome to attend.

Cinema Internationale, which showed "Stars of the Russian Ballet" on February 28, also plans to show the Russian film "The Grasshopper" on April 3.

The Film Society is also showing several Russian films in March, including "The End of St Petersburg," Schors," "Land Without Bread," and "Earth."

Spanish Notes

Summer School

Besides classes in the first 16 hours, there will be upper level courses in conversation and the following advanced undergraduate and graduate courses:

301 - Survey of Spanish Literature	Mr. Triwedi
311 - Cervantes	Mr. Crosby
352 - Syntax	Mr. Shoemaker
424 - Contemporary Spanish Drama	Mr. Shoemaker
426 - Spanish Poetry of the 19th and 20th centuries	Miss Pietrangelli

In addition, advanced graduate work on special topics and on thesis work will be available in Italian and Portuguese, as well as in Spanish. The upper level conversation work will be given by a native Costa Rican member of the department, Mrs. Betty Rita Gómez Lance.

Under the auspices of the Spanish Club, Professor Brian Hackett, visiting professor in landscape architecture from the University of Durham in Newcastle, England, will give a lecture in English, open to the public, on "Gardens of Spain - A Reflection of her History." The date is Thursday, March 17 and the time, 7:30 p.m. in the General Lounge of the Illini Union. The lecture will be illustrated by slides showing the dominant cultural and historical currents, notably Arabic and French, in Spain's history through her gardens.

On Tuesday, March 1 Dr. María Rosa Lida de Malkiel, visiting Miller professor of Spanish, gave her fourth lecture in her series "Two Spanish Masterpieces: The Book of Good Love and The Celestina." The remaining two lectures snd their dates are: March 29, "The Celestina: Some Aspects of its Dramatic Technique"; April 26, "The Celestina: the Characters." All the lectures take place at 8:00 p.m. in the faculty lounge of the Illini Union.

In order to help explain the very simple story and the unusual length (21 acts) of La Celestina, Mrs. Malkiel traced some of the literary genres which have left their mark on La Celestina. The play, although indebted to Roman and medieval (elegiac) comedy, belongs basically to the humanistic comedy, a literary genre whose outstanding originality consists in its handling of time and space and its attention to individual character and local enviroment. It is this effort to evoke the complex pattern of reality - in other terms, to set forth the infinite motivations and the unpredictable consequences of the most trivial human action - that determines the unusual length of the Tragicomedia.

The various devices of humanistic comedy and the non-existence of theaters in Spain at the time of La Celestina account for some peculiar techniques used by the authors to ensure a realistic presentation of the characters and their surroundings. Most remarkable among these techniques are the stage directions included in the very text of the play, the representation of time and place and the use of tragic irony and parallelism .

Mrs. Malkiel traced the plot step by step showing that there is a rigorous sequence of cause and effect from the very first moment when Calisto enters the garden of Melibea, and that each word, appearance and act is tied together logically and psychologically, producing human beings instead of caricatures and giving the overall work a deep sense of realistic effectiveness.

Spanish film. A highly praised Spanish-French produced film, Calle Mayor, will be shown in Gregory Hall auditorium on Thursday, May 19 at 7:30 p.m.

Club de Español

El día 31 de marzo el Círculo Literario recibirá la visita de Don Francisco Izquierdo, Cónsul de España en Chicago, quien nos ofrecerá una charla sobre "Cosas de España."

El Círculo Literario celebrará el día 23 de abril su anual concurso de poesía. Este año se ha cambiado un poco el sistema para mejor desarrollo y éxito del concurso. Se ha ampliado el número de grupos, pero se ha reducido el número de participantes. En cuanto al número de participantes se ha limitado a uno por clase, con lo que cada una de las clases habrá tenido que celebrar su propio concurso y poder así nombrar a su representante. En lo que se refiere a los grupos, la distribución será: 101 - el primer grupo; 102 - el segundo grupo; 103 - el tercer grupo; 104, 113 y 114 - el cuarto grupo; 201, 202 y 211 - el quinto grupo: y 212, 213, 214, y 215 - el sexto grupo. El séptimo grupo estará reservado para Italiano y el octavo y último para los estudiantes de Portuguése.

Jorge Prats, Consejero

Downstate Chapter Meeting of AATSP

Dr. Allie Ward Billingsley, President of the Illinois Downstate Chapter of the American Association of Teachers of Spanish and Portuguese, urges all members to attend the annual spring meeting in Macomb April 2. Visiting professor of Spanish at the University of Illinois, Mrs. María Rosa Lida de Malkiel, has consented to speak to the group on "Realidad y fantasía en la conquista de América." Mrs. John Castle of Macomb will give a demonstration of the teaching of Spanish in the elementary school. Miss Dorothy Dodd of Quincy will talk on her experiences at the summer language institute at the University of Washington.

Both the meeting and the luncheon will be held at the Student Center, which is to the right as one enters the campus from Adams Street. Cars should park in front of Sherman Hall. If any members are arriving on Friday night, reservations can be made at the Hotel Lamoine, the Plainview Motel, or the B and E Motel.

Reservations must be made for the luncheon in order to insure adequate arrangements. Please use the reservation form on the following page.

Please return this form by Tuesday, March 29.

To:
Miss Grace M. Sproull, Western Illinois University, Macomb, Illinois.

Please reserve for me _____places , at $1.15 per place, for the luncheon of the Illinois (Downstate) Chapter, AATSP at the Student Center, Western Illinois University, Macomb, Saturday, April 2, at 12:30.

I also expect to attend the coffee hour 9:30 - 10:00 in the Patio Lounge of the Student Center.

Yes_____ No_____

Name_____

Address_____

_____

Frank G. Banta

Frank G. Banta

Edwin Jahiel

Jahiel

Victor Terras

Victor Terras

Mary Ullmann Kruse

Mary U. Kruse

Contains list of high schools teaching Russia - sup. by note in May issue

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XIII, No. 7 April, 1960

Dear Colleagues:

The forty-third Annual Meeting of the Central States Modern Language Association will be held at the Conrad Hilton Hotel in Chicago on May 6 and 7. The local General Chairman for the meeting will be Professor Frank Nacarrato, Department of Romance Languages, J.S. Morton Junior College, Cicero, Illinois. Professor Flores, Spanish, and Professor Johnson, Education, will give a talk on the progress of the University of Illinois Foreign Language Instruction Project.

The Annual Meeting of the Midwest Modern Language Association and the Central Renaissance Conference will be held concurrently at the University of Kansas, Lawrence, Kansas, on April 28, 29, 30. Professor Leal of the University of Illinois Spanish Department will present a paper entitled "Los cuentos de Francisco Rojas González" to the Latin American Literature Section on the morning of April 30. For information and reservations, write to Dana Leibengood, 115 Fraser Hall, The University of Kansas, Lawrence, Kansas.

"¡Pachanga!," a theatrical and musical spectacular featuring Spanish rhythms was presented by 100 Spanish language students of Chicago area schools on Saturday, April 9 in Thorne Hall, to honor Pan American Day. Students participating in the Fiesta were from one elementary school, fourteen high schools, and one college in Chicagoland. This tenth annual Pan American Fiesta was sponsored by the Chicago area chapter of the American Association of Teachers of Spanish and Portuguese, with the cooperation of the Evening Division Spanish Club of Northwestern University.

Mr. Jules Dubois, Latin American reporter for the Chicago Tribune and author of the book Freedom is my Beat will be on the Urbana campus on May 5 to talk on conditions in Latin America, especially in Peru, Mexico and Brazil. The speech will be given in the auditorium of the law building at 8:00 p.m. Mr. Dubois' talk is the keynote address of a two day conference, sponsored by the University of Illinois in cooperation with the U.S. National Commission for UNESCO, which will be held in Allerton House on May 6 and 7. University faculty members from various departments and about fifty invited guests will participate in lectures, panel discussions and work sessions, limiting their discussions to Brazil, Mexico and Peru. Professors Allen and Ellison of the Spanish Department have been invited to participate.

Language Lab Seminar

On March 19 a seminar on language laboratory methods was held at the Glenbrook High School in Northbrook, Illinois. The principal discussion leaders were Paul King, president of Magnetic Recording Industries, and Professor Karl Pond, French Professor and Director of the language lab at the University of Miami, Florida. The program was directed primarily at high schools and had a large attendance of high school teachers, chiefly from the Chicago area. Most of the colleges and universities of Illinois were also represented.

The introductory talk by Mr. King was devoted to the importance of programming the whole lab session on tape, including all instructions and drills, with blank tape for intervals of student activity, thus leaving the teacher entirely free to supervise and monitor the students. The main part of the program was provided by Mr. Pond, who since September has directed nearly thirty language laboratory workshops for high school and college teachers all over the country.

Mr. Pond believes in definite concrete goals for beginning language courses and particularly for the laboratory drill included in these courses. He does not disagree with the goals proposed by the MLA for foreign language courses - native comprehension and ability to speak, read and write the language. However, these goals, at least regarding comprehension, speaking and writing, are not going to be achieved in one year of a basic course. Therefore, he proposes setting specific intermediate goals consisting of a limited list of constructions which the student can learn to use at each level and which he must learn to use if he is to be passed on to the next higher level. The goal for a week or for a day should be something very specific like "the ability to use negatives." - to be able to put any sentence into the negative form immediately and without reflection - , or to "manipulate the present tense of avoir" or "to replace a noun by a pronoun." Professor Pond feels we spend too much time reviewing what should have been learned the year before. In the old grammar type of class, for example, the negation is heard and used a few times but never really sinks in. In the new method the student hears and uses it perhaps 700 times, many of these in the language laboratory. He believes this drill should be uncomplicated by any superfluous material. For example, in the case of synonyms like d'abord and premièrement, he teaches only one of them for active use in the classroom. If he is drilling his students on a new construction, in the classroom or in the lab, he never introduces new vocabulary at that time, using only words that the students know.

Regarding dialogues, which are currently very popular in foreign language texts, he is against them because too many formulas, too many structures are necessary to present a single sensible conversation. Drill on fundamentals is then neglected. In his opinion the dialogues should come at the end of the week, should be a synthesis on the constructions introduced in the drills during the week, and if possible should be creative.

Mr. Pond is against pure repetition in the language laboratory. He claims that the only valid exercise for the lab with beginning classes is drill on the structures of the language. He gives five requirements for a good lab exercise: (1) It should not be more than five minutes in length; (2) It should present only one new teaching point; (3) It should demand

a constant creative effort from the student. Drills should be a problem-solving exercise in which a student is required to manipulate the language; (4) It should provide immediate correction; (5) It should offer natural sentences.(He objects to putting a sentence such as "J'ai deux mains" into the negative, because the negative form is not sensible)

Professor Pond outlined the major laboratory drills as follows: (1) shift drill (for example, shifting from the singular to the plural and vice-versa; (2) substitution drill (substituting a pronoun for a noun, etc.); (3) oral translation, partial or total (For example, the student is given a sentence such as "Paul's pen est noir " and he completes the translation of it into French. A variation of this is the "cue" drill, in which the instructor suggests the general trend of the answer. He asks "Comment allez-vous?" and supplies the English word "terrible" as a cue to the type of answer desired.

Professor Pond is strongly in favor of discs as against tapes, at least with respect to quizzes given in the laboratory, because of the ease and speed of handling and correcting discs. He is in favor of keeping the vocabulary small in the lab drills so that with a change of textbooks the same taped drills can be retained, with perhaps the addition of only a few words. Working on this principle, he and his colleagues at the University of Miami expect to publish laboratory drills in both French and Spanish next year. These drills will emphasize the various constructions to be mastered and will have comparatively small standard vocabulary usable with any textbook.

F.W. Nachtmann
Coordinator of the Language Laboratory

Spanish Notes

AATSP Meeting

The AATSP meeting held at Western Illinois University in Macomb on April 2 was presided over beautifully by Dr. Allie Ward Billingsley, president of the Illinois Downstate Chapter.

Mrs. John Castle of Western Illinois University and sixteen of her Macomb elementary school Spanish students gave an interesting demonstration of "Spanish in the Elementary School." Mrs. Castle is currently teaching Spanish to fourth through eighth graders at the Western Illinois University Laboratory School. In the fourth grade her approach is entirely aural-oral. In the fifth grade the students are taught to read and her sixth graders are reading "Paco en el Peru." Grammar is introduced in the seventh grade and her eighth graders are reading and writing, including writing the dialogue for their own skits. After a description by Mrs. Castle of her classes, her students then showed their ability to use Spanish by presenting several short skits.

"The Language Institute as I Know It" was discussed by Miss Dorothy Dodd of Quincy Senior High School. Miss Dodd attended the language institute held at the University of Washington, June 29 to August 21, 1959. Her frank observations were an eye opener to many of her listeners. The speaker commented that while the equipment and materials seemed adequate, the methods of presentation and the living conditions left much to be

desired. There was no orientation of participants to the program. The native language informants appeared to have had no teaching experience and lacked adequate communication with their "students." The participants were heavily loaded with class work, sometimes up to eleven hours a day. The speaker felt that she and many others got most out of the linguistic classes, despite the fact that the two teachers represented two different viewpoints - American and European- which sometimes proved confusing. The salient weakness of the Institute was the failure of the college teachers who were in charge to be aware of the specific needs of the high school teachers.

Dra. María Rosa Lida de Malkiel, visiting professor at the University of Illinois, has kindly written a resumé of her own talk:

> "Un factor decisivo en la mentalidad de los exploradores y conquistadores fué el libro de caballerías, "best seller" que perpetúa y difunde muchos mitos y consejas de la Edad Media. Huella de esa fantasía caballeresca ha quedado, por ejemplo, en los topónimos California, Amazonas, y Patagonia. El primero deriva del Esplandián de Garcí Rodríguez de Montalvo (continuación del Amadís), cuyo capítulo 157 describe la isla de California "muy llegada a la parte del paraíso terrenal;" el segundo refleja la búsqueda de las amazonas, "las mujeres sin hombres," que comienza con Colón mismo y perdura hasta mediados del siglo XVIII; el tercero procede del Primaleón, uno de los más aplaudidos libros de caballerías del siglo XVI, que incluye entre sus personajes el gigante con cara de perro llamado Patagón, nombre que Hernando de Magallanes aplicó al indio que subió a su nave."

Attending the meeting from the University of Illinois were the following faculty members: Professors Shoemaker, Malkiel, Flores, Ellison, Leal, Pietrangeli, Mrs. Lance, Mr. Jorge Prats, ane Miss Betty Moffet of the Spanish Department and Professor Johnson of the Education Department.

Dr. Marcos A. Moríñigo

The Department of Spanish and Italian is happy to announce that Dr. Marcos A. Moríñigo will join its faculty in September as Visiting Professor of Spanish. Dr. Moríñigo is the distinguished Dean of the Facultad de Filosofía y Letras of the Universidad de Buenos Aires and Director of the Instituto de Filología, which was founded by the late Amado Alonso, of whom Dr. Moríñigo was a student. Dr. Moríñigo is distinguished especially for his studies in the comedia of Spain's Golden Age, and in American, Spanish and indigenous dialects. He will give courses in both areas in Urbana next year. Dr. Moríñigo is already well known both for his works and personally in the United States, since he taught in universities in this country for the ten year period from 1947-57. He has been a professor at the University of Southern California and the University of Florida, and a visiting professor at the University of California in Berkeley. Dr. Moríñigo follows in the footsteps of his distinguished paisana, Dra. María Rosa Lida de Malkiel, who has been teaching and working in the department this year as Miller Visiting Professor of Spanish.

1960-61 Fellowships

The Graduate College has recently announced its fellowship awards for 1960-61. It is possible at this time to make a partial announcement of the successful candidates. The Department of Spanish and Italian is proud of the fact that all six of its recommended applicants were successful. Regular University Fellowships, each carrying a stipend of $1500 plus exemption from tuition and fees, were awarded to: Thelma Canale-Parola, Harry L. Kirby, and James A. Walsh. An advanced University Fellowship goes to Mr. Daniel E. Quilter, who is presently teaching in New Trier High School, and the new type of Teaching Fellowship has been granted to Miss E. Lucille Bremner and Mr. Joseph Siracusa. The latter award carries a half fellowship grant and half assistantship appointment for teaching, and carries a total stipend for the half time appointment of $2,000 plus exemption from tuition and fees. The fellowship awards made to candidates from other institutions who are not now nor have ever been students at the University of Illinois will be announced later.

Miss Ruth Schmidt will be working on her doctoral dissertation in modern Spanish literature next year in Spain, chiefly in Madrid. She has been honored by the American Association of University Women with a substantial grant to enable her to make the trip and to pursue her studies abroad. In addition, the University of Illinois has granted her a tuition-and-fees scholarship-

---

Sigma Delta Pi, The Spanish national honorary society, will sponsor a lecture on Tuesday, May 10, 1960, by Professor John E. Keller of the University of North Carolina on "The Canticles of Alfonso el Sabio." Professor Keller, whose lecture will be illustrated with slides and tape recordings, is an authority on medieval Spanish language and literature, and has published many studies on Alfonsine learning, folk motifs, and literary and linguistic interpretation of medieval manuscripts. His lecture will include a discussion of the lyric poetry found in the most famous illuminated manuscript produced in the Spanish Middle Ages, together with an analysis of the far-reaching influence of King Alfonso's learning on such fields as art, music, literature, history and sociology.

Professor Henry Kahane spoke on "Western Reflexes of Mohammed's Old Guard" at a meeting of the Linguistic Society of Chicago on March 18 at the Downtown Center of Northwestern University. Professor Kahane was recently elected to the national committee in charge of arrangements for the Ninth International Congress of Linguistics to be held in August,196

On April 29 Professor Joseph Flores will read a paper at the general meeting of the University of Kentucky Annual Language Meeting. His talk, "Combating the Teacher Shortage through TV and Tape" will be followed later by a tape demonstration. Professors Ellison and Johnson and Mr. Jorge Prats will also attend.

"La Celestina: Some Aspects of its Dramatic Technique" was the topic of discussion by Dra. María Rosa Lida de Malkiel on Tuesday, March 29 in the Illini Union. Mrs. Malkiel's final lecture, "The Celestina: the Characters" will given at 8:00 p.m. in the faculty lounge of the Illini Union on April 26.

The fact that La Celestina was not written to be presented in a theater (for there were no theaters in Europe then) explains the liberty of its imaginary staging. In their search for life-like realism, the authors rejected artificial types of dialogue and do not interrupt the play to address the audience. The struggle for a realistic presentation of characters and their surroundings is reflected in a variety of interesting dramatic techniques. One of these, the stage direction, incorporated into the very text of the drama, is used to declare the presence or nearness of a person, and is shaded to reveal the intention, desire, hope or fear of the person who speaks it. It also underlines the continuity of action and the moving about from one place to another. The stage direction may be woven directly into the action, as it is in Act VI. Here the reader visualizes Celestina's reaction to the rantings of Calisto through the comments made about her by Sempronio and Pàrmeno.

Another realistic element, the free handling of time and place, enables the reader to become well acquainted with the houses, market place, churches and streets of the city. We are able to visualize the characters in their natural settings. Both time and place are guided by the logic of the plot, not by intervention of any exterior factor. The brevity of time is one of the preoccupations of the Tragicomedia, and this preoccupation reduces death and "el más allá" to a negative concept, without an existence of its own. Specific references to days and indeed hours emphasize the state of quivering impatience of the young people throughout the drama. Of necessity action in La Celestina is not an uninterrupted sequence of reality, but a selection of illustrations. The representation of time in the work is guided by the desire to have as much time elapse as is realistically demanded for each action and by the desire to give sufficient time for the psychological evolution of the characters.

The use of irony increases the realistic effect and heightens the dramatic intensity. There are many examples of statements which for the reader, aware of the outcome, have a double meaning or inadvertently predict the tragic end. Particular to the Tragicomedia is the contrast between the calculated human efforts and the fatal plans set for these same humans. The Tragicomedia, according to the speaker, seems to be telling us that a human purpose is too small a thing to affect the total play of accidents which determine our life.

As examples of parallelism in the work,-another realistic device-,Mrs. Malkiel referred to the numerous reoccurrences of certain expressions, utterances, situations, and characters, and to the recounting of past action, often with added detail, by various personajes. The repetitions, however, are never absolutely opposite or identical to the original. Thus, when the servants Semprenio and Parmeno are killed, they are replaced by two other servants who in some ways parallel them, but who in other ways are quite different. Rojas maintains the individuality of each of the characters.

Russian Notes, Prepared by Mr. Victor Terras

The Russian Department is pleased to announce that Professor Ralph E. Matlaw of Princeton University will become head of the department beginning this fall. Professor Frances Sobotka will continue as acting head of the department until that time.

Professor Matlaw, in spite of his youth, is already one of the better known American scholars in the field of Russian language and literature. He attended high school in New York City, received his A.B. from the University of Michigan in 1949 and his M.A. and Ph.D. from Harvard University. Professor Matlaw started his teaching career at Harvard, where he was a teaching fellow in Humanities from 1951 to 1954, with time out for special studies at the Institut des Études Slaves, Paris, in 1952-53. From 1954 to 1957 he was an instructor in Slavic and General Education, and was a lecturer in the same subjects during 1957-58. He was a visiting instructor in Slavic at the University of California (Berkeley) in the summer of 1957, and since 1958 has been an assistant professor of Russian and head of the Russian Section at Princeton University. He has published a number of articles on Dostoevsky, Turgenev and other Russian authors.

Listed below are the courses being offered this summer by the Russian Department:

101	First year Russian	Miss Orlowsky
280	Teachers course (prerequisite - 3 years of college Russian or the equivalent)	Mrs. Sobotka
322	Readings in Russian Literature (Turgenev, Tolstoy, Dostoyevski)	Mrs. Sobotka
400	Beginning Russian for Graduates	
401	Readings in Russian for Graduates	Mr. Terras
412	Literature of the 17th and 18th Centuries	Mr. Terras
491	Individual Topics	Mr. Terras

For the first time a teacher's course in Russian will be offered this summer, and it will be regularly scheduled from now on. Professor Sobotka, who will conduct the course, gave this summary:

> "The course, which will be part of our teacher's curriculum, will combine a practical with a theoretical approach. The student will be given an outline of the current methods in teaching Russian, with emphasis on the oral aspect of teaching. Audio-visual aids to language study will be reviewed. Some time will be devoted to Russian phonetics, especially regarding its application in the classroom. Existing textbooks will be analyzed from different viewpoints, and a critical appraisal will be made of them. On the practical side, Russian classes (101 course in progress during the summer semester) will be attended and analyzed by the students. Each student will teach at least one lesson himself, in addition to practice sessions."

Curriculum for the Teaching of Russian

The curriculum for the degree of B.A. in the teaching of Russian follows the same lines as that established in the other modern language departments of this university. The following courses are included:

101-102	First year Russian	8 hours
103-104	Second year Russian	8 "
201-202	Introduction to Russian Literature	6 "
211-212	Oral Russian	4
213-214	Russian Composition	4 "
280	Teacher's Course	2 "
309 or 310	Russian Literatuee in Translation	3 "
308	Russian Phonetics and Diction	3 "
321	Readings in Russian Literature (or Russian 322,323,324)	3 "
History 321	Tsarist Russia (or Modern Russian History-1855 to the present)	3 "

For the degree of M.A. in the teaching of Russian, the exact character of the work in the fifth year will be determined by the particular experience and needs of the individual student. Each program will be worked out in individual conferences between the adviser in the major field and the student. Six units of Russian are included. Of these a minimum of three units should belong to the 400 group; the rest would be 300 group courses. The usual courses in education make up the remainder of the curriculum.

According to the Modern Language Association Journal, the following Illinois high schools offer Russian. The NEWSLETTER would appreciate hearing from any other high schools which offer Russian and who are not on this list:

Arlington High School
Gordon Technical High School, Chicago
Proviso High School, Maywood
Central Day and Evening High School, Chicago
New Trier High School, Winnetka
Maine Township High School, Des Plaines

German Notes, Prepared by Professor Frank Banta

German Contest

305 contestants took the National German Contest in Illinois on March 5. A number of others were unfortunately prevented from reaching the examination centers because of bad roads. 45 winners were chosen in the Second Year group, 12 in the Third Year, and 4 in the Fourth Year. Highest scores in each group were made respectively by James P. Elliott of Lyons Township High School, Mike Hoffman of Thornton Township High

School, and John Eulenberg of Evanston Township High School. All prize-winning students were invited with their parents and friends to a ceremony held in the Art Institute, Chicago, on March 26.

The following German courses will be offered in the 1960 Summer Session:

101.	Elementary German.	MTWT	8-10
102.	Elementary German.	MTWT	10-12
103.	Intermediate German	MTWT	8-10
104.	Intermediate German	MTWT	10-12
270.	Twentieth Century German Literature	MWF	8-10
400.	Beginning German for Graduate Students	MTWT	8-10
		MTWT	7-9 p.m.*
401.	Readings for Graduate Students	MWF	8-10*
		MWF	10-12
		MWT	7-9 p.m.
493.	Research in Special Topics	To be arranged	

There are two sections each of the starred 400 and 401 courses. 493 will be arranged at a time mutually agreeable to students and the instructor. It will be conducted as a seminar, with the probable subject "Der Roman der Goethezeit."

Professors Ernst Philippson and Frank Banta have been granted sabbatical leave during the second and first semester respectively of the academic year 1960-61. Professor Philippson will do research on Germanic religion and the history of the German language at Marburg. Professor Banta will study known manuscripts of Berthold von Regensburg, a thirteenth-century preacher, and search for further manuscripts in Germany, Austria, Switzerland and adjacent countries.

Under the Farmington Plan, the library of the University of Illinois has accepted coverage of the subject areas "German Language" and "German Literature." The Farmington Plan is a "voluntary agreement under which more than sixty libraries...have accepted special responsibility for collecting." A copy of each new book published in Western Europe, Australia, and South America is sent to a designated library. Allocation of the subject areas of German Language and Literature will expand the already good collection in this field at Illinois into one of the best German libraries in the world, and will insure the University's place as a center of research on German. Although the resources of the library are available through loan to all cooperating libraries, it can be foreseen that many graduate students and scholars will want to do future research at Illinois.

The first number has just been received of a new publication of great usefulness to Germanicists: Germanistik. The magazine contains no articles, but is rather a quarterly bibliography of publications "auf dem gesamten Gebiet der Germanistik...Es wird angestrebt, gleichmässig die Publikationen aller Länder, in denen die Germanistik vertreten ist, einzubeziehen, so dass ein den wirklichen Verhaltnissen entsprechendes Bild des Standes und Fortgangs der internationalen germanistischen

Forschung entsteht." Articles are listed with complete bibliographical reference, and books are mentioned along with brief reviews. Thirty-seven editors from many different countries provide for a complete coverage of the field. Among the four American editors is Professor J.R. Frey of the University of Illinois. Germanistik is published by Max Niemeyer Verlag, Tübingen.

Professor Hans Heinrich Borcherdt

Professor Hans Heinrich Borcherdt, emiritierter Ordinarius für Neuere Deutsche Literaturgeschichte an der Universität München, befindet sich seit einem halben Jahr auf einer Vortragsreise durch die Vereinigten Staaten. Zur Zeit hält er Gastvorlesungen an der University of Kansas und kam von dort nach Illinois, um alte Freunde wiederzusehen und einen Vortrag vor Professoren und Studenten der Deutschen Abteilung zu halten. Thema: Thomas Manns "Dr. Faustus."

Ausgangspunkt der Interpretation war die Absicht des Dichters, einen "modernen deutschen Roman" zu schaffen mit den drei Hauptmotiven: das faustische ("deutsche") Streben nach Erkenntnis und Wahrheit; Leben und Schicksal Friedrich Nietsches (geniale Schöpferdraft erkauft durch venerische "Intoxikation") und das politische Geschehen im Deutschland des 20. Jahrhunderts. So ist der moderne Faust ein "Tonsetzer," dessen biographische Daten eindeutig auf Nietzsche weisen, aber kein Philosoph, denn die künstlerische Gestaltung verlangt nach einem "dämonischen" Element, das Thomas Mann in der modernen Musik gegeben sieht; und der erzählende Schulmeister verkörpert nicht nur den deutschen Spiessbürger, sondern er reflektiert zugleich - ironische durch scheinbare Objektivität getarnt - die leidenschaftliche Anteilnahme des Dichters am unglückseligen Geschehen in Deutschland.

Die Probleme, die die Modernität des Werkes aufgibt, demonstriert der Teufelspakt. Dessen Geschichte - schon bei Adam beginnend und schliesslich in dem historischen Faust des 16. Jahrhunderts zum Höhepunkt gelangt zeigt die Abhängigkeit der Gestaltung von historischen Gegebenheiten: das theologisierende 16. Jahrundert musste Faust verdammen, die Aufklärung des 18.Jahrhunderts verlangte eine "Rettung," die bei Goethe durch Wahrheitssuche und göttliche Liebe möglich wird. Der moderne Faust aber kann nicht nur im Blickfeld der Theologie oder der Klassischen Humanität stehen, er leidet an der Dämonie eines übermenschlichen künstlerischen Schöpferdranges und erzwingt die "Intoxikation"nicht zuletzt, um der göttlichen Gnade die Möglichkeit zu beiten, sich zu beweisen - eine diabolische Spekulation, deren Ertrag geniale Kunstwerke, deren Opfer die Liebe und Menschlichkeit sind. Wenn eine positive Lösung, im Sinn einer "Errettung," überhaupt möglich ist - denkbar ist sie kaum - dann wurde sie nur symbolisch angedeutet und reicht nicht weiter als der Begriff der Hoffnung.

Das künstlerische Mittel des Dichters, das spätmittelalterliche Theologie und dekadentes Münchner Bürgertum, Nietzsche-Erlebnis und politisches Zeitgeschehen zusammenhält, ist die Ironie oder - wie Thomas Mann selber es nannte - die "parodistische Gestaltung." Ob die Anwesenheit des Teufels körperlich sichtbar wird oder den Fieberphantasien des kranken Genies entstammt, hat jeder Leser für sich zu entscheiden. Die "parodistische," d.h. - bei Thomas Mann - die relativierende und zugleich aufs

äusserste differenzierende Erzählkunst lässt immer einen glaubwürdigen Zugang zum Irrationalen offen, ohne den Wirklichkeitsgehalt des Zeitromans zu zerstören. Andererseits ist es gerade diese zeitgeschichtlich sehr enge Gebundenheit - durchaus beabsichtigt vom Dichter - die eine überzeitliche Wirkung dieses dennoch "gewaltigsten deutschen Romanwerkes des 20. Jahrhunderts" beeinträchtigen könnte.

Burkhard Seubert

French News, Prepared by Professor Edwin Jahiel

Recently the French Department and the YMCA were hosts to Mr. Pierre Rakotomalala, Director of Information to the Malagasy Republic, who is touring the country under the auspices of the French government. From what Monsieur Rakotomalala said at an informal question and answer period and in a talk, one cannot help but conclude that the ties between Madagascar and France are very powerful and that their future relationship in the Community looks most promising. Many people think of Madagascar as a purely African island, whereas in fact the Mérinas or Hovas who constitute the predominant element of the population are of Malasian origin.

Keeping up with what goes on in France through U.S. publications is, at best, an arduous proposition. The coverage of French news is anywhere from non-existent to slight in most of our daily press. The daily reading of a newspaper such as the New York Times may prove quite satisfactory, yet for those who are not New Yorkers and who, therefore, are unaffected by much of the information and sdvertising of the Times, the process of wading through the bulky paper often is a discouraging one. Probably the best one can do is to fall back on the periodicals. The Sunday Times may be included in this group; it does a good job of straight reporting and summarizing news, mostly political, in its various sections. The New Yorker magazine, an erstwhile organ for the intelligentsia but now, it seems to me, a more bourgeois publication, might still claim the most urbane of all French correspondents, Janet Flanner, the Genêt of "Letter from Paris" fame. Her column unfortunately is not frequent enought nor are the articles by her equally delightful colleague, A.J. Liebling.

Of the American periodicals I am acquainted with, one, the Reporter, seems to have the best coverage of things French. In recent issues, for example, aside from acute analyses of major events such as the second Algerian rebellion, there was an excellent article on Les Halles by Waverley Root (the author of the famous The Food of France), "A Tribute to Albert Camus" by Jean-Paul Sartre, a report on the current Paris theater season, book reviews, an article on Courbet and a highly laudatory one on the Paris newspaper Le Monde. The latter newspaper publishes a very good weekly special issue. Nothing short of the daily receipt by air-mail of a French newspaper can give one a relative feeling of immediacy and of participation in French life, but that is a rather expensive business.

Film Society

On May 4 the Film Society will present a most unusual program entitled "French Cinema: Four Approaches." The films are: (1) L'Idée (1930-34)

an almost legendary animated sound film, based on woodcuts by Frans Masereel, with music by Honegger. The maker of L'Idée, Berthold Bartosch, is said to have superimposed as many as thirty images on a single strip of film. (2) La rose et le réséda, an outstanding post-war short combining poetry and visual symbolism on a Resistance theme. the poem by Aragon is read by Barrault and the score was written by Auric. (3) By the maker of Le Ballon Rouge, the beautiful Crin Blanc, winner of seven International awards including the Grand Prix at Cannes. (4) Le Retour (1946), produced by the U.S.I.S., edited by Henri Cartier-Bresson and Richard Banks, photographed by Cartier-Bresson, André Bac and U.S. military personnel. To quote a noted critic: "The greatest human document to come out of the war."

On May 18 the Film Society will present Les Bas-fonds by Jean Renoir, the best French film of 1936, together with excerpts of The Lower Depths in a Moscow Art Theater production.

An exhibit of paintings by French school hildren was on display at the University library in March. One is unwilling to draw any profound conclustions from it and yet, in many cases, this "art spontané" could make one long for France much more than even the technically perfect color posters which have become so common in recent years.

Useful Publications

"Sources of Employment for Foreign Language Majors and Minors," 1959. Write to MLA, Foreign Language Program Research Center, 70 Fifth Avenue, New York 11, New York.

"Source of Materials for Secondary School Teachers of Foreign Languages. U.S. Office of Education Circular No. 509, revised in 1960. Its number is OE-27001.

A report on the language laboratory conference at Indiana University, January 22-23, 1960, which summarizes the papers presented and has a discussion of these papers, has been well prepared by Mrs. Frances Creore, Helen Bush School, 405 36th Avenue North, Seattle 2, Washington.

Mary Ullmann Kruse *Mary U. Kruse*

Victor Terras *Victor Terras*

Frank G. Banta *Frank G. Banta*

Edwin Jahiel *Jahiel*

UNIVERSITY OF ILLINOIS
Modern Foreign Language
NEWSLETTER

Vol. XIII, No. 8 May, 1960

Dear Colleague:

The following statement on the Universities Bond Issue, of such vital importance to future foreign language as well as other students on every campus of the several Illinois state universities, was prepared, on the invitation of the NEWSLETTER, by President Henry's Assistant, Dr. Joseph Begando.

"Public understanding of the role and significance of the six state universities in Illinois was never more necessary than it is today -as the decade of the 1960's begins. The recent explosion in the youth population and the recent explosion in knowledge have created unprecedented problems as well as unusual challenges for the six state universities. Apparently these six institutions will be expected, in the course of a single decade, to provide classrooms and laboratories for double the number of students now enrolled. An explosion in public understanding and support of the same magnitude as the explosions in the college age population and in the frontiers of knowledge will be necessary if the six state universities are to meet the projected demands for quality educational service.

"One of the most pressing problems of the moment in Illinois is how to move ahead rapidly with a much-needed building program at the six state institutions of higher learning. The pertinent question seems not to be whether more buildings should be built, but how many? How can they be financed? And on what schedule must they be completed if qualified students are to continue their education beyond the high school? The 195 million dollar Universities Bond Issue to be voted on at the November 8, 1960 election has been proposed by the governor and the Illinois General Assembly as a practical method of solving some of the acute building problems facing the state universities.

"A point of emphasis must be the method of counting the vote for bond issues of this type. The Constitution of the State of Illinois requires that "yes" votes equivalent to a majority of those persons voting for a candidate for the Illinois General Assembly be received for passage. Those voters who vote for a candidate for the Illinois General Assembly and who do not mark the special bond issue ballot are in effect voting "no." In the state there were 689,393 voters who did not mark the separate bond issue ballot in November of 1958, and of these, 472,023 voted for a candidate for the Illinois General Assembly. The November 1958 bond referendum lost, lacking only 143,254 additional "yes" votes. In my view, this must not happen again, for the youth of Illinois have a right to expect that an issue so vital to their educational future will receive the serious attention of all adult voters.

"There is not one of you who does not know that students cannot walk into buildings which are not yet erected, cannot sit in classrooms not yet

constructed, cannot work in laboratories not yet built. In short, when educational facilities are not available, students cannot attend. At present the six state universities have a total enrollment of less than 55,000 and conservative projections indicate more than 100,000 students in 1969 if facilities are available. The six state universities hope to be ready so that the college door will not be closed in Illinois.

"From these limited comments it is apparent that the need is immediate and vital. If our state universities cannot accept these qualified young people, they are not going to be impressed by the excuse that voters were debating alternative methods of financing, and consequently failed to build the needed classrooms and laboratories. Even if the Universities Bond Issue passes and money is appropriated in the 1961 session of the legislature, no new facilities can be ready before 1963. It is necessary to understand that there cannot be, even under favorable circumstances, any new educational buildings at the six state universities before the sophomore, junior and senior high school students throughout the state will seek admission. With such prospects ahead, we cannot fail to start now to tell voters of the significance of the Universities Bond Issue. I hope you will want to help interpret for the voters of Illinois the significance of the Universities Bond Issue."

New Language Institutes

Approval of four additional regular-session Language Institutes under Title VI of the National Defense Education Act during the 1960-61 academic year was announced recently by U.S. Commissioner Lawrence G. Derthick. The names of the regular session Institutes and their directors follows:

Indiana University, Bloomington; 30 secondary school teachers of Russian Director: Dr. Wm. B. Edgerton, Dept. of Slavic Language and Literature.
Kent State University, Kent, Ohio. 18 secondary school teachers of German. Director: Dr. Adolf E. Schroeder, Dept. of Foreign Languages.
Pennsylvania State University, University Park, Pa. 23 secondary school teachers of French. Director: Dr. Simon Belasco, Dept. of Romance Langua
University of New Mexico, Albuquerque; 30 elementary and secondary school teachers of Spanish. Director: Dr. R. M. Duncan, Dept. of Modern and Classical Languages.

Commissioner Derthick also announced the establishment of a Russian Language Institute for 40 secondary school teachers of Russian at Dartmouth College this summer from July 1 to August 18. The director is Dr. Basil Milovsoroff, Department of Russian.

Modern Language Association News

High school FL Teachers. A roster of such teachers, gathered for the MLA by the National Science Teachers Association, with about 75% returns, divides foreign language teachers into two categories: those who teach a given FL 50% or more of their time, and the total roster of teachers who teach one or more classes in an FL. Here are the national figures for each language in the two categories: French - 5540 and 11,275; German - 1253 and 2604; Spanish - 6416 and 10,937. For other languages we do not have the breakdown by more or less than 50% teaching, but the total figures are as follows: Italian,424; Russian, 373; Hebrew, 124; other languages, not identifiable through this survey, 118.

Opportunities Abroad for Modern Language Teachers, 1961-62. Numerous opportunities to teach or study abroad during 1961-62 will be available to American teachers of modern languages through the International Educational Exchange Program of the Department of State. Summer seminars will be held in Colombia, France, Germany, and possibly Brazil. Teaching positions will be available in Austria, Belgium, France and Germany, and in such French speaking areas as Cambodia, Guinea, Laos, Morocco, and Tunisia. A few positions will be available in Chile, Peru, and possibly other Spanish-American countries, Detailed information and application forms may be obtained between August 1 and October 15, 1960 from Teacher Exchange Section, Division of International Education, Office of Education, Washington, D.C.

John Hay Fellows Program. A Ford Foundation grant will enable the Program to continue for six years, 1960-66. Each year about seventy-five public high school teachers receive fellowships for a year's study in the humanities. In addition, public high school teachers and public school administrators attend summer institutes in the humanities. Dr. Bernard S. Miller, Principal of the Peekskill, New York, High School, joins the program July 1, 1960 as Associate Director.

Choate Abroad. The Choate School has summer programs of foreign studies in four countries this year: in the Russian program (July 6 - Sept. 19), six weeks of intensive study of Russian language, history, and contemporary affairs are followed by a month's tour of Russia; the German program (June 22 - August 23) has a month's study at the Kepler Gymnasium in Freiburg, followed by a tour of Germany, Austria, and Switzerland; the Spanish program (June 25 - August 15) has a month's study at the Universidad de Guadalajara, followed by two weeks of sightseeing in Mexico; the French program (June 17 - August 17) begins with a month of study at the Alliance Française in Paris, with weekend excursions, followed by a motor trip through Europe. For each of these programs (except Russian), competence in the FL is prerequisite. Enrollment is not limited to Choate students, and the German program is open to girls as well as boys (sehr gemütlich). Those interested should write to the Director of Admissions, The Choate School, Wallingford, Connecticut.

German Notes, Prepared by Mr. James Engel

AATG Contest Winners. Of the nine winners in the national AATG contest, two were from schools in Illinois. John Eulenberg, student of Mr. John A. Baum of Evanston Township High School, placed third on the fourth-year level, and James Elliot, student of Miss Florence Rathert of Lyons Township High School, tied for second place on the second-year level. Students from all over the United States and parts of Canada entered the contest.

On May 23, 1960, the following students will be initiated into Chapter Pi of Delta Phi Alpha, national German honorary society, in ceremonies preceding the annual banquet: (undergraduates) Charles F. Daigh, Astrida Kalnmalis, Kalyna V. Pomirko, John Ternes, and Rita Terras; (graduates) Melville J. Mendum, Franz J. Pfister, William J. Pilkanis, Julius P. Slavenas, and Karl Simon. Again this year Delta Phi Alpha has been recognized by having its undergraduate initiates listed in the University Honors Day program. To merit this honor, two-thirds of the initiates must have won either college or class honors. Dr. Burkhard Seubert will informally address the initiates and the members of the fraternity after the banquet.

Professor Penzl of the University of Michigan read a paper entitled "Sound-change as an Historical Event" befoee a combined meeting of the German Department's Fruchtbringende Gesellschaft and the Linguistic Club on Tuesday evening, April 19. An informal reception in the Gothic Room of the Illini Union followed the lecture. Professor Penzl was a member of the German Department at Illinois from 1938 to 1949.

On April 22 Professor Ernst Philippson read a paper "Neue Probleme der germanischen Mythologie und Religionsgeschichte" before the members of the German Department of the University of Texas at Austin, Texas. Professor L.M. Hollander introduced Professor Philippson, and after the lecture Professor Philippson was the guest of honor at a reception given by Professor Rehder, a former head of the German Department at Illinois. Professor Philippson reports that his visit with the German Department at Austin was a delightful experience.

Dr. Burkhard Seubert will be a faculty member of the Deutsche Sommerschule am Pazifik at Portland, Oregon this summer. In addition to contributing to courses in conversation and composition and German life and thought, Dr. Seubert will present a course entitled The Romantic Tradition. This course, composed of lectures, readings and conferences, will include discussion of Sturm and Drang, as well as Die Romantik itself. The session at Portland lasts from June 18 to August 6. At the close of the session, Dr. Seubert will travel to Germany for a few weeks of research before returning to Urbana.

Mr. Joachim Birke read a paper "Gottsched's Opera Criticism and its Literary Sources" at the spring meeting of the Midwest Chapter of the American Musicological Society which was held April 30 - May 1 at Lawrence, Kansas.

Mr. Marvin Bragg has accepted a position at Rutgers University where his primary duty will be to conduct a course in German conversation and composition.

Mr. Charles F. Daigh, currently an undergraduate major in German, has been granted a Fulbright scholarship for study in West Berlin.

The following members of the German Department will also be in Germany and Europe in general during the coming summer: Professors Banta, Jehle, Mitchell, Philippson, and Schwalbe and Mr. James Engel. Professors Banta, Mitchell, and Stegemeier will attend the Internationaler Verein für Germanistik, August 21 - 27 in Copenhagen. Professor Banta will remain in Europe for the fall semester while on sabbatical leave from the University. Professor Mitchell plans to study in Denmark. Mrs. Murrell, the secretary of the German Department, will visit her family and friends in Vienna during the summer.

Miss M. Mizelle, who completed her undergraduate major in German at Illinois has been appointed as a graduate assistant at the University of Texas.

For travelers in Germany, the German Tourist Information Office, 11 LaSalle Street, Chicago is a reliable and efficient source for hotel guides, railway schedules, festival dates, etc.

Russian Notes, Prepared by Victor Terras

Chekhov Lecture. On April 20 Professor Ralph Matlaw or Princeton gave a lecture on "A.P. Chekhov and the Novel." The lecture, co-sponsored by the Division of Humanities and the Russian Department, was a contribution of our department to the Chekhov centennial (1860 - 1960).

Professor Matlaw, who is our future department head, was introduced to the sizable audience by Professor Sobotka, who pointed out Professor Matlaw's contributions to a deeper understanding of such Russian classics as Pushkin, Turgenev, and Dostoevsky. The lecturer perfectly accomplished the purpose of his talk: to abstract all the facts relevant to Chekhov's ideas, plans, and actual efforts connected, in one way or another, with the novel. He limited his lecture to this particular aspect of Chekhov's art, no easy task if one considers the limitations of Chekhov in this genre, as against his rich creativity in the fields of short story and drama.

The young Chekhov, in his several parodies of the then popular styles of the novel, showed he was not only an extremely capable and witty feuilletonist, but also that he had a deep understanding of the novelistic techniques and mannerisms of the day. Realizing the weaknesses and shortcomings of his contemporaries, he felt that eventually he would be able to write better novels himself. In fact, during much of his short life Chekhov was contemplating to write a novel "in his own style." But every time he actually set out upon this task, his effort somehow fell short of his goal.

Professor Matlaw gave a close analysis of Chekhov's most notable attempts at writing a novel - "The Shooting Party" and "The Duel." His analysis of the latter work was particularly stimulating, as he demonstrated the delicate synchronization of structure, texture, snd symbolic content achieved by the author. To the regret of the audience, but quite consistent with the scope and theme of the lecture, Professor Matlaw did not embark upon a discussion of the reasons why Chekhov, in spite of his great talents, never succeeded in writing a great novel.

After the lecture a reception was held at the YMCA, during which numerous guests were seen in lively discussion with Professor Matlaw and the members of our department.

AATSEEL Meeting. The following letter was sent to the Russian department by Professor Raissa Palyi, University of Chicago, who is secretary-treasurer of the Illinois Chapter of the American Association of Teachers of Slavic and East European Languages:

"The meeting of AATSEEL, Illinois, took place on April 2, 1960 on the campus of Northwestern Univeesity, Evanston. Thirteen members were present. Mr. Hugh McLean, Associate Professor at the University of Chicago was elected President for 1960-61 and Mrs. Raissa Palyi was elected secretary-treasurer.

"Mr. F. Petronaitis of Lyons Township High School was asked to get in touch with high schools teaching Slavic languages, and he will communicate the results of his investigation and the names of prospective members of the Illinois Chapter of AATSEEL to the secretary-treasurer.

"It was decided to call together as many members and friends of AATSEEL in Illinois as possible for the next meeting on May 7."

Mother's Day Program. The Mother's Day Committee of the Illini Union set up its goal for Mother's Day Weekend this year "to give the mothers a visualization of their sons and daughters living and learning at the University - academically, religiously, and socially." In order to carry out this theme, each college on the Urbana campus presented a program for the mothers on Saturday afternoon, April 30. The College of Liberal Arts and Sciences was represented at its program in the University Auditorium by Dean Lyle H. Lanier, Professor Frances F. Sabotka, Acting Head of the Department of Russian, and Professor Demitri Shimkin of the Department of Anthropology. Dean Lanier spoke to the group on the importance of the new Russian language and area studies program. Mrs. Sobotka gave a talk on the study of Russian language and literature at this University. She traced the development of the Russian program from its humble beginning in 1946 as a part of the French Department to its present status as a separate department with a teaching staff of four full-time and three part-time members and a curriculum which includes an undergraduate major and a master's degree.

"How Much Does Dostoevsky Lose in English Translation?" was the title of a talk given by Victor Terras at the University of Kentucky Foreign Language Conference on April 29. On May 7, Mr. Terras spoke to the Slavic section of the Central States Modern Language Teachers Association in Chicago on the subject "The Prefix "po" and the Slavic Verbal Aspects."

The April issue of the NEWSLETTER published a list of Illinois high schools offering Russian courses. To this list we add Oak Park and River Forest High School, which started teaching Russian last fall and hopes to expand the program to two years beginning September, 1960.

Spanish Notes

Teacher Training Program

Spanish teachers in the high schools of Illinois are encouraged to explain to their students who are interested in Spanish, the nature of the Spanish Teacher Training Program at the University of Illinois. Preparation and certification of Spanish teachers is accomplished here within the College of Liberal Arts and Sciences, not the College of Education. A student in this program receives upon graduation a B.A. degree in the Teaching of Spanish. A minimum of 16 hours of education courses are required, of which five of these are supervised practice teaching. The total minimum academic hours for graduation is 123. The number of hours in Spanish depends upon how much Spanish the student has had before entering the University. If a student comes with no preparation in Spanish, he would be required to complete 43 hours in Spanish for his major. The courses required beyond second year Spanish are the following: Introduction to Spanish Literature, Intermediate Conversation and Composition, Spoken Spanish, Teacher's Course, Phonetics and Syntax, La Cultura Española, and Latin American Civilization. The main difference between the Spanish teaching major and the regular Spanish major curriculum is that the students of the former are required to take 16 hours of either physical or social

sciences instead of 24 hours, so that they may fit in their professional education courses.

A Master's Degree in the Teaching of Spanish is also awarded on the graduate level. To qualify for the degree a student must have a minimum of three units in a 400 level course, two units in education, and from 1-3 units in a 300 level course.

Professor Joseph Flores, Advisor

1960 AATSP Meeting. The annual meeting of the AATSP will be held December 28-30, 1960 in San Diego, California. Joseph H. Matluck, Chairman of the Language Session of the 1960 meeting, welcomes papers or abstracts from interested colleagues. Please send them to him at the Department of Romance Languages, University of Texas, Austin, Texas. Papers should be a maximum of 7 to 8 double-spaced pages in length, so that they can be read at a comfortable pace in 15 minutes. They should be prepared specifically for oral delivery; they should not merely be scholarly articles, to be read aloud only incidentally.

Symposium on Brazil

Professor Fred B. Ellison and graduate students Fred Bouma and Daniel Reedy of the University of Illinois were among those from several universities who attended the "Symposium on Brazil" on April 5-7 at the University of Wisconsin, Madison. The Symposium was organized under the auspices of the Luso-Brazilian Center of the University. Talks on Brazilian literature, economics, music, and history were presented by well-known authorities on Brazilian studies from six U.S. universities. Of special interest were the papers presented by Professor Benjamin W. Woodbridge, Jr. of the University of California on "The Question of Autobiography in Machado de Assis" and Professor M.J. Herskovits of Northwestern University on "The African Factor in Brazil." Dr. Woodbridge centered his study around the thesis that it is dangerous, although theoretically possible, to attempt an autobiographical approach to the works of Machado de Assis. The paper given by Professor Herskovits was concerned with the African factor in Brazil as seen through the religious, musical, and culinary heritage of that country. The Symposium was considered of considerable interest by those attending, and shows the present efforts to increase interest in Luso-Brazilian studies in this country.

Daniel Reedy

Poetry Contest. Twenty-seven students participated in the annual Círculo Literario poetry contest on April 23. The winners in each of the groups are as follows:

Spanish

Group I (Spanish 101) - Shirley Stadnick, Arlington Heights H.S.
Group II (Spanish 102) - Geraldine Berman, South Shore H.S., Chicago
Group III (Spanish 103 and 113) - Karen Bolland, Joliet Township H.S.
Group IV (Spanish 104 and 114) - Terry Drew, Evanston H.S.
Group V (Spanish 101 and 212) - Thomas Washington, Rock Island H.S.

Italian

Group I (Italian 102 and 104) - Elissa Weaver, Christopher Community High School.

Portuguese

Group I - Virginia Chamy, Santiago College, Chile.

Don Francisco Ruiz Izquierdo, Spanish Consul in Chicago, awarded the prizes and Miss Ada Bullón Ríos, assistant in the Spanish Department, presented a dramatic recitation of Ruben Darío's poem "Los Motivos del Lobo."

Professor Luis Leal has been invited by the Instituto Nacional de Bellas Artes of Mexico City to give a lecture on August 23 on "El cuento de la revolucion mexicana." His talk will be part of a series of lectures centered around the topic of "Las artes y la revolucion," in honor of the fiftieth anniversary of the beginning of the Mexican revolution. Professor Leal will spend two or three weeks in Mexico. He will also teach at the University of Wisconsin summer school.

Sigma Delta Pi Initiates. Ten undergraduates and fourteen graduates were initiated into the Spanish national honorary society on Tuesday, May 10. The new members are: Patricia G. Allen, Carolyn Babcock, Cynthia M. Chlebicki, Margaret Joan Frost. Marcia Hathorne, Margaret Kriege, Eileen Riccomi, Thomas R. Sykes, Mary E. Young, Sylvia Zupnik. The graduates are: Marilyn Bolan, Joe Camphell, John Garganigo, Mary Lois Jones, Betty Legan, Esteban Lendinez, Albert Maloney, Elba Martínez, Elizabeth J. Moffett, Claire Olson, Janet Schwalm, Joseph Siracusa, Marcia White, and Judy Zalenka.

"La Celestina: the Characters" was the topic of visiting professor of Spanish Dr. María Rosa Lida de Malkiel's final lecture on La Celestina and El libro de buen amor. The talk was given on Thursday, April 26. Mrs. Malkiel showed that the personajes are not mere prototypes or social tipifications, but are strikingly original human beings, whose personalities are revealed gradually throughout the work through their few actions, their many words - both in dialogue and monologue - and through the reactions and descriptions of others. Mrs. Malkiel discussed the characters in relationship to the topics of the organic unity and change of the characters their imaginative side, obscenity in the work, and erudition, and then discussed in detail Plebario, a minor but highly original character of La Celestina.

Professor Joseph H.D. Allen, Jr. gave a 15 minute talk April 29 on "Castilian Spanish: A Three-Dimensional Model" at the University of Kentucky Foreign Language Conference.

"Calle Mayor," Critics Prize winning film at the 1956 Venice Film Festival, will be shown at Gregory Hall auditorium on Thursday, May 19 at 7:30 p.m. Tickets at 25¢ each will sold at the door only, and the auditorium is air conditioned. The Spanish film with English subtitles is directed by Juan Bard, producer of "Death of a Cyclist." The film, depicting life in a dusty, pronincial Spanish village, was described by the Saturday Review as "a definite thorn in the side of the Franco government." Betsy Blair, José Suarez and Yves Massard are the stars.

Spanish Club. The 1960-61 officers of the Spanish Club are: President - Eileen Riccomi; Vice-president - Thomas Washington; Secretary - Thomas Sikes; Treasurer - Ruth Hexdal; Planning Committee - Nadine Cobert and Marcia Dittman. At the May 5 meeting of the club, undergraduate Thomas Washington gave a recitation of the "Romance de la Pena Negra" and five graduate students - Fred Bouma, José Sánchez, Jorge Prats, Esteban Lendínez and Joseph Siracusa - presented an interpretive reading of the first act of Benavente's play "Los Intereses Creados."

Humor Department. Going through a list of suggested readings for high school Spanish recently, we came upon a new author: "Segundo, Tomo. Canciones Populares de España y de México. Thrift Press, Ithica, N.Y., 194

(MLA News)

French Notes, Prepared by Professor Edwin Jahiel

Pi Delta Phi. The Illinois Chapter of Pi Delta Phi, National French Language Honorary, will hold its annual banquet May, 16, at which time 21 students will be initiated. Professor Jacob will address the group. Since this is the last NEWSLETTER for the academic year, we will salute a bit prematurely Professor Jacob who is retiring at the end of the summer. Knowing his dislike for verbiage and publicity we shall make our greetings short. Professor Jacob will be greatly missed; by his students who have but superlatives for his courses; by his colleagues who will be hard put to replace him in his admirable teaching; by all who know him and spontaneously like and respect him.

Balzac Lecture. On May 5 Herbert J. Hunt, Professor of French Language and Literature and Chairman of the Department of French, Royal Holloway College, University of London, gave a lecture on "Monomania in the works of Balzac." Professor Hunt has made many contributions in the field of 19th century French literature, among which are Balzac's Comédie Humaine and Honoré de Balzac, a Biography.

Mr. Hunt examined in detail some of Balzac's outstanding monomaniacs, starting with Balthazar Claës of La Recherche de l'Absolu (1834), who, in order to pursue his "alchemania" becomes obsessed with money. In Le Père Goriot, Goriot's monomania is an exaggeration of paternal love, whereas in La Rabouilleuse maternal love goes to extremes. La Cousine Bette includes two cases of monomania: hatred in the case of Bette, and lubricity in the case of the baron intensified by what one might call a demonium post-meridianum. In Le Cousin Pons we have a tableaumane and so forth. It would appear from Mr. Hunt's analysis that the quest for, or the retention of, money is the preponderant mania in Balzac, with such famous victims as Gobseck and Grandet as "pure moneymaniacs," and others (Nucingen, Goriot) for whom money is a means to satisfy another passion.

How does one explain the great number of such characters in Balzac? For one thing, the author himself was a sort of work-maniac who, for 20 years, slaved away often up to 18 hours a day in order to fulfill his ambitions, fight off creditors, and prove himself worthy to marry Madame Hanska. Balzac tended to generalize from his own case. But we must also seek the explanation in the fact that Balzac thought of himself as a

philosopher. His theories of thought (inspired by Mesmer) of animal magnetism and vital fluid fit the creation of obsessed characters. There is an immense store of vital energy in each individual. It may be put to good use (all in the dancer's legs, the boxer's hands, the baker's kneading arms) or it may channel itself into a search for chimeras, resulting in rapid self-expenditure. In the latter case, it may assume the form of extreme willpower (Beatte) or a pathological form (Goriot). Balzac was often criticized for being falsely scientific, for providing no motivation for such obsessions. But even when this is the case, said Professor Hunt, one should not condemn Balzac who, as a moralist, uses stage techniques in order to create a more vivid, a stronger impression. Monomania, as an excess of individualism, may deform reality sometimes to make it truer. In his final remarks Professor Hunt cautioned the audience not to think that obsession was ever present in the works of Balzac.

In Les Cousins (by Chabrol, not Balzac) the country cousin goes to a bookstore and asks for a Balzac. "Vous venez de la province" says the bookseller. "Oui. Ca se voit tellement?" "Bien sûr. Il n'y a que les provinciaux qui lisent Balzac. Les autres (the Parisian students) ne lisent que les policiers." Professor Hunt's lecture showed us ("les provinciaux"?) what the others are missing.

French Contest. The winners of the Illinois Chapter of the National French Contest are the following:

Section Name	High School	Teacher
French I		
1. Lucie Owen	Eisenhower H. S., Decatur	H. Logan Cobb
2. Carol Bassie	University H. S., Urbana	Mrs. Krieckhaus
3. Barbara Curp	Ursuline Academy, Springfield	Mother Patrice
French II		
1. Linda Lee Stansell	Dupo H.S., Dupo	Mrs. Marie Ramey
2. Elizabeth Wall	University H.S., Urbana	Mrs. Krieckhaus
3. Hope Cousley	Alton Sr. H.S., Alton	Miss Clara Blackard
French III		
1. George R. Wadsworth	University H.S., Urbana	Miss Pauline Changnon
2. Lewis Bosworth	Belleville Twp. H.S., Belleville	Miss Marguerite Skaar
3. Karin Carlson	Sycamore H.S., Sycamore	Miss Pearllabell Jordan
French IV		
1. Robert Kahane	University H.S., Urbana	Miss Pauline Changnon
Special		
1. Katherine Kolb	(a student in University, Urbana, H.S. but not in a French class.)	

French Workshop. Northern Illinois University is offering a five weeks workshop in the teaching of French in the elementary school. It will run from June 27 through July 30, and preference will be given to persons who are presently or will in the near future be engaged in the teaching of French on the elementary school level. A minimum of two years of college French

or the equivalent is a prerequisite. The workshop will be limited to 25 participants. For further information, write to Martha Schreiner, Department of Foreign Languages, Northern Illinois University, DeKalb.

The Traveling Teachers. Several members of the French Department have attended many professional meetings in the last weeks: the C.S.M.L.T.A. in Chicago, the Kentucky FL Conference at Lexington, The M.M.L.A. at Lawrence, Kansas. Dr. Claude Abraham mixed up his dates, and ended up by performing the tour-de-force of addressing the Lawrence group on "Un poète de la nature au XVIIe siècle: Tristan l'Hermite," on Friday morning, and speaking to the Lexington Conference on "Molieère comme critique littéraire" on Saturday morning.

The Program in First- Year French at the University of Illinois

Professor Bruce Mainous attended the Northeast Conference on the Teaching of Foreign Languages, held in Atlantic City, and later spoke at the University of Kentucky conference on "The Program in First-year French at the University of Illinois." A summary of his talk follows:

"We operate on the theory that learning a language is a matter of experience. The problem is how to give the student enough experience. As far as possible, all of our classroom activities represent an attempt to provide this experience. We have found that an oral approach affords the most experience withing the limited time available. We think that the essence of the oral approach is the dialogue method, whereby typical speech patterns incorporated in dialogues are repeated and memorized until the student has well in mind a ready fund of correct model constructions. As the textbook most nearly fitting our concepts, Basic Conversational French, by Harris and Lévêque, is used as the main text throughout the first year. To accompany this, we use the Basic French Reader, by the same authors.

"The student's experience starts as the teacher is making the assignment for the following day. The teacher reads the conversation, pausing so that the students may imitate him, which they do in unison. He goes through this process at least twice, then he may wish to point out items for special consideration, and repeat the conversation again. On returning to class the next day, the teacher again reads the conversation at least twice, with the students repeating after him. The students are then given a refresher or rehearsal period. This is accomplished by dividing the students into pairs and having them read the dialogue back and forth to each other. All pairs are working at the same time, and the teacher here has a chance to circulate and work with various invidualls. This rehearsal activity may vary. The students may simply read the dialogue to each other. This can progress to the point where one student has his book closed, replying to the cues given by his partner. Or one student may read the English, while the other with his book closed gives the French equivalent. After the rehearsal session, the teacher may wish to go through the conversation again with the whole class. After this, he is ready to test the students on their knowledge of the conversation.

"We try to keep in mind our intention to provide the maximum language experience. We ask our teachers to enter the classroom with a greeting in French, a greeting that tells the class that the teacher is glad to see them and which also serves notice that the language for the next hour is

to be predominantly French. We make use of various devices to enhance this atmosphere and to provide supplementary drill. We ask about today's date, the time, the state of the weather, the number and page of the lesson; we give all classroom instructions in French and address the students as monsieur and mademoiselle. This has an excellent cumulative effect by the end of the semester.

"An example of a useful drill is one we apply to object pronouns. A student takes a pencil and hands it to his neighbor, saying "Je vous le donne." The second student turns to his neighbor and repeats the process. By the time the pencil has gone around the room a couple of times, the expression is automatic with the act and the student can use the expression with meaning. The next time the pencil goes around, the student will repeat "Je vous le donne," then turn around to the class and announce "Je le lui donne" or "Je le lui ai donné." The other pronoun combinations can be worked in the same way. The class can later be divided into groups of four or five, each group with a student director, all drilling at the same time. It is surprising how rapidly these patterns become an active part of the student's store of language, which he can deliver fluently without hesitating in order to reconstruct a paradigm of a grammar rule.

"Now a word about the language laboratory. For several reasons, we use our laboratory in first year French not as an instructional lab, but as an aid to preparing the classroom assignments. Henry Holt and Company very generously provides a set of master tapes from which the school may duplicate its own set. We have found it desirable to change some of these tapes so as to provide more time on the dialogues, and it order to include some testing in the laboratory itself. For our type of course, where much of the student's homework involves oral preparation, the laboratory is an invaluable aid.

"To sum up, first year French classes at the University of Illinois represent a constant attack on the problem of providing active experience in the language within the classroom."

One of our travelling colleagues reports that at a recent conference, the author of a widely used textbook was besieged by schoolchildren led there by their teacher. They were trying to secure the V.I.P'S autograph on their copies. Our author asked a boy: "Alors, vous parlez français?" The pupil flushed, remained "bouche béante," whereupon the schoolteacher prodded him: "Say something!" Answer: "Un petit!"

Merry medieval vacations to you all!

The next issue of the NEWSLETTER will appear in September, under the editorship of Miss Claire Olson, graduate assistant in Spanish. I wish her a most pleasant and successful year. My sincere thanks extend to all of our readers who have helped by contributing articles or information this year. I also wish to thank Professors Edwin Jahiel, Frank G. Banta, Francis Nock and Mr. Victor Terras for their wonderful cooperation in preparing the French, German and Russian notes respectively, and Professor William H. Shoemaker for his advice and many helpful suggestions.

Mary Kruse.

James Engel J. E. Engel

Victor Terras Victor Terras

Mary U. Kruse Mary U Kruse

Edwin Jahiel Jahiel

Extra!

As the NEWSLETTER was about to go to press, we received important news about the progress of AATSEEL in Illinois which should be of interest to Russian teachers. The following report was prepared by Mr. Victor Terras.

The Illinois Chapter meeting of AATSEEL was held May 7 at Roosevelt University. Professor McLean, president of the chapter, presided, and Professor R. Palyo, secretary-treasurer, reported on the new membership drive. About 80 letters have been sent out, but so far the response has been disappointing. Prof. Palyi requested that the $2.00 annual Illinois membership contribution be mailed to her at the following adddess: Webster Hotel, 2150 Lincoln Parkway, Apt. 901, Chicago 14. U.S. AATSEEL annual membership contributions of $5.00 ($2.00 for students) should be mailed to: Prof. Ordon, Wayne State University, Detroit 2, Michigan.

Mr. Petronaitis reported about his efforts to get high school teachers of Russian and other Slavic languages interested in AATSEEL. He remarked that there is some overlapping in organization membership due to the fact that many Russian teachers also teach other languages. Mr. Petronaitis observed that high school teachers will definitely become interested in AATSEEL if frequent meetings with a good, interesting program will be offered and if high school teachers know that AATSEEL is an organization which takes an active interest in their problems. The problems of teaching Russian in the high school which were discussed were: qualification of teachers (everyone seemed to agree that certain minimum standards should be established, as there is a lack of centralized supervision on the part of school boards); coordination of programs and of methods; the teaching of Russian in the grade schools, which is completely unorganized at present; teacher training, including creating opportunities for those already teaching to further develop their abilities. Mr. Petronaitis was appointed laison man to create closer and more fruitful connections between the high school teachers of Illinois and AATSEEL.

Mrs. Fruma Gottschalk of the U. of Chicago gave a report on the Ann Arbor conference(sponsored by the U.S. Office of Education) whose purpose was to establish the basic elements of a Russian manual that would serve a two year college course. 26 representatives of leading colleges and universities which have Slavic departments were present. After the conference group had been advised that considerable appropriations are available for the purpose in question, those present proceeded to discuss the different aspects of the planned manual. Among the topics discussed were: "the four basic skills";"basic"vocabulary; what type of Russian should be taught - Soviet or 19th centruy literature-; what are the "essentials" of grammar?; how grammar conscious should the student become?; what type of approach should be used to conversation - drilled or free?; pattern drill; pedagogical value of word-by-word translation; subject matter; the exceptionally gifted student; cultural material. After a most thorough discussion of the above and other questions, a working committee of six was chosen to work out a plan to be submitted to an advisory board.

Following Mrs. Gottschalk's interesting report, several members expressed their own opinions concerning the points touched upon by the speaker. The wish that we might some day obtain a really satisfactory high school textbook of Russian was voiced by many. Mr. Mirkin reported that he is presently working on such a textbook, and that he is actually using it in his classes with good success.
