

A C L A N

AMERICAN COMPARATIVE LITERATURE ASSOCIATION NEWSLETTER

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MINUTES OF THE MEETING OF THE ADVISORY BOARD

McGill University, August 12, 1973

PRESENT: Brown, Frenz, Garber, Greene, Jost, Levin, Malone, Merivale

- I. Professor David Malone reported on the present status of organization of our forthcoming triennial meeting in Los Angeles, which will take place on April 4-6, 1974. There will be four symposia: Baroque, chaired by Professor Frank Warnke; Literature and Film, possibly with the subject "The Search for Ethnic Identity in Literature and Film" (Professor Malone will also arrange for the showing of a new film); Literature and the Social Sciences, chaired by Professor Henry Remak; a preview of the forthcoming volume on Symbolism in the ICLA Literary History, chaired by Professor Edith Kern. There will also be a session covering reports by various committee chairmen, with main emphasis on the new Constitution and By-Laws. This session will be chaired by Professor Francois Jost. Each symposium will have two invited speakers and two speakers whose papers will be chosen from those submitted to the chairmen of the symposia. A call for papers will go out shortly. Whenever possible the symposia will also have two informal discussants, chosen from among those submitting papers.
- II. The Advisory Board discussed the procedure for election of new officers. According to the present Constitution and By-Laws, the Advisory Board as a whole functions as a Nominating Committee. It was decided that a smaller Nominating Committee would be formed and that the membership would be solicited for suggestions on candidates for the Vice-Presidency and for the Advisory Board. Professors Frenz & Garber will be on this Committee, ex officio, and Professor Frenz appointed Professor Lilian Furst as Chairman. Two more names were to be selected later.
- III. The Board discussed the question of the relationship of ACLA to regional organizations, present and potential. It was agreed that the ACLA would encourage such organizations and give them whatever help is necessary.
- IV. Professor Frenz reported that the ICLA Bureau had voted to ask for a three dollar fee from each faculty member of the international organization, and would require no fee from student members. The Advisory Board approved the raise in fees to be sent by ACLA to ICLA.

Respectfully submitted by
Frederick Garber
Secretary-Treasurer, ACLA

MINUTES OF THE MEETING OF THE
AMERICAN COMPARATIVE LITERATURE ASSOCIATION

August 15, 1973, Université de Montréal

- I. The meeting began with a Eulogy on Bernard Weinberg, written and read by Haskell Block, Vice-President of the Association.
- II. Professor Garber reported on the current membership of the Association: 515 members, of whom 399 are faculty, 18 are emeritus, 95 are students and 3 are joint members with the Canadian C.L.A. Professor Garber requested all members of the Association to assist in the recruitment of student members. The ratio, now about four faculty to one student, is better than it has been, but more students are always welcome. He also announced the formation of a Nominating Committee for suggesting the names of the next Vice-President and members of the Advisory Board, the names to be voted on at the next Triennial meeting at Los Angeles in April, 1974. The committee members will be Professor Frenz and Garber, ex officio and Lilian Furst as Chairman. Nominations of additional members were received from the floor. Elected were Professors Edith Kern and Ulrich Weisstein.
- III. Brief progress reports were given by Professors Anna Balakian (Chairman of the Committee on the Job Market) and Pete Boerner (Chairman of the Committee to revise the Constitution and By-Laws). Full reports will be available by the April meeting. A copy of the suggested revisions of the Constitution and By-Laws will reach all members of the Association in sufficient time before the Triennial meeting. Professor Arthur Kunst, Chairman of the Committee on Translations, announced that his committee's final report was ready. Professor Garber advised that it will be made available to all members of the Association.
- IV. Professor David Malone of U.S.C. announced the plans and tentative program for the Triennial Meeting (See the report of the meeting of the A.C.L.A. Advisory Board, August 12, 1973, for details). Professor Malone announced that in about a month the membership will receive a call for papers.
- V. Professor Alex Gelley, U.C. Irvine, made the following motion, which was carried:

Resolved, that a committee for the ACLA Newsletter be established, with the editor of the Newsletter as an ex officio member. The Committee's functions shall be:

1. To determine what kinds of material are to be included in the Newsletter, how this is to be gathered, and other general matters of content and format.
2. To determine how frequently the Newsletter is to appear; and to submit budgetary requests related to its publication, whenever necessary, to the ACLA Executive.

3. To share responsibility for implementing the policies under 1 and 2 above.

Professor Gelley also made a motion, which was carried, that the Advisory Board reconsider the policy of the periodicals subscribed to by the Association, and that it report the results of the reconsideration at the spring meeting.

Respectfully submitted by
Frederick Garber
Secretary-Treasurer, ACLA

REPORT ON THE PLACE OF TRANSLATION IN COMPARATIVE LITERATURE

Submitted to the ACLA, July 1973*

I. Practical Assistance to Programs in Comparative Literature

A. Selected Bibliography of Sources in Translation

The best sources are threefold:

Eugene A. Nida, in Toward a Science of Translating (1964) and The Theory and Practice of Translation (1969) has the best cumulative list of books and articles.

The Russian periodical Masterstvo perevoda has the best running list of materials in languages not included in Nida. The UNESCO Index Translationum, of course, represents an attempt to list all translations, including literary ones.

The journal of the International Federation of Translators, Babel, has useful reviews, with an emphasis on practical tools and professional problems.

B. Readings for Students in Translation Theory

There are several anthologies of conference-type papers available which are intended for students of literature (e.g. Brower, On Translation, 1959, 1966; Arrowsmith and Shattuck, The Craft and Context of Translation, 1964). But experience shows that these are insufficient except for inspirational purposes, and the student preparing to translate or study the translation of literature will be more satisfied with bibliographies from two areas of scholarship: (1) linguistics and style, especially the group of recent books typified by S. Chatman, Literary

*Extra copies of this report are available from Frederick Garber, Secretary-Treasurer, ACLA, SUNY, Binghamton.

Style: A Symposium, 1971, and Enkvist, Spencer, and Gregory, Linguistics and Style, 1964; and (2) literary theory, typified by the encyclopedic material in Preminger, Encyclopedia of Poetry and Poetics, 1965, on the one hand, and by the latest and most precisely analytic of theories, whether they be Russian formalist, French structuralist, American new critical, or merely philological. For it seems that a course in translation quickly exposes the vapidness of a theory which has no practical implications. Most literature students seem to need a refresher course in grammar/linguistics, so the professor ought to have some modern grammars of English in mind for the inquiring student, again relatively up-to-date, whether the text by Lyons, Introduction to Theoretical Linguistics, or some text more associated with a school of contemporary grammar. Study of the current status of computer translation might also complement the readings in theory.

C. Types of Courses

The Workshop. Under this heading one can operate either undergraduate or graduate courses. The undergraduate course is likely to focus more on the art of translating; the graduate course may prefer to emphasize the theoretical complexities of translation, but even these abstract issues are best tested out by attempts at application of theory. The Wisconsin graduate workshop reads extensively for six weeks; does English to English translating for two weeks; and then spends the last eight weeks translating from the student's source language into English as follows: each Monday the students bring in a five part offering, (1) the original passage, (2) a critical analysis of the original, (3) a general bilingual characterization of the source language vis-a-vis English, (4) a memoir of the problems encountered and the various methods tried, and (5) a translation of the passage into English; between Monday and Wednesday, everyone (including the professor) reads them, and on Wednesday meets to discuss, suggest, query and commiserate. The professor grades on the theoretical portions; the students rapidly realize that useful responses require that (2) the critical analysis and (4) the record of attempts and strategies, be as explicit and sophisticated as possible; if not, no one but the bilinguals in the workshop (who don't need a translation) can comment helpfully on their results. The undergraduate workshop does not have to stress theoretical proficiency this much, but it presumably will spend more time on language proficiency and on critical exegesis.

Alternatively, existing writers' workshops could be encouraged to admit students working primarily with translation.

The Course in History of Translation. This is one of the most tradition-bound areas of comparative literature, yet (see below in the committee report, item 2) almost impossible to teach, since suitable materials for study are shamefully lacking. Graduate students working at Wisconsin have been required to comb through national literature histories, publisher's lists from various periods, biographical materials for translators who happen to have been famous original authors as well, studies

of well-known intermediaries and well-analyzed international influences, to put together their own necessarily sketchy, individual appreciation of the role of translation in European literary history. Given some elementary materials, such a course could select a period, a genre, a set of countries or a focal country, in order to be like the other comparative literature courses in the curriculum. Even with elementary historical materials, the class is faced with a paucity of available materials from the translations of bygone ages and a plethora of materials from contemporary (or at least twentieth century) translation.

Theoretically oriented courses in comparative literary history might address themselves to a raft of engaging problems exploring, for example, the role of translation in emerging literary cultures (e.g., Slovak and Latvian in the nineteenth century, Indonesian and Mordvin in the twentieth), or consider synchronically problems of translation engendered by the convergence of regional literary idioms (e.g., Provencal, Catalan, Landsmaal) alongside their respective standard languages, as well as viewing diachronically the circumstances surrounding translation from earlier forms of languages (Anglo-Saxon, Middle High German, Classical Japanese) to their present-day descendants. And any comprehensive theoretical treatment of literary style would be enriched by an analysis of the practice of writers such as Nabokov and Beckett who have been their own translators.

Independent Study. A graduate student interested in translation could be granted credit for the preparation of an acceptable finished translation or a close, written critique of an existing translation.

In Other Courses. In introductory courses, translation can be seen as a limiting case of adaptation and plagiarism, and thus fruitfully studied under the rubric of sources and influences. Undergraduate surveys can address themselves (especially when they are offered primarily through translations!) for a short period to problems of translation, for example by comparing half a dozen English renditions of a passage in Homer, Dante, or Racine.

II. Request for Support of a Project (or Series of Projects) in the History of Translation of Literary Texts.

One looks in vain, for instance, in the histories of English nineteenth and twentieth century literary culture, for a recognition (indeed even a mention) of the tremendous part which translations have played in the experience of the English reading public and the experience of the English writing guild. What can we make, for instance, of a history of the English novel on evolutionary principles which fails to mention Dostoevski and his English sponsor, Constance Garnett; pity the poor English student who takes seriously this history of literary events without precedent in England, of authors whose predecessors must remain secret, or new trends whose local originators were the source of revela-

tion to thousands yet remain undiscovered. This sorry state of affairs is not so for medieval and renaissance literature; nor is it so for some small countries. But for England, France, Germany, Spain, the U.S., etc., modern literary history is written as if translation were not a literary art, indeed as if it were not even a public art! Does it not behoove us as comparative literature scholars to promote the filling of these gaps in literary history on the national level? Can we not sponsor projects at least leading to history on the international level which will then recognize the role, the incontrovertibly essential role of translators in the evolution of European literary history?

III. The Place of the Study of Translations in Comparative Literature.

One important aspect of comparative literature which currently receives little attention in most graduate programs is the study of translation. At a time when the study of foreign languages is seriously declining, when more and more translations become available daily, and courses in literature and translation are proliferating, this omission is particularly unfortunate and should be corrected.

As comparatists, our interest in translation has many sources. When we teach undergraduates, and to a degree, even in our graduate programs, we all make some use of translations. Obviously, the more keenly we are aware of what problems the translator faces, the more we understand what the process of transposing a work from one language to another involves, the deeper will be our understanding of that work, the better will we be able to teach it. For this reason, it seems appropriate to consider the possibility of doctoral dissertations in translation, which may be considered a natural outgrowth of the comparative approach to literature. Such dissertations could take several directions:

- 1) The student could undertake a comparative study of translations of one significant work of literature in several languages over a period of years (within a smaller time span, if conditions warrant it) or the student could confine him/herself to studying the translations of a work in one language over a period of a year. Such studies would necessarily touch on the reception of the work, its fate in the hands of critics, and of course, its interpretation. Thus, it would involve literary history, cultural history, and textual analysis.

- 2) The student could write an original translation of a previously untranslated work. In addition to the translation itself, such a dissertation would require extensive analysis of the work, showing why it was worth translating, conjecturing why it has not been. The student would point to and analyse the specific linguistic problems encountered and demonstrate how they were solved. A critical interpretation of the work, demonstrating the student's familiarity with previous scholarship in the field and translation theory in general, would also be required. If the work were carefully selected and the critical essay substantial, such a dissertation would be at a level deserving publication.

3) The student might choose to write a new translation to replace existing faulty ones. The dissertation would show in what ways the previous translations were inadequate and how the current one corrects these flaws. A critical essay covering the points outlined in (2) above would also be required.

4) The student might focus on translators as intermediaries and examine their shifting position in the literary world. Such investigations would fall in the realm of literary sociology and might consider questions such as: What kinds of people have become translators? Do they represent any single stratum of society? Has this changed in time? How did they come to choose their professions? How are translators viewed by the public? By writers? Can one say that significantly more men or women have been translators? Does this vary from country to country? Time to time? Is there any distinction in the kinds of works men and women have translated? If a number of men and women have translated a particular work, can one note any differences in translations which might reasonably be attributed to their different perspectives as men and women?

5) The student might study the work of a single translator and his relationship to the oeuvre of a particular writer. When, as is often the case, a writer has only a single official translator in a given language, we might well ask in what way that translator has shaped, influenced, perhaps even distorted that writer's work for that public or nation.

These are but a few of the possibilities for dissertations that come to mind at the moment. As the subject develops, new avenues of study and research will no doubt surface.

Our graduate students would also benefit from the opportunity to study translations in a practical way. They not only wish to improve their chances in a highly competitive job market, but also want to be prepared for the kinds of openings available to them. While opportunities in departments of Comparative Literature are relatively scarce, colleges are becoming eager to hire people trained to teach courses in literature in translation. One notices the proliferation of such courses even at major universities in the language departments themselves. Under these circumstances, familiarity with theory of translation, close study of various translations of a single work, as well as practical experience in translating should prove to be extremely useful.

In fact, interest in the study of translation is gaining some ground within the academic community. The formation of this committee reflects that interest, as does the session in translation at the last ACLA meeting (1971). At least one university has applied for funds from the government with the hope of establishing a Center for translation. By making the study of translation a regular part of Comparative Literature programs, we would broaden our scope, make better use of our own linguistic abilities, sharpen our critical acumen, and at the same time, make our students better equipped to be teachers of literature. Attention to problems of translation might even ultimately revive undergraduate interest in languages, because, as everyone knows, any close comparison of the original with the translation is bound to show just how much is really "lost."

IV. Translating as a Profession.

Since teaching positions in the academy have become relatively scarce, we might well turn our attention to alternative job opportunities for our Ph.D.'s. One area that many of our students are especially well-equipped for, and have repeatedly expressed interest in, is the field of translation. In this respect, the one question most often raised is, "How does one go about becoming a professional translator?" Although this is difficult to answer, since personal connections still often do play some part (knowing an author or an editor is particularly useful), we could be of practical assistance to those interested by compiling and keeping up to date lists of (1) publishers who are especially sympathetic to translations, (2) works not available in translation, for which we feel there is a need and for which we believe there would be a substantial market, (3) journals especially interested in publishing translations, (4) copyright laws and any other laws pertaining to translation, so that people new to the field would avoid legal complications. Questions most frequently asked concern permissions needed from authors and publishers. With the unfortunate end to the Texas project and its journal Delos, some sort of clearinghouse for projects and some master list of magazines friendly to the literary translator (such as Mundus Artium and Malahat Review) ought to be made available.

Possible additional aids to professional translating: (1) an index of translations available in books and journals; (2) a list of institutions and foundations who would support translation projects, such as the Asia Society for translations from Asian literature; (3) a current listing, in newsletter form, of translation work in progress.

V. Cross Reviewing of Texts.

Because so many different translations are available for some standard works used in Comparative Literature, World Literature, and Literature in Translation courses, a cross-reviewing of translations could be set up. Such reviews would briefly outline the pros and cons of each translation, keep us informed of new translations as they appear, and could even list those most easily available in paperback. Experience shows that some of the best translations (as well as the cheapest) appear in special series (e.g. Bobbs Merrill "Library of Liberal Arts") which are not listed in Paperback in Print.

This is a service that the Yearbook used to provide, and this might be the appropriate time to inquire as to why it no longer does so. Certainly such reviews would be extremely helpful, not only to the beginning teacher, but to the experienced as well, who may have stopped looking for a really "good" translation once an "adequate" one was found.

Starting with adequate bibliographies and a book review index, supplemented by solicited judgments from scholars, the profession could, either under the auspices of the committee or some other organ formed for this express purpose, compile an open-ended "Guide to English Translations." Such a guide might be inexpensively distributed and supplemented annually, with the ACLA maintaining a service of

applying to queries about specific works by either remitting a copy of the appropriate page of the existing guide or scheduling review of the requested work for the next supplement. Cooperation with journals such as Books Abroad would be to the advantage of such an enterprise.

VI. A Conference on Translation.

One of the projects which the other projects and suggestions from this panel imply is a conference (or series of conferences on the problems of translation in comparative literature). The types of conference and the participants would be dictated by the nature of the project (see all the other items in this report).

VII. Questionnaire for Comparative Literature Programs and ACLA Members.

We would like to know:

- A. Which comparative literature programs have courses, workshops, or areas of study in translation.
- B. Which programs actively sponsor the training of translators.
- C. Which programs recognize the study of translation as dissertation topic material.
- D. Which universities have translation workshops, courses, etc., outside the comparative literature program.
- E. Which programs have faculty actively involved in translating of literary materials, or translators-in-residence.
- F. Which scholars might be interested in the Conference on Translation.

Evelyn Beck, University of Wisconsin
Rainer Schulte, Ohio University
Irving Massey, State University of
New York, Buffalo
George Kurman, Western Illinois University
Arthur E. Kunst (Chairman), University
of Wisconsin

Bernard Weinberg (1909-1973)

The death in February of this year of Bernard Weinberg, a member of the Advisory Board of the American Comparative Literature Association, is a cruel loss to the field of Comparative Literature and to humanistic scholarship everywhere. At the time of his death, Bernard Weinberg was Distinguished Service Professor of the Humanities at the University of Chicago. A native of Chicago, after receiving the Ph.D. from the University of Chicago in 1936, he taught at Washington University and at Northwestern University before returning to Chicago in 1955. For several years he was Chairman of the program on Comparative Literature at Chicago, and was a member of the Committee of the program at the time of his death. He was a frequent participant at meetings of both the International and American Comparative Literature Associations as well as a constant contributor to learned journals in the field.

In both Europe and America, Bernard Weinberg was recognized as one of the most distinguished humanistic scholars of our time. His two volume History of Literary Criticism in the Renaissance (1961) is a monumental achievement, embodying the fruit of over two decades of research and drawing heavily on manuscript materials in Italian archives. In addition, he was the author of books on literary criticism of the French Renaissance, Racine, Balzac, French Realism, and Symbolist poetry. Shortly before his death, he completed the editing of the four volume work, Trattati di poetica e retorica del Cinquecento. Professor Weinberg served on the editorial boards of Comparative Literature, Modern Philology, and the Rivista di letteratura moderne e comparate.

Bernard Weinberg will be remembered by his colleagues as a warm friend, generous of his time and his resources, ready to give of himself freely in advancing the worthiest objectives of our profession. By precept and example, he set the highest standards of scholarly achievement for himself and for others. His genuine cordiality, good humour, love of learning and of life, went hand in hand with a deep and abiding sense of personal and professional integrity and loyalty. The members of the American Comparative Literature Association share the grief of the members of his family on the death of Bernard Weinberg and request that the President convey to them the expression of our deepest sympathy.

REPORTS ON THE INTERNATIONAL CONGRESS

The VIIth ICLA Congress will surely always be remembered as 'a movable feast'. In compensation for the inconvenience of moving mid-week from Montreal to Ottawa (and having constantly to look in new locations for one's mail, the lecture-rooms, the bus-stop etc.), we were treated to no fewer than three 'welcomes' by three different universities, not to mention the Canadian Government reception. The intellectual fare was characterized by an equal variety that comprised both content and form. Apart from such conventional topics as the problem of periodization and the relationship between American literatures and others, there were more innovative items, including America-Africa and East-West symposia and, particularly, several sessions devoted to organizational, administrative and curricular problems of Comparative Literature in universities. In format, too, a real attempt was made to break away from the dominance of the solo paper towards panel discussions, symposia and group efforts. For the participant the chief difficulty was simply an embarras de richesses. Although the meeting was extended to a full seven days (for those who had the stamina) tantalizing choices had repeatedly to be made. Since this dilemma is a reflection of the multiplicity of interests covered by Comparative Literature, there seems no way out of the impasse. However, it is a great pity that in spite of the Organizing Committee's request for detailed abstracts more than a year before the meeting, so many poorly prepared papers nonetheless found their way into the program. But as in all large Congresses, the most-significant stimulation often comes from the more or less chance encounters outside the lecture-halls: the personal meetings with foreign colleagues whose work one knows, the renewal of acquaintance with old friends, the hatching of future projects, and perhaps best of all, the sudden finding of a colleague with similar enthusiasms and problems. Perhaps the formal program is ultimately of less importance than the invisible scholarly achievement that such a Congress nurtures by bringing us all together for an exchange of ideas outside as well as inside the actual meetings.

Eugene, Oregon
12 October 1973

Lilian R. Furst
Director of the Graduate Program
in Comparative Literature

On the whole, the VIIth Congress of the ICLA (August 13-19, 1973) was a great success and the organizers deserve our thanks for their untiring efforts and their devotion to the cause. Though we do not know the official figures, it seems that the meeting was very well attended, both in terms of numbers, but also and more significantly in terms of the geographical distribution of the participants--a chartered plane brought a large contingent of colleagues from European universities and gave to the VIIth Congress that international flavor so characteristic of past meetings and so rewarding for those who made the trip. It is good and imperative in fact that comparatists be given the opportunity to rub

elbows with their colleagues from all over the world and thus keep abreast of one another's work and concerns. This Congress gave ample opportunities for this kind of profitable exchanges, both through the formal activities (plenary and individual sessions) and the many informal activities and gatherings which assembled the participants (receptions, cultural events and residence hall arrangements).

The program offered both breadth and depth, with a wide variety of papers covering all parts of the world and reflecting different approaches to the investigation of the literary experience. It is unfortunate that the many contributors who found it impossible to make the trip were unable to inform the organizers in time. A substitute list had been prepared and it would be easy to fill in the gaps with appropriate replacements.

Though we were unable to attend the second part of the meeting in Ottawa, it seems that the logistics (no mean task--though the idea of meeting in two cities makes good sense, especially for the visitors from abroad) were extremely well handled. Montreal and Ottawa were, we believe, excellent choices and one can only presume that the many comparatists who came from abroad must have been pleased by the wonderful opportunities made available to them through the selection of these two sites.

Georges J. Joyaux
Michigan State University

To one experiencing the International Congress of Scholars in Comparative Literature for the first time, there was an air of forbidding seriousness, an atmosphere of sobriety that prevailed. To an old timer it was more a sense of finding homefolks, of continuation, with the hiatus of time ignored.

Oh, there was the usual wheeling and dealing, the making time and making place, the kisses, the bearhugs with the deflected eyes; in short the Congress was like all other academic meetings with the loners losing, and the searchers on quest, the stars with their entourages, the starlets clutching, and the coteries well satisfied.

But there was politeness and protocular quality. There was propriety and somewhat peaceful inquiry. There was provision for leisure time with intriguing sightseeing tours arranged, entertainment, receptions, films, complex planning that took into consideration an immense variety of interests and tastes. Above all there was pride of place for Canada was a gracious host.

Finally, it was a fantastic gathering of scholars from all parts of the world. For, finally, it was the substance of the Congress that mattered, this formalized and compressed inquiry into the terms and modes of Comparative Literature, this testing of truths in area studies and symposia that mattered. It was productive, surely, to sharpen one's wits against the abrasive speculations of our fellows of the craft of literary criticism. I, for one, came away knowing more exactly what I thought.

Ruth Miller
Stony Brook University

ANNOUNCEMENTS

Colloque De Coppet 1974

Organisé avec le concours de la Société d'Etudes Staéliennes

Un colloque est en préparation pour la première quinzaine de juillet 1974. Il se tiendra au Château de Coppet. Nous espérons qu'il obtiendra le même succès que celui de 1966 auquel prirent part plus de cent vingt participants de douze pays différents.

Le thème choisi est: LE GROUPE DE COPPET Il permettra d'apporter des éléments nouveaux dans un domaine riche en prolongements littéraires et politiques au cours du XIX^e siècle.

Des communications suivies de discussions, une excursion, un Hommage au Tombeau de Mme de STAEL, une réception au Château "aux chandelles" sont prévus. Si ce projet vous intéresse, veuillez écrire sans engagement de votre part à

Mme Danielle Cousin Johnson
Comparative Literature
2090 Foreign Lang. Bldg.
University of Illinois
Urbana, Ill. 61801

Des renseignements ultérieurs vous seront envoyés dans quelques mois.

There will be a meeting during the MLA Convention in Chicago on Friday, December 28, from 8:00 - 10:00 pm in the Crystal Room at the Palmer House. After a brief business discussion and a one hour symposium on the role of translation in Comparative Literature, there will be a reception for members of ACLA and all interested persons. The reception will be in the Wabash Room of the Palmer House from 10:00 to 11:30 pm.

REGIONAL REPORTS

CANADA:

Of the several universities reporting to me their programmes for 1973-74, I have the following information:

At present there is no active programme at McGill where efforts are being made to appoint a visitor who will revive the discipline. Nevertheless, the field is actively pursued in the various language departments. Recently a centre has been established for the study of paraliterature, which should be of interest to comparatists.

A l'Université de Montréal, "une dizaine de conférenciers, réputés par leurs recherches, sont invités chaque année à exposer une question

particulière, en marge de l'enseignement régulier. En 1973-74 ont été ou seront invités: MM. May (Yale), L. Dolezel (Toronto), M. Serres (Paris I), Mme L. Finas (Paris VIII), M. Riffaterre (Columbia), S. Fauchereau (SUNY), J. Cl. Chevalier (Paris VIII), Jean Paris (Johns Hopkins) et Cl. Bremond (CECMAS, Paris), Professeur invité (au 2e semestre): M. M. Foucault (Collège de France)."

The University of British Columbia has invited Professor Enrique L. Reval of the University of Cardoba, Argentina to teach a course entitled "The Noble Savage."

Finally, M.V. Dimic, the editor of the Canadian Review of Comparative Literature wishes to announce that the first issue should be in print by January 1974. Manuscripts and queries regarding subscriptions should be sent to him, Department of Comparative Literature, University of Alberta, Edmonton.

ILLINOIS:

In connection with the Kurt Schwitters and George Grosz exhibitions to be held in the Krannert Art Museum, (October 20-November 10, 1973), the CL Program, the Department of Germanic Languages and Literatures, the Division of Art History and the George Miller University Lecture Committee are co-sponsoring an interdisciplinary lecture series which includes the following: October 22, Kate Steinitz (Curator, UCLA Art Library), "Kurt Schwitters: A Portrait from Life;" October 24, Herbert Knust (Illinois) "George Grosz: Literature and Caricature;" October 25, Alex Ringer (Illinois), "Satire in the Music of the Twenties;" October 31, Reinhold Grimm (Wisconsin), "Bert Brecht's War Primer;" November 1, Jost Hermand (Wisconsin), "Meister Fidus: From Jugendstil Hippie to Aryan Faddist;" November 5, Richard Figge (Illinois), "Montage in the German Film of the Twenties;" November 7, Henry Kahane (Illinois), "Max Reinhardt: Total Theater."

Professor Hans Henning, Director of the Central Library of the Nationale Forschungs-und-Gedenkstätten der klassischen deutschen Literatur in Weimar, has joined the Illinois Faculty for the Fall semester. He is teaching courses in the German Department and in the CL Program on "The Faust Theme in Literature," and on "Social Realism."

Mrs. Daniel Johnson (French, Illinois) reports that a colloquium on "The Coppet Group" will take place in early July, 1974, at Mme de Staël's castle in Coppet. Persons interested in attending and possibly presenting a paper should write to Madame B. d'Andlau, Voré, 61110-Remalard, France.

INDIANA:

A new graduate course in the "Theory and Practice of Translation" was successfully introduced last summer. Taught by Professors Breon Mitchell and Eugene Eoyang, the course attracted 18 graduate students from eight different departments.

In the Spring a Colloquium in Literature and the Other Arts will be offered at the Graduate level.

The CL Program is actively involved in a university-wide Arts Festival to be held October 21-27.

Professor Harry Geduld, formerly of the University of Maryland-Baltimore County has rejoined the CL Program at Indiana University.

Professor Matei Clainescu, (University of Gucharest), a Fulbright Exchange Scholar at Indiana is teaching a course in the CL Program on "Aesthetic Theories of the Avant-Garde Movements." Professor Rene Wellek, who will join the Indiana Faculty for the Spring semester as Visiting Patten Professor will offer two courses in the CL Program: "Twentieth Century Criticism" and "Problems and Methods of CL."

MINNESOTA:

Last Spring the University of Minnesota CL Program sponsored a colloquium on "Literature and the Other Arts." (May 17-19, 1973) Reflecting the growing interest of the University of Minnesota in interdisciplinary humanistic studies, the colloquium included sessions on Art and Literature, Film and Literature, Music and Literature. Besides faculty members of the CL program and related departments of the University of Minnesota, several guest lecturers participated in the three-day event: Professors Doug Daniels (Montana State University), Morse Peckham (University of South Carolina), Alex Rainof (University of Southern California), Karl Van D'Elden and Don Rice (Hamline University), Jost Hermand (Wisconsin).

PURDUE:

The enrollment in the CL Program this Fall has reached an all-time high: 23 students, of whom more than half are Ph.D. candidates.

Professors Djelal Kadir (Spanish) and John Schillinger and Herbert Eagle (Slavic) have joined the Faculty of the University and are making contributions to the offerings of the CL Program.

Increased interest in our Program has also brought about an expansion to our evening colloquia series. The overall picture is quite rewarding and we are now considering the possibility of adding a B.A. degree in Comparative Literature.

GEORGIA:

Since our last report there have been at least two Comparative Literature symposia held in the Southeast, one each at the University of Kentucky and Florida State University.

At Kentucky a comparative literature section of the twenty-sixth annual foreign language conference (April 26) featured a paper by a Professor Weisstein (Indiana) entitled "Influences and Parallels." Other papers concerned a variety of comparative topics, from Petrarch and the German Sonnet to Renaissance ideal states.

The Florida State comparative literature circle hosted a series of lectures concerning "The Exile" on April 12 and 13. Professor Gillespie (SUNY - Binghamton) headlined the program with his topic "ego ut persona non grata."

Five new faculty have been added to the Comparative Literature department at the University of Georgia. New assistant professors are Franco Triolo (Illinois), Joseph Gibaldi (NYU), and Assunta Sarnacchiaro (Brown). New instructors are Aurelia Pisani (Milan) and Betty Jean Craig (Washington).

I would like to request that information concerning developments of any kind in comparative literature in the Southeast (from Maryland to Texas) be sent to me as they take place.

Larry H. Peer
University of Georgia

NEW YORK:

Since Professor Herbert Weisinger will be on sabbatical for the next six months, I am taking up the task of publishing the ACLA Newsletter.

Visiting Professor Serge Fauchereau, France, is teaching "Masterpieces of Modern European Literature" and "European Background of Modern Poetry in English."

Visiting Professor Artur Miedzyrczeski, Poland, is teaching "Politics and Poetry."

Professor Jan Kott has joined the CL Program.

Discussions that will lead to the establishment of a Ph.D. Program in Comparative Studies are now in progress.

Ruth Miller
Stony Brook University

The next issue of the ACLA Newsletter will contain an up-to-date correct membership list.

Any other material appropriate to the Newsletter should be sent in at your earliest convenience.