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The Ad Hoc Committee on the Structure of the Annual Convention met 16–17 October 2006. Standing (left to right): Bette G. Hirsch, Patrick M. Bray, Roland Greene, Katherine A. Rowe, and Linda Gregerson. Seated (left to right): David Damrosch, Mary N. Layoun, Robert Barsky, and Meta DuEwa Jones. Rosemary G. Feal (chair) and Lucille Kerr are not pictured. The committee will hold an open hearing at the MLA Annual Convention on 29 December at 10:15 a.m. in Liberty Ballroom Salon B, Philadelphia Marriott.

CONVENTION

Philadelphia Convention

There is still time to preregister for the 2006 MLA convention in Philadelphia and save on your registration fee. The preregistration deadline is 1 December. By now you should have received your copy of the Program issue of *PMLA* or viewed it on the MLA Web site, and you have seen the wide range of subjects that will be discussed in more than 750 sessions. When you are not attending sessions, visiting the exhibit hall, or meeting with colleagues, you can take advantage of the museums, theaters, restaurants, and shopping that Philadelphia offers. Visit the MLA Web site (www.mla.org) to register, to make your hotel and travel arrangements, and to read up-to-date information about the convention.

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 and some English sessions, the Job Information Center, and the exhibits are in the Pennsylvania Convention Center. Registration and information areas in the Pennsylvania Convention Center and the Loews Philadelphia will open at 12:00 noon on 27 December. Members can obtain copies of the *MLA Convention News and Program Update*, which announces program changes, new exhibits, and MLA election results. (The *Convention News* will appear at the MLA Web site around 20 December.) You can also purchase copies of the *Job Information List*, consult the “Who’s Where” list for names and local addresses of colleagues, pick up brochures on local restaurants and tourist attractions, and make complimentary restaurant reservations.

The exhibit hall, in the Pennsylvania Convention Center, will open at 9:00 a.m. on 28 December. The child care center is located in the Philadelphia Marriott, and the Job Information Center will be in the Pennsylvania Convention Center. A complimentary transportation service for persons with disabilities will operate throughout the convention. □

See page 7 for news on the number of positions advertised in the 2005–06 *Job Information List*.

GOVERNANCE

Elections Committee Seeks Candidates

At the end of 2007, the seats of eighteen special-interest and thirty-eight regional Delegate Assembly representatives will fall vacant. The MLA Elections Committee will meet in January 2007 to begin the process of identifying candidates for these open special-interest and regional seats. Those elected in 2007 will serve in the assembly from 2008 through 2010 and must attend the meetings of the assembly in 2008, 2009, and 2010.

The Elections Committee is charged not only with nominating candidates and overseeing the elections but also with ensuring that the various groups within the MLA find representation in the Delegate Assembly. Committee members are therefore interested in hearing from all MLA members who are willing to be candidates in next year's Delegate Assembly elections. Members whose names are already on file at the MLA office need take no additional action at this time. Others who would like to be considered should write to the Elections Committee, c/o Carol Zuses, at the MLA office (czuses@mla.org). □

ADE and ADFL Online Job Counseling

The Association of Departments of English and the Association of Departments of Foreign Languages offer an online job counseling service to give job seekers year-round access to the advice that senior department chairs have provided annually through both associations at the MLA convention. The Web site currently includes more than 140 responses to common questions about career planning, applying, and interviewing from chairs; from other administrators and faculty members; and from PhDs working in business, government, and nonprofits. Many of these responses have links to thirty-five articles from the *ADE Bulletin* and *ADFL Bulletin* archives that provide more detailed discussion of job seekers' concerns.

The eight categories of the site are:

- Planning a Career after Graduate School
- Developing an Academic Career
- Developing a Nonacademic Career
- When and Where to Look for an Academic Job
- CVs, Dossiers, Application Letters, Writing Samples, and Portfolios
- Interviews, Campus Visits, Job Talks, and Teaching Demonstrations
- Negotiating Special Situations
- Job Offers

The categories include questions ranging from "What would my job involve as a foreign language faculty member at an MA comprehensive university?" to "How should I handle a telephone interview?" and "How do I negotiate the terms of a job offer?" The site is designed to be flexible and to grow; anyone with suggestions for additional questions or responses should write to Steve Olsen at solsen@mla.org.

To access online job counseling, go to the *Job Information List* through the MLA, ADE, or ADFL Web sites and click on "ADE and ADFL Online Job Counseling." The counseling site is a service of the ADE and the ADFL and does not require a password. □

The *MLA Newsletter* (ISSN 0160-5720) is published four times a year (Spring, Summer, Fall, Winter) by the Modern Language Association of America, 26 Broadway, 3rd floor, New York, New York 10004-1789. The *MLA Newsletter* is edited by the executive director of the association, Rosemary G. Feal. The managing editor is Judy Goulding. The cost of an annual subscription is \$8. The subscription price is included in the dues of all members of the association. Periodicals postage paid at New York, NY, and at additional mailing offices. All news items and letters should be sent to the *MLA Newsletter* at the above address.

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

WEB SITE NEWS

Philadelphia Convention Sessions Available Online

Beginning in November, a searchable list of convention sessions will be available online for MLA members at the newly redesigned Web site (www.mla.org). This list will contain all the sessions in the November (Program) issue of *PMLA* and will be searchable in many ways, including by location, subject heading, and participant name.

The *MLA Convention News and Program Update* will be available online as a PDF. □

Profession 2007 Call for Papers

Profession is a journal of opinion about and for the modern language profession. With advice from the members of the *Profession* Advisory Committee, the editor selects articles covering a range of topics of professional concern, trying to give a voice to MLA members working in diverse subject areas and situations.

For *Profession 2007*, the members of the committee seek previously unpublished essays, of 1,800 to 5,000 words, on current intellectual, curricular, and professional trends and issues that are of importance to the field. The committee welcomes articles on the following topics: the place of languages (English and languages other than English) in the undergraduate curriculum and the changing role of the government in higher education and the implications of these changes for our fields. The committee is also interested in case studies that present innovations and experiences from which all teachers and scholars can learn. Though *Profession* is a journal of opinion, authors should express their view in a scholarly mode—using analysis, documentation, and persuasion—to ensure that readers will be able to engage with their essays.

Letters to the editor and short comments on articles in *Profession 2006*, of no more than 800 words, will also be considered. *Profession* does not publish articles by the same author two years in a row. The postmark deadline for submissions is 15 March 2007. Documentation should conform to the *MLA Style Manual*. Address materials to the editor, Rosemary G. Feal, at the MLA office. □

Teaching in the Wired Classroom

"If it doesn't exist on the Internet," Kenneth Goldsmith, the conceptual poet who founded and administers UbuWeb (www.ubu.com), recently quipped, "it doesn't exist." As scholars and teachers of literary and cultural studies, many of us will scoff or at least wince at these words: we define ourselves, after all, as people who read and write books, essays, reviews. Our status in the profession still depends primarily on book publication, and we continue to read other people's books, especially novels, in their print incarnation. Not many people, surely, want to read *Middlemarch* or *Don Quixote* online, and, as for poetry, what could seem less appropriate than reading *Paradise Lost* or *Fleurs du Mal* or even *Howl!* in electronic format? Then, too, textbooks and heavyweight anthologies continue to proliferate, suggesting that the Internet is all very well when it comes to information retrieval but that it is not really attractive as a reading tool. Reading fiction in bed? at the beach? on the subway? Surely in most situations, we still want to feel ourselves turning pages. Indeed, an arresting narrative is known as a page-turner, right?

But Goldsmith is hardly calling for the death of the printed book. He is merely suggesting that, as far as possible, the text in question be available online as well. The 2006 report of the American Council of Learned Societies (ACLS) Commission on Cyberinfrastructure for Humanities and Social Sciences, "Our Cultural Commonwealth" (<http://www.acls.org/cyberinfrastructure>)—a report I strongly urge members to read—puts it this way:

For the humanities and social sciences . . . an effective cyberinfrastructure will have to support the computer-assisted use of *both* physical and digital resources, and it will have to enable communication and collaboration using a range of digital surrogates for physical artifacts; in fact, it will have to embody an understanding of continuity between digital and physical, rather than promoting the notion that the two are distinct from or opposed to one another. A cyberinfrastructure for humanities and social science must encourage *interactions between the expert and the amateur, the creative artist and the scholar, the teacher and the student*. It is not just the collection of data—digital and otherwise—that matters: at least as important is the activity that goes on around it, contributes to it, and eventually integrates with it. (14, my emphasis)

"Creating such an infrastructure," the report concludes, "is a grand challenge for the humanities and social sciences, and indeed for the academy, the nation, and the world, because a digitized cultural heritage is not limited by or contained within disciplinary boundaries, individual institutions, or national borders" (14–15).

It is the teacher-student interaction that I want to discuss here. Among my colleagues, the term *wired classroom* still arouses a degree of suspicion: it raises the specter of gimmicky little PowerPoint displays where information, conveyed digitally, is packaged and simplified and where instructors let the Internet do the work they should be doing. But this need hardly be the case. Especially for those of us who teach courses that include visual or sound materials, the Internet can function as a distribution tool, allowing materials, previously unavailable, to enter the classroom as well as the dorm room. Let me begin with a personal example.

In 1998, I was giving a graduate seminar in avant-garde movements of the early twentieth century—specifically, fu-

turism, both Italian and Russian, and Dada vis-à-vis such American avant-gardists as Gertrude Stein and William Carlos Williams. Assembling course material was very difficult. The works to be studied—F. T. Marinetti's futurist manifestos together with his visual poems (*parole in libertà*) and the artworks of Boccioni, Sant'Elia, and Russolo; the *zaum* poetry, performance works, and artists' books of the Russian avant-garde; Dada manifestos, sound poems like Kurt Schwitters's *Ursonate*, and photomontage; and Duchamp's ready-mades—*none* of these were available in paperback or CD format, much less in textbooks or anthologies. The English translation of Marinetti's writings by R. W. Flint (Farrar Straus) had unaccountably gone out of print, as had *The Essential Writings of Marcel Duchamp* (Thames and Hudson). Fortunately, the Library of America had just brought out Gertrude Stein's *Writings 1909–32*, a central text for this course, and the poems of William Carlos Williams were readily available from New Directions. But since the art materials in most university libraries don't circulate, I had to struggle over the visual part of the course, using photocopies and tapes and putting books from my collection on reserve in the library.

What a difference seven years can make! This past year, when I taught a similar course, it was in a wired classroom. I brought my little laptop, connected it to the Internet and PowerPoint set-up, and we were ready to go. True, I had to request this particular classroom, which happened to be in the School of Social Work, a few months in advance, and in many universities wired classrooms remain a rarity. In this regard, we must be aggressive: if engineers, biochemists, and economists can have wired classrooms and electronic equipment, why not English and modern language instructors?

For the Italian futurists, we used the British Web site *Futurism and the Futurists* (www.futurism.org.uk). This site includes all the major manifestos in both Italian and English, reproductions of the artworks, and an array of source material on and by the writers and artists in question. The reproductions of, say, Marinetti's 1909 manifesto (published in *Le Figaro*) are sharper than in most art books, and the students could supplement it with related works in their oral reports. For the Russian material, we used *The Russian Avant-Garde Book 1910–34* (www.moma.org/exhibitions/2002/russian), based on the Museum of Modern Art archive. On this site, one can click on individual books and then turn the pages to see individual texts—much more than one can do at actual exhibits where the books are in glass cases. For reproductions of Duchamp's artworks, notebooks, and the *Large Glass*, we began with the Marcel Duchamp World Community Web site (www.marcel Duchamp.net), supplementing it with links mentioned on that site, especially *Tout-Fait*, the Marcel Duchamp online journal (www.toutfait.com), whose "Introduction" is worth citing here as an example of what is now available to all of us:

In November 1999, CyberBOOK+ Press, the publishing arm of Art Science Research Laboratory, a 501(3)(c) not-for-profit organization, announced the arrival of *Tout-Fait: The Marcel Duchamp Studies Online Journal*, the first academic journal in electronic format devoted to Marcel Duchamp (1887–1968) and his peers. The term "tout fait," the standard French translation for "ready-made," was a phrase used by the French mathematician Henri Poincaré (1854–1912), whose influence

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on Duchamp was crucial. Thus, *Tout-Fait* not only represents the intersection between art and science, but serves as a site promoting the interdisciplinary study across diverse fields of scholarship.

By 2004, *Tout-Fait* had had 200,000 visitors, and its contributors range from Francis Naumann, one of the leading Duchamp scholars, to graduate students and people outside the field from all over the world. It has a truly global reach.

For my seminar, I assigned an article in *Tout-Fait* that seemed especially suggestive: "Wittgenstein Plays Chess with Duchamp; or, How Not to Do Philosophy," by Steven B. Gerrard, a philosophy professor at Williams College. One of my students became intrigued with the chess question and did further work at the Getty Research Institute, tracking down various chess manuals and other links; her term paper on the relation of the semiotics of chess to Duchamp's *Large Glass* is about to be published.

Note that the course work I describe is never based on electronic materials alone; it must always be supplemented by close reading of the poems and artworks themselves as well as by research in the library. But it made our task in and outside class much more stimulating, especially since student reports could introduce yet other Web sites (e.g., Malevich's paintings or recordings of Stein's readings at Penn Sound) and make the materials as interactive as possible—as well as free of charge.

Literary Web sites and hypertexts now exist for all time periods and for a great many different nations and cultures. For students of nineteenth-century British poetry in its larger cultural setting, the most remarkable of sites is no doubt Jerome J. McGann's pioneering and encyclopedic *The Complete Writings and Pictures of Dante Gabriel Rossetti: A Hypermedia Archive* (www.rossettiarchive.org). According to McGann's introduction,

The first installment (Spring 2000) centered on the 1870 volume of DGR's **Poems** and the pictorial materials most closely associated with that book. The second installment (Summer 2002) added to the first all the textual and pictorial materials that center in DGR's 1861 book of translations, **The Early Italian Poets**. The present installment focuses on Rossetti's 1881 publications: **Ballads and Sonnets** and **Poems. A New Edition** and related material. A fourth installment (Summer 2008) will complete the Rossetti Archive by bringing in all posthumous material.

Note that the links (highlighted in boldface) take the reader immediately to the work in question, beginning with the 1870 edition of Rossetti's poems, and that this archive is at once scholarly variorum text and gateway to the pictures, beautifully reproduced, and also provides the biographical and scholarly materials that make study of the poems possible. Such an edition is, of course, expensive: the credit page lists some powerful sponsors:

The Rossetti Archive is sponsored by the Institute for Advanced Technology in the Humanities, University of Virginia, and funded in part by: the National Endowment for the Humanities; the Andrew W. Mellon Foundation; by an equipment grant from International Business Machines Corporation; research support grants from the University of Virginia; by the University of Michigan Press; and by a grant from the J. Paul Getty Trust.

Costly for the granting agencies, certainly, but once up and running, such a scholarly edition cum archive cum links to other authors and artists (from Dante, whose name Rossetti took in veneration, to Rossetti's circle), the Pre-Raphaelite journal *The Germ*, and so on seems to me eminently justified. When I first taught Rossetti in the 1970s, in a course on W. B. Yeats

and modernism, I made photocopies of "The Blessed Damozel" and distributed them to the class along with a black-and-white reproduction of the accompanying painting. I wanted the students to learn something about Yeats's Pre-Raphaelite origins, the sources of his own poems in *The Rose* (1891). Today, in a wired classroom, the instructor can put poem and painting, as well as related works, up on the screen and discuss them much more satisfactorily. And further: other nineteenth-century Web sites—for example, Romantic Circles (www.rc.umd.edu), edited by Neil Fraistat, Steven E. Jones, and Carl Strahmer at the University of Maryland—can take you to the archived edition of Felicia Dorothea Hemans, *The Sceptic: A Hemans-Byron Dialogue* (1820), edited at the University of Missouri, Saint Louis, by Nanora Sweet and Barbara Taylor, or to an electronic edition of Wordsworth and Coleridge's *Lyrical Ballads*, produced by Ron Tetreault (Dalhousie Univ.) and Bruce Graver (Providence Coll.). Reading *Lyrical Ballads* is now a new experience: a click on the gateway "Dynamic Collation" (www.rc.umd.edu/editions/LB) brings up a screen divided into four parts, for the 1798, 1800, 1802, and 1805 editions respectively. A second click—this time on the poem of one's choice from an alphabetical menu on the left—allows one to compare all four variants on a single screen. In 1800, for example, the Lucy of "She Dwelt among the Untrodden Ways" was "A Maid whom there were none to praise / And very few to love"; in 1802 the second line was printed (misprinted?) as "A very few to love." Why?

All these editions have elaborate scholarly apparatuses and bibliographies that are now in the process of assemblage in Jerome McGann's current project, *NINES* (www.nines.org), a "networked interface for nineteenth-century electronic scholarship," which will contain "aggregated, peer-reviewed online scholarship centered in nineteenth-century studies, British and American." The key word here is *peer-reviewed*, since one of the main complaints about electronic texts has been that there is too little editorial oversight, that scholarly essays have not been submitted to rewrites, and so on. But of course there is no reason why digital texts should *not* be peer-reviewed, and the situation is now changing rapidly.

For the wired classroom, the key item is the primary text itself. But electronic transmission of these texts is not without its problems. A Web site I have recently been using frequently and recommending to my students is *The Samuel Beckett On-Line Resources and Links Pages* (www.samuel-beckett.net). This site differs from the ones I have discussed so far in being anonymous: evidently, the proprietor doesn't want to be named because copyrighted material is included; with or without the copyright holders' permission is not clear. The materials on this site are, in any case, astonishing: online texts (e.g., the complete *Waiting for Godot*, the short plays), interviews, audio and video performances as well as readings of such prose pieces as *Imagination Dead Imagine* and *Ping*, essays on Beckett, first reviews of specific performances—for instance, Brooks Atkinson on *Godot* in the *New York Times*—and so on. In the case of *Godot*, the site contains not only the complete text of the play but translations into Polish and Russian. And Penelope Merritt, who has written a long commentary on *Godot* called *Everything You Wanted to Know about Waiting for Godot, but . . .*, provides astonishing visual analogues, including the Caspar David Friedrich paintings of trees that are known to have inspired Beckett's own staging, as well as paintings of the Crucifixion by Duccio, Mantegna, and Van Eyck—paintings that provide important insights into Didi and Gogo's dialogue about the two thieves, one of whom was saved.

But is it legal? Under the rubric "Papers on Beckett," I found two of my own, one on the Beckett radio plays, reprinted with

my permission from Lois Oppenheim's collection *Samuel Beckett and the Arts* (Garland, 1999), and a second, "In Love with Hiding: Samuel Beckett's War," reprinted unknown to me from the *Iowa Review* (Spring 2005). For the latter essay, the anonymous editor added from another archive a photograph of bombed-out Saint-Lô, the Normandy town where Beckett worked for the Red Cross in 1946—a photograph of better quality than the one I had included in the *Iowa Review* version.

Many scholars object strenuously to such tampering: the issue is of course brought up in the report of the ACLS commission, and it will take years of legal wrangling and institutional negotiations to sort out the situation. Here I can only speak for myself and say that I was pleased with the result and pleased that the article in question would have so much larger an audience than it can have in a literary periodical like *Iowa Review* and that my students—and colleagues in remote places overseas—could access it readily. Does digital publication on another Web site mean that such print periodicals will go under? Or will it actually increase circulation of the print journal or book in question? Certainly, Beckett's books themselves, including Grove Press's new four-volume centenary edition, are selling like hotcakes.

Lest I sound too optimistic, let me conclude with two small caveats. The drawback of the incorporation of the Internet into the classroom and curriculum is that it may sometimes leave

the student—or even the professor—feeling overwhelmed. McGann's scholarly commentary on Rossetti, Penelope Merritt's detective work on *Godot*, the bibliographies on Stuart Curran's *Frankenstein* site at the University of Pennsylvania—these sometimes make us feel that our own interpretations, emendations, and amplifications may be gratuitous, that the work has already been done. But ironically the ever-evolving nature of Web resources indicates that the editorial and critical work is never done, even by the principal scholar(s) involved, and that students can find ways of making useful—and genuinely scholarly—interventions.

The second caveat has to do with the questions already raised about copyright, ownership, error, duplication, and plagiarism. Students must be advised not to trust everything they see on the screen—even on the most "professional" Web sites. Online bibliographies, for example, are not the "last word": inevitably, they date even as do their print counterparts. The Internet cannot replace the instructor's intellectual organization of and response to the material in question: to treat it as a teaching tool is to remember that sometimes telling is better than showing. But used with a certain degree of skepticism and irony, Internet access can transform the classroom. Indeed, whether we like it or not, it has already done so.

Marjorie Perloff

E D I T O R ' S C O L U M N

Five Things to Read before the Start of 2007

"What are you reading?" When asked that question, I usually give the title of the novel I am carrying for my commute to work. In truth, I devote most of my reading time to items about our profession, and my comfy reading chair is alongside a computer. Thanks to the Internet, in-depth information about the profession is now readily available to all of us. Here, then, are five items I recommend. They may not be as engaging as the book you keep on your nightstand, but they may interest you in a different way.

You've probably heard the buzz surrounding "A Test of Leadership: Charting the Future of U.S. Higher Education," a report of the commission appointed by Secretary of Education Margaret Spellings. The prepublication copy is at www.ed.gov/about/bdscmm/list/hiedfuture/reports/pre-pub-report.pdf. The report's central claim is that American higher education is losing its global competitive edge and must take aggressive steps to become more efficient in terms of cost and productivity.

If you enjoy thinking about the future, then take a look at the projections of educational statistics to 2015 (nces.ed.gov/pubs2006/2006084.pdf) produced by the Department of Education's National Center for Education Statistics. The report covers enrollments, graduation rates, and expenditures in secondary and postsecondary education. Among its projections: between 2004 and 2015, bachelor's degrees (in all fields) will increase 22% overall (14% for men and 28% for women).

Since I am asking you to go to the Web to read up on issues related to higher education, it makes sense to recommend the American Council of Learned Societies' final draft report of the Commission on Cyberinfrastructure for the Humanities and Social Sciences (www.acls.org/cyberinfrastructure), chaired by MLA member John Unsworth. The report analyzes the cyberinfrastructure as it relates to the humanities and social sciences,

articulates the requirements and contributions of these fields to further developing a cyberinfrastructure for research and teaching, and recommends areas of future emphasis.

"Background Facts on Contingent Faculty" (www.aaup.org/AAUP/issued/contingent/contingentfacts.htm?PF=1), prepared by the American Association of University Professors (AAUP), contains information we must have at our fingertips as we continue to battle against what might be the most pernicious trend in higher education today. By one estimate, over 45% of all faculty members hold part-time appointments, and since the 1990s the majority of all new full-time hires have been off the tenure track. If you can read only one thing on my list, please read these background facts and take a look at the resources listed in this section of the AAUP Web site.

Finally, I encourage you to check out the information provided by the National Humanities Alliance (NHA), an advocacy coalition dedicated to the advancement of humanities education, research, preservation, and public programs. As vice president of the NHA, I help promote our interests in Washington on national policy, programs, and legislation that have an impact on the humanities. When MLA members visit www.nhalliance.org and keep up to date on legislative and policy issues, we see the connections to our campuses, and we learn how to communicate with our congressional representatives on matters of concern. *NHA-Announce* is a news service that gives information on current policy, legislation, and funding as they relate to the humanities. To sign up for these alerts, send an e-mail to NHA-ANNOUNCE-on@cni.org.

So there you have my winter e-reading list. I predict it will be a real "screen scroller" (that's cyberspeak for "page turner").

Rosemary G. Feal

GOVERNANCE

Proposals for the 2006 Delegate Assembly Meeting Agenda

The following proposals were received at the MLA office by the 1 October deadline for consideration during this year's Delegate Assembly meeting in Philadelphia.

Whereas the 2006 meeting of the Modern Language Association was originally scheduled to be held in New Orleans,

Whereas Hurricane Katrina brought devastation to the city and region making the venue a difficult place to meet,

Whereas the New Orleans business district and the French Quarter are now back in full service and in a position to host conventions,

Whereas the city and parish depend heavily on such revenue from tourism and conventions,

Whereas other large organizations such as the American Library Association have successfully held their annual meetings in New Orleans since Hurricane Katrina,

Therefore be it moved that the Delegate Assembly urges the executive officers of the MLA to actively pursue the city of New Orleans as the site of its next open conference venue.

submitted by Gaurav Desai

Whereas undocumented workers, through their labor, contribute greatly to the economy of the USA; and

Whereas they are deprived of most legal rights other workers enjoy; and

Whereas they are super-exploited as a result; and

Whereas their plight is a blot of shame upon our country; and

Whereas the MLA is appropriately concerned about the use of language and about access to higher education;

Resolved that the MLA urge the term "illegal aliens" be declared a term of abuse, to be substituted by the term "undocumented workers," and

Resolved that undocumented workers be guaranteed in-state tuition wherever they reside.

submitted by Grover Furr on behalf of the Radical Caucus in English and Modern Languages

Whereas the MLA would benefit from otherwise unavailable information about hotel labor disputes that could adversely affect its meetings, conferences, or conventions; and

Whereas subscribing to INMEX does not require the MLA to take any specific action with respect to any particular hotel or convention site;

Therefore, we move that the MLA shall subscribe to the Informed Meetings Exchange (INMEX).

submitted by Christopher Cobb

Whereas, city, state, and federal governments have exploited the Katrina disaster by taking apart the New Orleans public school system; reconstituting it as a melange of chiefly charter schools; greatly reducing democratic control of K-12 schooling; laying off all teachers and thus eliminating their union; and widening the gap of racial inequality in education;

Whereas, conservative groups and the Bush administration have seized upon the disaster to advance voucher schemes;

Resolved: the MLA condemns the dismantling of the New Orleans public school system after Katrina, and the wider privatizing movement that has taken advantage of the devastation.

submitted by Richard Ohmann on behalf of the Radical Caucus in English and Modern Languages

In addition to these new proposals from the membership, the 2006 Delegate Assembly will consider a report from the Delegate Assembly Organizing Committee and regular staff and committee reports on association activities.

MLA members are invited to attend the meeting of the 2006 Delegate Assembly during the convention in Philadelphia. Members may address the assembly on any of the issues on the assembly's agenda. The assembly meeting will begin at 1:00 p.m. on Friday, 29 December, in the Grand Ballroom Salons G and H of the Philadelphia Marriott. Because the assembly meeting is open-ended—recent meetings have lasted four hours or more—even latecomers will have a chance to join in important discussions of association policies.

So that association members may engage fully with the issues to be discussed at the Delegate Assembly meeting, the necessary documents will be made available at the beginning of the meeting. □

CONVENTION

Preconvention Workshops and Mock Job Interviews

ADE and ADFL will sponsor several sessions at the MLA convention to help job candidates and interviewers prepare for the job search, including

- A Preconvention Workshop for Job Seekers: The Job Search in English
- A Preconvention Workshop for Job Seekers: The Job Search in Foreign Languages
- Career Opportunities in Two-Year Colleges
- A Preconvention Workshop for Members of Search Committees

- Mock Interviews for Job Seekers in Foreign Languages
- The Job I Got: The Job Search and the Pathway from Graduate Student to Adjunct and Tenure-Track Faculty Appointment

For descriptions of these sessions, see the Fall 2006 *MLA Newsletter* and the convention program.

In addition, ADE and ADFL will staff the Job Counseling Service, located in the Job Information Center. Department chairs will offer their experience and expertise to job candidates (who should each bring a cover letter and a vita) in one-to-one counseling sessions. □

Positions Advertised in the *JIL* Level Off in 2005–06

Positions advertised in the *MLA Job Information List (JIL)* leveled off in 2005–06, after increasing by 12.8% in English and 6.5% in foreign languages from 2003–04 to 2004–05. In 2005–06 advertisements in the *JIL*'s English edition announced 1,687 positions, 51 (3.0%) fewer than the 1,739 announced in 2004–05. The 2005–06 foreign language edition announced 1,361 positions, 8 (0.6%) below the 1,369 announced in 2004–05.

Compared with the recent highs reached in 2000–01, the number of positions advertised in 2005–06 was 7.7% lower in English and 8.2% lower in foreign languages. In 2000–01 the *JIL*'s English edition advertised 1,828 positions and the foreign language edition 1,482 positions. This past year's numbers are also 18.7% and 27.3% below the historic highs attained seventeen years ago, in 1988–89, when the *JIL*'s English edition announced 2,075 positions and its foreign language edition announced 1,873. Virtually all positions advertised in the *JIL* are full-time; the annual count advertised in the *JIL* thus provides no insight into part-time hiring, which claims a substantial share of faculty appointments in postsecondary English and foreign language departments.

Analyzing the index terms chosen for ads affords insight into the areas of specialization most frequently sought. Departments select up to five index terms from an array of thirty-three when placing ads in the *JIL*'s English edition and twenty-five index terms when placing ads in the foreign language edition.

In the English edition, three terms were used for more than 20% of the 1,482 ads that appeared in 2005–06: composition and rhetoric (29.6%), British literature (24.6%), and American literature (21.0%). Six terms were used for more than 10% of all ads: creative writing (14.8%), comparative literature (12.8%), cultural studies (12.0%), generalist (11.8%), linguistics and ESL (11.1%), and interdisciplinary (11.0%).

In the foreign language edition, ads indexed for Spanish accounted for 45.4% of all 1,237 listings, and the index terms "Latin American" and "Portuguese" were used for 12.9% and 2.7% of ads, respectively. Percentages for other languages are: French (16.8%), francophone studies (4.0%), Germanic and Scandinavian (11.0%),

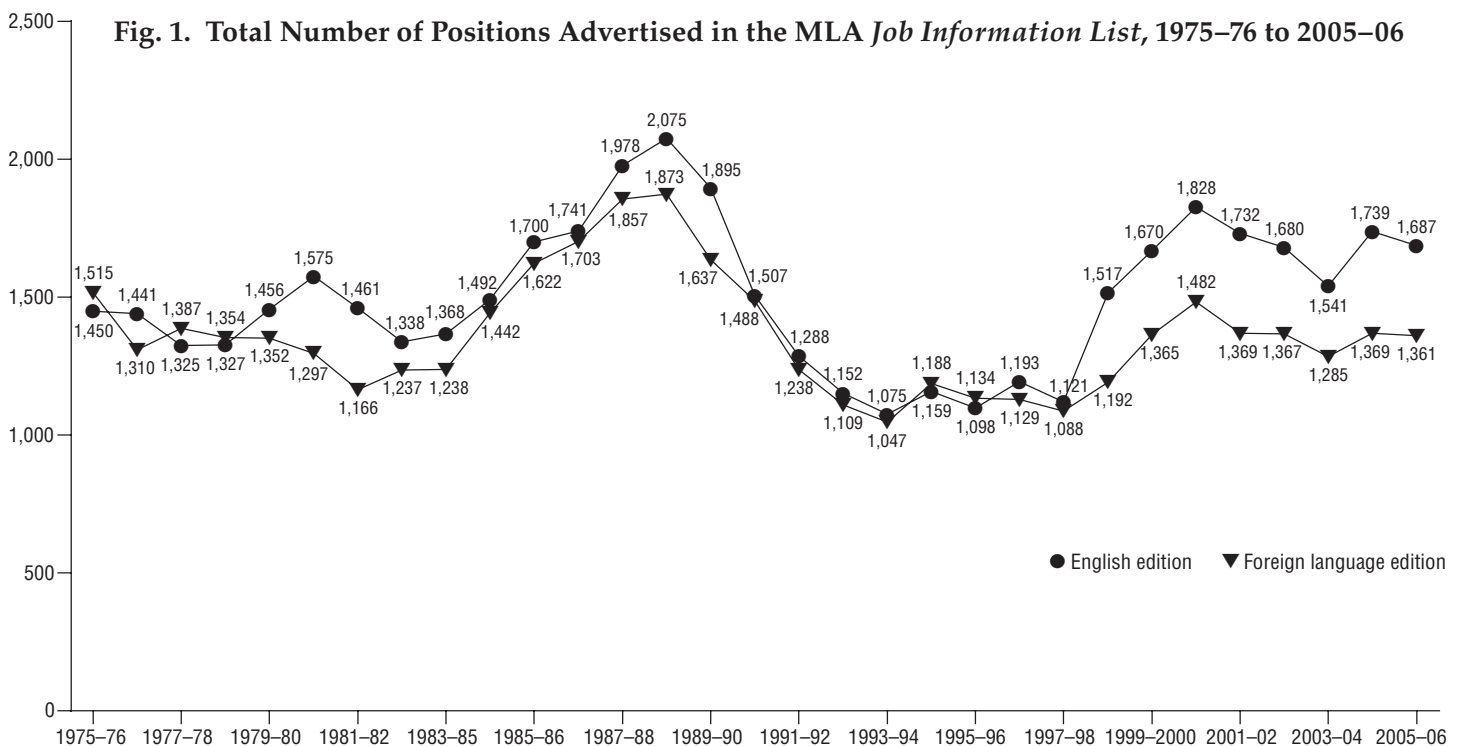
Italian (5.8%), Arabic (4.6%), Chinese (4.3%), Japanese (4.0%), Russian and Slavic (3.8%), Hebrew (1.2%), classical (0.9%), other languages (5.7%). In addition, 15.8% of ads were indexed for comparative literature, 15.8% for linguistics and ESL, and 10.9% for generalist.

Of the 1,482 ads that appeared in the English edition in 2005–06, 1,165 (78.6%) were categorized as tenure-track and 914 (61.7%) were indexed for the rank of assistant professor (and only that rank). An additional 240 ads (16.2%) included assistant professor as one of several index terms for rank that the department selected. Of the 1,237 ads in the 2005–06 foreign language edition, 800 (64.7%) were tenure-track and 686 (55.5%) advertised appointments at the rank of assistant professor (and only that rank). An additional 187 ads in the foreign language edition (15.1%) included assistant professor as one of several index terms for rank that the department selected. Ads for which departments used both "tenure-track" and "assistant professor" as the sole index terms constituted 806 (54.4%) of all 1,482 ads in the English list and 569 (46.0%) of all 1,237 ads in the foreign language list.

Figure 1 shows the number of positions announced in the English and foreign language editions of the *JIL* across the thirty-year span 1975–76 to 2004–05. The trend lines point toward an index of structural demand centered on 1,500 positions annually, increasing or decreasing by 300 to 500 as economic conditions and opportunities for full-time academic employment either improve or worsen. Increases and declines in the number of positions announced in the *JIL* provide an indicator of improvement and decline in full-time academic employment opportunities in four-year colleges and universities. The *JIL* does not represent a complete count of available positions, however, since not all departments in four-year institutions and very few departments in two-year institutions advertise in the *JIL*.

A longer report may be accessed at the *JIL*'s page on the MLA Web site. Printed reports will appear in forthcoming issues of the ADE and ADFL bulletins.

David Laurence



CONVENTION

Important Information about the Job Information Center

Once again the MLA will operate a Job Information Center at the annual convention.

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

There will be a combined center for English and foreign languages. The center, designed to assist both job candidates and interviewers, will be located in the Pennsylvania Convention Center (Ballroom A, Ballroom level). Job candidates will be able to locate their interviews at the center; there will be no telephone service for interview locations.

1. Sign-In Desk for Departments. Departmental administrators or representatives who plan to hold job interviews during the convention, whether in their hotel suites or in the interview area of the Job Information Center, should sign in (indicating name, institution, hotel, and room number) at the Job Information Center 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 11:00 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.

2. 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 in the interview area. Each counselee should bring a cover letter and vita.

3. Interview Area. For the convenience of departmental representatives and candidates, there will be a combined interview area for both English and foreign languages within the Job Information Center. Those administrators who wish to use the interview area should schedule interviews either by writing or telephoning candidates before the convention or by leaving messages at the message center. Tables in the interview area, which will be open 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, will be assigned to departmental representatives on a first-come, first-served basis. Staff members will be on duty in the area to assist interviewers and candidates.

4. Vacancy Notices. A list of openings received too late to be included in the December *Job Information List* will be posted on bulletin boards in the center. Departmental representatives should submit detailed descriptions of any last-minute vacancies to an MLA staff member in the center, who will see that they are posted. Such notices may also appear in the February *Job Information List*, so that candidates who do not attend the convention may have an opportunity to apply.

5. Message Center. Open 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, 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 candidates and interviewers at the Job Information Center, it should be stressed that the MLA does not have the facilities for introducing candidates and interviewers who have not corresponded before the convention. Very little open interviewing takes place at the convention. Job candidates who do not have prearranged interviews should not plan to attend for the sole purpose of seeking employment.

Meetings 1, 2, 3, 76, 132, 525, and 569 address the job situation; they should interest job seekers and administrators alike. □

CONVENTION

Recommendations for Session Presiders

Session presiders should remind participants that a session lasts for one hour and fifteen minutes and that at least fifteen minutes at the end of each session must be left for discussion. Therefore presiders should tell presenters how much time they have to speak.

When a session runs long, the hotel staff cannot enter the room to prepare it for the next session, and the speakers and attendees waiting to enter the room block hallways and doorways, causing an unpleasant and potentially dangerous situation.

There will be copies of a brief statement signed by Rosemary G. Feal on the head tables in all meeting rooms to remind MLA members of the need to conclude their presentations on time. There will also be a second statement that an aide can present to a presider when a session has gone substantially beyond the allotted time. This statement will inform the presider that the time limit has expired and ask that the presider conclude the session as quickly as possible.

If you are a speaker, please respect the time limits. If you are a presider, please allow at least fifteen minutes for discussion. □

CONVENTION

Timers at the 2006 Convention

*Five generals, gathered in the gallery,
Blowing plans . . .
the secret code is flashed:
Now is the time, now is the time. . .*
—Bob Kaufmann (“Battle Report”)

News flash! News flash! “Now is the time, now is the time” for timeliness during MLA convention panels. Have you ever attended a dynamic MLA panel, eagerly awaited the opportunity to ask a panelist a question at the end of the session, but discovered that because a speaker went overtime the hope for an engaged conversation was dashed? Have you ever been the final participant on a panel and found your plans to deliver a carefully prepared—and precisely timed—fifteen-minute presentation were blown and instead you delivered in one rushed breath a five-minute impromptu summation of your scholarship because the panel moderator was unable to keep the previous panelists from going just a “few” minutes overtime? Have you ever sat on a panel in which a moderator dutifully flashes the “two-minute time up” warning to a speaker, and the speaker responds by stating, “Oh? My time’s almost up? Well, in summary . . .” and then ten minutes later continues with “So to wrap things up . . .” and then another five minutes later—after the third reminder from the moderator—prefaces “I’ll conclude with this sentence . . .” as he or she reads a two-minute and page-long “sentence”? Have you ever had to begin your panel fifteen minutes late because the previous panel went overtime and the attendees had not yet cleared the room? Well, the Ad Hoc Committee on the Structure of the Annual Convention has listened to your concerns!

The most common complaint that the MLA convention office receives each year concerns the lack of discussion time in session panels. In response to the membership’s request that panels—and panelists—begin and end at the appropriate time, we are introducing the use of timers at this year’s convention. MLA convention assistants—“those generals, gathered in the gallery”—will be distributing timers to all the MLA session rooms and we expect their use to become standard. Timers will indicate when panelists have two minutes left and when their allotted time is up. This technology will facilitate what can often be an awkward professional and personal responsibility for the moderators.

How can you help? If you are on a session panel, be considerate of your fellow panelists and your audience. If you have not already timed your presentation, please do so *before* your planned session time. The MLA Program Committee approved guidelines for session speakers and organizers (see the MLA Web site). These guidelines inform speakers to “assume that a page of double spaced, typed material, in a standard elite-size font, takes about two minutes to read, without any extemporaneous comments added during the reading.” This means that if you have fifteen minutes you can read seven and a half pages at a brisk pace—and with twenty minutes you can read ten pages. To save time, consider that panelists’ introductions could be eliminated, distributed in print form, or limited to the speakers’ institutional affiliation. I’ll conclude with this sentence: Time your presentation before the panel moderator’s timers are forced to do it publicly for you.

*Meta DuEwa Jones, on behalf of the Ad Hoc Committee
on the Structure of the Annual Convention*

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. Karin Bagnall in the MLA convention office handles arrangements for persons with disabilities (kbagnall@mla.org). Meeting rooms in the headquarters hotels 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) and the Loews Philadelphia (Millennium Hall, 2nd floor), as well as at the Philadelphia Marriott (outside Grand Ballroom, Salon I, level 5), staffed by personnel who can provide assistance to convention attendees with disabilities. There will also be satellite desks in the lobbies of the Philadelphia Marriott and the Loews Philadelphia. As noted in the Fall issue of the *Newsletter*, the deadline for persons with temporary or permanent disabilities to reserve specifically equipped hotel rooms was 15 November. If persons with disabilities have questions or concerns, they should contact Karin Bagnall in the MLA convention office. 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 Philadelphia Marriott, the Loews Philadelphia, or the Pennsylvania Convention Center.

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.

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, 4th floor), and they will do their best to assist you. Hotel staff members may not be able to respond. □

CONVENTION

Forum Proposals Welcome

Proposals of forums for the 2007 convention are welcome. Convention forums are large public meetings on topics of broad general interest; they may be organized by individual members, divisions, discussion groups, allied organizations, or the American Literature Section. (For information on organizing forums, see the Sept. 2006 *PMLA*, pp. 950–51.) Those interested in proposing forums are encouraged to attend the open hearing of the Program Committee at the convention (Saturday, 30 Dec., 10:15–11:30 a.m., 310, Philadelphia Marriott). The deadline for submission of proposals is 15 March 2007. The executive director welcomes inquiries (execdirector@mmla.org). □

CONVENTION

Audio- and Videotaping Guidelines for Convention Sessions

The MLA Executive Council has approved guidelines for audio- and videotaping at the MLA Annual Convention. Audio- or videotaping of sessions is not permitted at the MLA convention without permission of all those present at a session. The session organizer must have the consent of all the speakers at a session and must request permission to tape through the headquarters office before the session begins (Conference Suite III, level 3, Philadelphia Marriott; Hospitality Suite 413, 4th floor, Loews Philadelphia). The session organizer will then announce to the audience that audiotaping or videotaping will take place during the session. □

CONVENTION

Program Issue for Members with Visual Impairments

Members with visual impairments who would like to receive a copy of the November 2006 (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

2007 Calendar of Dates and Deadlines for Special Sessions

Address all correspondence concerning special sessions to Stacey Courtney (MLA Convention Office, 26 Broadway, 3rd floor, New York, NY 10004-1789; scourtney@mmla.org), who will direct it to the appropriate person or to the Program Committee. Except where indicated otherwise, the deadline is the close of business on the date listed. For more-specific information, please consult the guidelines published in the September 2006 *PMLA* (pp. 946–56).

- 5 JAN. Deadline for receipt of notices for the Spring 2007 *MLA Newsletter* announcing intent to propose a special session for the 2007 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- 9 FEB. Spring 2007 *MLA Newsletter* mailed to members and available online
- 1 APR. Deadline for receipt of requests for audiovisual equipment for the 2007 convention
- 1 APR. To ensure that formal proposals for special sessions for the 2007 convention arrive at the MLA office in sufficient time for processing and submission to the Program Committee, they must be postmarked no later than 1 April or submitted at the Web site by 1 April; hand-delivered proposals must be received at the MLA office by the close of business on 1 April.
- 7 APR. Deadline by which organizers and panelists in special sessions proposed for the 2007 convention must be listed on the MLA membership rolls
- 7 APR. Deadline for receipt of requests for waiver of membership requirements for panelists (foreign scholars and persons outside the disciplines of languages and literatures) in special sessions proposed for the 2007 convention
- 15 APR. Deadline for receipt of requests for funds for speakers (if appropriate) in special sessions proposed for the 2007 convention
- LATE MAY Notification of the Program Committee's decisions mailed to members who submitted proposals for special sessions for the 2007 convention
- MID JUNE Notification of decisions on funding requests mailed to organizers who applied for funds for speakers
- EARLY- MID JULY Program copy proofs and information on date, time, and place of 2007 special sessions sent by the convention office to organizers
- LATE JULY Deadline for receipt of corrections for special session program copy proofs for the November 2007 (Program) issue of *PMLA*
- 26 JULY Deadline for receipt of notices for the Fall 2007 *MLA Newsletter* announcing intent to propose a special session for the 2008 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE AUG. Information on date, time, and place of 2007 special sessions to be sent by organizers to panelists
- 17 SEPT. Deadline for receipt of notices for the Winter 2007 *MLA Newsletter* announcing intent to propose a special session for the 2008 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE SEPT. Fall 2007 *MLA Newsletter* mailed to members
- LATE NOV. Winter 2007 *MLA Newsletter* mailed to members
- 27–30 DEC. 2007 MLA convention held in Chicago

CONVENTION

Calls for Papers for 2007 Convention in Chicago

The 2007 convention will be held in Chicago. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2006 *PMLA* (pp. 946–51), before writing to the organizers listed below. If not provided, organizers' addresses are available on the MLA Web site to MLA members and listed in the September 2006 *PMLA*. All participants in convention sessions must be MLA members by 7 April 2007. 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

The Cat in the Hat at Fifty: Beginner Books Come of Age. The Cat's legacy. Possible topics: influence, adaptations, translations, reception, historical and cultural contexts, reading primers, education, childhood. 1-page abstracts by 1 Mar.; Philip Nel (philnel@ksu.edu).

Children and Political Activism. Examines fictional, nonfictional, photographic, etc., depictions of children taking political action and texts that inspire child readers to become political. 1–2-page abstracts or 8-page papers by 1 Mar.; Jennifer Miscek (jennifer.miscek@cnu.edu) or Chris McGee (mcgeecw@longwood.edu).

Japanese "Kawaii"/"Cute" Children's Culture 1995–Now. This panel explores international reception of this uniquely Japanese form. 1–2-page abstracts or 8-page essays by 1 Mar.; Jaimy Mann (jmann@english.ufl.edu).

Discussion Groups

CATALAN LANGUAGE AND LITERATURE

The Return to the Rural in the Països Catalans. Artistic and theoretical evolution of the concept of the rural in the Països Catalans. 200-word proposals for 20-min. papers by 9 Mar.; Robert A. Davidson (robert.davidson@utoronto.ca).

MLA Committees

COMMITTEE ON COMMUNITY COLLEGES

Research and Publication at Community Colleges. The case for research and publication at community colleges. Why should faculty scholarship be encouraged at community colleges? Abstracts by 1 Mar.; Tsegaye Wodajo (twodajo@aol.com).

Service Learning Models at Community Colleges. How are service learning projects implemented in English and foreign language curricula? How does service learning contribute to literacy or second language acquisition? Abstracts by 1 Mar.; Bette Hirsch (behirsch@cabrillo.edu).

Shakespeare, Wherefore Art Thou? Promoting Literature at the Two-Year College. How can we teach fiction, drama, and poetry at community colleges to improve student literacy and promote lifelong reading? Abstracts by 1 Mar.; Pamela Hardman (pamela.hardman@tri-c.edu).

COMMITTEE ON SCHOLARLY EDITIONS

Using Digital Archives. Papers on the construction of digital archives, especially how editing and interpreting make archives useful. Abstracts by 15 Mar.; Donald R. Dickson (d-dickson@tamu.edu).

COMMITTEE ON THE LITERATURE OF PEOPLE OF COLOR IN THE UNITED STATES AND CANADA

Poetry, Race, Aesthetics. Why are questions of ethnic poetry's aesthetics elided and poems by writers of color reduced to their content? To what extent is the aesthetic a racialized category? Abstracts, vitae by 5 Feb.; Dorothy Wang (dwang@williams.edu).

Race and Disaster. What are the relations between race and contemporary disasters such as 9/11 and Hurricane Katrina? Consider race/ethnicity broadly. Abstracts and vitae by 5 Feb.; Dana Williams (d_williams@howard.edu).

COMMITTEE ON THE STATUS OF GRADUATE STUDENTS IN THE PROFESSION

Be the First to Rate This Dissertation. Recent agreements between Proquest and Amazon.com make dissertations available online as "books." How do developments in electronic publishing affect the careers of junior professors? Abstracts by 25 Feb.; William Orchard (weorchar@uchicago.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.

The Book Review. Book reviews as literary criticism, as journalism, as print culture artifacts. 250-word abstracts by 1 Mar.; Gail Shivel (shivel@earthlink.net).

Current Approaches to the Novels of Pierre Loti. Papers dealing with any of the novels of Loti. Completed 10-page papers by 1 Mar.; Richard M. Berrong (rberrong@kent.edu).

Ecocriticism, Ecofeminism, and Southern Women Writers. Papers exploring matriarchal and indigenous societies, environmental balance, economic and community sustainability, and other issues in writings by Southern women. 2–4-page proposals by 1 Mar.; Mae Miller Claxton (mclaxton@email.wcu.edu).

Encounters between Science and the Avant-Garde (1900–30). Investigating the intersection of avant-garde literature/art and sciences such as biology, evolution theory, and medicine. Half-page abstracts by 15 Mar.; Christine Kanz (christinekanz@mac.com) and Arndt Niebisch (aniebisch@smcm.edu).

Jack Kerouac: On the Road. 2007 marks the fiftieth anniversary of the publication of *On the Road*. Papers focusing on the literary and cultural significance of the novel. Abstracts by 15 Mar.; Jody Spedaliere (spedaliere@cup.edu).

Claude McKay and Black Modernism. Abstracts invited for 20-min. presentations on Claude McKay oriented in Marxist, modernist, queer, transnationalist, or other foci. E-mail inquiries by 5 Mar.; Gary E. Holcomb (gholcomb@emporium.edu).

Otherness in the Literature and Composition Classroom. Theoretical and pedagogical approaches to otherness. Topics might include literature as other, teacher as other, engaging differences, classroom identity, contact. 1-page abstracts by 1 Mar.; Tiffany Kriner (tiffany.e.kriner@wheaton.edu) and Stephanie L. Kerschbaum (kerschbaum@tamu.edu).

Perspectives: African American Literary Theory. Addressing theoretical positions inscribed by an African American sensibility. Examples: "Saturation," "Signifyin(g)," and the "Blues." Approximately 300-word abstracts by 15 Mar.; Ramona L. Hyman (rhyman256@comcast.net).

Playwriting in Chicago, 1950–2006. Papers about the history of playwriting workshops, playwrights' ensembles, and the aims and methods of playwrights working in and writing for Chicago theaters. 1-page abstracts by 15 Feb.; Arvid F. Sponberg (arvid.sponberg@valpo.edu).

Reading the Wind: Pedagogy for Magic, Ritual, Storytelling, Myth in African, Middle Eastern, Trans-American Texts. Exploring alternatives to archetypal, postcolonial, Lacanian, and poststructuralist readings. 1-page abstracts, short vitae by 1 Mar.; Roberta Sabbath (sabbath@unlv.nevada.edu).

Rereading the Sublime and Beautiful: The 250th Anniversary of Burke's *Enquiry*. How have contemporary methodologies such
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as feminist, queer, postcolonial, Marxist, psychoanalytic, and poststructural theories enriched our understanding of Burke's aesthetics? 500-word abstracts by 28 Feb.; Ana de Freitas Boe (aboe@bw.edu).

John A. Williams: Race, Sexuality, Class, and Gender. Proposals that use interdisciplinary approaches to explore the writing and screen adaptations of Williams's works. 250-word abstracts and short vitae by 5 Mar.; Mark A. Reid (Mreid122@aol.com).

Allied and Affiliate Organizations

AMERICAN NAME SOCIETY

Two Open Sessions. Fields may include literature, literary theory, philosophy, linguistics, geography, sociology, history. Panels may be organized on single authors or subjects. 150-word (max.) abstracts by 1 Mar.; Priscilla Ord (paord@verizon.net).

ASSOCIATION FOR BUSINESS COMMUNICATION

Business, Technical, and Professional Communication. Papers on any aspect of this field, including connections with linguistics, cultural studies, and literature. 1–2-page abstracts by 1 Mar.; Daphne Jameson (daj2@cornell.edu).

ASSOCIATION FOR THE STUDY OF LITERATURE AND THE ENVIRONMENT

Animals and Agency. Exploring literary representations of the agency and subjectivity of animals. How do these representations complicate the boundary that supposedly differentiates animals from humans?

When Nature Strikes Back. Exploring how literature personifies nature's retribution for human attempts to control or change the land. How does the environment become inhospitable toward humans? Abstracts by 1 Mar.; Sarah McFarland (mcfarlands@nsula.edu).

CHILDREN'S LITERATURE ASSOCIATION

Beyond *Harry Potter*: Theorizing Fantasy for Children. Examining new theoretical approaches to the study of children's fantasy. 1–2-page abstracts or 8-page papers by 1 Mar.; Jackie C. Horne (Jacqueline.horne@simmons.edu).

Jumping between Audiences: Authors Who Write for Adults and Children—but Not at the Same Time. Analyzes authors of crossover books. 1–2-page abstracts or 8-page papers by 1 Mar.; Tammy Mielke (tammy.mielke@wmich.edu).

CONFERENCE ON CHRISTIANITY AND LITERATURE

Seminar on Christian Scholarship and the Turn to Religion in Literary Studies. How may scholars strengthen critical sensibilities that weigh the delicate registers of belief and unbelief and develop theoretical paradigms that take faith seriously? 500-word abstracts by 15 Mar.; Susan M. Felch (felch@calvin.edu).

ELLEN GLASGOW SOCIETY

Before *Barren Ground*: Ellen Glasgow's Formative Fictions. Glasgow's fiction and short fiction appearing before the 1925 publication of *Barren Ground*. All approaches to Glasgow's earlier canon are welcome. Papers by 1 Mar.; Mark Graves, (m.graves@morehead-st.edu).

LANGSTON HUGHES SOCIETY

The Short Fiction of Langston Hughes. Papers that illuminate Hughes's art and imagina-

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 should indicate their audiovisual needs when they respond to a call for papers and 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.

tion through his cross-cultural connections in music, politics, and religion. E-mail 1-page abstracts and biographical statements by 7 Mar.; Dellita Martin-Ogunsola (dellita@uab.edu).

POE STUDIES ASSOCIATION

Poe and Ideology. Papers considering any permutations, associations, and applications of ideology in, about, and around Poe's work.

Poe and "Translation." Papers considering "translation"—"transference of a form of energy from one point to another," "transference," "removal from earth to heaven," and "turning from one language/medium to another" (*OED*)—and Poe's work. Abstracts by 1 Mar.; Barbara Cantalupo (bac7@psu.edu). □

BIBLIOGRAPHY

How to Be Included in the *MLA International Bibliography*

My colleagues and I are eager to include your work in the bibliography. We invite you to send us information about your articles, essays, and books that appeared in 2006 and those from before 2006 that have not previously been indexed. With the 2000 edition, we have expanded the scope of the bibliography to include rhetoric and composition and the history, theory, and practice of teaching language and literature at the college level. We have also endeavored to improve our coverage of scholarship about Arabic, Persian, and Turkish languages and literatures.

Bibliographic Information Services receives many of the periodicals on the Master List of Periodicals (found at the front of each issue of the bibliography or online through all of our vendors). Authors of journal articles may assume that their material will be indexed if the MLA receives the journal; members should check with the journal editor to be sure. Authors of monographs and articles in book collections (Festschriften, conference proceedings, books of essays, etc.) should ask the publisher to send a copy of the collection to the MLA. Authors in doubt about whether the MLA has received a journal or a book should send materials according to the following guidelines.

Articles in journals. Send an offprint or photocopy of the entire article, with the complete date, volume, and number of the jour-

nal issue in which the article appeared. Include a photocopy of the title and contents pages of the journal.

Book collections. Send the book. A single essay in a collection of essays may be indexed if the following documentation is provided: an offprint or photocopy of the essay; a photocopy of the title, copyright, and contents pages of the book; the number of pages in the book; and the ISBN.

Books by a single author. Send the book. Or send a photocopy of the title, copyright, and contents pages, together with an abstract or a photocopy of the introduction, the number of pages in the book, and the ISBN.

Bear in mind that the following kinds of writing are generally excluded from the bibliography: fiction, poetry, book reviews, unpublished dissertations, and entries in reference books.

The deadline for the receipt of material for the 2006 printed bibliography is 2 January 2007. Information received after that date will be considered for the 2007 edition. Address materials or questions to *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 (646 576-5053; fax: 646 458-0033; bibliography@mla.org).

MEETINGS**2007 ADE
Summer Seminars**

The ADE Summer Seminars offer chairs, directors of graduate and undergraduate studies, and other departmental administrators opportunities to meet with peers from across the country. Participants confer about specific problems in departmental administration, gain perspective on their departments and programs, and gather information about degree awards, job placement, and curricular developments affecting departments and the field. They also contribute to national discussions such as the work of the MLA Task Force on the Evaluation of Scholarship for Tenure and Promotion, whose report and recommendations will be featured at the 2007 seminars. Each seminar includes a full-day Workshop for New Chairs designed especially for those about to begin or just completing a first year as department chair.

ADE Seminar East will be held 4–7 June in Kiawah Island, South Carolina. Steven Lynn, chair of the English department at the University of South Carolina, will host. At Seminar East, the Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 4 June.

Montreal will be the site for the 2007 joint ADE and ADFL seminar, which will take place 21–24 June. Cohosting are chairs of the language and literature departments of the Université de Montréal, Concordia University, and McGill University. There will be two new-chair workshops in Montreal, one for ADE and one for ADFL. The ADE Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 21 June.

Information about programs, registration, and accommodations will be announced at the ADE Web site (www.ade.org) and in a brochure that will be mailed to chairs of ADE-member departments in April. For further information, please write or call David Laurence, Director, ADE, or Doug Steward, Assistant Director, at the MLA office (646 576-5132; ade@mla.org), or consult the ADE Web site. □

MEETINGS**2007 ADFL Summer Seminars**

The ADFL summer seminars offer department chairs and program heads three days of intense professional exchange about life and work in departments of foreign languages. Plenary sessions and workshops address issues dealing with national trends and the nuts and bolts of departmental governance. Seminars also feature preseminar workshops for chairs newly appointed or just completing the first year of their appointment. Seminar West will be held 7–10 June at the University of Hawai'i, Mānoa, in conjunction with a summer institute on evaluation practices in foreign language programs sponsored by the National Foreign Language Resource Center. Seminar East will be held jointly with ADE in Montreal from 21 to 24 June and will highlight teaching languages in multicultural contexts. Speakers and topics will be announced in the *ADFL Bulletin*; at the ADFL Web site (www.adfl.org); and in a brochure detailing housing, meals, and excursions that will be mailed to ADFL members in early spring. For further information, please write or call Nelly Furman, Director, ADFL, or David Goldberg, Associate Director, at the MLA office (646 576-5132; adfl@mla.org), or consult the ADFL Web site. □

BOOK NEWS**Three New MLA Titles to Be Published**

Set for release in November is *Approaches to Teaching the Song of Roland*, edited by William W. Kibler and Leslie Zarker Morgan. The *Song of Roland* is a well-known hallmark of medieval French literature, yet students often read only excerpts and receive general introductions to the poem and its context. This volume in the MLA series *Approaches to Teaching World Literature* aims to help nonspecialist instructors teach *Roland* more comprehensively and to offer seasoned medievalists ways to invigorate their pedagogical tactics. The musical quality of the *Song of Roland* is vital for students to grasp. A compact disc accompanying the volume showcases reconstructions of sung performances of the *Song of Roland* in Old French. The volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

Due for release in December, *Approaches to Teaching Chaucer's Troilus and Criseyde* was edited by Tison Pugh and Angela Jane Weisl. This volume aims to provide students with a vision of Chaucer that highlights the great variety, breadth, and depth of his entire body of work. The materials collected here offer instructors ideas and strategies for making Chaucer's less-taught works as memorable and engrossing for students as any of the narrative gems in *Canterbury Tales*. The volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

Also available in December is Steven Mailloux's *Disciplinary Identities: Rhetorical Paths of English, Speech, and Composition*. Mailloux examines the disciplinary formation of English literary studies, speech communication, and composition, explaining how these fields came to be shaped and separated as they are today. In so doing, he illustrates the interpretive power of a technique he calls rhetorical hermeneutics: his critical history of disciplinary formations both describes rhetoric as a topic of study and uses it as a tool for understanding how scholarship is organized professionally and politically. Through multidisciplinary inquiry, *Disciplinary Identities* seeks to engage all teachers and scholars of the language arts in a renewed conversation about our shared history and our mutual devotion to pedagogy, criticism, history, and theory. The volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) 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. □

C O R R E S P O N D E N C E

The MLA Newsletter welcomes correspondence from members of the association concerning items in previous issues or matters of professional interest. Writers are asked to limit letters to five hundred words; the editor reserves the right to edit letters that exceed five hundred words.

To the editor:

In the light of Louis Menand's recent comment that the humanities "profession could use some younger people who think that the grownups got it all wrong" (*Profession* 2005 12), I write to provoke discussion about the practice of communication at MLA conferences. Unfortunately, a brief letter does not allow for a detailed analysis of issues such as the abuse of jargon, the choice of pedantic and esoteric subjects, or the use of politically safe language. I should like to address, therefore, a more straightforward issue: the method of paper delivery.

There is a disturbing trend to read papers aloud, word for word, often in a flat, accelerated, and incomprehensible manner at our conferences. This habit demonstrates a distinct disregard for the aesthetics of language. Personally, I have attended many other conferences in foreign countries and in other fields (philosophy and psychology) where speakers have presented their research without reading from their written text, and often their verbal alacrity is just as impressive as the content of their talks. Presenting research without reading from a text encourages speakers to be on their toes and intellectually engaged. These comments are intended not to offend a culture or an intellectual domain but rather to emphasize that we as professional wordsmiths have an obligation to render language a vivid and vibrant experience.

With this said, perhaps it is time to reacquaint ourselves with the art of oratory. Oratory is language, and it is therefore natural that language specialists cultivate it. The rhetorician's practice of examining two or more sides of an argument is based on the Greek notion that truth is constructed by reason and that it is never one-dimensional. This position, akin to Protagoras's maxim that "humankind is the measure of all things," fits into the relativism that accompanies the global cultural exchange now in process. Oratory should also help fulfill the need for an interdisciplinary approach to the humanities, encouraging speakers to move away from ethnocentric and solipsistic positions.

I am suggesting that our research papers should be seen not as an end but rather as a means. They should act as librettos, as organized notes, for us to present our ideas in spoken form (without reading from a text). The MLA conferences could provide a perfect training ground for a new approach to research presentations. For this to work, we must agree as a community that we will not be able to mention every caveat, nuance, or tangential idea during our brief presentations. While paper reading presumably affords speakers the opportunity to present research in kabbalistic form, rhetoric and oratory encourage us to look beyond. And, finally, the need to make connections with other fields and to communicate effectively with an audience, especially with the general public, should not be taken lightly. For where scholars fail to tread, high priests, tyrants, and pseudoscientists will continue to take our place.

Suzanne LaLonde

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.

- *Approaches to Teaching the Works of Rabelais*, ed. Floyd Gray and Todd W. Reeser
- *Approaches to Teaching the Works of John Dryden*, ed. Jayne Lewis and Lisa Zunshine
- *Approaches to Teaching the Works of Jorge Luis Borges*, ed. Edna Aizenberg
- *Approaches to Teaching the Works of Kamau Brathwaite*, ed. Elaine Savory

If you wish to contribute to any of these volumes, please send your name and mailing address to Joseph Gibaldi at the MLA office by 10 January 2007 (jgibaldi@mla.org; fax: 646 458-0030). □

Ideas for *What's the Word?*

What's the Word?, the MLA radio program, is now broadcast on more than two hundred radio outlets in the United States. It is also aired in Canada, Namibia, New Zealand, and the Philippines. An archive of programs is available on the MLA Web site and has been visited by more than sixteen thousand users.

The MLA Radio Committee, which selects speakers and topics for the programs, welcomes suggestions from MLA members. Please send your ideas to Judy Goulding at the MLA office (jgoulding@mla.org). □

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.

Rice Humanities Research Center
External Faculty Fellowships

Application Deadline: December 18, 2006

Rice University's Humanities Research Center will award up to four external faculty fellowships during the academic year 2007–2008. Both junior and senior faculty members with faculty appointments at universities other than Rice are eligible but must be at least three years beyond receipt of the PhD by the beginning of their fellowship term. Fellows will be in residence at the Center for one semester, give a series of three lectures or teach one course, and participate in the Center's intellectual life. Fellows are awarded a moving allowance and stipend ranging from 40K to 75K, depending on rank.

Information on how to apply is available at <http://hrc.rice.edu>.

These fellowships are generously funded by the National Endowment for the Humanities and the Lynette S. Autrey Endowment.

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16. This Statement of Ownership will be printed in the Winter 2006 issue of this publication.
17. I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

Rosemary G. Feal, Executive Director

D E A D L I N E S

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 January and 31 March. More-specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2006 PMLA (pp. 1296–326).

JANUARY

- 5 American Research Center in Egypt
- 5 Center for Cultural Analysis, Rutgers University
- 5 National Foundation for Jewish Culture Dissertation Fellowships
- 5 Yale University Agrarian Studies
- 10 American Association of University Women Educational Foundation
- 10 John Carter Brown Library
- 10 Newberry Library
- 10 United States Institute of Peace
- 13 University of California, Los Angeles, Fellowship Program in Ethnic Studies
- 13 Institute of Historical Research Mellon Fellowships for Dissertation Research in the Humanities
- 15 American Antiquarian Society
- 15 American Association of University Women Educational Foundation
- 15 Archaeological Institute of America
- 15 Beinecke Rare Book and Manuscript Library
- 15 Camargo Foundation
- 15 Gilbert Chinard, Harmon Chadbourn Rorison, and Edouard Morot-Sir Fellowships
- 15 Kosciuszko Foundation
- 15 Phi Beta Kappa Society Mary Isabel Sibley Fellowship
- 15 Winterthur Research Fellowships in American Art, History, and Culture
- 15 Yale Center for British Art
- 16 American Council of Learned Societies Fellowships and Grants
- 18 Robert Penn Warren Center for the Humanities, Vanderbilt University
- 26 Erasmus Institute
- 31 W. Ormiston Roy Memorial Fellowship

FEBRUARY

- 1 American Council of Learned Societies Fellowships and Grants
- 1 University of California, Los Angeles, Center for Seventeenth- and Eighteenth-Century Studies
- 1 University of California, Los Angeles, William Andrews Clark Memorial Library
- 1 Children's Literature Association
- 1 Friends of the University of Wisconsin, Madison, Libraries Grants-in-Aid
- 1 IREX (International Research and Exchanges Board)
- 1 Midwest Victorian Studies Association
- 1 Harry Ransom Humanities Research Center
- 11 Linguistic Institute Fellowships
- 15 American Institute for Maghrib Studies
- 15 American Numismatic Society
- 15 University of Chicago Library Special Collections Research Fellowships
- 15 National Council of Teachers of English Research Foundation
- 15 National Women's Studies Association
- 15 Phi Sigma Iota Awards in Foreign Languages
- 15 Swann Fellowship
- 16 American Psychoanalytic Association Fellowship Program
- 28 Memorial Foundation for Jewish Culture

MARCH

- 1 American Classical League
- 1 American Philosophical Society
- 1 Library Company of Philadelphia and Historical Society of Pennsylvania
- 1 Newberry Library
- 15 American Academy in Rome
- 15 American Handel Society Research Fellowship
- 15 IREX (International Research and Exchanges Board)

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

DECEMBER

- 1 Preregistration deadline for the 2006 convention
- 10 Deadline for receipt of MLA election ballots (covering contests for second vice president, Executive Council, Delegate Assembly, and division executive committees)
- 12 Deadline for receipt of 2006 convention addresses for "Who's Where"

JANUARY

- 2 Deadline for receipt of offprints and books for inclusion in the 2006 *MLA International Bibliography*
- 5 Deadline for receipt of convention calls for papers for the Spring 2007 *MLA Newsletter*
- 12 Deadline for receipt of departmental administrators' job listings for the February 2007 *Job Information List*
- 20 Deadline for receipt of field bibliographers' submissions for inclusion in the 2006 *MLA International Bibliography*
- 31 Deadline for receipt of proposals for honorary members and fellows

MARCH

- 1 Deadline for receipt of entries for the 2007 James Russell Lowell Prize competition for books published in 2006
- 1 Deadline for receipt of *MLA International Bibliography* fellowship applications
- 1 Deadline for submission of manuscripts for the *PMLA* special topic Comparative Racialization
- 3 Deadline for receipt of departmental administrators' job listings for the April 2007 *Job Information List*
- 15 Deadline for receipt of forum proposals for the 2007 convention
- 15 Postmark deadline for submissions for *Profession 2007*

APRIL

- 1 Deadline for receipt of entries for the Lois Roth Award for a Translation of a Literary Work and the MLA Prize for a First Book for books published in 2006
- 1 Postmark and Web submission deadline for program copy from divisions, discussion groups, MLA committees, and allied and affiliate organizations
- 1 Postmark and Web submission deadline for proposals for special sessions for the 2007 convention
- 1 Postmark deadline for requests for audiovisual equipment for the 2007 convention
- 7 Deadline for receipt of requests for waiver of membership requirements for participants in the 2007 convention; organizers and panelists at the 2007 convention must be listed on MLA membership rolls
- 15 Deadline for receipt of requests for funds for speakers at the 2007 convention
- 30 Deadline for receipt of applications for dues subsidies for residents of developing or soft-currency nations

MAY

- 1 Deadline for receipt of entries for the 2007 competitions for works published in 2006 for the MLA Prize for Independent Scholars; the Mina P. Shaughnessy Prize; the Kenneth W. Mildener Prize; the Katherine Singer Kovacs Prize; the William Sanders Scarborough Prize; the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies; and the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies, French and Francophone Studies, and Italian Studies; for works published in 2005–06 for the Morton N. Cohen Award for a Distinguished Edition of Letters, the MLA Prize for a Distinguished Scholarly Edition, and the Aldo and Jeanne Scaglione Prizes for Studies in Slavic Languages and Literatures and for a Translation of a Scholarly Study of Literature

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