

Phyllis Franklin, Executive Director Emerita, 1932–2004

Phyllis Franklin died on Friday, 20 August, at her home in Coral Gables, Florida. She was 72.

Franklin grew up in Poughkeepsie, New York, graduated from Vassar College in 1954, and received an MA and a PhD from the University of Miami. She taught American literature and women's studies at the University of Miami until 1980, when, as an American Council on Education fellow, she became a special assistant to Dean Ernestine Friedl and Chancellor Kenneth Pye at Duke University. In 1981, she came to the Modern Language Association of America, where she served until 1985 as director of English programs and the Association of Departments of English. From 1985 until her retirement in 2002, she was executive director of the Modern Language Association.

She published in the fields of American literary realism, women's studies, and the history of English studies. She also wrote on issues affecting the humanities and higher education: the curriculum and state and national standards, part-time employment, the academy and the public, the future of the print record, and the preparation of secondary school teachers. *Preparing a Nation's Teachers*, a 1999 volume of essays that she edited, presented reports from a three-year MLA teacher-education project that she initiated.

As MLA executive director, she strengthened the financial position of the association and initiated survey projects that provided statistical information about the curriculum and trends across departments and the field, often for the first time. During her tenure the *MLA International Bibliography* expanded its scope to include rhetoric and composition, the teaching of language and literature, and more systematic coverage of West Asian languages and literatures. She was instrumental in developing outreach projects, including *What's the Word?*, the MLA-sponsored radio program that features MLA members' work and currently airs on over 250 outlets in the United States and other stations throughout the world.

In the 1980s, when federal funding for the humanities was under attack, Franklin galvanized the humanities community to advocate for sufficient federal funding. In 1991, Franklin led an effort to ensure that only the most highly qualified individuals serve on the Advisory Council to the National Endowment for the Humanities. Franklin collaborated with organizations such as the Coalition on the Academic Workforce, the American Council of Learned Societies, and the National Humanities Alliance to enhance the public understanding and appreciation of the humanities. In a 2001 article in the *Chronicle of Higher Education*, Jennifer Ruark described Franklin "as one of the more visible advocates for the humanities in an era of sweeping curricular change and public skepticism about the value of literary studies."

This past March, the Association of Departments of English named Franklin the recipient of the ADE Frances Andrew March Award for Distinguished Service to the Profession; the award will be presented posthumously at the MLA convention in Philadelphia. She received honorary degrees from George Wash-



Phyllis Franklin

ington University (1986), from Rollins College (2001), and from Clark University (2001). She believed strongly in an informed citizenry and in the importance of humanities education and perspectives. In a commencement address at Clark University, Franklin articulated her belief in an individual's ability to influence public policy in a democratic society. "Many people think that only the rich and famous and representatives of powerful corporations are likely to be heard on national issues. I know from personal experience that you don't have to be rich or famous to be heard."

Franklin is survived by a son, James; a daughter, Jody; three sisters; and three grandchildren.

A session titled "A Celebration of the Life and Work of Phyllis Franklin" will take place at the upcoming convention in Philadelphia. It will be held at 5:00 p.m. on 28 December in room 201-BC of the Philadelphia Convention Center. Robert Scholes will preside. When Franklin retired, the MLA Executive Council established the Phyllis Franklin Award for Public Advocacy of the Humanities to honor Franklin. Memorial contributions may be made to the fund that supports this award at the MLA; please make checks payable to the MLA and note that the contribution is for the Franklin award. Condolence notes may be sent to the MLA office and will be forwarded to Franklin's family. □

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MLA WEB SITE NEWS

Convention Registration

Starting 1 September 2004, MLA members will be able to register online for the MLA Annual Convention and renew their membership for 2005 at www.mla.org. Members receive priority registration as well as reduced rates. A searchable list of all convention sessions will be available to members beginning in November.

MLA Newsletter

Beginning with the fall 2004 issue, the *MLA Newsletter* will be available to members in PDF on the MLA Web site.

MLA Language Map

One of the most popular features of the MLA Web site. Intended for use by students, teachers, and anyone interested in learning about the linguistic and cultural composition of the United States, the MLA Language Map uses data from the 2000 United States census to display the locations and numbers of speakers of thirty languages and ten groups of less commonly spoken languages in the United States. □

GOVERNANCE

2004 Election Ballot to Be Mailed

The 2004 ballot covering the elections for second vice president, Executive Council, Delegate Assembly, and division executive committees will be mailed early in October to all 2004 MLA members. Ballots must be received at the MLA office on or before 10 December to be counted. The ballot sheet contains instructions for retrieving candidate information from the members-only area of the MLA Web site.

To enter this area, you will need your membership number and your password. You will find your membership number on the line above your name on the mailing label for the ballot. (It also appears on the mailing label for this *Newsletter*.) Your password is your five-digit zip code if you receive mail at a United States address; if your mail is delivered outside the United States, your password is the first five letters of the country on your mailing label. Members who do not have access to the Web or who do not wish to retrieve documents from the Web should request a print-out of the candidate information from the coordinator of governance before 10 November (MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; fax: 646 576-5107; governance@mla.org).

If you are eligible to vote and do not receive your ballot by 20 October, please write or call Carol Zuses, coordinator of governance, at the MLA office (646 576-5103; governance@mla.org). □

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POSTMASTER: Send address changes to *MLA Newsletter*, 26 Broadway, 3rd floor, New York, NY 10004-1789.

Some Interesting Developments

We have some good news. Our membership is once again a bit over 30,000, after slipping below that mark for a time. I can also tell you that our Task Force on Evaluating Scholarship for Tenure and Promotion is now hard at work and is starting by reading the many replies you sent me after my last message to you—and I thank you very much for those always thoughtful and sometimes provocative replies. The task force will concentrate on scholarship, not because teaching and service aren't important, but because the economic situation of university libraries and presses has generated a crisis in scholarly publication. The task force, by the way, includes the following people: from the Executive Council, Michael Bérubé (Penn State Univ., University Park), John Guillory (New York Univ.), and Domna Stanton (Graduate Center, City Univ. of New York, chair); from the membership, Idelber Avelar (Tulane Univ.), Morris Eaves (Univ. of Rochester), Donald E. Hall (West Virginia Univ., Morgantown), and Sean Latham (Univ. of Tulsa). You should feel free to send your thoughts on these matters directly to any of them, especially to Domna Stanton, who is both chair of the task force and your next MLA president.

This spring the director of the National Endowment for the Humanities visited the MLA offices to meet with the Executive Council and to chat with us over lunch. For those of us who remember the period during the culture wars when our organization was under public attack, this meeting seemed remarkable, holding out hope for future cooperation. Then we were approached by the National Endowment for the Arts and were asked to send representatives to the release of their report, "Reading at Risk," held in the New York Public Library on 8 July 2004.

The report gives quantitative support to a general sense that reading is playing a diminished role in the life of this nation. The data are rich and suggestive but very much in need of interpretation. I urge you to see them for yourselves at <http://arts.endow.gov/pub/ReadingAtRisk.pdf>. I shall also offer here a brief summary of what seem to me the major conclusions to be drawn from this information.

Looking at the data about reading habits in three successive surveys—in 1982, 1992, and 2002—the report offers conclusive evidence of serious declines in the percentage of American adults who read any fiction, poetry, or drama outside assigned schoolwork. Any at all, of any quality, in any form! This is not a report on the reading of masterpieces or a lament about the replacement of *Paradise Lost* by Harlequin romances as reading matter. It is simply a report on the percentage of Americans over eighteen years old who have read poems, plays, or stories. And it shows declines for all age groups, for all major racial groups, for men and women, and for all levels of income. It also shows declines in the reading of books of any sort, though it concentrates on literature—defined as poems, plays, and fiction. We might wish that the personal essay had been included in the literary category, for who would want to exclude the essays of Montaigne, Lamb, Emerson, Woolf, Orwell, or Angelou from the world of literature? But the figures as a whole seem to support our general sense of the situation of literature in contemporary America and to provide yet another reason why scholarly books about literature are struggling.

The survey shows, however, that more education and higher income correlate with more reading. Those with the most education and those with the highest incomes read the most (though we know these groups are not identical). But this survey also documents something of enormous importance that no one expected.

It shows unequivocally that people who read literature are much more likely to participate in charitable and civic activities, to visit museums, to attend concerts and theaters, and even to go to sporting events than are those who do not read literary texts.

Those are just the headlines, to be sure. But they tell us two extremely important things. One is that reading plays, poems, and stories correlates to an astonishing degree with active participation in civic and cultural activity, and the other is that such reading is declining among all the major groups in our society. Among the other numbers that struck me in studying the data was the percentage of adult Americans who read any poetry at all in 2002: a mere 12.1%.

Now, what are we—as members of this organization—to make of this report? Writing against a deadline that will not allow me much time for reflection, I want to offer some tentative responses to that question, while inviting you to examine the data for yourselves, to discuss this information with students and colleagues, and to generate your own interpretations and recommendations for action. Such a report, it seems to me, could have been issued with some attempt to blame teachers at all levels for this decline. That was not done. Certainly, we, in the MLA, were invited to attend and formulate ways to respond. Such an invitation should not preclude some self-criticism or criticism of the situation as we understand it, however. If we make the assumptions that this decline is indeed unfortunate and that we should do what we can to reverse or at least arrest it, what should we change? What could we do better to encourage those who study with us to become lifelong readers?

Of the many things that come to mind, one stands out for me: that the current rage for "accountability" and "quantifiable" measurement of reading skills has been forcing more and more teachers to spend more and more time preparing students for tests that have nothing at all to do with the joys of reading. If these tests are poisoning the atmosphere of literature classrooms, as I believe they are, we need to oppose them—which means proposing alternatives that address the issue of literary pleasure. Can we quantify joy? I sincerely doubt it. But we need to ask what happens if we postulate the joy of reading as a desirable outcome for instruction in our classrooms. What changes would this indicate in the curriculum? in methods of instruction? in assessment and accountability? in the training of future teachers?

I have been a specialist in narrative for most of my professional life, but it seems to me that the situation of poetry lies at the heart of this problem and at the heart of literary language itself. If we can do a better job with the pleasures of poetic language, we will give our students something precious and, perhaps, help keep literary reading alive in the years to come. But you will have your own thoughts and feelings about this situation. If we can formulate practical responses to this report, we may well be in a position to ask the NEA for support in testing them and studying the results. We have, as I see it, been given a challenge. It is up to us to turn that challenge into an opportunity.

At the very least, I hope we may initiate some formal discussion of the report at the 2005 convention and in our regional meetings. We are in a position to suggest improvements in the form of the next survey, and, meanwhile, we need to consider revising our methods and curricula to meet this challenge and make the most of this opportunity.

Robert Scholes

Mapping Languages in the United States

Educators aren't the only ones concerned with the study of languages in the United States today. The Department of Defense sponsored a conference on languages, held 22–24 June, in cooperation with the Center for the Advanced Study of Languages (housed at the University of Maryland, College Park). Over 250 participants came together from such diverse communities as government (the State Department, the Department of Education, the Foreign Service, the United States Congress), education (colleges and universities, elementary and secondary schools, specialized instructional institutions, scholarly organizations), and business (major corporations, language-related companies, multinational groups). The Pentagon was also well represented. In his opening remarks, David S. C. Chu, undersecretary of defense for personnel and readiness, sounded the call for action "to create a more language-competent society in the United States." He noted that in a world so dramatically changed since 11 September 2001, "we have a greater need for people who are multilingual, with an understanding of the languages and cultures of the world." Interestingly, Chu claimed that the United States should develop linguistic capacities not only to assist in the defense of the nation but also to work well with international partners, to become involved in humanitarian missions, and to develop tolerance of and perspective on the world beyond our borders.

Sam Mok, chief financial officer, United States Department of Labor, noted that "in a diverse country such as ours, learning how to work effectively and be successful with our international trading partners also means successfully bridging cultural differences, especially in the global workplace. One of the most obvious cultural differences among people is language. . . . Language is the most important tool of communication."

The participants at the conference unanimously affirmed the need for increased attention to languages in the educational system, from the early years to postgraduate study. Many of those in the educational community addressed the issue of heritage languages. Martha G. Abbott, past president of the American Council on the Teaching of Foreign Languages, insisted that it is incumbent on elementary and secondary schools "not to let students exchange their native languages for English but to continue to develop skills in their native language while learning English." Joshua A. Fishman, of Yeshiva University and New York University, believes that "the goal of promoting heritage language proficiency will revitalize our entire approach to non-English language instruction. It will not only give us more individuals proficient in these languages, it will also dignify our country's heritage language communities and the cultural and religious values that their languages represent. . . . It will help connect instruction with business and governmental needs for expertise in the languages involved."

Chu also remarked that the United States needs to capitalize on the rich heritage communities by providing educational opportunities to speakers of languages other than English and by encouraging multilingual Americans to preserve their skills, even though the national psyche may seem to promote an opposing ideology "that other cultures and languages are something to be left behind." To hear this statement come from the undersecretary of defense is most welcome to those of us who advocate for modern languages in the American educational system. True, we have heard similar words in the past; after all, the National Defense Education Act came at a time when security and war were much on the minds of Americans. Even so, the recognition that Ameri-

cans should embrace multilingualism as a national value and cherish their heritage languages is a new take on the issue.

It's a position that the MLA has promoted widely. In "Building a New Public Idea about Languages," Mary Louise Pratt, MLA president in 2003, notes that "Americans are not hostile to multilingualism; they are ambivalent, both proud of their multilingual history and committed to English as the *lingua franca*" (118). Pratt discusses ways in which Americans can develop linguistic pipelines, pursue advanced competence, retain the languages of their heritage communities, and contribute to making the United States more secure precisely by not creating "linguistic others" who may then be perceived as generic enemies. Pratt, Domna Stanton, and I have taken these and other ideas to several venues in Washington. Pratt met with officials at the Pentagon and participated in the Interagency Language Roundtable, and collectively or individually we gave presentations at meetings of the Joint National Committee for Languages and the National Council for Languages and International Studies, the Northeast Conference on the Teaching of Foreign Languages, the American Council on the Teaching of Foreign Languages, and the American Council of Learned Societies, as well as at the National Language Conference, about which I report here.

The MLA's contribution to the National Language Conference centered on the resources we make available to promote the teaching and understanding of modern languages, including English. Our latest resource, the MLA Language Map (www.mla.org/census_main; see article on p. 21 in this *Newsletter*), illustrates the complex linguistic fabric that is woven throughout the fifty states, from the most obvious linguistically diverse communities to the ones least likely to come to mind as places where many languages other than English are spoken in the home. The MLA began developing the Language Map as part of its efforts to think about the role of languages in American society, especially in higher education, when the national self-contemplation that followed the events of 11 September brought the issues into dramatic focus. The need for a visual, interactive tool to help us understand what languages are spoken and by how many people led us to plot languages on the United States map (at first rudimentarily, with a paper map and self-stick notes, then electronically, using sophisticated software). The response of members and of the public to the launch of the map has been overwhelmingly positive, and we are just beginning to imagine some of the possibilities for future research and teaching projects related to the map.

In my presentation at the National Language Conference, I reviewed what the map shows about linguistic diversity in the United States. For example, the top ten languages other than English spoken at home are, in descending order, Spanish, Chinese, French, German, Tagalog, Vietnamese, Italian, Korean, Russian, and Polish. As we know, the most commonly studied languages in American institutions from elementary to postgraduate schools are Spanish and French. German and Italian are also taught in the precollegiate grades, especially in high schools. These languages happen to be European in origin. That there are so many speakers of Spanish, French, German, and Italian in homes in the United States reminds us that our focus on these European languages corresponds to an important part of our national reality. We are a country of immigrants, many of whom retain their first language and speak it in the home even while acquiring high levels of proficiency in English. Languages in addition to Spanish, French, Ger-

man, and Italian with more than one million in-home speakers are all Asian (Chinese, Tagalog, Vietnamese); these languages are disproportionately underrepresented in the classroom if we take into account their prevalence as "home languages" in the United States. One of the best applications of the MLA Language Map is to help Americans learn more about the linguistic composition of the country they live in. It will also be a resource for teachers and students who wish to know whether the languages they speak in the classroom are also widely spoken in the home in the United States and where large communities of speakers are located.

In the Spring 2004 *MLA Newsletter* (4), I reported that the MLA's latest survey of enrollment trends in foreign languages in postsecondary institutions in the United States showed that all the most commonly taught languages were up from 1998. It is instructive to recapitulate the highlights of this report now that the Language Map is freely available at the MLA Web site so that we can compare languages spoken in the home with those studied in college classrooms. Spanish enrollments grew by over 13%; French and German experienced much more modest growth. Italian, a major heritage language of the United States, grew by almost 30%. Arabic enrollments nearly doubled since the last survey, which, in the light of the events of 11 September 2001, comes as no surprise. Asian languages also showed strong growth (around 20%). The absolute number of students studying languages in institutions of higher learning in the United States is at its highest point since data first began to be collected (1960): well over a million students are pursuing language study in college (see Welles).

More students than ever are also choosing to study abroad. In the past decade, the number of students studying abroad has more than doubled. Interestingly, however, the most popular country for study abroad is the United Kingdom, where American students do not need to learn a new language to be understood. Spain and Italy are the second and third most frequently selected destinations on the list. As we know from the MLA Language Map, Spanish and Italian continue to be important heritage languages in the United States, and they are widely taught on campuses as well. Even though the majority of students select European destinations, other parts of the world are often chosen for study abroad. Asian countries receive many more American students now than they did a decade ago. Countries such as Japan, South Africa, Cuba, and Thailand have experienced dramatic increases in American students in recent years (Chin).

It is discouraging to see that the time students spend abroad has decreased. The great majority (91%) of American students who studied outside the United States were in the host country for one semester or less. The route to advanced proficiency is intense language study, both in the classroom and beyond. Some students can aspire to this level with only one semester spent abroad; most need more. But language majors do not account for the largest numbers of students who sign up for an international experience during their undergraduate years. The social sciences account for 22% of leading fields of study for Americans abroad; humanities come in third with 14%. The wide distribution of fields of study demonstrates that a stay in a country outside the United States is deemed fundamental by those who major in subjects not directly linked to foreign language departments.

So far we have mapped languages in a number of ways. What about the supply of doctoral recipients who, in theory, would be available to join college and university faculties or to take on high-level positions outside education? In 2001-02, the most widely studied languages at the college level were also the ones in which the most doctorates were awarded: Spanish (243), French (121), German (68), Russian (26), and Italian (23). The numbers of PhDs in Asian languages, not to mention Arabic, were much smaller and

cannot keep pace with the current demand for courses in these areas: Chinese (22), Japanese (15), Arabic (5) (Hoffer et al.). Fortunately, many American colleges and universities house Title VI National Resource Centers that offer hundreds of the less commonly taught languages. Further, the number of languages available (those the Title VI centers state that they have the capacity to teach) is nearly double the number actually taught in 2001-02. No fewer than 52 languages of the Middle East are available through the experts associated with Title VI centers. These centers, coupled with the Defense Language Institute, constitute a vital component of the language resources in the United States (*e-LCTL Initiative*).

As a nation, our potential to preserve and teach our heritage languages, to acquire hundreds of commonly and less commonly taught languages at high proficiency levels, and to embrace multilingualism as a national value has never been greater. The higher education sector has many sources of expertise to develop these possibilities and to be a major part of the pipeline of language learners necessary for this nation's well-being. Representative Rush Holt, the sponsor of the National Security Language Act that would expand federal investment in education in languages defined as being of critical need, said the following at the National Language Conference: "We need a national commitment to languages on a scale of the NDEA commitment to science, including improved curriculum, teaching technology and methods, teacher development, and a systematic cultural commitment." Let us make certain that the commitment extends to the study of *all* languages, which, each distinctively, have been, are, or will be critical for their speakers and interlocutors throughout the world.

Rosemary G. Feal

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BIBLIOGRAPHY

MLA Bibliography Announces New Distributors

Beginning in 2005, the *MLA International Bibliography* will be available through two new distributors, ProQuest (www.proquest.com) and CSA (www.csa.com). It will continue to be available through EBSCO, Gale, and OCLC. Changes in distributors were made in part in response to users, whose feedback is extremely useful in helping to create and distribute the bibliography.

The bibliography is no longer being offered through Ovid Technologies but remains available until no later than 12 July 2005 to subscribers who had renewed prior to 12 July 2004. The MLA and Ovid have agreed to a two-month extension to allow customers with subscriptions expiring in August and September the opportunity to find a new vendor without interruption of service. Additionally, the bibliography will not be available through SilverPlatter after 26 November 2004, but customers may renew their subscriptions, for up to one year, before that date. The MLA will continue to send updates to Ovid and SilverPlatter to enable them to fulfill their commitments to current subscribers, who will have access to the database through the end of their subscription terms.

Each year, the bibliography indexes thousands of journals and books, using complimentary copies of books and journal subscriptions, authors' offprints, and library resources. Over 66,000 en-

tries appeared in the 2003 volumes. In-house editors index material in their fields of expertise and review the work of staff indexers and field bibliographers. The thesaurus staff evaluates each record to be sure that terms are applied consistently from one indexer to another and from one year to the next. ISSN numbers are added to journal article citations, and birth and death dates are included for subject authors.

Data are input into a database. Nine times a year bibliographic and thesaurus files are translated into a generic file that can be read by the companies that distribute the bibliography. Corrections and JSTOR indexing and links to older records are included in twice-yearly (April and October) updates to retrospective files. Each distributor has its own method of formatting the data and reconfiguring files and transferring them to its platform. Because the data structures vary from distributor to distributor, search capabilities and results vary.

The MLA works closely with each of its distributors to resolve problems with the delivery platforms and with customers to correct errors in the data. In addition, the bibliography staff monitors the online bibliography to be sure that the files are working as they should. Comments on the bibliography should be sent to Barbara Chen (bchen@mla.org). □

Report on the 2003–04 Job Information List

A total of 2,349 advertisements from more than 1,300 departments appeared in the *MLA Job Information List (JIL)* this past subscription year, September 2003 to July 2004. (A small number of announcements come from nonacademic sources, so an approximate number is given; the exact count of advertisers is 1,341.) Advertisements in the *JIL*'s English edition announced 1,541 positions, 139 (8%) fewer than a year ago. In the foreign language edition advertisements announced 1,285 positions, 82 (6%) fewer positions than a year ago. (Positions announced in both the English and foreign language *JIL* are counted twice, once for each edition.) Of the 1,341 advertisers that ran announcements in the *JIL* last year, 1,273 are located in the United States, 43 in Canada, and 25 outside the United States and Canada. Since 2000–01, when the *JIL* published 2,815 ads, the number of ads posted in the *JIL* has declined by 466 (16.6%). Over the same four-year period (2000–01 to 2003–04) the number of positions advertised in the *JIL* has declined by 287 (15.7%) in the English edition and 197 (13.3%) in the foreign language edition.

Figure 1, showing the trend lines from 1975–76 through 2003–04 for the numbers of positions announced in the *JIL*'s English and foreign language editions, makes apparent how closely the ups and downs in the numbers of positions reflect cycles of recession and recovery in the broader economy of the United States. In the English list, the number of positions announced annually has fluctuated in a range between 1,100 and 2,100; the foreign language list has fluctuated in a range between 1,000 and 1,900. The English list reached a high of 2,075 positions in 1988–89 and a low of 1,152 positions in 1992–93. The foreign language list reached a high of 1,873 positions in 1988–89 and a low of 1,047 in 1993–94. Figure 1 allows one to gauge the decline in numbers of academic job openings announced in both editions of the *JIL* since the recent peak in 2000–01 in comparison with that of a decade ago. The figure also makes apparent how since 1997–98 the

number of positions advertised in the foreign language edition has lagged behind the number in the English edition.

Although job seekers now chiefly access the *JIL* as an online database updated weekly, we continue to track numbers of listings and positions according to the five seasonal print issues, October, December, February, April, and the Summer Supplement. Tables 1 and 2 detail the numbers of positions announced in each of the seasonal issues across the twenty-nine years 1975–76 to 2003–04. (Since 1999, some advertisements have appeared only in the online database and not in print; positions announced in these no-print ads are included in the counts recorded in tables 1 and 2.) As tables 1 and 2 show, through the 1980s the October lists claimed an increasing share of each year's total number of jobs advertised, and through the 1990s half to as much as three-fifths or more of all jobs advertised in the *JIL* were being announced in October. Since 2001–02, however, the pattern has again altered, with more positions being announced later and the percentage of positions announced in the October lists declining by fifteen to twenty percentage points, from approximately 60% of the English total to 42% and from approximately 55% of the foreign language total to 35%. The tables show as well how the Summer Supplement has emerged as an increasingly important seasonal segment, this year claiming 10% of the full-year totals in both the English and the foreign language editions. The changes may reflect departments' increasing familiarity with the *JIL* as an online database that makes ads available within the week departments submit them, as well as delays in authorizations to hire occasioned by constrained state and institutional budgets.

Now that the list is compiled as an online database, it is possible to supplement our annual reading and analysis of ads in the October lists with a machine analysis of the full years' databases and the ways departments use the MLA's index terms for rank

(continued on page 8)

Figure 1
Total Number of Positions Advertised Annually in the English and Foreign Language Editions of the *MLA Job Information List*, 1975-76 to 2001-03, with a Projection for 2003-04

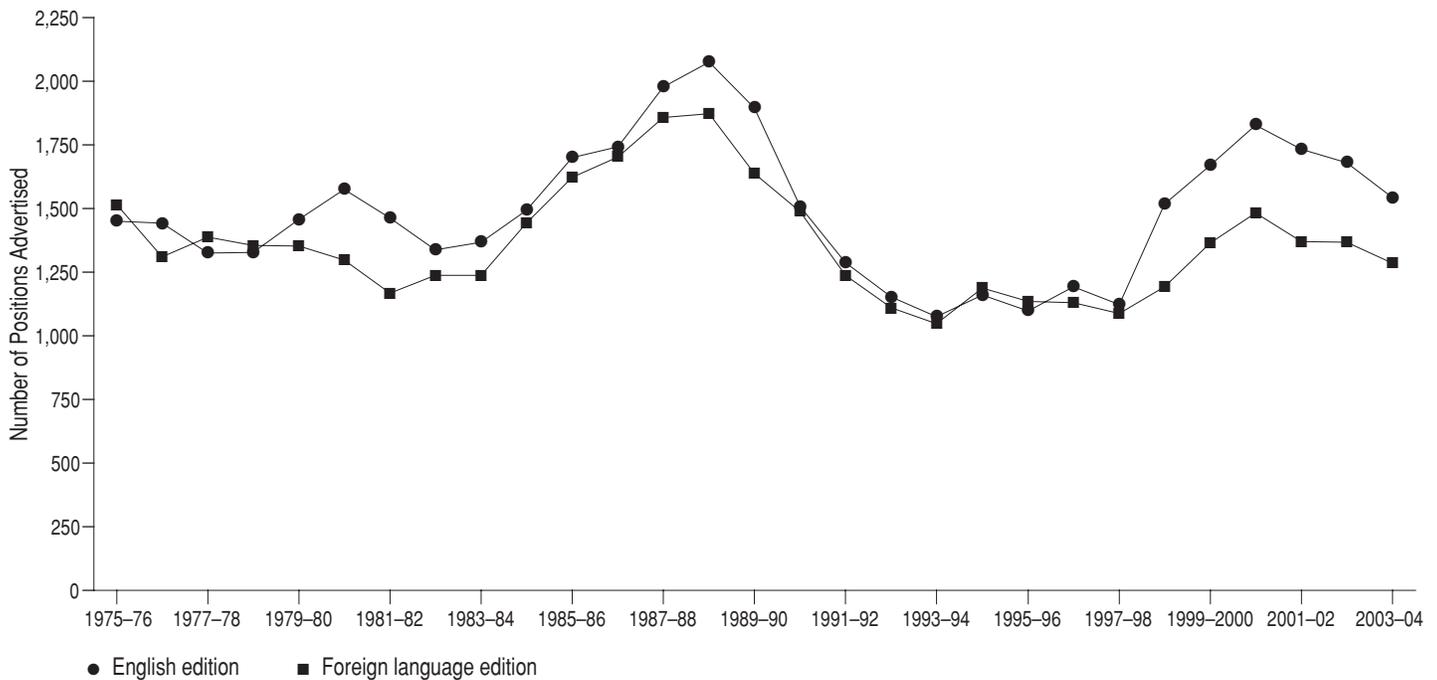


Table 1
Number of Positions Listed in the English Edition of the *MLA Job Information List*, 1975-76 to 2003-04

Year	Issue of the <i>JIL</i>				Total	Supplement	
	October	December	February	April		June	Total
1975-76	434	421	316	233	1,404	46	1,450
1976-77	440	405	319	223	1,387	54	1,441
1977-78	375	410	302	201	1,288	37	1,325
1978-79	438	327	289	228	1,282	45	1,327
1979-80	512	385	339	185	1,421	35	1,456
1980-81	523	388	355	258	1,524	51	1,575
1981-82	551	300	336	218	1,405	56	1,461
1982-83	544	338	261	153	1,296	42	1,338
1983-84	523	320	296	186	1,325	43	1,368
1984-85	567	374	320	196	1,457	35	1,492
1985-86	784	326	373	180	1,663	37	1,700
1986-87	892	276	325	209	1,702	39	1,741
1987-88	937	404	369	239	1,949	29	1,978
1988-89	1,053	354	382	236	2,025	50	2,075
1989-90	976	501	280	110	1,867	28	1,895
1990-91	926	284	192	78	1,480	27	1,507
1991-92	735	275	190	71	1,271	17	1,288
1992-93	620	247	192	74	1,133	19	1,152
1993-94	624	221	161	50	1,056	19	1,075
1994-95	679	249	153	61	1,142	17	1,159
1995-96	605	261	151	61	1,078	20	1,098
1996-97	700	276	135	75	1,186	7	1,193
1997-98	698	205	139	55	1,097	24	1,121
1998-99	885	230	265	112	1,492	25	1,517
1999-2000	899	220	295	163	1,577	93	1,670
2000-01	959	335	312	126	1,732	96	1,828
2001-02	983	212	330	117	1,642	90	1,732
2002-03	792	338	324	114	1,568	112	1,680
2003-04	649	303	306	123	1,381	160	1,541

Table 2
Number of Positions Listed in the Foreign Language Edition of the *MLA Job Information List*, 1975-76 to 2003-04

Year	Issue of the <i>JIL</i>				Total	Supplement	
	October	December	February	April		June	Total
1975-76	373	484	362	256	1,475	40	1,515
1976-77	323	425	293	221	1,262	48	1,310
1977-78	381	379	311	265	1,336	51	1,387
1978-79	385	390	327	188	1,290	64	1,354
1979-80	412	380	299	203	1,294	58	1,352
1980-81	420	319	281	244	1,264	33	1,297
1981-82	377	306	284	171	1,138	28	1,166
1982-83	463	299	263	163	1,188	49	1,237
1983-84	444	314	261	172	1,191	47	1,238
1984-85	499	313	358	235	1,405	37	1,442
1985-86	695	328	331	223	1,577	45	1,622
1986-87	723	313	355	273	1,664	39	1,703
1987-88	800	387	388	233	1,808	49	1,857
1988-89	863	375	372	214	1,824	49	1,873
1989-90	782	429	259	139	1,609	28	1,637
1990-91	756	384	208	105	1,453	35	1,488
1991-92	606	344	186	78	1,214	24	1,238
1992-93	510	305	173	102	1,090	19	1,109
1993-94	508	298	140	93	1,039	8	1,047
1994-95	638	286	182	68	1,174	14	1,188
1995-96	538	319	175	90	1,122	12	1,134
1996-97	593	275	160	90	1,118	11	1,129
1997-98	606	204	165	73	1,048	40	1,088
1998-99	590	207	263	92	1,152	40	1,192
1999-2000	672	199	256	134	1,261	104	1,365
2000-01	666	274	279	151	1,370	112	1,482
2001-02	675	186	268	116	1,245	124	1,369
2002-03	535	305	291	98	1,229	138	1,367
2003-04	447	240	292	165	1,144	141	1,285

(continued from page 6)

and specialty field to classify their listings for searching. Our analysis of the October lists suggests that, in any given year, from half to three-fifths of the total number of positions announced annually are tenure-track appointments at the rank of assistant professor. Machine analysis of the way departments use the four index terms for rank—*instructor*, *assistant professor*, *associate professor*, and *full professor*—supports this rough generalization, with the important caveat that the *JIL* system includes no separate index term for tenure status. Information about the tenure status of positions is thus not computable by machine analysis but can only be gleaned by reading the ads.

Tables 3 and 4 summarize how departments have used the four terms for rank in ads they submitted to the *JIL*, across the four

years 2000–01 to 2003–04. The results are ordered from greatest to least use, using 2003–04 as the reference year, and indicate the number of listings indexed for one and only one rank term as well as all the combinations departments have used (*assistant and associate*, *instructor and assistant*, and so forth). The results show that *assistant professor* is far and away the rank that *JIL* ads call for most often and with notable consistency from year to year. On average across the four years, just under two-thirds (65%) of the listings submitted to the *JIL*'s English edition have called for the rank of *assistant professor* (and only *assistant professor*); just under three-fifths (59%) of the listings submitted to the foreign language edition called for the rank of *assistant professor* (and only *assistant professor*). The *JIL* allows departments to use any combination of the four available rank terms to index any listing they submit, and row headings with more than one rank term in-

Table 3
Number of Listings Advertising Positions at Various Ranks, English Edition of the *MLA Job Information List*, 2000–01 to 2003–04

Rank	2000–01		2001–02		2002–03		2003–04	
	No. of Listings	Percentage of Listings						
Assistant professor	1,025	63.2	1,007	65.5	963	67.1	865	63.5
Lecturer	149	9.2	123	8.0	113	7.9	103	7.6
Assistant professor / associate professor	123	7.6	105	6.8	96	6.7	122	9.0
Assistant professor / associate professor / full professor	64	3.9	79	5.1	52	3.6	44	3.2
Associate professor / full professor	62	3.8	65	4.2	50	3.5	40	2.9
Full professor	46	2.8	39	2.5	42	2.9	55	4.0
Instructor / assistant professor	44	2.7	30	2.0	36	2.5	40	2.9
Associate professor / full professor	17	1.0	22	1.4	17	1.2	30	2.2
Instructor / assistant professor / associate professor	2	0.1	7	0.5	6	0.4	2	0.1
Instructor / assistant professor / associate professor / full professor	14	0.9	3	0.2	1	0.1	4	0.3
Instructor / assistant professor / full professor	1	0.1	0	0.0	0	0.0	0	0.0
Instructor / associate professor / full professor	1	0.1	0	0.0	0	0.0	1	0.1
Instructor / associate professor	0	0.0	1	0.1	0	0.0	0	0.0
Assistant professor / full professor	0	0.0	0	0.0	0	0.0	2	0.1
(Blank)	74	4.6	57	3.7	60	4.2	54	4.0
Total	1,622	100.0	1,538	100.0	1,436	100.0	1,362	100.0

Table 4
Number of Listings Advertising Positions at Various Ranks, Foreign Language Edition of the *MLA Job Information List*, 2000–01 to 2003–04

Rank	2000–01		2001–02		2002–03		2003–04	
	No. of Listings	Percentage of Listings						
Assistant professor	791	57.4	739	59.0	765	60.9	667	56.7
Instructor	201	14.6	183	14.6	171	13.6	192	16.3
Assistant professor / associate professor	65	4.7	62	4.9	76	6.1	65	5.5
Instructor / assistant professor	93	6.7	47	3.8	54	4.3	75	6.4
Associate professor / full professor	49	3.6	45	3.6	50	4.0	48	4.1
Assistant professor / associate professor / full professor	42	3.0	31	2.5	34	2.7	30	2.6
Full professor	33	2.4	71	5.7	27	2.1	26	2.2
Associate professor	20	1.5	11	0.9	8	0.6	11	0.9
Instructor / assistant professor / associate professor	4	0.3	5	0.4	7	0.6	2	0.2
Instructor / assistant professor / associate professor / full professor	13	0.9	3	0.2	2	0.2	4	0.3
Assistant professor / full professor	0	0.0	0	0.0	1	0.1	1	0.1
Instructor / associate professor	0	0.0	0	0.0	0	0.0	1	0.1
(Blank)	68	4.9	56	4.5	61	4.9	54	4.6
Total	1,379	100.0	1,253	100.0	1,256	100.0	1,176	100.0

dicating listings where departments called for more than one rank and the combinations they used. (We strongly encourage departments to create separate listings for each position that they wish to advertise, but some listings announce multiple positions at different ranks and in different fields.) If listings that call for assistant professor among other ranks are included with those that call only for the rank of assistant professor, 80% of listings in the English edition and 73% of listings in the foreign language edition included the rank of assistant professor as at least one of the index terms used.

Analysis of departments' use of the index terms for field specialty is more complex than that for rank. Twenty terms are available for listings submitted to the English edition, twenty-five for the foreign language edition, and all forty-five for interdisciplinary ads that appear in both the English and foreign language lists. Of the array of available index terms, up to ten may be used for any

single listing. As a result, across the database the number of unique index-term combinations is so large—more than 500, representing almost a quarter of all listings—that direct analysis of the way departments index their listings yields little of use. More fruitful, however, is counting the number of times each of the forty-five index terms was used. Because many ads call for more than one index term, the total number of index-term calls is far greater than the total number of ads. The percentage of listings that called for any single index term can be calculated, however.

Tables 5 and 6 present results of an analysis of index-term calls in the English and foreign language editions across the four years 2000–01 to 2003–04. The first column under each year shows the number of times a given field index term was used; the second column expresses that number as a percentage of the total number of index-term calls; the third column shows the percentage of

(continued on next page)

Table 5
Advertisers' Usage of Index Terms, English Edition of the *MLA Job Information List*, 2000–01 to 2003–04

Index Term	2000–01			2001–02			2002–03			2003–04		
	Index-Term Calls		Pct. of 1,622 Ads	Index-Term Calls		Pct. of 1,538 Ads	Index-Term Calls		Pct. of 1,436 Ads	Index-Term Calls		Pct. of 1,362 Ads
	No.	Pct.		No.	Pct.		No.	Pct.		No.	Pct.	
Composition and rhetoric	499	11.5	30.8	493	11.7	32.1	417	11.2	29.0	400	10.7	29.4
British literature	499	11.5	30.8	454	10.8	29.5	411	11.0	28.6	381	10.2	28.0
American literature	438	10.1	27.0	365	8.7	23.7	344	9.2	24.0	332	8.9	24.4
Other	270	6.2	16.6	307	7.3	20.0	340	9.1	23.7	329	8.8	24.2
Comparative literature	223	5.1	13.7	229	5.4	14.9	258	6.9	18.0	234	6.3	17.2
Creative writing	230	5.3	14.2	250	5.9	16.3	205	5.5	14.3	206	5.5	15.1
After 1800	211	4.8	13.0	232	5.5	15.1	160	4.3	11.1	192	5.2	14.1
Literature in English other than British or American	221	5.1	13.6	199	4.7	12.9	181	4.9	12.6	174	4.7	12.8
Generalist	249	5.7	15.4	211	5.0	13.7	164	4.4	11.4	170	4.6	12.5
Other minority literatures	230	5.3	14.2	182	4.3	11.8	176	4.7	12.3	159	4.3	11.7
African American literature	204	4.7	12.6	160	3.8	10.4	157	4.2	10.9	149	4.0	10.9
1500–1800	154	3.5	9.5	176	4.2	11.4	142	3.8	9.9	140	3.8	10.3
Linguistics and ESL	179	4.1	11.0	176	4.2	11.4	155	4.2	10.8	134	3.6	9.8
Technical and business writing	187	4.3	11.5	154	3.7	10.0	142	3.8	9.9	116	3.1	8.5
Technology and digital media	–	–	–	–	–	–	–	–	–	105	2.8	7.7
English education	128	2.9	7.9	134	3.2	8.7	109	2.9	7.6	101	2.7	7.4
Old and Middle English; medieval	86	2.0	5.3	84	2.0	5.5	61	1.6	4.2	84	2.3	6.2
Other administrative	93	2.1	5.7	92	2.2	6.0	68	1.8	4.7	79	2.1	5.8
Department chair	53	1.2	3.3	54	1.3	3.5	36	1.0	2.5	56	1.5	4.1
Other administrative positions	35	0.8	2.2	25	0.6	1.6	13	0.3	0.9	28	0.8	2.1
Other languages	19	0.4	1.2	19	0.5	1.2	13	0.3	0.9	27	0.7	2.0
Latin America	16	0.4	1.0	21	0.5	1.4	25	0.7	1.7	18	0.5	1.3
Spanish	29	0.7	1.8	35	0.8	2.3	29	0.8	2.0	18	0.5	1.3
Nonacademic	29	0.7	1.8	24	0.6	1.6	17	0.5	1.2	14	0.4	1.0
French	16	0.4	1.0	18	0.4	1.2	17	0.5	1.2	13	0.3	1.0
Francophone studies	5	0.1	0.3	6	0.1	0.4	10	0.3	0.7	9	0.2	0.7
German and Scandinavian	11	0.3	0.7	18	0.4	1.2	11	0.3	0.8	9	0.2	0.7
Chinese	5	0.1	0.3	14	0.3	0.9	13	0.3	0.9	7	0.2	0.5
Japanese	6	0.1	0.4	6	0.1	0.4	8	0.2	0.6	7	0.2	0.5
Italian	7	0.2	0.4	2	0.0	0.1	6	0.2	0.4	6	0.2	0.4
Classical	5	0.1	0.3	12	0.3	0.8	9	0.2	0.6	5	0.1	0.4
Portuguese	6	0.1	0.4	8	0.2	0.5	4	0.1	0.3	5	0.1	0.4
Before 1600	4	0.1	0.2	5	0.1	0.3	6	0.2	0.4	4	0.1	0.3
Russian and Slavic	2	0.0	0.1	19	0.5	1.2	4	0.1	0.3	4	0.1	0.3
1600–1800	3	0.1	0.2	5	0.1	0.3	7	0.2	0.5	3	0.1	0.2
Arabic	2	0.0	0.1	10	0.2	0.7	5	0.1	0.3	3	0.1	0.2
Hebrew	3	0.1	0.2	9	0.2	0.6	5	0.1	0.3	2	0.1	0.1
Total	4,357	100.0		4,208	100.0		3,728	100.0		3,723	100.0	

(continued from previous page)

listings that number of index calls represents, using the total number of listings for that year (rather than the total number of index-term calls) as the base. In the *JIL*'s English edition the three index terms *British literature*, *American literature*, and *composition and rhetoric* are most frequently used, by a considerable margin, claiming roughly 30% of all ads each of the four years. In the foreign language edition, Spanish was called for in nearly half of all ads in 2000–01 and 2001–02 and in more than 45% in 2002–03 and 2003–04. French was called for in 15% to 20% of foreign lan-

guage listings across all four years, German in 11% to 13%. Four additional index terms specifying fields were used in more than 10% of foreign language listings—*comparative literature*, *linguistics and ESL*, *Latin America*, and *generalist* (I exclude here as insufficiently specific the terms *after 1800* and *other*). In table 5 field terms from the foreign languages generally indicate listings that appeared in the foreign language as well as the English edition. In table 6 field terms from English generally indicate listings that appeared in the English as well as the foreign language edition.

David Laurence

Table 6
Advertisers' Usage of Index Terms, Foreign Language Edition of the *MLA Job Information List*, 2000–01 to 2003–04

Index Term	2000–01			2001–02			2002–03			2003–04		
	Index-Term Calls		Pct. of 1,379 Ads	Index-Term Calls		Pct. of 1,253 Ads	Index-Term Calls		Pct. of 1,256 Ads	Index-Term Calls		Pct. of 1,176 Ads
	No.	Pct.		No.	Pct.		No.	Pct.		No.	Pct.	
Spanish	667	21.1	48.4	623	20.1	49.7	575	19.0	45.8	537	19.4	45.7
Other	157	5.0	11.4	203	6.5	16.2	236	7.8	18.8	242	8.7	20.6
Comparative literature	189	6.0	13.7	191	6.2	15.2	248	8.2	19.7	216	7.8	18.4
French	259	8.2	18.8	222	7.2	17.7	224	7.4	17.8	192	6.9	16.3
Linguistics and ESL	227	7.2	16.5	206	6.6	16.4	201	6.6	16.0	158	5.7	13.4
Generalist	274	8.7	19.9	258	8.3	20.6	228	7.5	18.2	154	5.6	13.1
Latin America	185	5.9	13.4	166	5.3	13.2	169	5.6	13.5	147	5.3	12.5
German and Scandinavian	157	5.0	11.4	159	5.1	12.7	121	4.0	9.6	138	5.0	11.7
After 1800	145	4.6	10.5	153	4.9	12.2	149	4.9	11.9	110	4.0	9.4
Italian	100	3.2	7.3	73	2.4	5.8	84	2.8	6.7	76	2.7	6.5
Technology and digital media	–	–	–	–	–	–	–	–	–	69	2.5	5.9
Department chair	46	1.5	3.3	45	1.4	3.6	50	1.7	4.0	61	2.2	5.2
Other languages	46	1.5	3.3	55	1.8	4.4	45	1.5	3.6	55	2.0	4.7
Other administrative positions	54	1.7	3.9	47	1.5	3.8	33	1.1	2.6	52	1.9	4.4
Francophone studies	52	1.6	3.8	49	1.6	3.9	57	1.9	4.5	47	1.7	4.0
Other minority literatures	40	1.3	2.9	43	1.4	3.4	58	1.9	4.6	44	1.6	3.7
Russian and Slavic	46	1.5	3.3	59	1.9	4.7	52	1.7	4.1	44	1.6	3.7
Literature in English other than British or American	27	0.9	2.0	41	1.3	3.3	45	1.5	3.6	39	1.4	3.3
Portuguese	28	0.9	2.0	40	1.3	3.2	32	1.1	2.5	36	1.3	3.1
1600–1800	71	2.2	5.1	64	2.1	5.1	56	1.8	4.5	34	1.2	2.9
Before 1600	47	1.5	3.4	47	1.5	3.8	38	1.3	3.0	34	1.2	2.9
American literature	36	1.1	2.6	44	1.4	3.5	39	1.3	3.1	31	1.1	2.6
Arabic	17	0.5	1.2	21	0.7	1.7	24	0.8	1.9	30	1.1	2.6
Chinese	40	1.3	2.9	54	1.7	4.3	59	1.9	4.7	30	1.1	2.6
Japanese	41	1.3	3.0	49	1.6	3.9	38	1.3	3.0	30	1.1	2.6
Other administrative	30	1.0	2.2	26	0.8	2.1	14	0.5	1.1	30	1.1	2.6
African American literature	33	1.0	2.4	14	0.5	1.1	30	1.0	2.4	21	0.8	1.8
British literature	28	0.9	2.0	35	1.1	2.8	25	0.8	2.0	21	0.8	1.8
Nonacademic	31	1.0	2.2	26	0.8	2.1	19	0.6	1.5	15	0.5	1.3
1500–1800	4	0.1	0.3	7	0.2	0.6	9	0.3	0.7	13	0.5	1.1
Composition and rhetoric	18	0.6	1.3	12	0.4	1.0	10	0.3	0.8	12	0.4	1.0
Creative writing	8	0.3	0.6	16	0.5	1.3	10	0.3	0.8	12	0.4	1.0
Hebrew	14	0.4	1.0	18	0.6	1.4	14	0.5	1.1	12	0.4	1.0
Classical	18	0.6	1.3	19	0.6	1.5	25	0.8	2.0	11	0.4	0.9
English education	14	0.4	1.0	12	0.4	1.0	4	0.1	0.3	7	0.3	0.6
Old and Middle English; medieval	3	0.1	0.2	6	0.2	0.5	4	0.1	0.3	6	0.2	0.5
Technical and business writing	4	0.1	0.3	1	0.0	0.1	3	0.1	0.2	1	0.0	0.1
Total	3,156	100.0		3,104	100.0		3,028	100.0		2,767	100.0	

GOVERNANCE**Request for Comments on Delegate Assembly Resolutions**

At its meeting on 29 December 2003 in San Diego, the Delegate Assembly approved the following resolutions, which are subject to ratification by the MLA membership. MLA members are asked to comment on the resolutions before the ratification vote is conducted.

The resolution comment process will be conducted in a members-only area of the Web site (<http://www.mla.org>). The text of the resolutions will be posted at the Web site on 1 October, and members may enter signed comments at the Web site from 1 October to 1 November. Members who wish to comment but who do not have Web access may forward comments to Carol Zuses for posting at the Web site. The Delegate Assembly Organizing Committee, which proposed the use of the Web site for the comment process, encourages members to be brief, to limit comments to the issues addressed in the resolutions, and to observe common rules of Internet etiquette. Members' comments will not be subject to a word limit, nor will there be a limit on the number of comments that an individual may post.

During the balloting period, from 1 November through 10 December, additional comments will not be accepted, but comments already posted will remain available for review. Members who do not have Web access may request hard copies of the posted comments from Carol Zuses.

To enter the members-only area of the Web site, you will need your membership number and your password. Your membership number appears on the line above your name on the mailing label for all MLA mailings. Your password is your five-digit zip code if you receive mail at a United States address; if your mail is delivered outside the United States, your password is the first five letters of the country on your mailing label.

The resolutions that are subject to ratification are printed below. Members may reach Carol Zuses by mail (MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789), e-mail (governance@mla.org), and fax (646 576-5107).

Resolution 2003-1

Whereas in wartime, governments commonly shape language to legitimate aggression, misrepresent policies, conceal aims, stigmatize dissent, and block critical thought; and

Whereas distortions of this sort proliferate now, as in the use of the phrase "war on terrorism" to underwrite military action anywhere in the world; and

Whereas we are professionals committed to scrupulous inquiry into language and culture;

Be it resolved that the Modern Language Association support the right of its members to conduct critical analysis of war talk in public forums and, as appropriate, in classrooms.

Resolution 2003-2

Be it resolved that the Modern Language Association recommend that all members of the Yale community concerned with the question of union representation of graduate student teaching assistants take steps toward finding common ground for dialogue and establishing an atmosphere of mutual respect, and

Be it further resolved that the MLA urge the parties to find a mutually acceptable forum for reaching some understanding about conduct that members of the Yale community regard as a genuine threat to their freedom of expression. That forum could be the NLRB if all parties so agreed, or it could be another forum approved by the parties.

Resolution 2003-3

Whereas the USA PATRIOT Act grants the United States government unwarranted power over investigations of terrorism, including the right to mount surveillance without court order on reading habits, Web browsing, e-mail activity, and library borrowing and

Whereas the rights and academic freedom of those who engage in critical inquiry and political activism may be violated by this surveillance; and

Whereas citizens and noncitizens have already been detained or deported under this Act;

Be it resolved that the MLA urge the repeal of the USA PATRIOT Act because it infringes on the rights of members of the academic community and those whom they serve.

Resolution 2003-4

Whereas recent congressional legislation and hearings such as those related to Title VI funding represent a trend toward increased policing and censorship of higher education; and

Whereas the critical approaches of students and scholars in the humanities have often been the focus of these proceedings; and

Whereas international students and scholars across North America are especially likely to be targeted by this trend;

Be it resolved that the MLA oppose federal legislation such as HR 3077 that seeks to impose government controls on academic inquiry that create a hostile environment for teaching and learning. □

GOVERNANCE**Proposed Amendments to the MLA Constitution**

This year, the Committee on Amendments to the Constitution received several proposals for constitutional amendments that pertain to the association's resolution process. As required by the MLA constitution (art. 13.B), the amendments were published in the September issue of *PMLA* (pp. 715-17).

The committee will present the amendments to the Delegate Assembly at the assembly's meeting on 29 December in Philadelphia. If approved by the assembly, the amendments will be submitted to the members of the association in 2005 for ratification by mail ballot.

Members who wish to comment on the proposed amendments may do so at either the open hearing of the Delegate Assembly (28 Dec., 1:45 p.m., rooms 411-412, Philadelphia Marriott) or the assembly meeting itself (29 Dec., 1:00 p.m., Grand Ballroom Salons G and H, Philadelphia Marriott). Written comments are also welcome, but they must be received at the MLA office by 15 December so that the Delegate Assembly Organizing Committee can review them during its meeting at the convention. Comments can be addressed to the coordinator of governance at the MLA office or sent by fax (646 576-5107) or e-mail (governance@mla.org). □

GOVERNANCE

Nominations for 2005 Division Executive Committee Elections

One new member is elected annually to each division executive committee. The elections are held in the fall, when the other major association elections (for second vice president, Executive Council, and Delegate Assembly) take place. Division executive committees arrange the contests in accordance with the "Policies for Divisions, Discussion Groups, and Allied and Affiliate Organizations" (Sept. 2004 *PMLA* 701-06). Because the policies require that an executive committee choose one nominee from among the MLA members "suggested by the division membership at large," executive committee members strongly encourage such suggestions.

To suggest someone for nomination in 2005, use the designated space at the bottom of this year's MLA election ballot or send a letter of nomination to the coordinator of governance at the MLA office. Please provide the person's name and affiliation and indicate the appropriate division. All suggestions received by 10 December 2004 (the deadline for receipt of election ballots) will be considered by the division executive committees during their meetings at the 2004 annual convention. Nominees selected by the executive committees will be invited in the spring of 2005 to accept the nomination. Anyone proposed by ten division members must be included by the executive committee on the slate of candidates (provided the person agrees to stand for election). □

CONVENTION

Accommodations and Services for Persons with Disabilities

The MLA is committed to making arrangements that allow all members of the association to participate in the convention. Meeting rooms in the headquarters hotels and the convention center are accessible by elevator, and the doors are wide enough to accommodate wheelchairs. There will be desks in the convention registration and information areas at the Pennsylvania Convention Center (Grand Hall, level 2), the Loews Philadelphia (Millennium Hall, second floor), and the Philadelphia Marriott (outside Franklin A, level 4) staffed by personnel who can provide assistance to convention attendees with disabilities. To reserve hotel rooms that are specifically equipped for persons with permanent or temporary disabilities, write or call Karin Bagnall in the MLA convention office by 15 November 2004. The convention housing form also includes a space for attendees to request particular equipment or accommodations.

Shuttle Bus. A complimentary transportation service for persons with disabilities will be available throughout convention meeting hours to transport attendees with disabilities. Arrangements should be made at the desk for persons with disabilities in the Pennsylvania Convention Center, the Philadelphia Marriott, or the Loews Philadelphia. Further details and phone numbers will be posted in the headquarters hotel lobbies.

Sessions. Speakers are asked to bring five copies of their papers, even draft copies, for the use of members who wish to follow the written text. Speakers who use handouts should prepare some copies in a large-print format (fourteen- to sixteen-point). Speakers should indicate whether they want their papers and handouts returned. Sign language interpreters are available on request. To arrange for an interpreter, write or call Karin Bagnall by 15 November.

Karin Bagnall in the MLA convention office handles arrangements for persons with disabilities (kbagnall@mmla.org).

Please report any problems on-site to the MLA staff members in the headquarters offices at the Philadelphia Marriott (Conference Suite III, level 3) or the Loews Philadelphia (Hospitality Suite 413), and they will do their best to assist you. Hotel staff members may not be able to respond. □

CONVENTION

Program Available for Members with Visual Impairments

Members with visual impairments who would like to receive a copy of the November 2004 (Program) issue of *PMLA* in a usable format should write or call June Hicks in the executive director's office (646 576-5102; jhicks@mmla.org). □

CONVENTION

Job Clinic on Business, Government, and Not-for-Profit Careers

A job clinic for MLA members interested in employment outside the academy will be held at the 2004 convention in Philadelphia. The clinic will be conducted by Howard Figler, career consultant, author (*The Complete Job Search Handbook*), and former director of the University of Texas Career Center. The workshop, consisting of three sessions, will begin at 4:00 p.m. on Sunday, 26 December, the day before the formal opening of the convention, and conclude at 12:00 noon on Tuesday, 28 December. Conflict with other sessions should be limited.

The job clinic is designed to help participants learn to identify career options and marketable skills, prepare effective letters of application and résumés, locate jobs, and improve interviewing and negotiation skills. It is especially recommended for those considering nonacademic professional careers in business, government, and the not-for-profit sector.

The first job clinic was held at the 1984 convention. Response over the years has been enthusiastic. One participant praised a previous clinic for being "very well organized, reasonably priced." Another observed, "I feel that I now have a concrete picture of available opportunities and practical approaches to the job search. Dr. Figler really helped build my confidence and change my frame of mind to a more positive attitude. I especially appreciated that Dr. Figler's own background and the slant given to the seminar were pertinent to my own specific situation as an academic in transition."

The cost is \$215. Participants must be registered for the convention. Since enrollment is limited, those interested should write as soon as possible to the Job Information Service at the MLA office (646 576-5133; joblist@mmla.org). □

CONVENTION

Meeting Times for Allied Organizations

For allied organizations sponsoring two meetings, one meeting will take place on 30 December, beginning in either the 12:00 noon or 1:45 p.m. time slot. Please keep this in mind when making travel arrangements. □

CONVENTION

MLA to Meet in Philadelphia for Its 120th Annual Convention

Philadelphia hosted America's first convention in 1774 and will host the MLA's 120th annual convention in 2004. Philadelphia, the fifth-largest city in the United States and the second-largest on the East Coast, offers more than cobblestoned streets and historic landmarks.

Center City, where the MLA's hotels are located, is bordered by the Delaware and Schuylkill Rivers, Vine Street, and South Street. From Society Hill to University City, visitors can sample the best of Philadelphia's neighborhoods. Browse through the shops and visit the restaurants of Jewelers' Row, Antique Row, and South Street. Along Market Street visitors can shop at the Gallery at Market East or explore Chinatown through the Friendship Gate.

The nation's first commercial district arose in Old City, whose historic storefronts and narrow streets reflect seventeenth-century trade and now house small cafes and bustling galleries. The neighborhood's colonial legacy is well preserved in the numerous historic landmarks—the Betsy Ross House, Christ Church, and Elfreth's Alley, the oldest continuously occupied street in the country.

Theaters and performance venues can be found in every part of town but especially on the Avenue of the Arts, the city's premier arts district. From the Academy of Music to the new Kimmel Center for the Performing Arts, music, dance, and theater abound. Along the Ben Franklin Parkway, a grand boulevard with European influences, visitors can tour the Academy of Natural Sciences, the Franklin Institute Science Museum, the Philadelphia Museum of Art, and the Rodin Museum.

Philadelphia International Airport is served by all major domestic carriers with flights to more than 100 cities, including 30 international destinations. The SEPTA Airport Rail Line connects the airport with Center City and includes stops at 30th Street Station (Amtrak), Suburban Station, and Market East Station (Convention Center, Marriott, and Loews). It operates daily every half hour; the one-way fare is \$5.50. Call 215 580-7800 for specific travel instructions and sales locations or call 215 580-4000 for a SEPTA operator. Calls are answered daily from 6:00 a.m. to 12:00 midnight. Additional information is available at www.septa.org. Lady Liberty Transportation Company offers an airport shuttle between the airport and Center City. Shuttles run every 15 minutes from 5:00 a.m. to 12:00 midnight. No reservations are required. Dial #27 from the free transportation-counter telephones located in the baggage claim area. Bus route 42 runs from the airport and connects Center City with the Civic Center and University City. One-way cab fare to and from Center City is \$20. For information, stop at one of the information booths in the airport terminals or call 215 937-6937. Philadelphia International Airport Information can be reached at 215 937-6937, 800 PHL-GATE (800 745-4283), or www.phl.org.

Philadelphia is served by Amtrak (800 USA-RAIL; www.amtrak.com), which operates rail service along the Northeast Corridor. Visitors have access to intercity trains operating over the corridor, including high-speed Metroliners and Acela Express service between Boston and Washington, DC. Intercity service is also provided to many points south and west. Amtrak's 30th Street Station is two miles from the Pennsylvania Convention Center and Center City hotels. The one-way taxi fare is \$4–\$6. Your train ride to the Market East Station (Convention Center, Marriott, and Loews) is complimentary when you show your Amtrak ticket to the ticket master.

Intercity bus service is excellent, with daily arrivals from all parts of the country. The Greyhound Terminal (215 931-4075) is located at 20th and Filbert Streets.

Philadelphia has an excellent transit system. The Southeastern Pennsylvania Transportation Authority (SEPTA) offers commuter rail service between the city and the suburbs. Suburban Station and Market East Station are in the heart of the business, shopping, and hotel districts. Also, 30th Street Station provides quick connections with Amtrak. Each of these stations connects the entire rail system with the city's Airport Rail Line. SEPTA also operates a large fleet of buses, subways, and streetcars throughout the city and suburbs, with highly concentrated services in the Center City area. Two subway lines—Market-Frankford (east-west) and Broad Street (north-south)—crisscross the city. Cash fare on most routes is \$2 (exact change required). Discounted tokens and passes are available. Call 215 580-7800 for specific travel instructions and sales locations or 215 580-4000 for a SEPTA operator. Calls are answered daily from 6:00 a.m. to 12:00 midnight. Additional information, including access to discount coupons, is available at www.mla.org.

Most English sessions and the child care center are in the Philadelphia Marriott. Most foreign language sessions are in the Loews Philadelphia. Some foreign language sessions, some English sessions, the Job Information Center, and the exhibits are in the Pennsylvania Convention Center.

A complimentary transportation service for persons with disabilities will also operate throughout the convention.

The convention begins at 3:30 p.m. on 27 December and continues until 3:00 p.m. on 30 December. All MLA members and others involved in the study or teaching of language and literature must register in order to attend or participate in meetings, take part in the job service, or reserve hotel rooms at special MLA rates.

Some of Philadelphia's best hotels are offering MLA registrants special rates. Single rooms range from \$94 to \$139 a night and double rooms from \$99 to \$129 a night. MLA rates apply at all convention hotels from 25 December 2004 through 1 January 2005, based on availability and arrival and departure dates.

The Philadelphia Convention and Visitors Bureau will provide a restaurant-reservations and information desk near the MLA Registration and Information area located in the Grand Hall, level 2, Pennsylvania Convention Center. Staffed by knowledgeable personnel, the service offers information on restaurants, cuisine, nightlife, theater, sports, and attractions and can make complimentary dining reservations.

Travel arrangements may be made through Association Travel Concepts (ATC), the official travel coordinator for the 2004 convention, through the MLA Web site, or directly with United Airlines, Continental, US Airways, or Amtrak.

Airline Discounts

- 10% to 15% off the lowest available fare for tickets purchased more than 60 days before the MLA Annual Convention (United, US Airways, and Continental)
- 5% to 10% off the lowest available fare for tickets purchased less than 60 days before the meeting (United, US Airways, and Continental)

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- ATC will also search for the lowest available fare on any airline.
- Zone fares are also available. Zone fares are region-to-region flat rates.

United Airlines 800 521-4041 Meeting ID: 510CK

Continental Airlines 800 468-7022 Meeting ID: VV4PWF

US Airways 877 874-7687 Meeting ID: GFN90613158

Amtrak offers a 10% discount off the lowest rail fare available when you make your reservations to travel between 24 December 2004 and 2 January 2005. Call ATC at 800 458-9383 or Amtrak at 800 USA-RAIL (800 872-7245) and refer to convention code X05E-923. This offer is not valid for the Auto Train. It is

valid with sleepers and business-class or first-class seats with payment of the full applicable accommodation charges. The discount is valid on Metroliner and Acela service for all departures on weekends only. ATC will provide electronic ticket receipts and itineraries to your e-mail address if you book through the Web site or to your e-mail address or by regular mail if you book over the phone. There is a service fee of \$20 per airline or Amtrak ticket issued for telephone reservations and a \$15 per airline ticket issued for reservations made through the MLA Web site (where housing reservations can also be made; note that Amtrak reservations cannot be made through the MLA Web site). ATC can be reached at 800 458-9383 Monday through Friday between 6:00 a.m. and 4:30 p.m. Pacific time. Reservations for air travel—but not for Amtrak—can be made on the MLA Web site. □

CONVENTION

Child Care Arrangements

KiddieCorp will provide child care during the annual convention in Philadelphia. The KiddieCorp staff's professional child care specialists have designed a program for convention groups that includes age-appropriate crafts projects, toys, games, and entertainment. KiddieCorp stresses carefully selected staff; sturdy, safe equipment; and close supervision of play and rest.

Parents are urged to preregister by Friday, 3 December, since only a limited number of on-site registrations may be available, depending on space, insurance, and staffing. To secure a reservation, write the convention office (convention@mla.org) and request a registration form. Please return the completed form to the convention office by Friday, 3 December, along with the registration fee: \$45 a day for the first child and \$15 a day for

each additional child; for graduate students, \$25 a day for the first child and \$15 a day for each additional child. The pre-registration process will ensure the appropriate child-to-caregiver ratio.

KiddieCorp has the right to refuse child care to children who are seriously ill and to refuse on-site child care registrations if accepting additional children would adversely affect the quality of child care. A morning snack and an afternoon snack will be provided. Lunch will also be provided for children who are in child care at lunchtime. Parents must indicate each morning whether their children will need lunch, so that the staff can order the appropriate amount of food. Parents should inform the staff of any special dietary needs. □

CONVENTION

Travel Assistance for Advanced Graduate Students

The Executive Council has voted to allot funds to provide partial travel reimbursement of \$200 to advanced graduate students who are members of the MLA by 30 June 2004 and will travel to the 2004 convention in order to attend preconvention workshops, sessions in their areas of scholarly interest, meetings with job counselors, or interviews. The council is particularly concerned with helping students who have no support for convention attendance from their institutions or other sources and who incur substantial costs for travel to and from the convention. Funds are available to cover awards for up to 150 students; if more apply, recipients will be selected in a random manner.

Letters of application must reach the MLA by 1 November 2004, by mail to the MLA Travel Assistance Program, 26 Broadway, 3rd floor, New York, NY 10004-1789, or by fax at 646 835-4067. Further information is available on the MLA Web site (www.mla.org). Fax transmissions may be used to meet the dead-

line, but they must be followed by signed letters. (Applications by e-mail will not be accepted.) Each letter should include a brief statement by the student stipulating that he or she has no external support for travel to the convention, together with a statement on university letterhead signed by the student's dissertation director or department chair confirming that the student is enrolled in a doctoral program at the signer's institution and has met all requirements for the PhD except the dissertation.

Since 1997, the Executive Council has invited MLA members to donate money to a professional education assistance fund that will provide ongoing support for these travel reimbursements. A space on the membership renewal form allows members to indicate that they have added to their dues payments a tax-deductible contribution to the fund. Advanced graduate students who have paid dues for the 2005 calendar year will be eligible to apply for travel reimbursements in 2005. □

CONVENTION

Using the MLA Job Information Center

The Job Information Center will be located in Ballroom A of the Pennsylvania Convention Center. The center includes a sign-in and interview information area, an interview area, and a message center.

All candidates, departmental representatives, and interviewers who wish to use the facilities of the Job Information Center must be registered for the convention.

The center, which is designed to assist job candidates and interviewers in both English and foreign languages, will provide the following services:

1. Sign-In Desk. The MLA will maintain a database of information about the location of interviews that departments have scheduled. Departmental representatives who plan to hold job interviews during the convention, whether in their hotel rooms or in the interview area of the Job Information Center, should sign in so that candidates with whom they have set up interviews will be able to locate them. Although an interviewer's name may appear in "Who's Where," for security reasons hotel switchboards will not give out guests' room numbers—and are in any case extremely busy. A brief stop at the sign-in desk by a thoughtful interviewer can save much confusion and worry for candidates.

The sign-in desk will be open on 27 December from 10:00 a.m. to 8:00 p.m., on 28 December from 8:00 a.m. to 8:00 p.m., on 29 December from 9:00 a.m. to 6:00 p.m., and on 30 December from 9:00 a.m. to 12:00 noon.

Interviewers should give, and candidates should ask for, as many specifics as possible at the time when an interview is being arranged. Candidates should be informed

- whether the interview will take place in the interview area or a hotel room
- what hotel the room will be in
- what name the room will be registered under
- the day, date, and hour when the interview will take place

Interviewers need to remember that a hotel switchboard will be able to connect candidates with them only if the person the candidate asks to be connected with is the person in whose name the hotel room is registered. Candidates may be unable to locate an interviewer if told no more than, for instance, "We'll be in the Marriott."

The interview committee should let candidates know whether it will be checking in with the Job Information Center or whether candidates should call the switchboard of the committee's hotel to find out its room number. Unless a committee checks in with the Job Information Center, the center will not know where it is interviewing.

The center opens at 12:00 noon on 27 December to provide candidates information on interview locations; it will not be able to give location information to candidates for any interviews scheduled before that time.

2. Interview Area. For the convenience of departmental representatives and candidates, the Job Information Center includes an interview area for both English and foreign languages. Departments that wish to use the interview area should schedule interviews with candidates before the convention whenever possible. Interviews may be scheduled on-site by leaving messages at the message center, although departments should be aware that communication during the convention can be difficult. Tables in the interview area will be assigned to departmental representatives on a first-come, first-served basis. The hours for the interview area are from 12:00 noon to 8:00 p.m. on 27 December, from 8:00 a.m. to 8:00 p.m. on 28 December, from 9:00 a.m. to 6:00 p.m. on 29 December, and from 9:00 a.m. to 12:00 noon on 30 December.

CONVENTION

2004 Convention Invitation

The invitation to the 2004 MLA Annual Convention in Philadelphia was mailed to members during the first week of September; it includes complete information about convention hotels, travel arrangements, and preregistering at member rates. A priority mailing of the convention preregistration packet was sent the last week of August to department chairs whose departments were members of ADE or ADFL by 30 June 2004. Once the mailing has gone out to the entire membership in September, suites will be assigned on a first-come, first-served basis. Members can register for the convention and make hotel and airline travel arrangements through the MLA's Web site (www.mla.org). Members cannot reserve suites (except at the Embassy Suites Hotel) or book Amtrak tickets through the Web site.

Interview committees using the interview area should not arrange interviews outside the scheduled hours. Candidates who know that their interviews will take place in the interview area can go there directly to find the right table number without stopping at the interview location desk. Staff members will be on duty in the area to assist interviewers and candidates.

Interviewers and candidates who use the area must be registered for the convention and display a registration badge to enter.

3. Counseling Service. The Job Information Center counseling service affords job seekers the opportunity to discuss individual employment problems with experienced departmental administrators. While counselors cannot help candidates obtain interviews, they can offer concrete advice on such matters as the appropriate content and presentation of vitae and letters of application, the kinds of institutions to which candidates might most profitably apply, and realistic approaches to job interviews. Counselors will be on hand to speak with interested candidates during selected hours from 10:15 a.m. to 5:15 p.m. on 28 and 29 December. Appointments can be arranged through the staff member on duty. Each counselee should bring a sample cover letter and vita.

4. Vacancy Notices. A list of openings received too late to be included in the print version of the December *Job Information List* will be posted in the center. Detailed descriptions of any last-minute vacancies may be submitted to the MLA staff in the center for posting. On request, the MLA staff will collect vitae for departments that plan to conduct interviews at the convention for such positions.

5. Message Center. Open from 12:00 noon to 8:00 p.m. on 27 December, from 9:00 a.m. to 8:00 p.m. on 28 December, from 9:00 a.m. to 6:00 p.m. on 29 December, and from 9:00 a.m. to 12:00 noon on 30 December, the message center will help candidates and interviewers who have corresponded before the convention arrange specific interview times and places. The message center will not be useful to those who leave messages at random for persons with whom they have had no earlier contact and who may not even be at the convention. Such messages are rarely picked up.

While every effort will be made to assist participants at the Job Information Center, it should be stressed that the MLA does not have the facilities to introduce candidates and interviewers who have not corresponded before the convention. Job candidates who do not have prearranged interviews should not attend for the sole purpose of seeking employment.

Before attending the convention, candidates and interviewers should review the guidelines for job seekers and hiring departments in the *JIL* section of the MLA's Web site. □

CONVENTION

Calls for Papers for 2005 Convention in Washington

The 2005 convention will be held in Washington. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2004 *PMLA* (pp. 694–700), before writing to the organizers listed below. If not provided, organizers' addresses are in the September 2004 *PMLA* and available on the MLA Web site to MLA members. All participants in convention sessions must be MLA members by 7 April 2005. Organizers are responsible for responding to all inquiries. A member may participate as speaker or respondent only twice (e.g., by organizing and chairing a meeting, reading a paper, or serving as a speaker, panelist, or respondent in one or two sessions) at a single convention.

Calls for papers are limited to thirty-five words, including the session title but not the name or address of the organizer.

Groups that announce two or more calls for papers with the same contact person list the contact person only once.

Divisions

Interdisciplinary Approaches

CHILDREN'S LITERATURE

"Adulterated" Children's Literature: Adult Uses and Misuses of Children's Texts. Children's books are used by adults for political, educational, satirical, emotional, and other purposes. How and why have children's books been appropriated by and for adults? 2-page abstracts by 15 Mar.; June Cummins (jcummins@mail.sdsu.edu).

City Sites and Children's Literature. Cities and their suburbs play important roles in children's literature, signifying safety, danger, isolation, community, corruption, emancipation, etc. 250–500-word abstracts on how such spaces function, by 15 Mar.; Jackie Stallcup (jackie.stallcup@csun.edu).

Stillborn Attempts at a Serious Tradition of Children's Poetry. Ciardi, Graves, Roethke, and Wilbur published fine collections for children in the mid-20th century. Their embryonic attempts died, overwhelmed by the comic and cute. Why? Abstracts by 15 Mar.; Lissa Paul, 133 Walmer Road, Toronto, ON M5R2X8, Canada (lpaul@unb.ca).

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Consuming Women. Women as consumers and as the consumed; gendered economies, cultures, ideologies, theorizations of consumption and consumerism in literature and other discourses. Abstracts by 1 Mar.; Elaine Chang (echang@uoguelph.ca).

Dykes to Watch Out For. Explorations of lesbian-initiated trends in representation, theory, history, performance, and textual practice and their interactions with popular culture, queer studies, feminism, and politics. Abstracts by 1 Mar.; Susan S. Lanser (lanser@brandeis.edu).

Postmillennial Minefields: Feminist Literary Criticism since Kolodny's "Dancing through the Minefield." What has feminist literary criticism accomplished because of and since Kolodny's essay? How should feminists navigate today's critical minefields? Abstracts by 1 Mar.; Judith Kegan Gardiner (gardiner@uic.edu).

Special Sessions

These proposed topics for special sessions at the convention have not been approved; the announcements are intended to bring potential organizers and panelists together before organizers send in their final proposals. Organizers and panelists should note the 7 April deadline for membership and the 1 April deadline for submission of final proposals.

American Realism and American Citizenship. American realism (c. 1870–1920) and the social, cultural, or political circumstances of citizenship. Possible topics: Americanization, assimilation, tradition, naturalization, emancipation, disenfranchisement, segregation. 300-word abstracts by 1 Mar.; Jeffrey W. Miller (jmiller@utm.edu).

Being in Narrative: The Historical Tradition of Caribbean Literature. For Caribbean peoples, literature serves as historical record alongside traditional histories. Seeking submissions that address the relations among Caribbean literary aesthetics, identity, and ontology. 1-page abstracts by 1 Mar.; Shona N. Jackson (nkolas@stanford.edu).

The Function of Criticism in Modern Spanish Literature. Critical treatments of the role of criticism in Spanish literature and culture from the 18th century to the Restoration (1874–1931). 1-page abstracts by 15 Mar.; Iñigo Sánchez-Llama (sanchezl@purdue.edu).

Allied and Affiliate Organizations

ASSOCIATION FOR BUSINESS COMMUNICATION

Professional Communication: Looking Back, Looking Forward. Papers on any aspect of business, technical, or other professional communication, especially ethical issues, the impact of technology, and challenges of globalization. 1–2-page abstracts by 1 Mar.; Daphne Jameson (daj2@cornell.edu).

Deadline for Audiovisual Requests

All requests for audiovisual equipment must be made by the chair of the session by **1 April**. Requests must be received by mail or by fax by 5:00 p.m. on this date. Because the need for audiovisual equipment is a major factor in the scheduling of meetings (and because the movement of equipment is both costly and hazardous), the deadline is firm. Participants who plan to use audiovisual equipment should check with the chair of the session or with the MLA convention office to be sure that the necessary equipment has been ordered by 1 April.

ASSOCIATION FOR THE STUDY OF LITERATURE AND THE ENVIRONMENT

Considering Shephard Kretch's *The Ecological Indian*. 250–300-word abstracts are invited that address issues presented by Kretch in *The Ecological Indian*.

Ecocritical Views of Pre-1800 Literature. 250–300-word abstracts are invited that use ecocritical approaches to non-US literature written before 1800. Submit by 1 Feb.; Barbara Cook (barbara.cook@eku.edu).

CHILDREN'S LITERATURE ASSOCIATION

Cartooning Life? Graphic Novels and Young Adult Literature. Examining connections between printed cartoons and graphic novels as well as the graphic novel as a form of YA literature. Send abstracts or papers by 1 Mar.; Tammy Mielke (t.mielke@worc.ac.uk).

Children's Literature and Modernism. The role of children's literature in modernist literature or during the modernist period, 1890–1945. Possible authors or illustrators include Hughes, Cullen, HD, Woolf, Joyce, Stein, Baum, and Rackham. Abstracts by 1 Mar.; Karin Westman (westmank@ksu.edu).

LANGSTON HUGHES SOCIETY

Langston Hughes: Writer without Borders. Papers that treat Hughes as part of a global conversation: ideology, aesthetics, economics, color, class, and sex [language and translation]. 1-page abstracts (e-mail submission preferred) and biographical statements by 7 Mar.; Dolan Hubbard (dolan.hubbard@att.net).

MARLOWE SOCIETY OF AMERICA

Open-Topic Session. Papers welcome on any aspect of Marlowe studies. Detailed abstracts or 15-min. papers (e-mail attachment or hard copy) by 1 Mar.; Bruce E. Brandt, Marlowe Soc. of America, English Dept., Box 504, South Dakota State Univ., Brookings 57007-1397 (bruce.brandt@sdstate.edu). □

New Director of Foreign Language Programs and of ADFL

Nelly Furman is the new director of the MLA's office of foreign language programs and of the Association of Departments of Foreign Languages. A professor of French, she comes to the MLA from the Department of Romance Studies at Cornell University.

Furman did her undergraduate work at City College, City University of New York; completed her MA at Middlebury College; and earned her PhD at Columbia University. During her tenure at Cornell she served as department chair and director of women's studies and specialized in and taught nineteenth- and twentieth-century French literature and women's studies. In the last few years she has acted as associate director of the summer French Cultural Institute at Dartmouth College, a program that supplements the academic studies of graduate students from over twenty-five institutions of higher learning by focusing on professional issues that they will encounter when they enter the field. Her research interests include French prose fiction; textual and psychoanalytical criticism; the development of the press; feminist literary criticism; and gender, sexuality, and ethnicity issues. Furman has published *La Revue des deux mondes et le romantisme (1831-1848)*, has edited (with Sally McConnell-Ginet and Ruth Borker) *Women and Language in Literature and Society*, and is preparing a book-length study of the figure of Carmen. In 2001 she was named Chevalière dans l'ordre des Palmes académiques by the Ministre de l'éducation nationale de la République Française.

In her MLA position, Furman will initiate, develop, and coordinate new and continuing foreign language programs; edit the *ADFL Bulletin*; organize annual ADFL Summer Seminars; codirect the MLA's Job Information Service; and work closely with other organizations and with college and university foreign language departments on issues affecting the study and teaching of foreign languages. □



Nelly Furman

CONVENTION

ADE- and ADFL-Sponsored Sessions for Job Candidates and Interviewers

ADE and ADFL will sponsor several sessions at the MLA convention to help job candidates and interviewers with interview protocols and job search procedures. ADE and ADFL also provide an individual job counseling service in the interview area of the Job Information Center. Department chairs will offer their experience and expertise in 25-minute one-on-one counseling sessions on 28 and 29 December. Job candidates who take advantage of the counseling service should bring a copy of an application letter and c.v.

ADE-sponsored convention sessions for job candidates. "A Preconvention Workshop for Job Seekers: The Job Search in English" will provide job candidates an opportunity to hear experienced department chairs from three different types of institutions describe how their departments approach interviewing and reaching decisions about who should receive the offer of a faculty position. Speaking are K. Wendy Moffat (Dickinson Coll.), David E. Laurence (MLA), Dolan Hubbard (Morgan State Univ.), and Peter W. Travis (Dartmouth Coll.). "The Job I Got: Recently Hired PhDs Talk about Their Experiences" will feature reflections of two recent PhDs about the tenure-track positions they successfully sought. Speaking are Shawn A. Christian (Wheaton Coll., MA) and Catherine Ann Swender (Michigan State Univ.). "Career Opportunities in Two-Year Colleges" will provide information about the specific needs of and job opportunities at two-year colleges. Speaking are Robert Barshay (Prince George's Community Coll., MD) and Frederick De Naples (Bronx Community Coll., City Univ. of New York).

ADFL-sponsored convention sessions for job candidates. "A Preconvention Workshop for Job Seekers: The Job Search in Foreign Languages" will offer job candidates and interviewers opportunities to participate in a roundtable discussion of interviewing and hiring practices led by experienced department chairs who serve on the ADFL Executive Committee. Participating will be Nelly Furman (MLA), Dennis Looney (Univ. of Pittsburgh, Pittsburgh), Jenifer K. Ward (Gustavus Adolphus Coll.), and Julie Candler Hayes (Univ. of Richmond). In a second session, "A Mock Interview for Job Seekers in Foreign Languages," recently successful candidates will be publicly interviewed by department chairs; discussion will focus on what went right and wrong, what the interviewers were expecting or looking for, and how the interviewee might improve his or her performance. Participating will be Ingeborg Christina Walther (Duke Univ.) and Malcolm Alan Compitello (Univ. of Arizona).

ADE and ADFL jointly sponsor "A Preconvention Workshop for Members of Search Committees," which will provide members of departmental search committees an opportunity to discuss the hiring process, including writing advertisements, reading vitae and dossiers, interviewing at the MLA convention and on campus, and negotiating job offers. Discussion leaders will be David J. Bartholomae (Univ. of Pittsburgh, Pittsburgh), Malcolm Alan Compitello (Univ. of Arizona), and Robin R. Warhol (Univ. of Vermont). □

PMLA

PMLA Special Topic: Cities

PMLA is soliciting manuscripts for a special topic, to be published in the January 2007 issue. The subtopics listed below are provided by way of example and suggestion only.

Cities. PMLA invites essays on urban literature and culture and on the urban imaginary in any historical period and place. Are there specifically urban literary and cultural forms, and if so, how have they evolved through different historical incarnations of metropolitan culture? Are there characteristic forms of urban sociability? What is the relation between the scale of the city and the scale of the nation? Interdisciplinary and comparative approaches drawing on art and architecture, cultural geography, economics, history, politics, and sociology are encouraged, as are studies of migration, of shifting populations within the city, and of ancient, modern, and postmodern urban formations. Is the global city a postmodern invention or a culmination of older urban forms? Have global cities produced new urban metaphors, new literary genres, new media? What other paradigms of the city do we need to invent to understand the relation between literature and urban and posturban spaces across time and space?

The coordinator of the special topic is Patricia Yaeger (Univ. of Michigan, Ann Arbor). The deadline for submissions is 15 March 2005. Manuscripts should be submitted to the Managing Editor, PMLA, Modern Language Association, 26 Broadway, 3rd floor, New York, NY 10004-1789. Submissions to PMLA must meet the requirements given in the statement of editorial policy, available online and printed in the January, March, May, and October issues of PMLA. □

PMLA

Electronic PMLA

Current issues of PMLA are available to library subscribers in a searchable format through Ingenta. For the remainder of the calendar year, free trial subscriptions are available to libraries that subscribe to Ingenta. For more information, write or call Cindy Girone at the MLA office (646 576-5155; subscrip@mla.org). In addition, a historical archive of PMLA articles is available to JSTOR subscribers.

Two special features, a directory of current members (updated daily) and a searchable list of convention sessions (online beginning in November), will be available at the MLA Web site to members only. □

BOOK NEWS

Call for Contributions and Ideas for Options for Teaching Volume

For the MLA's Options for Teaching series, the Publications Committee has approved development of the volume *Teaching French Women Writers of the Seventeenth and Eighteenth Centuries*. The book's editor, Faith E. Beasley, seeks contributions and ideas for practical and theoretical essays on specific women writers of these centuries as well as on methods of incorporating these writers into general courses on history, literature, philosophy, and gender studies. Particular emphasis will be placed on how the inclusion of French women writers in the study of these centuries changes not only our view of the period but also the very questions we ask as scholars and teachers. Interdisciplinary approaches are especially welcome. The volume will include sections on cultural contexts (e.g., salons, women and religion, women as historical agents and writers, development of a literary public, education); gender and genres, that is, women's use of specific genres and their development of new ones (e.g., novels, memoirs, letters, theater, devotional texts, philosophical treatises, fairy tales); and a section on teaching selected authors (e.g., Gournay, Scudéry, Lafayette, Bernard, d'Aulnoy, Sablé, Montpensier, Lambert, Charrière, Graffigny, Tencin, Genlis, Riccoboni). The editor also seeks contributions on specific relationships between women writers (e.g., Lafayette and Graffigny) and on pairings with canonical male writers (e.g., Gournay and Montaigne, Graffigny and Montesquieu, Villedieu and Molière). Of particular interest are ways to teach these women's texts in a variety of contexts. Collaborative authorship across traditional disciplinary and chronological boundaries is also encouraged. Please send ideas, inquiries, suggestions for contributors, essay proposals (250–500 words in length), and vitae by 1 December 2004 to faith.beasley@dartmouth.edu. Submissions may also be mailed to Faith Beasley, Dept. of French and Italian, Dartmouth Coll., Hanover, NH 03755. □

BOOK NEWS

Call for Essay Proposals for Options for Teaching Volume

For the MLA's Options for Teaching series, the Publications Committee has approved development of the volume *Teaching the African Novel*, edited by Gaurav Desai. As currently projected, the volume will be structured in three main sections, the first devoted to theoretical approaches (e.g., Afrocentric, feminist/womanist, theories of orature), the second to thematic concerns (e.g., political resistance, nationalism, multiculturalism), and the third to a variety of course and institutional contexts in which the novels are taught (e.g., seminar course, foreign language course, women's studies course, historically black colleges). The volume will also include a section on resources that may be helpful to teachers of African novels. One-page abstracts are invited by 1 December 2004, although the editor strongly encourages potential contributors to contact him well in advance of the deadline at gaurav@tulane.edu. Submissions may also be mailed to Gaurav Desai, Dept. of English, Tulane Univ., New Orleans, LA 70118. □

BOOK NEWS

Call for Contributions in Approaches Series

For the series Approaches to Teaching World Literature, the Publications Committee has approved development of four new titles in Arabic, French, Spanish, and British literature.

- Bonnie D. Irwin, ed., *Approaches to Teaching the One Thousand and One Nights*
- Andrea Tarnowski, ed., *Approaches to Teaching the Works of Christine de Pizan*
- Santa Arias and Eyda M. Merediz, eds., *Approaches to Teaching the Writings of Bartolomé de las Casas*
- Evan Gottlieb and Ian Duncan, eds., *Approaches to Teaching Scott's Waverley Novels*

If you wish to contribute to any of these volumes, please send your name and mailing address to Jeremy George at the MLA office by 15 November 2004 (jgeorge@mla.org; fax: 646 458-0030). □

BOOK NEWS

Call for Essays on Teaching Languages and Literature Online

At the urging of the Committee on Information Technology, Ian Lancashire is planning to develop a book of essays on teaching languages and literature online. As currently projected, the volume will be structured in four main sections, the first devoted to issues and methods, the second to technologies, the third to case studies, and the fourth to resources. Please send one-page essay proposals by 1 December 2004 to Ian Lancashire at ian.lancashire@utoronto.ca □

BOOK NEWS

Enhanced CD Available for Disability Studies: Enabling the Humanities

The MLA has just released a second printing of *Disability Studies*. This printing includes new file formats on the accompanying CD:

- ASCII (.txt files), modified for optimal use on text-to-speech readers
- Braille (.brf files), for users with Braille utility software and hardware
- DAISY 2.02 compliant Digital Talking Book (DTB). The DAISY format is the basis for the United States Department of Education's voluntary National Instructional Materials Accessibility Standard, which is designed to help publishers make textbooks available to students and teachers in a more timely and consistent manner, improving academic results for students with disabilities.
- Images appropriate for enlarging (.tif files)

The first printing of *Disability Studies* included CDs with ASCII files (intended for text-to-speech readers) and XML files (intended for persons who need to read and hear content at the same time). Feedback from users led to changes in both sets of files. Anyone who purchased the first printing can request a new CD by writing, calling, or e-mailing the customer services office (646 576-5161; bookorders@mla.org). □



The Publications Committee met on 15 April 2004. Standing (left to right): Dennis Tedlock, Lynn Enterline, Amy K. Kaminsky, Timothy Reiss, and Jeannine Blackwell. Seated (left to right): Susan Wells, Cristanne Miller, and Sandy Petrey.

BOOK NEWS

Three New MLA Titles Published

The MLA will publish three new titles in fall 2004. *Modern French Literary Studies in the Classroom: Pedagogical Strategies*, edited by Charles J. Stivale, investigates how teaching practices can address the changing status of literature in the French classroom. Contributors consider questions about the scope of French studies, the validity of the canon, and the viability of interdisciplinary studies to rethink the teaching of literature. The volume is 400 pages; it costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

Two new volumes in the MLA series Texts and Translations will be released in October. In *The Story of the Marquise-Marquis de Banneville*, the beautiful Marquise de Banneville meets a handsome marquis, and they fall in love. But the young woman is actually a young man (brought up as a girl and completely in the dark about her—or his—true sex), while the marquis is actually a young woman who likes to cross-dress. Will they live happily ever after? In the introduction, editor Joan DeJean presents the fascinating puzzle of authorship of this lighthearted gender-bending tale written in late-seventeenth-century France. The English volume of the novel was translated by Steven F. Rendall. Both the French text and English translation are 60 pages and cost \$6.95 (MLA members \$5.56) in paperback.

Rachilde's *Monsieur Vénus: A Materialist Novel*, edited by Melanie Hawthorne and Liz Constable and translated by Melanie Hawthorne, will also be released in October. A writer and cultural arbiter of a salon in France from the early 1880s until 1930, Rachilde (Marguerite Eymery) won celebrity with this scandalously decadent novel. An inversion of the Pygmalion story, the book was judged to be pornographic, and a Belgian court sentenced its author (in absentia) to two years in prison. Verlaine congratulated Rachilde on the invention of a new vice. Both the French text and English translation are 160 pages and cost \$9.95 (MLA members \$7.96) in paperback.

To purchase these or other MLA publications, please call customer services (646 576-5161), fax your order (646 576-5160), or place your order through the MLA Web site at www.mla.org. The MLA accepts Visa, MasterCard, and American Express. □

GRANTS AND PRIZES

MLA Award for Lifetime Scholarly Achievement

The MLA invites members to nominate individuals for the MLA Award for Lifetime Scholarly Achievement. This triennial award, which honors the lifetime scholarly achievement of a distinguished member of the association, was first presented in 1996 to Maynard Mack of Yale University. In 1999 the award went to Carolyn Heilburn of Columbia University, and in 2002 A. LaVonne Brown Ruoff of the University of Illinois, Chicago, was the recipient. The award will next be presented at the 2005 MLA convention. For details on nomination procedures, please consult the September (Directory) issue of *PMLA* or contact the Coordinator of Book Prizes at 646 576-5141 or awards@mmla.org. The deadline for submitting nominations is 31 January 2005. □

GRANTS AND PRIZES

Phyllis Franklin Award for Public Advocacy of the Humanities

In 2000 the Executive Council approved the establishment of the Phyllis Franklin Award for Public Advocacy of the Humanities to recognize Franklin's long and distinguished service to the humanities as executive director of the Modern Language Association. The first award was presented to Senator Edward M. Kennedy in a ceremony at the Russell Senate Office Building in November 2003.

Nominations are currently being received for the second award, which again will honor an individual who has fostered public support for the humanities through speaking, writing, policy making, or other activities. The prize is open to academics and to public figures outside the field and the academy, such as politicians, corporate leaders, foundation heads, journalists, educational administrators, and individuals from the world of arts and entertainment.

The officers of the MLA will review nominees for the award and will recommend names for consideration by the Executive Council. All suggestions, endorsements, and solicitations of comments on persons proposed for the award will be strictly confidential; the prize will be presented at the annual convention if possible. Letters of nomination should include the full name and mailing address of the nominee; a list of the candidate's major works, accomplishments, and publications if applicable; a statement of three hundred words or less commenting on the candidate's achievements; and three letters of support. Letters should be addressed to the president of the MLA and must arrive at the headquarters office by 31 January 2005. □

GRANTS AND PRIZES

Competition Open for MLA Book Awards

The MLA Committee on Honors and Awards invites authors and editors to compete for the association's twenty-three publication prizes. Six prizes that are awarded only in odd-numbered years will be presented at the 2005 convention: the Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures, the Aldo and Jeanne Scaglione Prize for Italian Studies, the Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature, the Morton N. Cohen Award for a Distinguished Edition of Letters, the MLA Prize for a Distinguished Scholarly Edition, and the Lois Roth Award for a translation of a literary work.

Prizes awarded annually by the MLA are the James Russell Lowell Prize for an outstanding book by a member of the association; the MLA Prize for a First Book; the MLA Prize for Independent Scholars, awarded for a distinguished scholarly book on language or literature; the Kenneth W. Mildener Prize for an outstanding work in the fields of language, culture, literacy, or literature with strong application to the teaching of languages other than English; the Mina P. Shaughnessy Prize for an outstanding work in the fields of language, culture, literacy, or literature with strong application to the teaching of English; the Katherine Singer Kovacs Prize for an outstanding book published in English in the field of Latin American and Spanish literatures and cultures; the Aldo and Jeanne Scaglione Prize for Comparative Literary Studies; the Aldo and Jeanne Scaglione Prize for French and Francophone Studies; the Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies; the William Sanders Scarborough Prize for an outstanding scholarly study of black American literature or culture; and the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies. A work published in 2004 may compete for one of the

annual prizes that will be presented in 2005 if it meets the specific eligibility requirements for the prize. The deadline for entries for the 2004 James Russell Lowell Prize is 1 March 2005; for the First Book Prize it is 1 April; for the Scaglione Publication Award it is 1 August; for all other MLA awards it is 1 May.

Five prizes that are awarded only in even-numbered years will be presented at the 2006 convention: the Fenia and Yaakov Leviant Memorial Prize, the MLA Prize for a Distinguished Bibliography, the Aldo and Jeanne Scaglione Prize for Studies in Germanic Languages and Literatures, the Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work, and the Howard R. Marraro Prize. Biennial prizes are open to books or editions published in either of the two calendar years preceding the year in which the prize is presented, except for the prizes for Italian studies (the Scaglione Prize for Italian Studies and the Howard R. Marraro Prize) and the prizes for literary translation (the Scaglione Prize for a Translation of a Literary Work and the Lois Roth Award), for which works must have been published in the year prior to the year in which they are presented.

Only members of the association may compete for the MLA Prize for a First Book, the Lowell prize, the Marraro prize, the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies, and the Scaglione prizes for comparative literary studies, French and Francophone studies, Italian studies, studies in Germanic languages and literatures, and the Scaglione Publication Award for a Manuscript in Italian Literary Studies. Authors who are not members may compete if they join the association before the deadline. For detailed information about eligibility and the number of copies required to compete for any MLA prize, please call or write the Office of Special Projects (646 576-5141; awards@mmla.org). □

The MLA Language Map

The MLA Language Map, an interactive tool that displays detailed information about home language use on the basis of data from the United States 2000 Census, was launched at the MLA Web site on 16 June. Respondents to the 2000 Census long form were asked if residents of their household spoke a language other than English at home. Those who responded in the affirmative were asked to name their language and to indicate how well they spoke English. The MLA Language Map uses colors to display numbers of speakers of the top thirty languages spoken at home in the United States at county and zip-code levels. A visitor to the map selects a language and then specifies a state or zooms in on the national map to view a region or an area of almost any size. Maps can also be viewed in pairs, to allow comparison among languages in states and places. Visitors might view, for example, the numbers of speakers of French in counties in Maine alongside the numbers of speakers of English in counties in Maine or might compare speakers of Korean and Chinese in zip codes and boroughs in New York. The site also offers a data center, which provides information about numbers of speakers of the top thirty languages and numbers of speakers of less commonly spoken languages combined in ten language groups designated by the Census Bureau. Tabular data in the data center describes the numbers of speakers of each language or language group by state, county, city, town, or zip code. Numbers of speakers can also be broken down into two age groups, 5-17 and 18 and older. Users can request pie charts that illustrate the percentage of speakers of the top ten languages other than English in each of the 50 states and tables that rank the 50 states according to numbers of speakers for each of the languages or language groups.

Using the language map, a visitor might find answers to the following questions:

- Where in the United States is Arabic (or French or Tagalog) spoken at home, and how are the communities of speakers of that language distributed in relation to one another?
- Where does one find the largest numbers of speakers of Armenian (or Laotian or Yiddish), and how many speakers are there?
- How many people speak Russian (or Spanish or Vietnamese) at home in my state (or county, city, town, or zip code), and how many of those speakers are under 18?
- What languages are spoken (and by how many people) in my state (or county, city, town, or zip code)?
- Do speakers of Korean (or Hungarian or Persian) settle in the same areas as speakers of Chinese (or Portuguese or Thai)?

The MLA Language Map includes answers to frequently asked questions and a tutorial to familiarize the user with map navigation tools and data center functions and to demonstrate the kinds of searches the site allows. There are also links to publications and the interactive sites of the US Census, the Migration Policy Institute, and Ethnologue, which allows the user to find out general information about over 6,000 languages.

More than 200 newspapers carried articles about the MLA Language Map in the days following the launch of the site. Five radio stations, among them National Public Radio and the Voice of America, and two television channels, CNN en Español and RTN, a Russian language cable TV channel, also took note of the launching. Since the map was made available to the public, over 35,000 visitors have created more than 150,000 maps at the site, each user creating an average of 4.5 maps during a single visit.

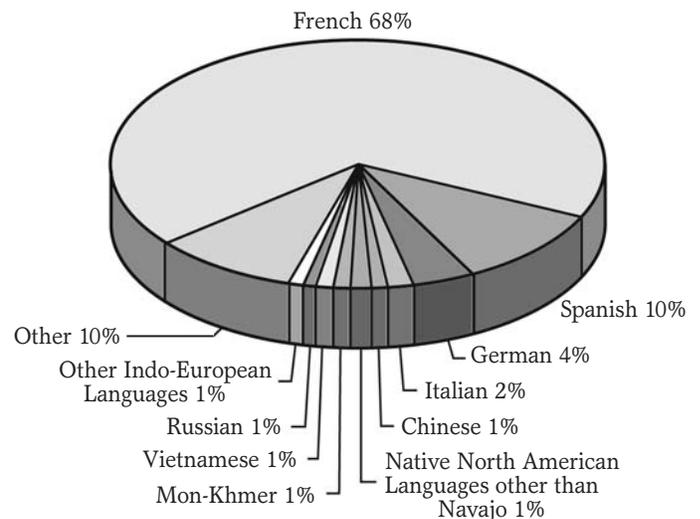
Visitors to the site from outside the language and literature community have reported uses for the language map that its de-

signers did not originally imagine. A representative of a federal agency told us of using the map in research for a project on disability benefits for citizens who are not native speakers of English, and a state public health agency used the map in developing an HIV/AIDS education project. A regional disaster-preparedness planner has used the map to determine the need for translators for medical facilities, and an international firm has used the site to make decisions in a marketing campaign.

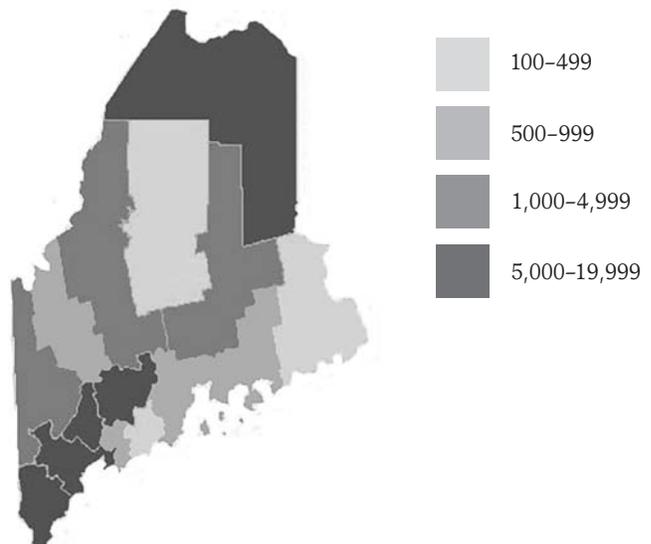
Plans are currently under way to add to the MLA Language Map census data from before 2000, as well as data on ability to speak English and on numbers of speakers of the additional 300 languages named in the 2000 Census. □

Languages Spoken in Maine

English is spoken at home by 92.21% of people over 5 years old in Maine. Languages other than English are spoken at home by 7.79%. Speakers of languages other than English are divided up as follows.



Numbers of French Speakers in Maine by County



COMMITTEES

MLA Committee Meetings, October 2004–May 2005

The following schedule of MLA committee meetings is current as of 24 August 2004. Members wishing to bring issues to the attention of a committee may write to the committee chair listed in the September 2004 *PMLA* (669–79) or address letters to the executive director's office.

OCTOBER

- 30 Sept.–1 Oct. Advisory Committee on the *MLA International Bibliography*
30 Sept.–1 Oct. Committee on Information Technology
7–8 ADE Ad Hoc Committee
7–8 *PMLA* Editorial Board
14–15 Committee on the Status of Women in the Profession
21–22 Committee on Academic Freedom and Professional Rights and Responsibilities
27–29 Delegate Assembly Organizing Committee
29–30 Executive Council

NOVEMBER

- 4–5 Publications Committee
11–12 Committee on Community Colleges
18–19 Ad Hoc Committee on MLA Style

JANUARY

- 14 Radio Committee
27–28 Elections Committee
28 Committee on the New Variorum Edition of Shakespeare

FEBRUARY

- 3–4 *PMLA* Editorial Board
4 Nominating Committee
25–26 Executive Council

MARCH

- 4 Committee on Honors and Awards
4 Texts and Translations Series Editorial Board
10–11 ADFL Executive Committee
10–11 ADE Executive Committee
17–18 Committee on the Literatures of People of Color in the United States and Canada
17–18 Committee on the Status of Women in the Profession
21–22 Committee on the Status of Graduate Students in the Profession
31 Committee on Academic Freedom and Professional Rights and Responsibilities

APRIL

- 1 Committee on Academic Freedom and Professional Rights and Responsibilities
14–15 Publications Committee
15 Committee on Information Technology

MAY

- 2–3 Program Committee
5–6 *PMLA* Editorial Board
20–21 Executive Council

Letters on Members' Teaching Awards Sought

The president of the MLA, Robert Scholes, invites MLA members to write with information on teaching awards they have received during their careers. The letters should identify each citation and indicate where and when it was granted.

Please address the letters to the executive director at the MLA office (execdirector@mla.org). □

Honorary Members and Fellows

Members are invited to submit nominations for honorary members and fellows of the association. Honorary members are distinguished foreign scholars, and honorary fellows are distinguished men and women of any nationality. The current rosters of honorary members and fellows can be found on pages 757–58 of the September 2004 (Directory) issue of *PMLA*.

Members who would like to recommend honorary members and fellows should refer to the instructions in the Directory (p. 752) or to the MLA Web site under MLA Prizes and Awards. □

MLA Fund Subsidizes Dues

Permanent residents of soft-currency or developing nations who apply for membership in the MLA may apply to have their dues paid by the Good Neighbor Fund. Each applicant should enclose with the membership application a letter stating his or her annual salary and citing an authority for claiming that he or she resides in a soft-currency or developing nation. Applications are due by 30 April and are processed in the order received until funds are depleted. Individuals may receive assistance for no more than two years. On request, the fund will pay for airmail delivery of the Spring and Winter *MLA Newsletter* for members receiving assistance. Members should alert potential applicants to this notice. Address applications and inquiries to Annie Reiser (646 576-5141; areiser@mla.org). □

BIBLIOGRAPHY

Field Bibliographers Invited

The Advisory Committee on the *MLA International Bibliography* invites scholars and other professionals to serve as field bibliographers and graduate students to serve as assistant bibliographers. Both examine scholarly materials and send citations and indexing information to the MLA office. Service to the bibliography is performed under the supervision of MLA staff members, who provide extensive training in indexing practices. Some field bibliography fellowships are also available. See the Summer 2004 *MLA Newsletter* (2) for further details. Address inquiries to Bibliographical Information Services at the MLA headquarters office (bibliography@mla.org; 646 576-5053). □

Classified Advertisements

Address all advertisements to *MLA Newsletter*, MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789. Checks should be made payable to the Modern Language Association. The rate for advertisements is \$3 a word, with a ten-word minimum. Ads must be prepaid. Content and appearance of advertisements are subject to publisher's approval. The publisher does not solicit the items and cannot vouch for their reliability. Members should exercise reasonable judgment in responding to them.

MICROFILM COLLECTION FOR SALE: 1,822 original 35mm reels. Topic: Seventeenth/Eighteenth Century English Literature & Culture including Theology. Price and information upon request. Direct inquiries to: MICROGRAPHICS II, 3304 Keswick Rd., Keswick, VA. 22947. USA (434) 293-2526, Fax (434) 293-5347

D E A D L I N E S

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 2 November and 31 December. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2004 PMLA, pages 1093–113. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

NOVEMBER

- 10 American Council of Learned Societies
- 15 American Association of University Women Educational Foundation
- 15 Center for Advanced Judaic Studies, University of Pennsylvania
- 15 Center for Lesbian and Gay Studies of the City University of New York
- 15 Institute for Advanced Study, School of Historical Studies
- 15 Andrew W. Mellon Postdoctoral Fellowship at Wesleyan University's Center for the Humanities
- 15 Thurber House Residencies
- 30 Center for Advanced Holocaust Studies
- 30 Stanford Humanities Fellows

DECEMBER

- 1 American Classical League
- 1 American Philosophical Society
- 1 American Printing History Association
- 1 Bibliographical Society of America
- 1 Shelby Cullom Davis Center for Historical Studies, Princeton University
- 1 Dictionary Society of North America
- 1 John Simon Guggenheim Memorial Foundation Fellowships
- 1 Institute for Advanced Studies in the Humanities
- 1 William Morris Society in the United States
- 1 Schomburg Center for Research in Black Culture, the New York Public Library
- 1 Sex, Race, and Globalization Project at the University of Arizona
- 1 University of Utah Tanner Humanities Center
- 7 Andrew W. Mellon Fellowships in Humanistic Studies
- 13 Oregon State University Center for the Humanities
- 15 American Association of University Women Educational Foundation
- 15 Gladys Krieble Delmas Foundation Grants for Venetian Research
- 15 Huntington Library
- 15 Kosciuszko Foundation
- 19 Andrew W. Mellon Fellowships in Humanistic Studies
- 20 American Association of University Women Educational Foundation
- 31 American Institute for Yemeni Studies
- 31 University of California, Los Angeles, Fellowship Program in Ethnic Studies
- 31 Cushwa Center for the Study of American Catholicism

MLA Policy on Membership Mailing-List Rentals

From time to time the MLA rents mailing lists—of members, groups within the membership (e.g., divisions), and departmental administrators—to individuals and organizations wishing to reach scholars and teachers in the fields served by the association. The manager of the member and customer services department reviews the contents of mailings by prospective customers and approves only those that are relevant to teachers and scholars of modern languages and literatures; the rental of a list does not, however, imply endorsement of a product or of the sponsoring organization. Lists are frequently rented to announce calls for papers and forthcoming conferences and to promote new book titles and software products. Members who wish to be omitted from list-rental mailings should notify Allegra Millan, assistant manager, member and customer services office, in writing. □

U P C O M I N G M L A D E A D L I N E S

OCTOBER

- 15 Deadline for receipt of resolutions to be considered and voted on at the 2004 Delegate Assembly meeting (see MLA constitution, articles 9.C.10 and 11.C.3-5); deadline for receipt of motions to be placed on the agenda of the 2004 Delegate Assembly meeting (see Delegate Assembly bylaw 7)
- 15 Deadline for receipt of departmental administrators' job listings for the December 2004 *Job Information List*

NOVEMBER

- 1 Deadline for applications from advanced graduate students for partial reimbursement for travel to the 2004 convention

DECEMBER

- 1 Preregistration deadline for 2004 convention
- 10 Deadline for receipt of MLA election ballots (covering contests for second vice president, Executive Council, Delegate Assembly, and division executive committees)
- 10 Deadline for receipt of ballots covering ratification of 2003 Delegate Assembly actions
- 10 Deadline for receipt of 2004 convention addresses for "Who's Where"

JANUARY

- 5 Deadline for receipt of convention calls for papers for Spring 2005 *Newsletter*
- 14 Deadline for receipt of departmental administrators' job listings for the February 2005 *Job Information List*
- 31 Deadline for receipt of proposals for honorary members and fellows, the MLA Award for Lifetime Scholarly Achievement, and the Phyllis Franklin Award for Public Advocacy of the Humanities

MARCH

- 1 Deadline for submission of books competing for the 2005 James Russell Lowell Prize
- 4 Deadline for receipt of departmental administrators' job listings for the April 2005 *Job Information List*
- 15 Deadline for receipt of forum proposals for 2005 convention
- 15 Postmark deadline for submissions to *Profession 2005*
- 15 Deadline for submission of manuscripts for the PMLA special topic Cities

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