0852

German Studies in the United States
Assessment and Outlook

Edited by

Walter F. W. Lohnes
Valters Nollendorfs

Second Half (pp 108-end)

Published for *Monatshefte*

The University of Wisconsin Press

Cosponsored by the Institute of German Studies,
Indiana University

Published 1976

The University of Wisconsin Press
Box 1379, Madison, Wisconsin 53701

The University of Wisconsin Press, Ltd.
70 Great Russell Street, London

First printing

Printed in the United States of America

For LC CIP information see page 264

ISBN 0-299-97009-4 cloth, 0-299-97010-8 paper

ACKNOWLEDGMENTS

The financial support of the following organizations is gratefully acknowledged:

- The National Teachers' Seminary Fund, University of Wisconsin-Madison: initial publication subsidy.
- The Institute of German Studies, Indiana University: matching publication subsidy through a grant from Stiftung Volkswagenwerk.
- The Goethe House New York: hosting of editorial conference in New York, May 1975.
- The Anonymous Fund, University of Wisconsin-Madison: support of editorial conference in Madison, Wisconsin, October 1975.

We also thank a number of other organizations and individuals who gave their time and support to the project, particularly the Modern Language Association and the Association of the Departments of Foreign Languages through their joint staff members Richard I. Brod and Kathryn Buck; the American Association of Teachers of German and its past president Reinhold Grimm; the *Unterrichtspraxis* and its editors Gerhard Weiss and William Petig; and all those who participated with valuable advice in our meetings and conferences, particularly James Marchand and Egon Schwarz.

CONTENTS

INTRODUCTION

The more this volume has neared its completion, the more it seems to have moved away from completeness. Its contribution probably does not lie as much in the conclusions it has reached as in the thinking it has engendered. As you are now about to read what the contributors have wrought, we would like you to consider this only the end of the beginning in a continuing process of professional self-assessment.

We cannot lay claim to being the first who started the process. As the fat 1960's were turning into the lean 1970's, many members of the German-teaching profession in the United States started searching for theoretical and practical solutions to the problems that seemed to descend upon us with unexpected suddenness. The fact that our–primarily practical–problems coincided with the–primarily ideological–self-assessments of *Germanistik* in Germany and the developing trend toward a broader interdisciplinary concept of German culture studies both compounded and simplified our own attempts at problem-solving. It was difficult to separate the specifically American aspects of the crisis from those facing the profession in Germany and internationally. At the same time–the critical thinking processes elsewhere helped us avoid a sense of isolation and provided useful *Denkmodelle* for our own self-evaluation.

But as long as this self-evaluation occurred haphazardly and without a clear focus, it was bound to have haphazard effects. As a 1974 survey in the Personalia of the *Monatshefte* showed, the response to the problems was not only theoretical but practical as well: 25% of the departments responding indicated curricular changes in the previous five years, 16% indicated program changes, and 62% indicated a wide variety of new courses outside existing programs, the majority being literature in translation and culture. Yet this survey also indicated that there was no well-reflected reform movement in action as was revealed by terminological confusion, especially in the area of culture studies. Therefore a coordinated collection of essays by a cross-section of concerned members of the profession seemed to be a natural first step toward a tentative consensus.

To avoid the possibility that individual contributions might stand all alone in splendid isolation, several meetings and editorial conferences were held to outline the basic problems, to determine areas of agreement, and to avoid unnecessary duplication. The first informal meeting took place during the 1973 MLA Conference in Chicago, attended by Charlotte Brancaforte, Joe Fugate, Diether Haenicke, Victor Lange, James Marchand, David Miles, Kenneth North-

cott, Lucy Price, Egon Schwarz, and the editors. The discussion centered on some of the problems the profession was facing and ways to overcome them: the economic situation, decreasing enrollments, and some of the inherent weaknesses in traditional programs; the vanishing language requirements; the need for professional interaction on all levels of instruction as a prerequisite for finding viable solutions; and the need to define the specific situation, characteristics, and goals of the German-teaching profession in the United States as compared to *Germanistik* in Germany. It was decided to seek federal funding for a week-long workshop to present position papers and coordinate views.

Our attempts to obtain funds for a workshop were unsuccessful, and we decided instead to seek financial support for more modest regional conferences. Another informal meeting at the 1974 MLA Convention in New York drew additional members of the profession whom we had enlisted, and we established a tentative timetable for completing the project. Through the generosity of the Goethe House in New York an editorial conference took place there on 9 and 10 May 1975 with William Crossgrove, Barbara Elling, Eva and Jere Fleck, Sol Gittleman, Louis Helbig, Valters Nollendorfs, Jeffrey Sammons, and Volkmar Sander participating and with several members of the Goethe House staff and the MLA headquarters in attendance. The Anonymous Fund at the University of Wisconsin-Madison enabled us to assemble the following participants in Madison, Wisconsin on 10 and 11 October 1975: Jürgen Eichhoff, Frank Grittner, Louis Helbig, Peter Heller, Walter Lohnes, Valters Nollendorfs, Kenneth Northcott, Eberhard Reichmann, Henry Remak, Frank Ryder, Guy Stern, and Freeman Twaddell. The conference drew a good attendance, particularly from the local Department of German.

During the conference it became clear that many potentially fruitful areas of investigation had as yet been left unexplored and that to a great extent we still were on the way toward rather than at a consensus, even though we were close to the end and publication deadlines were approaching with undue haste. It also became more and more apparent that the volume—despite, but perhaps even more because of, coordination—was not going to avoid a certain amount of repetition.

And yet—whatever repetition there is, it seems, on second thought, to fulfill at least two important functions. First of all, it reinforces some commonly held insights and ideas and thus constitutes a basis for a consensus. Secondly, occurring as it does in various contexts and perspectives, it points toward some unity in the diversity of opinions and real conditions in which we function. As a matter of fact, in the context of the American educational scene and the way it functions, only a continuing discussion and no final conclusions may be possible.

Therefore it was decided to continue the discussion of professional concerns even after the publication of this volume—at MLA and AATG conventions, at special conferences similar to the editorial conferences in 1975, at professional seminars, and in professional journals. The *Monatshefte* has indicated that

henceforth the entire Personalia issue will be devoted to professional matters and that an annual group meeting will take place at the MLA convention to present and discuss contributions to these issues.

Such is the future course as we perceive it. Returning to the present and specifically to this volume you are about to read, we want to point out two potential areas of misunderstanding.

The first has to do with the term German Studies. We have sought to apply it in the broadest possible sense to encompass all instructional and research activities of the profession: both the established ones and the ones now being developed. These include recent endeavors to define new methodologies and programs for interdisciplinary German culture studies. Since these endeavors generally involve both the addition of new substantial components to traditional curricula and a reorientation toward a broader view of our entire mission, the term German Studies has usually been applied more narrowly to mean this addition and reorientation. We prefer the broader conception, which allows for the coexistence of various conceptual and program models ranging from the traditional where still viable to the innovative where feasible, and including various intermediate models where necessary.

In this broader sense, the term German Studies seems also more appropriate to describe the specific characteristics of what we are or should be doing in the United States as compared to the German-speaking countries. German Studies, we think, are not and should not be *Germanistik*, even the *künftige Germanistik* discussed in the two pioneering Reihe Hanser volumes, which assess the situation in Germany. Some of the differences may be philosophic, but most are of a more basic practical, not to say existential, nature:

1. Our *Auseinandersetzung* with old-school *Germanistik* neither had to be nor could be as vehement or central as in Germany. American scholarship never really participated in mainstream developments of *Germanistik*, especially during its less glorious moments during Hitler's reign and the period of post-war readjustment.
2. Our social and educational functions and responsibilities in the United States differ radically from those of our counterparts in the German-speaking countries. What they do is much more central to their entire society and the educational system than what we do to ours.
3. We have to create our own clientele through our language programs, whereas our counterparts in German-speaking countries have a self-renewing inexhaustible supply of pupils and students.
4. Our counterparts in German-speaking countries are primarily interpreters of the *native* language, literature, and culture; we are primarily the teachers and mediators of a *foreign* language, literature, and culture.
5. Specialization is possible to a much greater extent among our colleagues in German-speaking countries than it is in the United States. Our specific situation demands that most of us should be generalists.

6. American education—both on the secondary and higher education levels—is much more diversified and much less centralized than the educational systems in Europe. While our colleagues in the Federal Republic can think in terms of and develop *Denkmodelle* generally applicable to all or at least most educational situations or institutions, we have to contend with a multitude of situations and jurisdictions that preclude instantaneous and uniform reforms even under the most advantageous circumstances.

The second potential misunderstanding has to do with the nature of the contributions. This is not a collection of papers on teaching methodology or subject matter for German Studies in the United States. While some of these items inevitably enter into discussion, they do not form the primary focus of the volume.

The primary focus is twofold: (1) To assess the German-teaching profession in the United States in its full context—from primary to graduate school: its *raison d'*être in the present academic, social, and cultural situation; its structures, programs, and aims; and the people through whom and for whom it functions. (2) To offer strategies for survival and suggestions for self-improvement during the lean years ahead when our well-being and growth will not be able to rely on the benevolence of others but only on our own ingenuity, perseverance, and self-sufficiency.

We hope that the volume will help us all to respond to the future difficulties with perspicuity, wisdom, and self-confidence. We also hope that it will engender a continued dialogue which will help us all to stay in touch with each other and with the times ahead.

W.F.W.L.
V.N.

THOUGHTS IN SEASON

VICTOR LANGE
Princeton University

Interest in the study of languages, ancient or modern, has diminished in the past decade, not only in the United States but in every Western society, to the point where the sturdiest convictions of seasoned teachers and the most fervent pleas of the defenders of humane values seem to have gone unheeded. In Italy the teaching of German is in danger of disappearing altogether from school and university curricula; French and English are, in many German schools, offered merely as electives; in the United States even a level of interest that has for a generation been far below the impressive support given to language study in the Soviet Union seems seriously threatened by the apathy or wrong-headedness of curriculum planners, of counsellors and of those who articulate our educational vision. The teaching of German has, in our schools and colleges, passed through hectic fluctuations between proud enthusiasm and the melancholy acceptance of a steadily declining percentage of its share in the totality of humanistic offerings. We need no statistics to realize how often in the past century the popularity and vitality of the American study of German has been sapped by disaster or folly.

It may be useful and may contribute to the sort of level-headed self-scrutiny without which foreign language study cannot hope to flourish within an increasingly technological-minded educational system, if we take a look at some of the central convictions and impulses that seem over the years to have motivated and sustained the interest of our schools and colleges in the study of German, of the language itself, its literature and, altogether, the social life of which that language and literature are a telling reflection.

We may regard it as an historical axiom which for many generations determined the study of foreign languages, that its ultimate target and its self-evident justification was not merely the acquisition of a practical skill but the prospect of exploring the impressive realization of the "genius" of that language in its social, historical and literary documents. The effective use of a foreign language in situations of personal exchange is, at any rate, a goal that has only recently been offered (or demanded) as a sufficient justification of language learning. Reading and writing have traditionally been the competences that were expected from the relatively scant hours allotted to the study of a modern language. By whatever logic it is urged, this is a perfectly appropriate aim which may or may not be thought to be preferable to a proficiency in the current spoken language. Indeed, I have known intelligent, perceptive and resolute defenders of German or Italian in English schools and colleges who have urged

THE REWARD SYSTEM FOR THE AMERICAN UNIVERSITY TEACHER OF GERMAN

HENRY H. H. REMAK
Indiana University

Nowadays few teachers want to wait for their rewards until they go to their reward. Gone are the days when teaching was viewed both by its practitioners and society-at-large as a secular equivalent of preaching, a calling whose joys had to be purchased at the expense of materialistic penance. Not long ago a teachers' strike was considered with the same horror as the spectre of a striking clergyman: both striking against God's children. The remark of an Oxford don made to me years ago that he was not in favor of paying his own kind a better salary because a good income would attract the wrong sort of people to college teaching would elicit today, if not indignation, certainly amused smiles at so quaint an anachronism. Nevertheless, many of us, even though we hesitate to say so aloud in negotiating with administrators, trustees, state officials, and legislators, *are* aware that good-sized portions of our work are intellectually, spiritually, and personally satisfying to a degree not vouchsafed to many other fellow-citizens, that they do correspond to an inner urge in addition to a materialistic requirement. In comparison with many other university teachers, we enjoy the advantage of better contacts with individual students on account of the smaller size of our classes. But these intangible though very real rewards are not the ones to be evoked here. What you want to read about are the recognition of our competence in terms of salary, fringe benefits such as insurance, retirement pay, etc., working conditions including teaching loads, office space, clerical help, library and visual aid resources, appointment terms, reappointment, tenure, promotion, sabbatical leaves and the like.

Since there is so much rhetoric about the subject and the record is full of pious resolutions, dramatic protestations, and transparent special pleading, I would be wasting your time and mine if I piled more clichés on the huge, odorous but essentially sterile heap of attractive commonplaces that make us feel good the last day of conventions but don't leave us a whit better off a day, a month, or a year afterwards. So I will be very candid with you at the risk of not catering to some of the most cherished biases of our profession.

I owe it to you to allude to my own biases. I cannot possibly enumerate them all, for they form an impressive list, but I can at least give you occupational and service data that may provide some clues for them. I have been a

teacher of German in America on the university level since 1938, but, except for guest roles elsewhere, at one university only. I continued to teach every semester, though on a reduced scale, while in administration. Since 1948 I have also been a teacher of comparative literature (which at Indiana comprises not only connections among various national literatures but also the relations of literature with the arts, sociology, political science, etc.), and since 1966 of West European Studies, an interdisciplinary field addressing itself to the total configuration of West European civilization. As to administrative bias or experience, I have, at various times in the 1950's and 1960's, served as acting chairman of the Comparative Literature Program and, on one occasion, of the German Department, for four years (1967 to 1971) as director of the Middlebury Summer School of German, for four years as chairman of West European Studies, and for five recent years (1969 to 1974) as Dean of the Faculties (something like Academic Provost) of the Bloomington campus of my university. For three or four years, right after the war, I was a member of the American Federation of Teachers. For about twenty-five years, I was active on the campus, state, and national levels in the American Association of University Professors. Whatever I may have learned or not learned or learned but forgotten, my interests have not been parochial, but I can divulge to you that in my heart of hearts my most personal commitment has been to German.

My first message to you is that the teacher of German is not as different from a teacher of other Humanities subjects, or from any other teacher in the university, for that matter, as he likes to think, or fears, he is (and please note that in order to avoid the cumbersome repetition of he/she or she/he, I mean to include "she" in this essay when I say "he"). The reward system is essentially the same for him as for any other university teacher. The same university rules and policies apply to him as to anyone else of his status. Hence there is no need to go into every facet of the reward system but only into those where endemic differences seem to exist.

Although this equality may, in fact, exist, the psychological perception of the university teacher of German is apt to tell him differently. Like many Humanities teachers he feels like a stepchild in American society. He perceives ours as a basically pragmatic nation in which useful, visible, tangible, measureable, vocational subjects like the sciences, professional curricula, and, to some extent, the social sciences get preference. Though the German teacher may desperately stress (and, I believe, exaggerate) the usefulness of our subject, he knows that our fundamental raison d'être is the expansion of linguistic, literary, and cultural horizons of the student, the fulfillment of his personal potential, a co-determinant element in shaping the significance of his life. That there will be some collective benefits is likely, but these are unpredictable, depend on chance combinations and opportunities, and occur *after* the university experience. Whatever personal benefit an individual derives from a foreign language, literature, and culture occurs *during*, though does not end with, the university stay

and cannot be taken away from him whatever his future occupation because it has become part of his total personality.

Sciences, social sciences, and professional training are, of course, also able to affect the *Gestalt* of the student while student, but in addition their post-university benefits to society are more obvious. This means that for the university teacher of German the impact he makes on his students in classroom teaching and personal contacts is more crucial for the prosperity of our cause than similar effects achieved by a teacher of science, social science, or professional subjects. Suppose a teacher in one of *these* areas is not overwhelming. Every student of his will, nevertheless, be aware of the market-place opportunities in these subjects which lend their own motivation. A look at the daily newspaper convinces him that science, social science, and professional accomplishments are indeed very relevant to the country and to his personal job prospects. Much less reinforcement of this kind comes to the Humanities teacher and student, and still less to the teacher of a foreign language such as German. The proof of *our* pudding is in the eating. In our American civilization foreign language instructors must be better teachers than those of most other subjects. It may be personally therapeutic to lambast this situation, but otherwise deploring it is a wasteful exercise. Our quandary may even be a blessing in an admittedly thick disguise.

It is futile and therefore silly for us to demand that our society turn around and consider the Humanities, let alone foreign languages, on a par with the sciences, medicine, economics, the law, business, etc. The basic complexion of our society is what it is, namely based on the British modified by the American experience, and we have got to make the most of our opportunities within the system rather than daydream about creating a utopian one of which we might be the center. Besides, it is not such a bad system. If I had to choose between a fundamentally sound political, social, and economic structure tested for two hundred years, in which the Humanities have to struggle and constantly prove themselves but are vigorous, and a political, social, and/or economic system that is questionable but in which the Humanities are or seem better off, I would choose the former without any hesitation. Moreover, when one looks at the development, quantitatively and qualitatively, of the Humanities in American university departments and programs since the 1930's, the evolution is truly spectacular despite our quantitative, economic setbacks (relatively speaking) in the last few years. I was asked in France, some years ago, why the American Humanities were among the liveliest, the most enterprising in the world of the university even though the place of the Humanities on the American social totem-pole was inferior to that in France and Germany. My answer was that we were healthy and ingenious because our position in society was more precarious than in other western countries, that therefore we had to clean house and search our souls and try new approaches and teach like positive hell and, in general, behave like that other endangered species: missionaries—which we are.

What has that got to do with the reward system? Plenty, insofar as it

requires special recognition, all the way from the department to the top dogs on campus, of the teaching function in our endeavor, particularly of elementary courses. There must be increased appreciation of the fact that our instruction, even in comparison with the other Humanities subjects, is complicated by our having to teach the medium before our clients can get the message. We must do this laborious chore extra well for we are hitting near-adult young men and women with the ABC of the foreign language which is more attuned to six-year olds, and must somehow make this primitive exercise palatable and interesting to students thousands of miles and a lot of dollars away from the place where that language springs to life as part of a culture.

On top of it, German is known as a tough language. Nor does it benefit from the cultural prestige of French or the geographical proximity of Spanish. So our task is, in some respects, more difficult, though we must in fairness acknowledge that, in others, it is easier, because German, with its "tough" reputation and the presence of a lot of science students in our classes, tends to attract better students than Spanish, and because the German "way of life" is much more congenial to many Americans, young and old, than French or Spanish or Russian civilization.

However—and it is a big "however"—we cannot hope, nor do we deserve, to profit from this special recognition of our mission if German departments do not become serious and professional about delivering the evidence for outstanding teaching. The failure of university departments (not just German, of course) in assembling a truly analytical, critical, differentiated, comprehensive evaluation of the teaching of their faculty to the powers-that-be constitutes one of the biggest hypocrisies currently in operation on university campuses.

Why "hypocrisy"? Criteria for promotion and tenure at my university (as probably in most other public universities with graduate schools and research facilities) require "outstanding" performance in one and "satisfactory" performance in the two other categories: teaching, research, service. It is, however, a commonplace, heard in numberless departmental meetings and corridor conversations, that no matter how much lip service the "administration" pays to teaching, when the chips are down what counts is "publish or perish." I remember an open meeting of the AAUP chapter at my university about fifteen years ago at which the then Dean of the Faculties answered the same allegations. He was in a difficult position because he did not want to discuss publicly the reasons why some faculty members had not been promoted or even the foibles and strengths of those promoted. Nevertheless, he managed to demonstrate that the majority of those faculty members promoted to the highest rank during the past academic year were known as outstanding teachers rather than as outstanding publishing scholars.

Six years later, when I was chairman of the Committee on Teaching charged with making a complete survey of the teaching situation at my university, I got permission to scrutinize all faculty dossiers used in promotion cases the past two

years (over eighty) in order to determine whether teaching had not indeed played second fiddle to research. When such was the case, I found that the fault lay almost always with departmental lack of documentation on teaching. The use of facile epithets: "great teacher," "one of the most popular," "universally appreciated," etc. abounded. I even discovered that a department with a short memory described two different faculty members coming up for promotion in successive years as "the best teacher in the department." Teaching evidence in the dossiers was mostly hearsay and grapevine, plus some dithyrambic student letters or occasional collective student evaluations (solicited for the occasion?). In an enterprise dedicated to scholarship, this can hardly be considered serious documentation.

While dean of the faculties, I chaired the all-campus faculty committee on promotions for five years. In that period we dealt with over six hundred dossiers. Looking at the outcome superficially one might indeed conclude that research counted more than teaching or service since more faculty members were denied promotion or tenure for lack of research than for inadequate teaching or service. This overlooks several factors. First, the promotion and tenure criteria in my university (and I suspect in most universities in our category) were formulated by *faculty* decisions and are being implemented by *faculty* committees. Nevertheless, the convenient scapegoat myth that "administration" runs the promotion and tenure show persists. Faculty committees on several levels sometimes reach conclusions at variance with each other, some faculty committees are closely divided, and sometimes a faculty committee reaches a recommendation without full documentation or, perhaps swayed by a particularly eloquent member, evaluates the evidence in a lopsided manner, calling for dissent by an academic administrator. But overwhelmingly it is—and should be—the faculty that is in charge of these vital decisions; with an average of 130 promotion cases every year about 125 annual decisions were in line with the recommendations of the faculty committee at the highest level—that is, the one to whom the most complete evidence was available. Furthermore, academic administrators on the all-campus or all-university levels, at least in our university, tend to come from the ranks of outstanding teachers rather than outstanding scholars, thus making a bias in favor of research improbable. Finally, administrators are usually much aware of student, parent, and alumni interest in teaching via complaints coming in (no complaints ever about poor research!) and thus unlikely to slight it for that reason also.

Research turns out to be the culprit in promotion and tenure cases because it is extremely difficult to secure evidence from a department that teaching or service are "unsatisfactory." Several years ago, the late President Joseph L. Sutton of Indiana University, himself a great teacher, remarked that when there were, allegedly, so many good teachers there must also be some bad ones. One would never know from faculty dossiers, and while students may occasionally massacre an instructor in their evaluations, the majority of a class very rarely

rates an instructor as less than "satisfactory." That is not what they *say*, but it is what they *write*. As to the third category, service, it is practically never unsatisfactory—at least not in dossiers. That leaves the area of published scholarship as, in effect, the only one in which it is difficult to circumvent verification—and therefore as the convenient whipping boy.

I have heard it said that the unsatisfactory teaching and service cases are eliminated, before promotion or tenure, by departmental decisions not to reappoint. My experience indicates that this is true for relatively few departments only. Unless it is a flagrant case, departments delay such unpleasant decisions as long as possible.

Assuming that "research" and "service" are adequate, "teaching," in line with our standards, must be more than adequate or even good, it must excel. Although the utilization of student evaluations of instruction in tenure and promotion cases has increased by leaps and bounds in the past several years, and while it can furnish evidence of considerable value, its effectiveness and final persuasiveness is open to doubt. First, student evaluation instruments are of very uneven quality, rather, of all too evenly poor quality. 80% of those relying on multiple choice, prefabricated questions, and computerized processing are, in my judgment, elaborate hoaxes: meaningless questions, trite and undifferentiated, and actually dangerous because they bedeck themselves with fake respectability by superimposing a highly "scientific" apparatus on flimsy, non-analytic, pseudo-intellectual foundations. I have found the articulated individual comments of students under a number of teaching categories to be by far the most revealing and reliable element in questionnaires if collected over a period of three years. Which brings me, secondly, to the necessity, given a good instrument, of monitoring carefully the frequency and manner of administrating it. Third, and most important, it is inconceivable that teachers of German, or any other professionals, should leave the evaluation of their work to young amateurs one, two, three, or fours years out of high school. We must have far more systematic and differentiated *peer* evaluation of teaching, some of which must be based on direct observation.

What would we say if the evaluation of our research were done without direct access to the texts? We would call that absurd. But when direct, repeated, systematic access to our teaching (which is, after all, the work for which we are being paid, not a private pastime) is suggested as a principal though by no means exclusive way of evaluating it, we find all kinds of reasons and subterfuges why this should not be permitted. One of the favorite terms used for this threatening activity is "spying." It is historically understandable why teachers might feel uncomfortable in the presence of a visitor—a superior—who might exercise some kind of thought control, and I am aware of the existence of some institutions that call themselves universities in which heads or chairmen and deans exercise a potential or actual kind of thought control. I have not taught in such institutions, and will not condemn teachers whose fears may not be entirely unreal.

But in the better universities of this country this objection is more likely to be a smokescreen protecting a "do nothing" predilection. Even if a risk is involved, as there is in any willingness to have one's quality judged, that risk must be taken, or else we ought to abandon the sham of claiming excellence without allowing its verification from various angles, including direct testimony.

No doubt it takes more time, effort, and ingenuity to collect information on teaching than to plunk one's publications on the table. But when there is a will there is a way—a number of ways, as a matter of fact. There are student evaluations, by current students as well as by those having the advantage of a more objective distance in time. There are student interviews by other students, unsolicited student testimony, regular interviews with graduating seniors, questionnaires sent to alumni, and student performance in subsequent courses. There are course outlines, sets of examinations, textbooks published or edited, audio-visual materials prepared. There are evaluations from apprentice teachers assessing the capacities of a teacher supervisor and coordinator. There must also be testimony by several colleagues who have visited the faculty member involved repeatedly, consecutively, singly, as unobtrusively as possible, by other colleagues who have team-taught courses with him or taught other sections of courses directed by him, or heard him lecture publicly. The bone of contention is direct visitation, and it requires tact and planning. If it is done hurriedly, like belated student evaluations, at the time when promotion or tenure are at stake, its credibility will be minimal. Rather, over a period of years a system or practice of intervisitation might be devised in which the entire department, junior and senior, tenured and untenured, participates. Intellectual pleasure, pedagogical profit, and increased collegiality are its primary, assessment in terms of promotion, tenure, etc. only its secondary though important purpose. The system could start out with members of small congenial groups of three visiting each other and discussing their ideas and methods, without notes or reports. Over the years, balancing good days with bad ones, and involving multiple experiences by multiple parties, some body of evidence accrues that does not make a mockery out of our present empty protestations about the pre-eminence of teaching.

This particular part of quality assessment, as is the entire idea of value differentiation, will undoubtedly be in trouble if unionization comes to colleges and universities. High school practices of early, semi-automatic tenure have already entered some college procedures: prohibition of elimination through professional assessment, except in flagrant cases, burden of proof on the administration, "satisfactory" rather than "excellent" as the requisite retainment factors. If the trend continues, teaching evaluation in depth and breadth is in trouble even before it starts. But then the entire quality concept of colleges and universities will be in jeopardy, a problem that transcends this chapter. With it may come the policy of some unions keeping any but a minimum of recruits from entering its ranks since they might threaten the livelihood or the income level of those already in it. Humanists worthy of the designation cannot be insensitive to

the consideration of our *Nachwuchs:* our successors are entitled to reasonable job opportunities, and if we continue to strengthen job protection for those of us who sit pretty, we may be very unfair toward those whose only crime is that they were born in the wrong year. Chances for positions in our field will not be bountiful even *with* meaningful controls on faculty retention continuing to operate.

Imagine the rumpus that would be raised in a university if the promotion and tenure proceedings were entitled, "Reward and Punishment System." "Punishment" is an "in" word no longer, and it is not a nice word. But whatever we call the beast—and I favor humane euphemisms as long as the facts are recognized—remember that without screening on the job we will not earn proper recognition for the truly excellent teachers of German—and after thirty-five years of teaching I am willing to assert that German has more outstanding teachers in its ranks than any other foreign language. We have the data for this at my university where German faculty as well as teaching assistants have scored higher than any other department in the number of university-wide teaching awards granted. I have no statistics for the country, but a strong hunch that this is not a local phenomenon.

The service category is seldom the one that gains or denies Humanities professors advancement, except insofar as it may include personal compatibility, good colleagueship, congeniality, cooperativeness—qualities that must be taken into consideration in the American departmental organization system but that also represent delicate areas where the personal and the professional *Gestalt* tend to merge and "menschliche, allzumenschliche" factors complicate judgments. But since the teaching of a foreign language in an American university is missionary work, universities ought to recognize outstanding service to the institution, the state (particularly its high schools), or the country in designing and implementing foreign language curricula, techniques, and approaches, and assisting foreign language instruction in general, if such service goes clearly beyond what we all are—or should be—prepared to do in line of duty. William Riley Parker, the great late Executive Secretary of the Modern Language Association of America, made a compelling but largely unheeded plea sixteen years ago for the spotting and rewarding of such high-caliber professional service on a plane equivalent to teaching and research.[1] If that has not happened except rarely, the fault lies, as in teaching evaluation, in large part with departments: for in the category of "service" departmental write-ups of candidates for advancement are even less discriminating than in the area of teaching. The category is not really taken seriously. It often consists of a compilation of meetings

[1] "The Profession and George," Presidential address delivered at the 74th annual meeting of the Modern Language Association of America, in Chicago, December 28, 1959, published in PMLA, 75 (1960), 1–7, reprinted in Parker, *The Language Curtain,* (New York: Modern Language Association of America, 1966), 1–16.

attended, organizations to which the faculty member pays dues, committees on which he has served (no matter whether poorly or well) etc. As in teaching: if we do not make distinctions, there will be no distinction—and no reward.

Here is one example for exceptional service suitably rewarded because it was carefully documented. One of my colleagues designed a curriculum, composed learning materials, created audio-visual aids to teach German to disadvantaged, largely black, freshmen students who had typically never taken a foreign language, or, if so, had tended to fail, or had discontinued it at the first opportunity (and sometimes before). He created an intermediate language, Germlish, to facilitate transition between English and German, tested his design and media, criss-crossed the state recruiting minority students, counseled them in many ways when they were on campus, took them to Germany, Austria, and Switzerland as part of a carefully developed language training and civilization exposure plan—in short, has not only initiated and refined a significant departure in German language teaching but set the stage for the real emancipation of minority students. He recognized—and made them realize—that first-rate citizenship does not stop with job preparation but goes on to the mastery of less standardized skills and insights that often make the difference between a policy-making and a routine job, between a life rich in enjoyment of the "extra" things that constitute the cream of our existence, and making a living.

Because the foreign language profession tends toward isolation from the larger community, we should reserve special rewards for academic service on behalf of but outside the profession, e.g. for essays or books on German literature or culture or language published or accessible through non-professional media and of influence on the society-at-large.

As to research, I see little basic difference between what we expect of a foreign language teacher and any other humanist in a university. Someone who does not want to engage in research and, normally, invite peer feedback and assessment via publication should not *want* to come to a university with exceptional research facilities. If he does, whether it is his fault or the university's, it is a mismatch. There are many places in this country—the majority of institutions of higher learning—that, whatever they call themselves, are not really "universities," do not normally expect much research though they appreciate and reward it when encountered, and still fulfil their mission, some admirably. But my assignment deals with university teachers of German: the reward system for a teacher of German in a liberal arts college, a community college, a higher institution with limited research facilities is outside my subject and my competence. All I can say in the research category that bears specifically on the university teacher of German is that promotion and tenure committees on the various levels seem somewhat more willing to act favorably on a humanist whose strongest suit is teaching (but whose research is at least "satisfactory") than on a scientist (whose research is at least expected to be "good"), and that is as it should be, given the "missionary" context we have talked about.

A few major universities have tried to solve the question of reward for faculty heavily engaged in first and second-year teaching of German by setting aside a "Lecturer" or "Adjunct" track with good salaries, tenure, and fringe benefits, separate from the professorial faculty. Excellent teaching and service are expected, but not scholarly research. This is an attractive option, but not my preferred one. It perpetuates, rather than bridges, the gap between language teaching on the one hand, literature, culture, and linguistics teaching, on the other. It allows the latter to operate in an aristocratic alienation from the very sources whence their students must spring, to work in ignorance of the trials and tribulations (and occasional triumphs) of a young American who undertakes the formidable task of mastering a foreign language far from its natural environment, a foreign culture far from his own. However good the intentions, it sets up, psychologically if not in fact, two types of faculty citizenships, a first-rate and a second-rate one. Far better to involve, in principle, all faculty in work of all types on all levels. Not mechanically, of course: some distinguished faculty are not able to handle a first-year course with "ordinary" students, to hold their interest and zeal. On the basis of our experience of many years in a large department (presently 25 full-time faculty), there is practically no regular faculty member who, given good will and effort, cannot and should not teach from the second year on up, and there are quite a few *Honoratioren* who not only are teaching first-year now and then but are enjoying it, to boot. In a country where foreign language instruction is never secure, flexibility of faculty is a paramount professional obligation, and should be rewarded accordingly.

With my preference for a one-track faculty goes the plea that promotion, tenure, and salary committees cease their often indiscriminate labeling of textbooks as being, *eo ipso,* unscholarly, commercial ventures not worthy of academic rewards, or, at best, belonging to the "teaching" rather than "research" category. Textbooks should be scrutinized, on their own merits, like any other publication. It is absurd to dismiss a publication as irrelevant to scholarship and education just because it benefits 5,000 students rather than 50 fellow scholars. Or because someone is willing to pay for it. The reverse could be argued more easily. Given—once again—the missionary context of foreign language instruction in this country, good textbooks are paramount to our endeavor. Like traditional scholarly articles they can be dull, drab, poorly structured, unoriginal, they can be satisfactory but not inspiring, they can be original, pioneering, they can have—and have had—profound effects on the teaching of German on the entire American continent. This *may* fit the research, as well as the teaching category. Editions of literary texts for American students vary all the way from "benign neglect" to ingenious, intelligent, scholarly but readable achievements. That research in language learning and teaching should also be evaluated on its merits rather than automatically treated as a footnote to teaching has, alas, still to be emphasized.

Even more complex is the question to what extent "research" and "publica-

tion" are synonymous. The common assumption in the reward system that they are identical is not tenable as such. Even in the case of research clearly destined for publication, time delays (sometimes enormous) between its acceptance and its publication, completely beyond the control of the author, prevent finished work from being printed. Book manuscripts must not infrequently wait for years before finding a publisher, even when their merit is uncontested. Research must precede publication in print, but does not necessarily lead to it. Scholarly teaching on every level presupposes research. Much more research goes into our teaching than reaches publication. To what extent should this non-published research be rewarded as research rather than assumed as an indispensable basis for first-rate teaching?

The arguments for *published* research are powerful. As we do our teaching for students (and because we like to teach), we do our research for an external audience, for the world of scholarship to which we also have a profound obligation (and because we like to write). Publication is the most practical form of dissemination. Furthermore, whoever wishes to publish takes considerable risks: risks of rejection, of criticism, of rebuttals by some of the most sophisticated members of the scholarly world, risks far greater than a teacher takes in teaching a more ephemeral class, students who may be very bright but hardly as knowledgeable as our peers elsewhere (or even here). Publication is still the most important and effective way of evaluating research. But not the only one. Research findings can also be disseminated by lectures, colloquia, other forms of written materials (in Linguistics, e.g., important findings are often circulated in manuscript throughout the country before publication), and there is no major university that does not have some scholars with a mental block against publication–or, for that matter, public lecturing–but with an intellectual acumen and originality going into teaching that by any name *must* be considered high-powered scholarship. So, while publication remains the first and most important manner of testing research, it is not the only one. However, in nonpublished research it is clearly the primary obligation of the teacher desiring proper reward to produce the evidence, otherwise difficult to get at.

If confidence in the reward process is to prevail, we must make sure that faculty or faculty committee judgments, representative and competent, be brought to bear on teaching, research, and service at every level of consideration. The better a university, the likelier the readiness of the faculty to assume the responsibility of quality judgment, the more subdued the role of the administration. The worse a university, the less ready and able the faculty to make quality assessments, the greater the power and willingness of the administration to step into the vacuum and make those judgments itself, for better or for worse.

Chances are that the average salary of the foreign language university teacher in America is lower than that of his comparable colleague in Business, Law, Medicine, some (but not all) sciences, Economics, and other subjects in demand by the "outside world." But there is little evidence that given a similar

record and ability the foreign language teacher is paid less than other teachers in the Humanities (English, History, Philosophy, Fine Arts, Music, etc.). It is not possible to eliminate the supply and demand situation when a university must provide teachers for its students, but there should be deliberate internal catch-up plans to minimize the differences between these sectors.

Humanists, including foreign language teachers, tend to have much less clerical help than their colleagues in the social sciences and in the professional schools. The discrepancy is sometimes so great that the more service-oriented roles of these university components cannot account for it alone. The Humanist's underprivileged position in this respect is probably a result of tradition (the Humanist works for himself, does his own research, writes his own letters, is more subjective, tends to shy away from mechanization, works with individuals rather than with groups), but that tradition is changing and humanists are increasingly group-minded and action-oriented. The reluctance to press for more office support is perhaps somewhat anachronistic, but administrators are not likely to call their attention to this.

There is one more reward category very important to our teaching, research, and general morale: grants. Foundation support in the Humanities has dried up, partly because of reduced income, partly because some foundations have turned to the financing of socio-political-economically tinged projects, which in turn has exacerbated competition for the remaining Humanities grants. Scientists, themselves facing reduced support, have re-entered competition for general foundation help (e.g. Guggenheim), thus further narrowing down the chances of humanists. We must engage and persevere in persistent lobbying–I am not at all ashamed of the term–on all levels to increase present outside funding opportunities for Humanities research, and encourage our own institutions to keep in mind the tight external situation in making available internal research moneys. We have a long way to go before we really feel at home in this kind of game. We have no choice: more of us must get into it to get our fair share.

Fortunately, when we needed it most, Government support of pure Humanities projects, formerly almost non-existent, entered the scene. One cannot but be impressed with the intelligent dedication and imagination with which the National Endowment for the Humanities has operated, and we might well spare a word of thankful acknowledgment for the remarkable acceleration of NEH during the Nixon administration, which has not gotten exactly spoiled by gratitude from academia. Talking about gratitude, it is also in order to the government of the Federal Republic of Germany which has not only made available to the college and university teacher of German in America travel, training, and research opportunities in Germany when he needed it most–and he still does–but which has done so in good style: unobtrusively, without grandiloquence, tactfully, efficiently, effectively.

I find myself unable to end this analysis with a ringing clarion call. Even the most highly self-motivated university teacher of German needs reinforcement

through rewards. They must be judiciously made and cannot be meaningful unless they correspond to "no rewards" or "less rewards" for those who do not rate—or not yet rate—them. We cannot expect others, whether students or higher-up faculty committees or administrators of external agencies, to make these distinctions competently unless at the departmental level and within our professional cadre in general we are willing to make them ourselves. We have got to take care of our interests, for no one else is likely to consider this *his* first priority, but we must do so as part of the main, not as sideliners booing the others. That is the gist of my observations.

THE PRESENT AND FUTURE SHAPE OF GRADUATE PROGRAMS

FRANK G. RYDER
University of Virginia

Our present state and our prospects for the future are dominated by paradox. Considered in relationship to the "career goals" for which they have traditionally prepared, graduate programs in German are too numerous, too productive, and overstaffed. If, however, we were to redefine our goals in deference to educational and demographic change, we would be barely adequate in numbers of staff and kinds (if not discrete numbers) of programs, and there would be jobs for our graduates.

I have carried the burden of this argument in different forms from the ADFL meeting in June of 1975[1] to the October session of the project on German Studies in America—both in Madison, Wisconsin—and to the Atlanta meeting of SAMLA in November, specifically with directors of graduate study in German. Travel, they say, doesn't improve wines. It probably hasn't improved this paper, either, but it has tended to shake out some of the dunnage and permitted me to sense, from comments and reactions, what is of substantial importance, what needs emphasis, what the burden of the message really is. My conclusion is reflected in the proposition which occupies the first paragraph. I am convinced that it is true and urgent, and that it has survival value, but I think we will have to show enormous capacity for heterodox action in order to resolve the paradox.

As to the likelihood of change, one cannot be complacent. Is it irreverent to suggest that graduate training, in *whatever* field, is the most traditional part of the long years from grade school or high school to the tender maturity of the doctorate at 30 or 40 summers? Is it a false observation that any list of curricular reforms and experiments in *our* field, for example, is dominated by new undergraduate courses and unconventional college majors, by specialization of undergraduate "tracks" toward Grace in language and literature, by undergraduate interdisciplinary offerings? How much of the variety of academic and professional concern reflected elsewhere in this volume—Louis Helbig's paper (pp. 47–55) is only one example—has any objective correlative in existing graduate curricula? Is there not a great sameness, from place to place and, in

[1] See *ADFL Bulletin*, 7:1 (September 1975), 3–8, from which this essay derives.

time, from year to year in those curricula; indeed, couldn't one fall asleep in one program this year (scandalous thought!) and wake in another next year without suffering cultural shock or even much discomfort? In sum, is not graduate training a *monumentum aere perennius* to our own perception of our own particular syndrome of merits; are we not supremely self-perpetuating?

It is another matter to ask whether all this sameness is warranted, even on its own terms. The need for what we *have* been doing is simply not so great as we would like to think. And I'm not just concerned over falling enrollments at the college level or about the relative shortage of jobs. I sometimes think we derive a kind of protective consolation from being so meritoriously disturbed over these things, which are in a sense external to us. Worrying over problems at the level of "existence," about which for the moment we can do little, helps to keep us from thinking about problems of "essence," which are serious and truly ours.

Consider the following figures, which center on German but which would be almost interchangeably valid for other foreign languages:

> •The last available statistics from the Office of Education (1971–72) showed 167 new Ph.D.'s in German that year, 1,591 in English. The numbers of B.A. majors (which must be some kind of measure of the clientele involved) were: German 2,477; English 56,094.[2] Or roughly: in German 1 for 15, in English 1 for 35. We know of course that many of our Ph.D.'s teach in the populous courses of the first year or two, but this is no answer, either absolutely or comparatively. I won't belabor the point.
>
> •Nor do we need this large number of Ph.D.'s to "expand our horizons of knowledge." In the first place, most of our *doctores* don't do any expanding. I would allude to two studies of Ph.D.'s in the Humanities, duly noted in the *ADFL Bulletin* some years ago, the more charitable of which showed 70% never publishing a word after receiving their degrees.[3] In the second place, with 431 full or associate professors *in our doctoral departments alone,* we probably have enough person-power to match even the Germanists on home territory, witness the comparatively modest listing in *Germanistik an deutschen Hochschulen.*
>
> •For traditional purposes, we also have too many programs. The Personalia issue of *Monatshefte* listed, for 1973–74, 45 departments which actually gave Ph.D.'s and, for 1974–75, 63 which offered the degree. It is hard to establish firm criteria for adequacy, but these numbers seem generous, especially given the small size of many faculties and the scope and complexity of a good doctoral program. To argue a fortiori, however: seven of the 63 doctoral departments list only two full professors, six list only one, and two have none at all. One assumes there is no inverse correlation between promotion to full professor and qualification for graduate instruction. Such departments (one-fourth of the total) are almost precluded, by their own testimony so to speak, from offering a full Ph.D. program.

[2] Charles Anderson, Ed., *A Fact Book on Higher Education: Earned Degrees.* Fourth Issue for 1974 (Washington, American Council on Education, 1974). See also Volkmar Sander's contribution to this volume (pp. 24–32).

[3] The less charitable says 85%! See M.J. Brennan, "A Cannibalistic View of Graduate Education," *ADFL Bulletin,* 2:1 (September 1970), 19–20, 26.

In the light of our conventional goals–I use the limiting phrase once again–we appear overextended. We have too many marginal graduate programs, some of them kept alive by Herculean efforts on the part of understaffed faculties. (My travels reveal one case of a single professor responsible as director for over 15 current dissertations.) Others are kept alive by the admission of marginally qualified students–in this kind of market, where even the best may ultimately founder! Unhappily, with graduate programs as with national airlines, everybody seems to want one, though the price in both cases and many respects is too high.

Clearly, the interests and demands of doctoral education in foreign languages, in so far as they are directed toward the maintenance of the scholarly tradition, and the teaching that goes with it, would be well served if, by elimination or "merger," the number of programs were considerably reduced. Particularly in the latter avenue, in the combining of programs, I see the greatest advantage. Geographically isolated schools such as my own should tremble at the thought of the competition NYU and Columbia could offer if they joined forces, or Chicago and Chicago Circle, or USC and UCLA.

We should also fortify our criteria for admission. I am appalled when I view the standards applied to prospective graduate students–or the propensity to eschew selectivity and take things on faith. Is this a manifestation of our compulsion to get students, fill quotas, justify programs? Is it wrong to expect a GRE Verbal of 600 (or the equivalent, concretely demonstrated) when such a Verbal at the SAT level wouldn't make the 50th percentile at a selective undergraduate college? How many of us have hard evidence that candidates for graduate admission can write a persuasive essay in English or any other common language? How many of us have the remotest notion in advance what a new student's spoken German sounds like? Is there no way to recruit, review, and select so as to minimize future trauma or shame? Of course there is. But it's not the too familiar criterion of the warm body in ambulatory condition.

It would also seem incumbent on us to exercise more rigorous quality control en route: at the M.A. examination, after the qualifying exams (if any), at the Ph.D. written, indeed every time the progress of our students comes under review. But this is a more agonizing process and more cruel than saying no in the beginning. It would also seem necessary to be a good deal more selective in the

distribution of A's, High Passes, Honors, or whatever badges of merit we bestow. Am I the only chairman or graduate faculty member who has sat through an evaluation session for all graduate students, after the M.A., for example, in extreme discomfort at others' or my own inconsistency of judgment? Do I or do you feel odd when it is seriously questioned whether X has the ability to proceed toward the degree and it turns out that he has never come close to a C in any single course, indeed averages B+? Or doesn't this ever happen?

We must also apply respectable standards of qualification for *teaching* our graduate students. We all realize that you have to start somewhere and that if experience in graduate teaching were the unmitigated prerequisite for graduate teaching all our problems would be solved because in a few years we would lose our faculties. But we can't be satisfied, and our students will soon wake up to the inequity, if for whatever reason–charity, empty slots, or leaves of absence–we allow other than serious and proven scholars to teach literature and linguistics, other than teachers of proven merit to teach teaching. And in these respects we can reasonably demand a successful apprenticeship: study and publication in the discipline, successful teaching of undergraduate literature courses, inventive supervision of multiple sections of German 1 and 2. Assignment to graduate teaching must reflect demonstrable merit, not the suspicion of it, mastery of subject *con amore,* not amateur ebullience.

Every consideration or proposal advanced thus far is in a sense retrospective and, though I would claim for each the merit of obvious logic, also in a sense restrictive and therefore uncomfortable. What now if we turn to the future and the statistical shape of things to come? We will not behold that most jejune of promised lands, the golden age restored by magic, with no effort or change on our part, a graduate program in every college and two jobs in every pot. We will, however, see a massive challenge, the meeting of which could transform and re-justify our mission as graduate instructors, rescuing us from desuetude.

These are the facts:

> •The total college enrollment in 1972 was ca. 9,200,000. It is *now* 10,198,294, but it is projected to change so little that in 1982 it will probably be 10,416,000. As Volkmar Sander points out (see p. 25), of the relatively small growth foreseen between 1972 and 1982, 83% will take place in two-year colleges. Or: two-year schools will grow 37.4%, four-year ones only 3.1% over 1972. Or: the 1972 four-year college enrollments will grow, by 1982, from ca. 6,550,000 to 6,750,000, while those of junior and community colleges will rise from ca. 2,660,000 to 3,660,000! And the Costand Report predicts that by 1985 half the age group involved will be in two-year institutions.

I draw from this the simple moral: stick with the traditional training of our students for colleges and universities and face entrenchment, or reorder priorities and curricula and enjoy at least a chance of vigorous expansion.

> •And we had better make up our minds before it is too late. Of the total enrollment in all sorts of colleges (over 10,000,000) we in German have a paltry 152,000; French 253,000, and Spanish 362,000. In the two-year colleges we have 18,763; French 34,330 and Spanish 87,060 (the latter being over 56% of the total foreign language enrollment in such schools). Further, although foreign language enrollments are still rising in the junior and community colleges of Florida, Texas, and California, they are down in New York. The tide, a modest one at best, may be turning.

I prefer to contemplate the situation in California, in hope that it contains some cheer for us. A leader in junior colleges, California now has almost as many foreign language enrollments there as in its four-year institutions (55,000 compared to 65,000) and even in that very Hispanic state the dominance of Spanish is less than one might think (32,000 or 58% of all FL enrollments). Clearly, languages *can* prosper in two-year colleges, and German has a fair chance. In other words, there is hope–but not without some action. And what precisely do any of our graduate departments do to serve that sole growing segment of our educational system? Isn't the answer: "Approximately nothing"?

Obviously if we are to meet this quite different demand–and if *we* don't, "they" will!–we shall have to be more practical, training our students for a radically different sort of teaching: more general and less specialized, more interdepartmental, in many cases closely integrated with the community, alert to everyday and pragmatic concerns.

Here, perhaps, one might interject that a degree of practicality in our conventional training might not hurt. It could even be argued that what a new Ph.D. does in his first job (if he is so blessed) should be something of a criterion for the way we train him. To gather from the way we actually train, all he does is teach 1 and 2, argue over Shklovsky versus Stanzel, compare Hebbel's concept of tragedy with that of Schiller, make out quizzes, and read a little Gothic. In point of fact what he does is some or all of that, plus teach Introduction to Literary Masterpieces, supervise the elementary course and the TA's in it (if any), order or help order books for the library, serve on the departmental committee on admissions or curricular policy, cooperate with colleagues from English in organizing a humanities course, try to decide what journal to send a thesis chapter to, and give a talk at SAMLA. This is a real-life composite of faculty members in their first two years of appointment in our department at Virginia. In some aspects their previous education did not give them much help.

Training for these broader tasks, for this greater professional awareness, would in many instances comport well with preparation for teaching in the two-year colleges, which must by the nature of those schools be interdisciplinary, functional, educationally and professionally "activist," and recognizably American. (This might be the place for a parenthetical note on the crippling

ignorance of our students–and our colleagues–concerning present trends in American education and the once and future place of our discipline in the schools of this country. The present volume should be required reading for required discussion.)

For reasons implicit in the above, I do not subscribe to the concept of the D.A. as a substitute or replacement for the Ph.D. It would seem greatly preferable to contemplate what Richard Brod has proposed: the Ph.D. reformed in the direction of the D.A.[4] The worst of fates and most ominous for American education would in my opinion be division among institutions according to degree given, by some a scholar's Ph.D., by others a teacher's D.A. I should fear, in that event, the ultimate failure of communication between, on the one hand, the ever so competent academician who has forgotten what the relevance–yes, relevance–of his pursuit might be and where his *Nachwuchs* comes from and, on the other, the ever so dedicated teacher who has had no part in nor opportunity to observe the processes which enhance the body of knowledge he teaches, knowledge which therefore he cannot really understand or truly impart.

To visualize a graduate program that would serve both a logically extended traditionalism and the new missions of the future, we might ask what, concretely, TA training would look like. In varying mix for various students, experience would have to be provided *inter alia* in:

–Teaching supervised sections of elementary language in the "home" university.
–Supervising such work.
–Teaching language, under internships, at the nearest 2-year college.
–Utilizing the basic insights of theoretical and applied linguistics.
–Teaching introductory literature in a 4-year college.
–Teaching culture in the 4-year college.
–Teaching literature, culture, and linguistics in appropriately general form in the 2-year college.
–Explaining at every level the purposes and benefits of foreign language study.
–Designing courses and organizing syllabi for every level.
–Utilizing the principal ancillary sources (bibliographies, lists, services, etc.).
–The use of audio-visual materials.
–Evaluating and choosing textbooks, etc.
–The preparation and delivery of lectures; the preparation and delivery of papers after the fashion of SAMLA or AATG meetings.
–Development of techniques for encouraging students to talk the foreign language and to discuss its literature in the language.

[4] See "Reforming the Ph.D. on the Model of the D.A.," *ADFL Bulletin*, 6:4 (May 1975), 9–12.

–Joint or team teaching.
–Teaching literature in translation, at 2- and 4-year institutions.
–The technique of working one's own materials into programs of Comparative Literature, World Literature, Humanities, at both 2- and 4-year schools.
–Organizing and teaching service courses such as Spanish for business, German for engineering, French for travel.
–Devising courses to meet the needs and interests of the community, notably for 2-year colleges with explicitly local base.
–Bilingual programs, whether as participant or visitor, with discussion of the bearing of such programs on the future course of foreign language study in colleges.
–Test design, measurement, evaluation, placement and (for universities) admission.
–Assessing, on the national scene, professional and organization activities, journals, educational trends and issues; on the local scene, the place of one's department or subject in the policies and councils of the institution.

This is not a kind of "modest proposal" to make the task impossible. Such training could be offered–by larger and *fewer* graduate programs. And there is serious reason to believe that comprehensive, versatile departments, diversified but united faculties with a variety of specialities or emphases, one general curriculum with two or three different "tracks," perhaps even one degree with suffixes, would represent the kind of unity in diversity most appropriate to and healthy for the American scene, in preparing together all teachers who will guide the quest for competence and knowledge in the years after high school.

THE FUTURE OF GERMAN STUDIES: A GRADUATE DEAN'S PERSPECTIVE*

GUY STERN
University of Cincinnati

To be tested by adversity is no new experience of the university. If the past is any guide at all, higher education, from the Middle Ages onward, has responded to challenge and crisis with inventiveness and creativity. Thus, while it would be folly to gloss difficulties by rhetoric, it would be equally ill-advised to overlook that the professions, including the teacher-scholars of German, have coped with difficulties as grievous as those that face us today: there are still in our midst those who have turned the desuetude of the Depression Years into a dramatic renewal of the spirit, who have provided intellectual, scholarly, and philosophical leadership during the war years and have come to grips with the unrest of the 1960's. As we, Janus-like, look backward and forward, we can take comfort from Nestroy who tells us that a realistic look at the unvarnished past will give us the strength to confront the present.

What is called for today is both a flexible credo for graduate studies in German and a plan for action. In seeking these, our talents, our ingenuity, our inventiveness, and our good-will for one another will be taxed as rarely before. In order to make a beginning in this harnessing of our own mental and spiritual energies, I should like to recommend that each German department in consort with other language-literature departments establish task-oriented action groups or other means of effective self-study. They should try to meet and anticipate a whole set of new and old problems.

Although many of the problems that confront us may be known by a majority among us, let me define them once again. The latest statistics reflect a dwindling enrollment in the graduate sector of German. This is particularly disheartening because the phenomenon is by no means global. In the countries of Europe, for example, the demand for education in languages and literature at the highest level is substantially increasing. While we may legitimately ask ourselves what has happened to the intellectual atmosphere in the United States, to the very zest for scholarship and learning, we should in addition look for self-help, when external leadership has palpably faltered.

We should, therefore, begin by asking some searching questions on recruitment:

*A revised version of the article published in *Unterrichtspraxis*, 7:2 (Fall 1974), 7–14.

1. Do we effectively transmit the excitement of our quest to the traditional degree-candidate seeking admission, i.e., the traditional undergraduate-senior? Something more than a supposedly dwindling job market may account for the lower percentage of college graduates seeking admission to graduate school in German. Each department, in its own way, must find ways to communicate this excitement.

2. Have we identified and eased admission for the part-time or special students of our graduate program? Do we know that population groups are emerging, eager as never before to continue their education? (Against all expectations, graduate enrollment in the U.S. increased by 6.6% in 1975–76.[1]) Have we, for example, eased renewed accessibility to graduate education for post-college age women? Have we recognized that they often seek enrollment in traditional programs, but need help, untraditional and imaginative, to achieve their purposes?

I should like to cite a plan, evolved by Ruth Angress, Helga Slessarev, and myself which offers one model for the recruitment of post-college age women. It takes the form of a memorandum to one of our university administrators:

> In discussing the predicted attrition in student enrollment, we explored various educationally sound channels for attracting new groups to language classes. One idea engendered in this mutual exchange appears to have particular appeal since it would serve, at one venture, three educational goals.
>
> In brief, we advocate making a concerted effort to enroll nonemployed women of post-college age, many of them mothers of preschool children, into our daytime language, literature, and culture classes. The department, in order to enable many of these women to participate, would establish a new type of child-care center, staffed by our undergraduate majors and minors. The new direction of this child-care center is a nursery school, conducted in a FL, with games and recreation in the same target language as their mothers'.
>
> We see the benefits as four-fold:
>
> 1) it would permit these women to continue their education,
>
> 2) it would provide in-service training for college students interested in FLES programs,
>
> 3) it would expose the children to a FL even prior to elementary school, and
>
> 4) it would win for our classes a population group that rarely participates in evening college classes.
>
> It should be added, parenthetically, that the fear of many past

[1] Garland G. Parker, "Collegiate Enrollments in the U.S., 1975–76: Statistics, Interpretation, and Trends in 4-Year and Related Institutions," *The American College Testing Program Special Report*, Forthcoming in March, 1976. I am grateful to Dr. Parker, Executive Director for the Office of Enrollment Policy and Education Research at the University of Cincinnati and Vice-Chairman of the Board of the American College Testing Program, for allowing me to quote from his article while still in MS form.

college age of not being able to keep pace with university students has to be dispelled in announcing such a program. Also we feel confident, though we have no data for this, that participating women would be willing to pay a small sum for such child-care service; these amounts would largely go to the in-service undergraduate instructors.

We might point out that this project is entirely in keeping with recent developments in education, such as the new stress of life-time education, exposing the very young to FLs, and the demand for a greater accommodation for women seeking careers and an increased recognition to the responsibility of child-care centers.

Other population groups, not greatly represented in our graduate classes, can likewise be attracted. We have learned from such perceptive studies as Simone de Beauvoir's *Coming of Age* that frequently the intellectual curiosity of retired people is undiminished, that advanced studies could, in fact, be the antidote to the tedium of retirement. Universities, and particularly their graduate divisions, are showing more and more their recognition of this potential "student market," using various incentives (for example, lowered tuition) to attract the elderly. One example comes to mind—this time from the perspective of a researcher of the fate of the exiles and a board member of the Leo-Baeck Institute, rather than from that of a graduate dean. I can attest to the fact that those immigrants who are enjoying some leisure are eager to revitalize their ties to their cultural past. The burgeoning attendance at the Leo-Baeck Lecture Series in New York, Chicago and San Francisco is a most revealing symptom. There is no question that many of these immigrants, though coming from all walks of life, are intellectually equipped to participate in our graduate classes. German graduate classes, especially those located in urban centers, may profit from their presence, both from their intellectual and numerical enhancement of our classes.

Finally, have we been imaginative enough in the recruitment and retention in German departments of qualified members from minority groups? Surely, the small number of black students in our programs argue otherwise. Again and again, recruitment has been desultory or has led to frustration, not because a student's potential, but his or her preparation was deficient and subsequently not compensated for by a graduate school program. Surely it is illusory to think that a deficient undergraduate program can be remedied by a few hours of compensatory education in the summer. To the best of my knowledge, no university, certainly no German department, has yet tried an intensive approach through peer teaching, in which more advanced graduate students could in small groups ready an educationally-deprived student for graduate school on an individual basis. We would furnish both a better model for the student and a better mode of preparing him. I think the rewards for our profession would be more far-reaching than any one of us can foresee. There are currently high

schools and colleges in the South with a predominantly black student population and with negligible or non-existent German programs. If there were qualified black applicants for positions in such programs, often the only ones accepted under the currently prevailing racial sensitivities, we might well witness the emergence of new or expanded German programs.[2] Both idealism and self-interest argue for such an experiment.

Another focus of self-study should be financial self-help. It is a truism that traditional sources for outside support have dried up; NDEA, NEFH and other federal grants and traineeships have either dwindled or disappeared. To a minor extent, graduate programs can effect some economies by eliminating duplication between departments (why not combine the method courses of various language-literature departments?), by combining upper-division undergraduate courses with beginning graduate courses, by establishing consortia with sister institutions, or by rotating offerings, and the like. But these will most likely be mere strips of adhesive tape where sutures are needed. Also, not many graduate students will be able to or willing to finance their own education. Nor do I anticipate, in the foreseeable future, a stronger support of graduate studies from states.

Two avenues suggest themselves. We, as humanists, should take a far greater interest in the budget-making process of our institutions. All too often we leave the process—based on some premises disadvantageous to the humanities—to the experts who have the most experience but are not knowledgeable in the particular problems facing our discipline. To them it is far easier to comprehend that a scientist must be supplied with the latest equipment for his professional development, but they are less aware that a hidden cost for a language/literature teacher is a constant need to travel abroad for a renewal of his knowledge of language and culture. Analogously, representatives from business, industry, and government are fully prepared to pay for expert advice from consultants in the sciences and social sciences, but feel that expert knowledge from the language departments can be solicited free of charge. In a society which, rightly or wrongly, assesses the value of a service by its cost, it would not be at all remiss for language departments to establish a scale for services, such as translation or advice on foreign countries, in conformance with the practice of other professions.

We might also try, in a hitherto under-used approach, to gain new allies for our graduate programs in business, industry, the professions, religious organizations, Community Chest, health and welfare agencies. I think this is possible: we have found through our German Department at the University of Cincinnati that a specific request may gain a hearing where appeals by all-university fund raising drives have failed. We should seek not only new donors but also concerned

[2] The sudden burgeoning of the German program at Fisk University under the imaginative leadership of a black woman professor makes this suggestion more than a hypothesis.

citizens who would under the tentative title of "Friends of the German Department" help us solicit subsidies.

For example, in the development of such University of Cincinnati programs as FLES for Minorities, National Work-Study Program, and the Lessing Society, we benefitted not only from the largesse of such conventional sources as AATG, the Office of Education, and the Deutsche Forschungsgemeinschaft, but also from the Ohio Valley Foundation, the Greater Cincinnati Association, the Corbett Foundation–all of them local–and from interested private citizens, here and elsewhere. German-American firms in other parts of the country have similarly benefitted German departments in their regions. Drawing on local support or on donors anywhere who are interested in specific projects may be one escape route from our financial dilemma.

Of course, we need allies for more than fund raising purposes. All too often we have been our own spokesman on behalf of the merits of our discipline. I would like to propose that we collect and solicit "endorsements" from respected spokesmen who are members of the general public or from academic disciplines removed from our own–we avoid the appearance of being self-serving. Let two examples stand for many. The championing of a language requirement claims greater credence if it comes from Albert C. Bartlett, a respected astrophysicist; a plea for general education is more effective if issued by a Professor of Business Administration, such as James O'Toole.[3] The latter, together with his Task Force, argued, "A good general education . . . is probably the best career education a young person can receive." Perhaps we should publish, from time to time, these statements of support from unbiased advocates.

Realistically speaking, the students now entering our graduate schools will probably not enter our profession until 5–7 years from now. What will be the status of the profession at that time? What are the implications of our projections on the curricula of our various subject areas? What new interdisciplinary programs are needed to meet the demands posed by the frontiers of knowledge as they will stand five years from now? We should anticipate this need in our departments by founding interdisciplinary study commissions to anticipate the needs of the future. Beyond that, we should attempt to explore all areas where long-range curricular planning transcends traditional approaches. I suspect that we will find that the educational demands of the future will affect us in analogous ways. (As an aside, it is high time that we at the universities help shape the future of our society and not leave it to the levellers. To misquote, "for mediocrity to triumph, it is but necessary for competent people to remain

[3] James O'Toole (Chairman, Special Task Force to the Secretary of HEW) *Work in America* (Cambridge, Mass. and London, England: MIT Press, 1973). In an address at the University of Cincinnati, "Making Education Relevant for the World of Work" on May 28, 1974, Dr. O'Toole, Professor of Management at the University of Southern California, added: "We have devised as yet no better preparation for a career than a liberal arts education."

silent." Possibly we should not only be the scholars but the professors, advocates, and even popularizers of our fields of knowledge.) There are some aspects of the future, as it reveals itself even now, that will affect all of us. These range from greater leisure to a re-emergence of the individual, from the problems of the aging to the quest for racial equality, from international interdependence to ecology and the expanding field of services.

What might we do in our German departments by way of exploring "alternate approaches to graduate education"?[4] Here, each German department might emerge with different answers; it is, in fact, desirable that we spread widely in order to avoid unnecessary duplication and competition. The German Department at the University of Cincinnati, for example, has evolved a program in International Management in concert with our School of Business Administration and with Romance Languages. What future would a joint program with a Graduate Journalism department hold? Or what promise would there be in a joint effort with a Communications Division, one of the fastest growing and most future-oriented academic pursuits? Is there a need in an expanding communication industry for bilingual or even multilingual speakers rather than readers? What are the implications of such a need, if it is adjudged to be real, for elementary and high school education, such as the necessity for bilingual schools in monolingual settings?[5] These are merely "sample questions" for such action groups. Dozens more will come up when individual departments, each with its own predilections and capacities, start "brain-storming."

The next problem for our departments is placement. While ideally a student might hazard an uncertain employment market, even after being made aware of the risks, we glean from some early surveys that the diminution of enrollment in German is related to the dwindling job opportunities in our field. I personally am convinced that the so-called Ph.D. glut on the market is temporary and that a highly developed society will have increasing rather than decreasing demands for specialized knowledge in all areas. Nor am I convinced that hitherto unforeseen utilizations of many skills do not lie ahead. I am, therefore, not discouraged by the glum predictions of the Newman Report for those departments that essentially send their graduates back into the academic world. If we will but recall that not too long ago (meaning within a single lifetime) psychologists enjoyed little employability beyond the campus compared to today's expanding and diverse job possibilities, we might be far less given to despair. Again, we ourselves can suggest to tomorrow's society a better and more diversified use of the skills, knowledge, and insight we impart in our classes and language laboratories. What, for example, will be the implication of the expanding communication industry

[4] The phrase is borrowed from the name of the panel that produced the exciting and controversial brochure *Scholarship and Society* (Princeton, N.J.: Educational Testing Service, 1973).

[5] Such a bilingual school was recently started by Margith Stern and Larry Stevenson in the Cincinnati Public School System.

for such traditionally "academic" skills as languages? What effect will added leisure and hence added travel have on the study of national cultures, languages, and the like?

And even in the field of graduate teaching itself, entirely new possibilities may evolve, for example, a far more expansive program of off-campus teaching for agencies, clubs, community groups, and industries. The German Department at the University of Cincinnati, to cite a case in point, established a mini-campus at Proctor and Gamble, where the German language and Area Studies were taught. This may well be a harbinger of the growing realization on the part of international industry that language and cultural knowledge must accompany an executive abroad. With these future possibilities in mind, it becomes apparent that the conventional university placement service is inadequate, that departmental and personal help by faculty must be encouraged, and that a graduate school-wide approach can bring about a sharing of ideas and of resources. One should argue for putting parts of placement service and its funding into the hands of the graduate school and the departments. As a recent publication of the University of Michigan puts it, "we may raise these considerations without believing that all graduate education should be dominated by a manpower approach. To be sure, the graduate schools must keep their doors open to students who have no clear occupational motive for learning. We are likely to see the ideal of liberal studies strongly reasserted at the graduate levels."[6] Nonetheless, we must link our programs to manpower or rather to societal needs. "The effort to adapt the intellectual strength of the graduate university to changing needs can bring a new vitality to graduate education in the 1970's," says the Michigan report. As far as our own discipline is concerned, the future needs, spelled out above, may already be potentials for the present. An action group on placement, aided by the survey on employability in industry of language specialists[7] should fully explore this potential.

A further action group should try to facilitate the research activities in our departments. The incentives should be more summer grants for our younger faculty (where available), more recognition both in monetary terms and in reputation, and more released time through flexible scheduling at that critical period when a major research effort is launched. The measures, while feasible in some departments with a maximum of cooperation and goodwill, will sound illusory to others.

But one measure does not require funds: recognition is one of the ineffable, but important rewards that our profession can bestow. I believe that appreciation by our peers and by those who can indeed sympathize with the struggle and

[6] *Rackham Reports,* 1 (Fall 1973), 3.

[7] "Foreign Languages and Careers" by Lucille J. Honig and Richard Brod was published in the April 1974 issue of the *Modern Language Journal* and is available for purchase in pamphlet form from the MLA. Richard Brod informed me that a new study by Ernest Wilkins "Languages for the World of Work" (Salt Lake City: Olympus Research Corporation, forthcoming), sponsored by USOE, confirms the data of the earlier MLA survey, which Honig and Brod utilize. See also Barbara Elling's article in this volume, pp. 233–246.

pain of scholarship and appreciate the successful completion of it is part of the satisfaction for which we strive. Recognition should be visible: Libraries should allow for departmental displays of their scholarly achievements; local newspapers should become more attuned to the achievements of our departments; and the media should give us a chance to air our accomplishments. We may have made far too little use of educational radio and television in bringing merit to the attention of a wider public.

In German departments, as in all other academic pursuits, the Research Encouragement Action Group should also concern itself with stimulating team research, a concept more practiced in the sciences than in the humanities. But departmental research efforts, for example, the editorship of a journal, a yearbook, or an author's collected works; the publication of an imaginative textbook; the advocacy of new teaching methods; and the utilization of computers for linguistic or library studies are not new. In our field, they are underutilized, however.

These are some of the goals that I see as aspirations of our departments—each of these specifics is but a first step. There may be other vehicles; whatever these may be, they demand a close partnership between faculty and students. We may wish to sponsor faculty-student workshops, or we might ask the president of our German graduate student association to acquaint us with their most overriding concern in the course of a department meeting.

In this era of better student-faculty relations, we must not only alleviate the financial plight of graduate students, but also accord them greater dignity and recognition. Much of what we can do requires ingenuity but little or no budgetary outlay. Why not establish, through the university credit unions, health-care plans, group insurance, junior membership in faculty clubs, or child-care centers for the benefit of graduate assistants? Why not argue for the same discount privileges in book stores, at university events, etc. that only are accorded faculty? Why not accord them status by including them in appropriate directories or encourage them to read papers at departmental societies or professional meetings? These and many other ideas will surely come to the collective mind of concerned departments.

In closing, let me state a more basic philosophical perception of the future of graduate studies in our field. In the nation, in journals ranging from *Science* to the *ADFL Bulletin,* we hear of debates about the merits of pure and applied research, about the needs of new methodology versus the needs for new conquests at the frontiers of knowledge, and about the distinctive nature of the university versus its obligation to society. Many of these debates to my mind are

artificial. The university has traditionally fulfilled all of these functions, and we can pursue every one as long as the achievement is genuine. Nothing may be more urgent in our field and at universities in general than to affirm the validity of all intellectual pursuits and to allow abundant room for experimentation, reform, and a variety of approaches. In the search for renewal, we would be ill-served by dogmas.

SHOULD THE CANON BE CANONIZED? THE FUTURE OF GERMAN GRADUATE STUDIES IN AMERICA

BLAKE LEE SPAHR
University of California-Berkeley

Foreign language teachers in America are paranoid. Moreover, they wear their paranoia so prominently that it becomes a way of life and is accepted as a natural condition by their colleagues in the sciences and even in the humanities. Hence, paranoia, implying an *imagined* condition of persecution, is perhaps not the right word. We have become accustomed to playing the rôle of the persecuted so well that it is only natural for others to join in and *really* persecute us. No other discipline has been so self-critical, so apologetic for its existence, so diffident in its claims and so happy to consume the crumbs from the academic table. We examine minutely our methodology, justify self-consciously at periodic intervals our right to a place in the curriculum and are absolutely delighted if no one bothers to dispute our modest claims. This very publication is a proof of what I am saying, and the articles in it would cause raised eyebrows if they were to have been written by sociologists or physicists. In the 1940's, when I entered the profession, it was always an easy matter to locate the German department on any campus. One simply searched for the oldest building on campus, found the furnace room, and there beside it in the basement was the departmental office. And we were delighted that we were not relegated to the coal bin.

In the 1960's our worst fears were realized. Students, rebelling often for the sake of rebellion, wisely chose the most vulnerable area for attack—the dread language requirement, a requirement rendered all the more vulnerable by the fact that we, lacking the courage of convictions that we hadn't even dared admit, had permitted our "requirement" to dwindle to a level that we all realized was a mere token—who of us thought that two years or four quarters were sufficient to master even the rudiments of a foreign language? So we were loath to defend what was obviously an inadequacy (an argument which on a higher level is also even now being used against Latin—to that later), besides, we always knew we were unnecessary, perhaps even undesirable. So we put our tail between our legs and ran, accelerated even by some colleagues within our own discipline, when we should have been *demanding* that the language requirement be increased to a good four years in college after adequate foundations had been laid in high school. (Ironically, the rallying-cries of our opponents provided us with the very

ammunition that we were too timorous to use—cultural imperialism, inability to understand our neighbors, isolationism, racism, nationalism, etc., etc., in all of which causes the knowledge of a foreign language would have been a most valuable adjunct.) Particularly, we failed to realize that the spirit of the times was anti-authoritarian, against any requirement, but *not* against a structured curriculum. Rather than taking upon ourselves the difficult task of restructuring the curriculum responsibly, providing the proper tools, while freeing the use of them, we capitulated ignominiously—but who could blame us, as paranoid as we were—and admitted that perhaps the opponents of the language requirement were right (we had secretly suspected it all along). We are *now*, a decade later, treated to the edifying spectacle of having our students suggest (gently, for they realize the delicacy of our psyche) that we might perhaps assume the responsibility inherent in our position, but which we have long since abrogated, and venture to present a structured curriculum. And students are so right in suggesting (they should *demand*) that we draw upon our experience and knowledge to respond to the *real* needs of our students, not to the vagaries and modishly determined whims parading under the cloak of "relevance" to which we acceded in our preoccupation with our real or imagined persecution.

Fearful lest someone discover how dispensable we are, we have hacked away at our programs, graduate and undergraduate, eliminating prerequisites, dispensing with necessary tools, streamlining our courses, offering Mickey Mouse lectures to draw enrollment, all this with no sense of responsibility for our total programs[1] or their effects upon the educational needs of our students, patting ourselves on the back withal, saying that we were simply "going with the times." (Indeed, we will be going *out* with the times, if we keep this up!) No one has had the courage to say: "We are offering herewith a well-rounded program, designed to meet our firmly stated goals. It may be tough, require real work, but we are confident that the results will justify it!" Instead, working upon the principle that educational institutions and the dentist are two examples where one does not mind paying for as little as possible, we have repeated again and again: "Come take our courses. We will make them interesting and fun. You won't have to work much, we'll all have a good time together." And we imply thereby: "You may not have much to show for your time and effort, but at the same time you won't suffer much." I find this insulting to our students, and I have too much faith in them to suppose that they have fallen or will fall for such an approach. By this I do not wish to imply that one should not keep up with the times, but I should like to regard this as a duty, not a concession. If there happens to be a current interest in an author (such as Hermann Hesse), a literary trend or an aspect of culture, it is our duty to provide courses to inform our

[1] As Frank Ryder puts it: "Worrying over problems at the level of 'existence,' . . . helps to keep us from thinking about problems of 'essence,' which are serious and truly ours." See "The Present and Future Shape of Graduate Programs," p. 122.

students about such things as a part of their general orientation to the world they live in. But they should be regarded as the icing on the cake, a public service function, if you like, and have little to do with preparing our students to meet the goals of our program, other than in the peripheral sense of having them become well-informed about all sides of our subject matter, however trivial.

It is time that we take a step backward, to gain perspective, look at our goals in an objective way, realistically, from the point of view of our place in humanistic studies, and apart from the pragmatic, timorous considerations of how we may increase our enrollment, how we may attract students and how we may sugar-coat the pill of learning. If we are really a valid part of the curriculum and if we really believe in our discipline and in its contribution to the humanities, the two purposes will fall into one, and a solid realistically conceived curriculum will indeed attract students and give them the benefit of that to which we have dedicated our own lives. It is also time that someone should stick his neck out, state his convictions, and have enough confidence in his discipline to believe that its pursuit will result in a rich humanistic experience, a foundation for the fuller enjoyment of the human accomplishment, as it is reflected in the creative arts.

"Should the Canon be Canonized?" In order to analyze this question, we should, in traditional German style, have a look at the foundations of the canon and the presuppositions from which it emerged in order to determine whether it is still valid today.

Traditionally, the graduate professor was, by definition, a "great man," thinking great thoughts about his significant research, and his students, sometimes carefully selected by him, could be privileged to listen to the great man thinking aloud and could learn from his great thoughts—learn about the mysteries of his research, which were not to be found in any textbook, but which were being developed before the very eyes or ears of those sitting at his feet. He would frequently call upon them to help him in the more pedestrian tasks involved in his research and, if he were so inclined and his students sufficiently advanced, he might even question them as to their ideas of the solution of the problems with which he was dealing, feeling perfectly free, of course, to take possession of *their* ideas as his own—completely justified, since his students would do the same thing to their students some day. There was obviously no question of *teaching*. Students on this level were expected to acquire the fundamental knowledge necessary on their own, develop their own methodology, and, again some day, think their own great thoughts aloud. The professor's "classroom" function was solely to *think* (moreover, about what he pleased) and to *profess* his thoughts. This ideal professor would have been completely puzzled by the phrase "Publish or perish!" and even more so by student evaluations of his "teaching." His very *raison d'être* was research, and a great deal of it was "published" only via the notes of his students.

While this ideal situation regrettably no longer exists (and perhaps never did

exist in a pure form), a surprisingly large number of details of our canon are postulated directly upon this concept: "After the master's degree there are no specific course requirements (for the Ph.D.)." "Students are expected to present themselves for an oral and written examination which will test not only the knowledge acquired, but also their ability to think abstractly and to put their knowledge to work in an original fashion." "The dissertation will test their ability to do original research and to present that research in a well-organized, understandable way," etc. The professor will be rewarded primarily upon the basis of his research. "Requirements," when they exist, are simply a codification of the obvious necessary tools for the student's independent research. In fact, virtually our whole canon has its roots in the above-depicted utopian professor-student relationship.

Obviously, in today's mass education, such a situation is untenable. Alas, we must admit that not all graduate professors are great men, and sometimes their thoughts are not exactly great thoughts. By the same token, not all candidates for the Ph.D. are capable of developing into great men thinking great thoughts. Moreover, the situation in America is further complicated by the amalgamation of the German and the English tradition of higher education—a condition which inserts incongruent factors into even that utopia depicted. A canon built upon an ideal situation which no longer exists and which does not fit into the present day educational system anyway is obviously not valid. Or is it? Leaving that question open for the moment, I should like to make the point that the canon has not been revised in accordance with the modern needs of the student or even in congruence with the institutional demands superimposed upon it.

For example, most graduate German programs have given up the Latin requirement, many as a result of student pressure, justifying the action upon the basis that the modern-day student no longer has the foundations of a humanistic education from which the Latin "requirement" emerged. Besides, if the student's interest is in modern literature, he no longer needs it. In addition, a smattering of the language will do him no good, and the requirement was only an out-moded token anyway. No one raises the question whether Latin is still a necessary tool or not.

But the Ph.D., whether we like it or not, is still a professional degree. The bases upon which it is granted are postulated upon this assumption. However, since it has become a necessity for employment in any large university, it can no longer be reserved for its pristine original purpose. But, rather than face this paradox, we have streamlined the degree in such a way that it now serves *neither* the original research demands *nor* the teaching-undergraduates-and-graduates-on-any-level purpose. We expect excellent teachers to produce significant research, and we expect truly great scholars to be able to teach dynamically. Both expectations are unjustified and not even necessary. Some of the most lasting impressions I have, which indeed changed the course of my own life, were made by execrable teachers, who could not explain clearly how to get out of the

building in which they were teaching, but who, on a much higher level, had something to say, however badly they said it. On the other hand, when I look back through the haze of time to my own graduate days, I cannot, with the best of intentions, bring to mind a single thought that has remained with me from absolutely superb teachers who had nothing to teach. I do not mean the fundaments, the hard facts that one must "know," but rather the abstract projection of those facts, the productive combination of knowledge and wisdom which is the essence of graduate study. Facts can be mastered by anyone, but they are most efficiently passed on by a good teacher who can present them clearly and interestingly. Wisdom is invaluable, however badly it is transmitted. It is time that we recognize these basic truths and stop trying to make a professional research degree serve two disparate purposes which may, but need not, correspond. A great deal of the modern crisis in graduate education is caused by students with true insight who want to be teachers, but who protest the necessity of learning branches of knowledge which they feel they will never need or use; while, on the other hand, there is another group, fundamentally interested in scholarship, who are discontent because *they* feel *themselves* ill-equipped to meet the demands which research places upon them. Both groups are right.

While I do not like the solution for a single moment, I can see no other way than to further the development of two different degrees, one to serve each purpose. The result is perhaps monstrous—two categories each of students and teachers, divided probably on the basis of undergraduate and graduate teaching. But we cannot serve God and Mammon. We cannot continue to turn out scholars who are not equipped to do real research and teachers who have been soured by learning great bodies of unnecessary material while, at the same time, never having been taught the rudiments of pedagogy or the methodology of, say, teaching a foreign language.

I shall leave the development of the proposed teaching degree to those more capable of designing it. Since it has no canon as yet, it does not fit into the framework of this paper. I shall restrict myself to the Ph.D. as a research degree. Moreoever, as one whose primary interest is literature, I shall not attempt to examine the curriculum of Germanic linguists, except to the extent that their discipline also forms a part of the program of the literature student.

Traditionally, in addition to the requirements of a certain number of seminars and lectures, usually measured by "units," the Ph.D. candidate had to show a reading knowledge of Latin and of French (often at the M.A. level), pass an examination or its equivalent in course work in linguistics, including an earlier state of the language or a history of the language, and perhaps an outside related field such as history, French literature, etc. (Perhaps no one institution had exactly these requirements, but most had some sort of equivalent before it was watered down.) In addition, the candidate had to write a dissertation which would give evidence of his ability to do original research. Recently, some

institutions have included a requirement in teaching methodology, but this is a concession to the new function of the Ph.D. and does not belong to the traditional canon.

I would submit that, *for a research degree*, the traditional canon, in spite of its utopian origins, should, for the most part, not only be canonized, but should be expanded to encompass other desiderata which have never been a traditional part of the canon and yet are congruent to present day research. Reactionary heresy! But remember, this statement is postulated upon a *research* degree–and I am optimistic enough about the future of graduate studies to believe that we can afford this luxury.

The defense of a research degree is based upon a few axioms. If these axioms are regarded as invalid, then the reader may spare himself the tedium of further reading. (1) The reading of literature is a true humanistic experience and one which will continue to endure. (2) Literary works are "open," that is, we, the readers, contribute to them as we bring our own spheres of experience into contact with the creative work. (3) The purpose of the literary critic (read *Literarhistoriker*, or Professor of Literature) is to make manifest the whole compass of the literary work to the reader–an idealistic purpose, since "the whole compass" of no literary work can be "made manifest." (4) The more one knows about any given literary work, both internally and externally, including *all* aspects from style to the author's mood at the time of composition, the closer one may come to the unreachable goal of the "whole compass." (5) Literary research is the tool for the acquisition of such knowledge. (6) It is a valid endeavor which may provide immense benefit to all who are capable of responding–it will enrich their spiritual life and render them, cumulatively, more capable of self-fulfillment.

The stuff of our research is man's creativity, primarily for us in the realm of literature, but also including (especially nowadays) the relationship of literature to others of the fine arts or to man in his sociological, political or historical framework. The canon was canonized at a time when these other dimensions were unknown. But, rather than take a position on this problem of our modern age, I would rather say that if a student be attracted to such aspects of research, the best we can do is to design our curriculum flexibly enough to permit him to venture into those areas and to pursue his interests. Since there is not as yet either a canon or a methodology for such ventures, our students will have to form their own and will have to assume the responsibility–some day–of demonstrating their efficacy. However, I do wonder if any of us, without the benefit of the canon of the fine arts, sociology, political science, history, or psychology, can do justice to this expanded area of investigation–would not group research be a better answer to this modern dimension?[2] But see below, the "horizontal approach."

[2] Cf. Peter Heller's cogent remarks concerning "humanists dabbling in a psychology for literarians," etc. in "Beyond Intermediate Proficiency: A Look at our Basic Problems," pp. 95f.

Let us now look at the canon of the Ph.D., item by item.

1. *The Latin requirement.* Now almost extinct, this requirement was at one time almost unnecessary to state, for everyone studying for the Ph.D. had had a humanistic education of which the backbone was Latin. In our discipline it had two functions. First, it was a tool for reading that material written by Germans in Germany but in Latin–*true* research from the beginnings to at least 1700 was (and is!) impossible without it. (I am frequently painfully reminded of its most trivial necessity by my students, who find to their horror that the catalogue divisions in greater European libraries, put together in the 18th and 19th centuries, for the convenience also of foreigners, are in Latin!) In addition to its function as a tool, Latin served (and serves!) another purpose. If we have to find a common denominator for a formative factor in the thought of those authors whom we study–even in the 20th century (including that magister ludi, Hermann Hesse, and Bert Brecht, who wrote poetry in Latin), then it must be the classical heritage which formed the foundation of their education. To exclude this heritage means that we are excluding the most common constituent part of those authors whose works reflect their own background. (Let us study medicine, but exclude the heart.) Latin must be reestablished in the canon and not as a mere token–although however little a student may have is better than nothing. (A summer Latin workshop is an excellent springboard.)

Yet we have dropped this requirement, frequently at the pressure of students protesting a difficult examination–who of us, had we been given the choice, would not have preferred, if anything, *no* examination to *an* examination–it is invalid, even naive, to take a poll of student opinion on a point such as this. I protested the Latin examination in my own day, but thank God no one listened to me. Surely it should not be necessary to develop the justification any further. I sincerely believe that none of us could have been so blind as to have believed that Latin is not necessary for real research in German literature. We yielded to pressures–an understandable weakness–but now it is time that we reassume our responsibility.

While we are at the matter of constituent parts of the educational background, the "culture" of our authors, I would expand the canon by insisting upon an examination in the Bible, make Grimm's *Kinder- und Hausmärchen* a must on every reading list, and include a thorough course in Germany's greatest dramatist, Shakespeare, as a sine qua non for every Ph.D. in German. And, if for no other reason than to permit students to use German libraries, they should be able to read German handwriting in German script, Sütterlin and before. (I recently had to help a student, engaged in a study of women's literature, to read the catalogue entries in the Göttingen library as well as those in Wolfenbüttel.)

Moreoever, still on the same subject, a thorough course in bibliography is a necessary tool–bibliography, not only in the usual sense, but also as "the study of books as material objects."[3] Both McKerrow and the modern supplement by

[3] Philip Gaskell, *A New Introduction to Bibliography* (Oxford, 1972), p. 1.

Gaskell would have to appear on every reading list. How many of our students know what it means when an author claims his work "runs to three alphabets," or who could define the difference between impression, issue and state? Yet, at this very moment, more than 50 *Neudrucke* of 17th-century books are being produced by American scholars, many of whom hold their Ph.D. less than five years, and who will be expected to deal with the most complicated questions of bibliography in an expert way, without ever having had a single word uttered to them about the making of a book. (Ask your best students for a definition of: *Custode, Druckvermerk, Signatur*, or even octavo, incunabulum, or galley). I was appalled to hear, at a recent international conference, an established American scholar of some repute, demonstrate convincingly that he had no idea of the difference between a catalogue and a bibliography—my chagrin was not relieved by the fact that few among his audience seemed also to be aware of his lack.

And, above all, while we are speaking of the expansion of the canon, a thorough *periodic* knowledge of the German language should be required. In the last two months, I have seen at least four examples of errors, made by reputable Germanists, who had suddenly discovered that baroque poetry is indeed worthy of interpretation and who tried their hand at the analysis of a poem without realizing that 17th-century German has its own denotative and connotative framework, that *lebendig* is accented on the first syllable, that *künstlich* is a positive term, and that a pious author might pray that her soul be *niederträchtig*. While such errors would not be avoided by a reading examination, nonetheless, students should be given enough practice in reading the older stages of the language to be *aware* of the possibility that there may be semantic differences.

By the same token, I have often given my MHG class Pfaff's diplomatic rendition of a poem from *Minnesangs Frühling* and Lachmann's normalized edition thereof, solely for the shock value and to impress upon them that a normalized text is often a far cry from the MS. How many of our students, if they were suddenly to find, as backing for the spine of an ancient tome, a scrap of parchment containing the lost ending of the *Hildebrandslied* would know what to do with it? One student, whom I asked this very question in an oral examination, replied honestly that he would burn it quickly so as not to be embarrassed by it! How many students could edit, even *read* a medieval MS? And we speak of "streamlining" the canon! Especially in this day and age, few colleges or universities can afford on any level the luxury of a specialist who can teach only German literature of the 20th century. Yet we blandly eliminate the necessary tools that would enable them to cover even a modest range. American scholarship in German studies has just begun to acquire a modicum of the respect due it in Germany. Now, when the erosion of the Ph.D. is worldwide, we in America have a golden opportunity to rescue it and at the same time to acquire the respect and admiration of our German colleagues and to enable our students to compete upon a superior basis to that of the German Dr. phil. (At one reputable German university, students, when questioned in their exams upon the field of medieval German literature, declined to answer, stating boldly:

"Das haben wir nicht gelernt." Instead of being failed and sent back to their books, they received the answer: "Das schenken wir Euch.") It is time to call a halt to our concessions and reform the Ph.D. to its former respectable position, and if another degree is necessary to meet the exigencies of the modern age, then fiat!

2. *The French requirement.* A scholar in German studies who does not read French is semi-illiterate, and if you do not believe this, then ask any of your French colleagues. While the bland French attitude that *everyone* speaks French can be somewhat irritating, nonetheless we cannot escape the fact that French *was* the cultural language of Europe for more than two centuries. Every important German author whom we study read it, and French literature, in spite of Lessing, exerted an enormous influence upon Germany. If we wish to give any perspective at all to our teaching and research, such a basic knowledge is obvious. In America, we have the further advantage of English, which is also rather desirable for German studies. But I shall not mention that fact that French is not only a tool but also represents a part of the background of every *Literarhistoriker*. Nor shall I bore you with repeating what we all know, namely that the cultural movement even in the Middle Ages is from west to east, and that France has been the spawning ground for so many literary-cultural origins which have then been taken up by Germany to be brought to their extreme development. We are all aware that we must know the French genesis in order to understand the German development. I would be embarrassed to write such obvious statements, but remembering recent arguments about replacing French with Swahili and/or computer "language," I wouldn't apologize. We are constantly faced by the objections of our students to this and that requirement, objections which are frequently logically developed and cogently presented. But our dilemma is such that one cannot convince a student that French (or Latin) is necessary until he has learned it and seen its value first hand—by that time there is no longer a necessity to convince him. A very real assistance in both requirements would be to demonstrate their value by giving assignments in both primary and secondary sources in those languages.

3. *The linguistics requirement.* Only here do we have a real point of discussion within the framework of our canonical question. For when our canon was originally canonized linguistics meant something else from what it does today. At that time there was no such thing as descriptive linguistics, not to mention generative grammar or any of the myriad of other developments which have come into being within the last half century, and the question arises as to how much of this tremendous body of literature, this full field in itself, should we require of our students. As the requirement was originally conceived, it killed two birds with one stone. The stuff of the requirement was the older stages of the language (MHG, OHG, etc.), including closely related branches (ON, Go, etc.), and the approach was that of historical linguistics, so that the student would learn both the discipline of the approach and the stuff of the material studied. If one was fortunate enough to have a real philologist as a teacher (and I

am thinking with nostalgia of my own old teacher, Konstantin Reichardt, the news of whose death reached me while I was writing this diatribe), then one gained also a number of fringe benefits, such as some literary insight into the material studied as well as into the cultural framework within which the older literature was produced. In most cases, however, the material was treated as merely a basis for the illustration of linguistic principles for translation and explication of phonological/morphological/syntactical examples. (This tradition, by the way, may explain why we still, after more than 150 years of *Altgermanistik*, have no literary-stylistic analysis of MHG and OHG literature. Does anyone today dare to postulate what constituted stylistic excellence at the beginning of the 13th century?) If the luxury of a *literary* treatment of the older monuments could be afforded, then it was only in a few of the larger universities and available only to the highest level of graduate students who had already "mastered" the rudiments of the language.

Now the question arises, should we canonize that which, in retrospect, seems to have been an unfortunate compromise? And, should we insist that our students venture into the new field of structural linguistics? Here, we may open a real discussion. I may make bold only to advance what seem to me to be a few cogent pros and cons. But in this area, as well as in the "horizontal approach," discussed below, we should, perhaps, maintain a certain flexibility of the canon.

Few universities can afford to employ a specialist who, in his teaching and research, will never venture outside the area of his greatest competence. Which does not mean to say that specialists in Hermann Hesse will have to teach the *Nibelungenlied.* But I do mean to say that a specialist in Hermann Hesse should be *equipped* to teach the *Nibelungenlied* even though he be never called upon to do so. In virtually all graduate programs, he *will* be called upon, at the very least, to evaluate students' examinations of which a part may well be devoted to the *Nibelungenlied*. A certain basic competence *is* necessary. Moreover, even on the level of pure language teaching, we are all asked from time to time about the etymology of peculiar words, or how a particular syntactical construction came into being, or what *Umlaut* means, etc. Here, even a basic knowledge of the development of the language we are teaching is indispensable. Then too, what should we do with Thomas Mann's *Der Erwählte*, Hauptmann's *Der arme Heinrich* or *Kaiser Karls Geisel* (or *Florian Geyer*, for that matter), Goethe's *Götz,* Hebbel's *Nibelungen,* etc., etc. without a knowledge of their sources. (I hesitate to mention Wagner!) Certainly, on virtually any practical level, a rudimentary mastery of the earlier stages of the language is an asset.

The argument obviously needs no bolstering for those students whose interests lie in the Middle Ages, but just as I am arguing that some knowledge of linguistics is necessary for those whose interest centers in literature, so also would I argue that linguists should not only have a basic knowledge of literary history, but should also pass on to their students something of the literary merit of the models which they are using as reading texts. Moreover, few linguists,

even at the larger universities, will be able to devote themselves purely to linguistics. They will also be dealing with literature, which necessitates them, willy nilly, to become philologists in the old sense of the word. None of the great men who founded our discipline ignored the literary or cultural merits of the monuments which they brought before the public eye for the first time. Literature has been and will continue to be the final justification for foreign language study, although, of course, not the only one. But just as one cannot study the older literature without the earlier stages of the language, so also can one not study the earlier stages of the language without the literary monuments, and to allow these works to pass before the student's eye as mere illustrations of the development of *Umlaut* or the second sound shift cannot be justified. This may be sour wine for linguists, but if they drink it, they will find their classes better populated and will be adding a new and exciting dimension to their materials.

As to the question of whether our students should be introduced to descriptive or generative grammar, I would again argue "yes," insofar as this aspect of our discipline can contribute to their future teaching of the language. It is manifestly impossible for them all to become capable structural linguists, or even to have an insight into the vast literature which has mushroomed in this area. But it *is* possible for them to form a concept of the methods and techniques of the descriptive linguist to the point that they can make use of these techniques in their own teaching. In my own classes, I teach the MHG noun via a synthetic scheme which uses a structural approach and my students learn in a single classroom hour what took me weeks to master. The stuff of linguistics is language, which happens also to be the concern of language departments. I think it is a mistake to separate the two, when an amalgamation and cooperation could benefit both directions. I have seen this separation in my own university, with the unfortunate result that colleagues in the German department are often not even aware of the courses having to do with the German language in the Department of Linguistics.

A case could also be made for cultural or political history, but in any profession the real "professionals" gather in the slack on their own. A certain foundation is necessary, however, and many necessary building blocks can be gathered so much more easily via a good teacher who will also show how to put them together. Further stones can be acquired as they are needed, but the foundation must be solid if the building is to stand.

I wish I could consider it unnecessary to advance argumentation for the staples of the canon beyond those "requirements" outside of the immediate area of German literature. Today especially, when our younger generation is impatiently seeking new approaches, new methods (some of which may be immensely productive), it is difficult not to wash the baby out with the bath. In the welter of interdisciplinary studies, the sociology of literature, the politicization of the university, it is not easy to resist the argument that there is too much

on the modern scene which must be studied and comprehended to leave time for the old chestnuts of the traditional graduate curriculum. Besides, they are no longer relevant. But aside from the arguments on the primary level (i.e. the instrinsic value of Goethe, Schiller, et al.), we may also argue on a secondary level: It is important to understand the constituent parts of the modern scene. Handke and h.c. artmann have read their Goethe; so did Brecht, and the theater sensation out of the *DDR* this past year in Germany has been *Die neuen Leiden des jungen W.* Schiller and Kleist are currently being played and transmitted by German television. Grimmelshausen's *Simplicissimus* occupied eight hours of prime TV time in four 2-hour episodes this past year. Günther Grass and Martin Walser are both engaged with (Grass, working title, *Acht Nonnen und mehr*) or have just finished (Walser, *Das Sauspiel*) works that presuppose a knowledge of 16th and 17th century German literature. Yes, I am afraid Goethe and Schiller must remain a part of the canon. It is ironic that with the present sharp critique of specialization, we should be constantly compromising the curriculum to permit, even encourage such specialization. With the excuse that students want to design their own education, we have failed to provide them with a structure *within which* they can pursue their interests. Students of today want *carte blanche* as little as they want iron-clad rigidity. They want structure, but freedom within that structure; they want guidance, but free will to develop along the lines of their interests and talents; they want help, not coercion. But, regardless of what they want, they will look back upon us with bitterness if we do not provide them with even the basic tools of their trade.

A basic knowledge of the developmental process of German literature from its beginnings to the present day *is* such a tool. Literature (culture) is organic, dynamic, and cumulative. It has its roots in yesterday, though it be ever in flux. It builds upon and assimilates the accomplishments of the past. Without the past there can be no real understanding of the present. Traditions *do* exist. Every literature has a heritage from which it grows and upon which it draws. We may scorn that heritage in our own *Weltanschauung*, but if we are to teach a literature embedded in that heritage, if we are to show its meaning, yes "relevance," to our students, or even if we want to show the limitations of that literature, we must be aware of the consistency of the soil in which it grows. If we consider the literature *and* the heritage to be worthless, then we should not be teaching it.

I shall not discuss the merits of the dissertation. They are obvious, and it should be kept. It represents the only opportunity which a graduate student has to do a larger project (a book!) on his own, but with the benefit of a mentor who will guide him, correct his errors or extravagances. Here is the golden opportunity to show his originality, to be independent, yet not to have to assume the complete responsibility of his independence, not to have to be thrown upon the cruel world of book reviewers who will pounce upon his first commercial book.

Dissertations should *never* be published. Perhaps a few articles may be derived from the dissertation, but any graduate student who takes advantage of a vanity press will regret it twenty years later.

All of the foregoing discussion does not mean that we are to condemn out-of-hand any new approach, any attitude which does not emerge from the canon. Our insights deepen, and we are aware of some things today that were not known as our canon developed. Interdisciplinary studies can be extremely valuable, especially among the arts where, however, the heritage from which they develop may form the common denominator and thus even gain in importance. And this leads us to an attitude which is in keeping with our times and which may indeed prove to be, at least for the immediate future, *the* direction for literary studies. It is what I should like to call the "horizontal approach," and it has reached its most overt form in the "new" discipline called Comparative Literature. I shall not discuss its implications for German studies in detail, for that has been done most capably elsewhere in this collection. But I should like to quote one sentence from Gerald Gillespie's essay, which seems to me to be extremely important. He writes: " . . . a strong German program should ally itself in advance with Comparative Literature as a constructive, reliable partner" (see p. 164).

The basic thesis of Comparative Literature is that one cannot understand, say, Romanticism on a national basis. Not only does it have its roots in its own national heritage (vertical), but it is also a reflection of a much larger phenomenon (horizontal) whose reflexes are to be observed in many different countries which, in turn, reflect their own national traditions as well. I have often been asked: "What *is* Comparative Literature?" and we are constantly plagued by the confusion, still fostered at many universities, with the pseudo-discipline of World Literature. World Literature is a dilettante, undergraduate course, taught usually by non-specialists who try in one easy lesson to acquaint the student, in English, with a smattering of great masterpieces produced all over the world from the beginnings to the present day. Its only unity is the epithet of greatness bestowed upon the examples read either by the past or present. In spite of this, it often has excellent results, especially when taught by an inspired teacher, in that it shows the students masterpieces which they might not otherwise have encountered and frequently kindles a spark which will later flame. The comparatist, on the other hand, seeks unity in diversity, attempts to understand an organic whole. *Comparative* is not a good word for his endeavors, for it gives rise to the unjust accusation that all he does is compare. (As the Harvard *Lampoon* cartoon had it: "Madame, the men are here to compare the literature.") The comparatist does not have an easy task, for he must be aware of the national (and/or classical!) heritage and the extent to which it conditions the integral parts of a horizontal phenomenon. Therefore, he must master the canons of each national literature which he studies. Fortunately, these canons overlap. Moreover, in view of the "horizontal" nature of his discipline, he may

concentrate upon that part of the canon which is most relevant to his area of concentration—which does not mean that he may neglect the rest, for again, for purely pragmatic reasons, he will scarcely be permitted the luxury of complete specialization. But a medievalist, for example, will obviously be more interested in the older stages of the national languages than he will be in the contemporary scene. One may counter with the argument: "Then why should one interested in the contemporary scene be forced to look to the Middle Ages?" The cumulative aspect of literature is the obvious answer.

But by the very horizontal nature of the comparatist's outlook, this is the field in which interdisciplinary studies can best be housed. Comparative Literature *is* interdisciplinary study, and split appointments or committee assignments facilitate cooperative work by specialists offering together their own contributions. Comparative Literature departments should be urged to share courses with historians, classicists, sociologists, etc. The result of such communal work could be phenomenal.

However, if our modern insights are valid and the horizontal approach does indeed represent the direction of the future, then we must be all the more careful to provide students entering upon this vast area with the proper tools to cope with it. A comparative student must be equipped with the entire development of his major literature and all that it implies. Moreover, he must be in command of that part of the canon in his other literary interests which applies to his horizontal area. As the situation is now (and probably will be for the foreseeable future), such a student will be a member of a given language department with a "split appointment" in comparative literature, or a member of a committee which administers the comparative literature program. Hence, he must have a complete vertical command of his main field. He must be able to compete upon equal footing with his colleagues in his "home" department; yet he must also have covered that part of the canon in other departments which pertains to his field. This is a demanding task, but I see no other way to avoid letting the comparative discipline sink into the dilettantism of World Literature. And, it can be done![4] Our colleagues must only remember that a comparative student has a most extensive task which requires him to expend his energies both vertically and horizontally. Moreover, the more modern his field, the more of the canon in his outside field(s) (within reasonable limits) he must have mastered, since obviously growth takes place within time and for the purpose of analysis it is more important to look to the past than to predict the future. Thus the roots of a modern work may go back to the Middle Ages, which may be an important factor in the analysis of that work, but the fact that a medieval genre will decline in future years may play no rôle whatever in the analysis of a work of that genre.

I feel very strongly that all of us who have split appointments with

[4] For such a program, consult the University of California-Berkeley catalogue.

comparative literature should extend all efforts to insure a professional attitude in that discipline. With the rapid expansion of comparative literature departments and programs, there is sure to be pressure for compromise, yet it is extremely important for comparative literature to gain and maintain respect. There is an ingrown prejudice against it; and one constantly hears the accusation of superficial dilettantism. The heritage of World Literature remains. To give the lie to such accusations means that we must be sure that our students meet the most severe demands of a given department, yet be able to extend their teaching and scholarship to other areas. The discipline will prove itself, but our students must be prepared to cope with it.

Let us turn now to the M.A. in German. The M.A. is essentially two things: (1) a stepping stone of the Ph.D. or (2) a terminal teaching degree. The ideal canon for the M.A. must include both possibilities. Here I would not insist upon a necessary division into two degrees. If the two ends are regarded as options, then their divergent curricula must be flexible enough to permit shifting from one to the other. The M.A. as a teaching degree for high schools, junior colleges, etc., must also be loose enough to permit students to fulfill educational requirements for the teaching credential. I would strongly favor the M.A.T. programs to meet this end. That is a separate question, just as the D.A. is, and I should like to limit my discussion here to those M.A. programs which must serve both ends.

The study for the M.A. represents most students' first brush with graduate study, but all too often they are thrust into seminars on an advanced level where they are intimidated by advanced graduate students and professors who do not differentiate between the levels of their graduate students. One summer's vacation does not make a graduate out of an undergraduate, no matter how talented he may be. As Cecil Wood demonstrated in his excellent, witty, but unfortunately still unpublished "A Survival Kit for Graduate Students," such a sink-or-swim method has decided advantages. Still, the shock effect can be severe and can lead to a discontented attitude, based upon a lack of realization of the nature of graduate studies and the why and wherefore of the courses offered. The malaise can last throughout the student's entire graduate study. While not all graduate programs are extensive enough to permit the convenience of first-year graduate classes or pro-seminars, still certain courses can be devised which will serve as an introduction or explanation of graduate study.

Such an introductory course, which would also provide a basic tool, could be a graduate course in bibliography, which encompasses both meanings of the word. It could easily avoid the tedium of such courses, first by presenting the book as a material object, then by coordinating the material in such a way that it could be tied into other courses the student is taking by devising bibliographical projects supplemental to the other courses, thus putting the material into practical use. For example, if a student is also enrolled in a Hölderlin seminar, a bibliographical project could be a survey of the waves of interest in Hölderlin as measured by the number of books and articles written about him throughout a

given period of years. Such projects, easily devised, provide practice in the use of bibliographical tools and methods as well as a more thorough foundation for the other course. With all of the modern bibliographical tools available today, the course could easily encompass also discussion and illustration of methods of literary analysis, as well as a presentation of the goals and aims of German studies, and I have enough confidence in our discipline to believe that if students were made aware of what we are doing and why we are doing it early in their graduate career, much later discontent could be avoided. Most graduate students have some sort of a crisis during their career. While they were obviously motivated to *enter* graduate study, sooner or later they ask themselves: "What am I doing here? What is the purpose of it all?" If these questions could be anticipated and frankly discussed, graduate student life would be simplified. So the first item on my canon for the M.A. would be a bibliography course which would serve its own ends, be supplemental to other courses, and act as an introduction to graduate studies.

While I would keep the French examination on the M.A. level, I would also draw the attention of students to the fact that Latin is also essential for the Ph.D. The modern graduate student, lacking a humanistic education, has a lot of "catching up" to do. Obviously he will not be able to do it all during his graduate career. However, he can and should lay the foundations as thoroughly as humanly possible and reconcile himself to the fact that he has a lot to do on his own.

A survey course, or a series of them, is a desideratum for a German undergraduate major, but if a student enters graduate school without having had this background, he should be given the opportunity to acquire it. He should be aware of the whole scope of his chosen field of study. If such courses prove to be impractical on the graduate level, students should at least be required during their first graduate year to read through an extensive history of German literature. There *are* graduate students, Ph.D.'s in hand, who have never done this!

One of the older stages of the language, preferably MHG (because of its literature) should be another first-year course, and it should be designed in such a way as not only to provide a knowledge of the methods of historical linguistics and the language itself, but also to give some insight, however small, into the literature written in that stage of the language.

The term paper or seminar report has also become an entrenched part of our canon. While such papers are extremely valuable on the Ph.D. level, since they represent an occupation in which the student will be engaged throughout his life, there is no necessity to consider them as an absolute must in all graduate courses. So many seminars are structured around the monotonous reading, week after week, of mediocre term papers that would kill the interest of even the most dedicated student. It is time to reintroduce our "great man" (if he can be found!), who will work with his students on a research project and will show

them method and thought, and who will inspire them to work on their own. If seminar papers are a must, then they should be no longer than a half hour (or 15 pages), so that both professor and students have the opportunity to add critique and assistance to the person reporting. The paper should be a springboard, not an end in itself. Group projects can be both valuable and valid, although not as they are conceived in Germany today where in some universities, as a Marxist cop-out, separate evaluations of individual participants are taboo. (Students will not be getting jobs as a group, nor will they probably ever again find a congenial group with which to do communal projects.) But students must also be taught how to write papers. A single glance into any of our journals will demonstrate adequately that it is an art which many of our colleagues have never acquired. The failure of English teachers in high schools and colleges is nowhere more apparent. So we must do their job for them.

The "reading list" for either M.A. or Ph.D. is still valuable, especially if it is devised by the student, for here he can be eclectic and show his own concept of what he should read. He should however have the benefit of guidance if he wants it. One may save a student many hours of his precious time which he might have spent reading peripheral *Epigonen* or in turn, suggest essentials which he may have neglected or forgotten. Such a list should not attempt to be all-inclusive, but should rather represent the core of the student's reading, works which ***he*** feels to be significant and upon which he is prepared to be examined in depth. Which does not mean to say that his examination(s) should be limited to the works listed. The list is again a springboard from which to jump (or be launched).

So much for the M.A. as a foundation for the Ph.D. Fortunately, however, most of the details described will also contribute toward the M.A. as a terminal teaching degree. For the preparation of teaching skills (if, indeed, teaching skill can be taught), the schools (departments) of education are all too ready to spring in. The M.A.T. is much to be preferred. But where the M.A.T. does not exist, the M.A. must continue to serve a double function and hence must be left flexible. But what will a teacher on the secondary level need? Certainly a command of the language and some insight into its history. He should also know the cultural framework within which the literature developed. He should have a foundation in pedagogy and the rudiments of bibliography. He will probably not need Latin (although it certainly will not hurt him), nor will he need to know the techniques of higher research. His ends may readily be met by preserving flexibility.

While the gospel which I have been preaching seemingly advocates a proliferation of degrees (D.A., M.A.T.), it would also restore the integrity to the Ph.D. and M.A. It is not fair to those students who have worked hard for their degree in the older sense to allow these higher degrees to degenerate into a "union card" for admission into the professions. The older degrees endowed professors with *caracteres indelibiles*, they were almost ordained—hence the

veneration in which they were once held. But when their canon is reduced to a clump of pliable clay, molded into a different shape by every passing mode, fad, or interest, then it is evident that *not only* the canon is clay. And if the priests of the profession do not believe in their own canonical scriptures sufficiently to defend them, then they deserve the fate of all heretics!

GERMAN AND COMPARATIVE LITERATURE

GERALD GILLESPIE
Stanford University

I wish to speak here from a distinctly personal vantage as an American who has been involved in the Comparative Literature movement and taught under several official arrangements–in a full-fledged Department of Comparative Literature, in a Department of Germanic Languages and Literatures, with a "split" appointment, and collaborating in a Comparative Literature Program through an all-University committee. In these notes I will be taking for granted what eminent scholars such as Wellek, Rüdiger, et al. have said about the evolution and contemporary situation of Comparative Literature. It scarcely needs repeating that exact knowledge of German pathways–e.g., the immense contribution of the age of Goethe to later comparative theory, but the relatively delayed establishment of the discipline in German universities–is essential information for a comparatist attached to a German Studies program in America, the Netherlands, France, Hungary, Japan, or any other nation where both fields flourish. Ulrich Weisstein has chronicled the German story of Comparative Literature in the broader context of other national tendencies in his valuable *Einführung in die Vergleichende Literaturwissenschaft.*[1] I begin, then, as an American observer and experiencer of German literary culture, among several other rather closely related European heritages. That is, I bring into or discover at work in my own native sphere–whose language happens to be the dominant medium of the twentieth century–certain understandings formed elsewhere.[2]

If the original formulations are in German, they must compete for attention with materials in the virtual Babel of other national languages, be evaluated from one or more of the variety of competing viewpoints influenced by the life of

[1] Ulrich Weisstein, *Einführung in die Vergleichende Literaturwissenschaft* (Stuttgart, 1968). For the perspective of an important German pioneer in CL regarding the development and current scope of the discipline, also consult Horst Rüdiger's article "Vergleichende Literaturwissenschaft," in *Handlexikon zur Literaturwissenschaft,* ed. by Diether Krywalski (München, 1974), pp. 493–498.

[2] Among such understandings formed elsewhere is the picture of America generated by German literature in the German-speaking lands, the subject of the Wolfgang Paulsen Festschrift: *Amerika in der deutschen Literatur* (Stuttgart, 1975), ed. by Sigrid Bauschinger, Horst Denkler, and Wilfried Malsch. Ideally, American Germanists would be in a position to match this comprehensive set of studies with a volume on the representation of German-speaking people and Germany in American literature.

those other languages, and finally, be explained to students who by and large have in common the Anglo-American tradition or, though of diverse origins, generally become acculturated Anglo-American cosmopolitans. Some of my students even belong to a future wave of American comparatists who will venture to bring elements of several entire civilizations (i.e. European, Indic, Chinese, etc.) into meaningful relationship with the only one I can hope to treat on familiar terms. It is therefore not surprising that, in order to communicate with me at all, many of this more recent breed of American *literati* may pursue abstract methodologies which make literary studies sound more and more like a branch of anthropology. To many of us this is an Alexandrian age of increasingly bloodless constructions, but to others it is a future–the post-Joycean rather than post-Rabelaisian–opportunity to luxuriate eclectically, probe syncretistically, and discover systems hidden just over today's own "pre-Columbian" horizon.

Fortunately for us American comparatists with a primary interest in German letters, German exiles have forged strong links between their inherited and adopted culture. We can attach German literature to the moorings of European literature with fewer preliminaries because so many distinguished migrants have shored up that entity while the storm of history was crashing over it toward mid-century. For example, the German-speaking Romanists Walter Naumann (who returned to establish a Comparative Literature institute in Germany) and the late Leo Spitzer helped maintain the sense of the whole European enterprise, without losing sight of its dynamic diversity; E.H. Gombrich and Erwin Panofsky taught us to see better the structures in art both synchronically and diachronically; and the late Sigurd Burckhardt elaborated a German analogy to New Criticism, as well as demonstrated its applicability to English literary works. Let these few names and illustrations suffice to represent a long, revered German honor roll in the English-speaking nations. But barring another catastrophe like World War II, the unique impetus imparted by the presence of major German authors on our soil such as Thomas Mann and Bert Brecht–not to speak of the thousands of scholars, philosophers, theater and movie people, et al.–will continue to wane with the century. Progressively, American Germanists will move into an internationalist future at least at first dominated linguistically by English. The fact that, outside Europe, German probably will not gain even the tenuous lingering position of French as an international medium of second rank in our lifetime intensifies the problematic conjuncture of "negative" forces for the study of foreign vernaculars in America as regards German, too, even though it is now one of the esteemed "major" languages in our universities.

If I read my contemporaries correctly, Comparative Literature is striving to furnish a general, positive response on a world plane to a paradoxical crisis whose symptoms we all detect in ourselves. On the one hand, we recognize the unrelenting technological revolution in transportation and communication which accelerates the process of "imitation" and "assimilation" (with startling shifts above all in the highly developed nations) and leads to an eventual underlying

"uniformity" in cultural patterns despite local flavor. On the one hand, the comparatist, like his or her counterpart in a national literature department, feels he or she is helping to rescue as well as communicate the authentic, original characteristics and values of the separate language groups. They are threatened by pressures which seem likely to turn some subject areas into "parochial" enclaves; yet, objectively, mere size is no merit, and the tyranny of a majority trend may be just as oppressively parochial, so that minimally the comparatist wants to preserve as part of the human record, and thus sometimes as a latent potential, treasured "foreign" literary utterances. On the other hand, the comparatist suspects less humbly that he too is a factor in the shrinking of our globe and that his complicity thrusts on him the standard Western role of acting as responsible museum-keeper for those living forms which his omnivorous civilization slowly overwhelms or inevitably alters. Yet, as he industriously jells certain matters in intellectual aspic, he knows that the cultural barriers which he bridges as a specialist serving an elite minority are often still effective enough to tribalize the world and permit most of its denizens to commit outrages on others with only rare displays of pangs of conscience. The American comparatist is instinctively a disguised, if not an overt, humanist; he actually believes that the human race constitutes a single species even though its tribes coexist on different planes of time (from the Stone Age to the Space Age) and are locked, with varying fastness, into a welter of dialects. Nonetheless, everywhere–and most certainly in the libertarian Anglo-American territories of the globe–the mentioned historical pressures portend further erosion of whichever mere *modus vivendi* any of us have been able to establish in our work for the incongruous elements of competing "world views." The more traditional humanists keep hoping that all the turbulence does not mask an underlying collapse of the complex process by which, for all its regional variations, we manage to revise the "Western" heritage. We have piously enshrined a number of such temporizations in our general humanities offerings, even while we ponder whether we are hurtling toward a collision, rather than fruitful coexistence with other civilizations and people whom four centuries of European expansion and invention since the Renaissance have profoundly affected.

Into a corner of this picture, then, we insert those few brush strokes attempting to represent German literature for Americans. Just as there is no consensus about what constitutes a canon of world literature today, or shall in a few decades, so too within the framework of American culture there is no guaranteed permanence for the overall status of German literature alongside other national literatures, let alone for our particular versions of a German canon relevant to students in North America.[3] This unpredictability reflects the awe-

[3]Though from a German-and-Continental perspective, Horst Rüdiger arrives at an analogous conclusion regarding the relationship of external elements to the enormous complexity of European tradition and the constant revision of our mutable literary canons

some proliferation of choices available to the American as to other audiences in developed countries. We specialists choose whether to revel in an instability of manifold delights or to interpret the shifting of attention and taste as a disaster, but how many students are really listening to our opinion in the first place? Numerous professional observers have been disturbed by the way in which, as they judge, both "greater" (Kafka) and "lesser" (Hesse) writers are "indiscriminately" adopted by American studentdom and promoted in survey courses, courses to a large extent offered by English departments and quite frequently staffed by colleagues who cannot read the originals or indeed know little about their German context. By the time German departments have grown suspicious and mounted their own courses in translation to any significant degree, the directions may once again have altered. More and more, however, they do feel constrained to play the game of catching up with the vagaries of the "host" country.

For students seem ("far too often" in the eyes of those who are no longer or have never been tastemakers) to acquire their first contact with the German mind through already internationalized clichés in puzzling strings and clusters—the "newest" combinations such as Herbert Marcuse's fashionable fusion of Marxism and Freudianism. German departments weigh the relative merits of committing expensive talent to satisfy perhaps ephemeral vogues, but also feel obligated to provide important linkages, for example, advanced theory courses presenting German phenomenological and linguistic-model approaches in relation to contemporary Anglo-American, French, and Russian contrasts or analogues. American departments of German can, in fact, take some pride in having contributed to broader changes—e.g., the Hölderlin and Kleist renascence, rise of Baroque studies, etc.—which have characterized the protean Germany literary canon after Positivism. The backwash of exiles and sojourners has left some marks on contemporary German criticism and scholarship, too, but they are probably no deeper and no less general in their impact than the ready-packaged importation of concepts such as "Agitprop" by some American Germanists and theater people since World War II. Doubtless the statistics show that a far higher ratio of current writing gets translated from English into German than the other way around, and Volkmar Sander has discussed in detail the enormously complicated question of the filtered and retarded reception of German literature in America both past and present.[4] The dominance of certain major American

in his introduction "Ein Versuch über Weltliteratur," to *Meisterwerke der Weltliteratur,* ed. by H. Rüdiger (München, 1974); however, he posits the methodological and cultural need to reconstitute a "classical" guide in every age through the creative engagement of the trendsetting readers with literature, with the consequence that this drive itself brings about the liberation of great works from purely historical contexts and endows certain ones with effective stature ("classical" rank untrammeled by norms and rules).

[4] Volkmar Sander, "Die *New York Times Book Review:* Zur Rezeption deutscher Literatur in den USA," *Basis,* 4 (1973), 86–97.

literary organs and papers, the inordinate gaps, delays, and accidents of translation or review, and other vagaries can and do cause gross distortions. The probabilities are great that the contemporary blur will not be resolved until long after the moments when the new directions taken by traumatized postwar German writers, the rising of critical schools such as the Frankfurt group, and so forth, are past as immediately close events. It remains to be seen, of course, whether certain of the "neglected" workings of current German literature will yet make a real mark here or even earn some retrospective distinction in American eyes as minor or major florations.

I readily agree that it is worth investigating how tastemakers enable any considerable shifting of the horizon of sensibilities and expectations, and why under particular circumstances they may or may not appear on the scene to champion certain things. That task pertains to Comparative Literature as much as to sociology and cultural history. But when Sander polemicizes against the supposed hegemony of established attitudes in American literary studies as these affect the American treatment of German literature, a deeper issue comes to the surface. Implicitly the nature of American society—at least, initially of Academia within it—would need to undergo sweeping alteration so as to promote a readier understanding or indeed sympathy for the "neglected" insights. The complainers against the American obtuseness would have to win over a significant phalanx of Americans capable of acting as channels for "improved" receptivity. That entails the gargantuan achievement of somehow reversing the relative strength of the native versus the foreign culture and making American teaching a coordinate to the latest German thinking. Such situations have existed and will again exist; however, the outside cultural center must radiate powerful and attractive ideas. For example, Italy in the early Renaissance, Britain and France in the Enlightment, Germany in the Romantic age—to name random examples—have exhibited the requisite literary energies which permanently pierce national armor. It is entirely possible that those who attack what they deem to be a "moribund" canon of German literature abroad will demolish the American, among other, "anachronistic" outposts—a serious effort is underway, at least, in several reputable American German departments.

The failure to topple all the idols or introduce some new ones as their peers can, however, all too conveniently be attributed to the perverse reinforcement of bad habits (*negative Rückkoppelung*). That is simply another way of admitting that America does have its own culture and interests which, in specific and not inalterable combinations, may indeed prove impervious to the blandishments of various choruses of "improvers." And it may turn out that the American receptivity to German literature at some earlier point in time and subsequent lack of will to reject that prior interest or radically modify it reflect just one more case of a familiar pattern in the annals of European literature. As a civilization with multiple centers, now extended on a global scale, the vitality of the European "system" as a whole has depended on its capacity to generate and

nurture alternate pathways, yet preserve fundamental achievements, too. The American treatment of foreign literatures as an instance of the activity of a major segment in that total community plays no more or less perverse a role than, let us say, the French treatment of English literature, the Swedish treatment of Spanish literature, etc.

Naturally, we will be swayed eventually by this or that siren's song, and it will be integrated into the American cacaphony. Yet the point must be asserted that, while an American department should present as much contemporary German literature as possible (which means inviting "believers" and "participants" in the events to visit or work), it also has a duty to itself to subject the new, as well as the old, matter to the same traditionally governing disrespectful scrutiny—that is, to rigorous scrutiny. An American department should, in short, place contemporary German writing in "difficult" frames of reference (i.e., other frames than the original German ones) and not grant it any privileged status. At least, from a Comparative Literature perspective, it possesses no greater a priori validation than post-liberation Hindi poetry, medieval Coptic romance, or Goethean drama. Definitely, it would be folly to ignore the reality of the American literary world (whether the American inclination appears hostile or friendly in any particular case) when taking the measurements of a foreign creation. To start with, one might miss those dimensions which reveal that a particular work belongs to some generic revolutionary fashion among the staples of international commerce, rather than being specifically German. So much current writing does have its unwitting analogues in America herself that all parties might be salubriously embarrassed, or delighted, to end the mystique of novelty.

My purpose is not to inveigh against any particular doctrinaire enthusiasm for some recent view of literature directly imported from overseas, so much as to caution against facile presumptions of righteousness which can so quickly usurp actual thinking about the nature of literature and of literary experience in the United States,—hence commit the same dereliction imputed to those whose only fault may be that they too have a point of view and care enough about some chapter in the German tradition to teach it for the values they recognize in that act. Proposals to reform the American literary mind land in the midst of that "free market" which many assiduously argue does not exist or is actually phony—a conclusion buttressed sometimes by the argument that their self-evident truths have not been acclaimed. I myself know how painful such rejection is. It vastly complicates my own coping with the persistent central problem of shaping any viable German syllabus at all in the face of increasing internationalization of literary themes and forms while German is being relegated to lower status (but English, as the American medium, maintains its dominant role with all the attendant cultural habits). Yet I do not accept that, because we are not electrified each time some colleague solemnly pronounces the truism that our choices in the universities on this continent involve philosophic as well as pragmatic decisions, we must be jaded.

Swamped, yes; bailing water, yes; compromising, I hope so. If German literary studies are to remain vital in America, German departments must, for example, share Dürrenmatt with Theater (or English, or French, or any group sponsoring a course on those ambiguous interests termed "destruction of illusion" and "absurdity"), Nietzsche with Philosophy (even if far too few philosophers in the States can read German), and so forth. In fact, as often as not, these figures were introduced widely in America by scholars in fields other than German literature. Whereas the traditional sharing of Old Norse with English has involved largely good diplomacy, to interact with the serpentine progression of tastemakers requires an educated sensitivity for American intellectual values—whether one endorses, despises, or is indifferent to particular sets. We could more properly expect such awareness from the professed comparatists, rather than the national specialist. Thus, whether through formal training, later research, or amateur dedication, the comparatist who serves in a German department in the United States ought to know English and American literature *thoroughly*. Naturally, the same holds with regard to French literature for a French comparatist who serves in a German department in France.

Before turning to some special considerations touching the American scholar, I would like to distinguish the pedagogical levels with which a comparatist must cope appropriately. There are at most only some two dozen "genuine" undergraduate Comparative Literature programs in the United States, by their very nature if not in name, virtually all honors programs.[5] Most comparative education of substance at the traditional elitist schools takes place on the graduate level, to which selected undergraduates are admitted for specific interests, because the complexity and needed preparation for the work simply does not permit otherwise. To public view, however, the situation may look different, because when the term "comparative" gained such vogue with Administrations in the sixties, a lamentably large number of institutions tacitly let the older distinction between General and Comparative Literature lapse—at least with respect to undergraduate training. In the older terminology, the bulk of undergraduate offerings in America are still taught as General Literature, that is, with

[5] My estimate derived from application of the severer standards described in the findings just published in the comprehensive report on "Undergraduate Comparative Literature: Profile 1974," *ACLAN*, 8:2 (Winter 1975), 1–32. The report upholds the distinction I make below between Comparative Literature courses, requiring ability to read one or more foreign languages, and General or World Literature, taught in translation (p. 3f.). Interestingly, the statistics show that "Comparative Literature programs actually contribute to an increased enrollment in precisely those advanced foreign language literature courses which traditionally have been low enrollment courses" (p. 5). I also point to the problem noted in the report (p. 17f.), that though introductory synthetic courses in Western classics do act as feeders for both CL and FL, they tend to blur recognition of CL as a distinct, demanding discipline in the minds of casual undergraduate participants and of poorly informed administrators who promote "service" courses. But it is precisely to offset such ignorance of the foreign language component in a Comparative Literature major that FL and CL people *must* involve themselves in general offerings given in translation.

readings in translation rather than in the original languages. Essentially, General Literature programs have tended to be dominated by English departments because the latter have larger staffs, allowing considerable flexibility, are committed to teaching the "whole" heritage from the viewpoint of its relevance to Anglo-American letters, and in the past have been able to operate with scant competition from the foreign language groups. More enlightened faculties have, however, long shared General Literature as a separate program to which numerous departments contribute, as at the University of Pennsylvania under the cosmopolitan aegis of the late Adolf Klarmann. Yielding to unmistakable pressure, many foreign language departments have increasingly been giving courses in translation, and from the welter of such nationally segregated offerings there have emerged, in a second step, broader offerings staffed now by one, now by another foreign language segment and qualifying as General Literature.

It is precisely at this juncture that a German department can derive maximal benefits if it manages to budget enough time for its comparatist(s) to participate in undergraduate teaching on the all-university level in General Literature or other basic Humanities courses, as well as German literature in translation.

Most German departments are very tight ships and will, therefore, find it hard to assign their comparatist for undergraduate work because he or she is rather regularly booked out for "internal" or "external" graduate offerings. But the added importance of undergraduate contact in the university at large is that it means productive departmental exposure to other faculty groups. Given the pivotal position of English, English departments must sometimes assign a teaching assistant, inexperienced junior member, or old-fashioned monoglot senior member to staff a more broadly titled course (e.g., "European Romanticism") and, out of lassitude or lack of resources, frequently enough stage what is merely a disguised English offering.[6] In the past, the German or French specialist in Romanticism would ordinarily defer out of recognition of his own limited familiarity with the English materials, even though he might be highly dissatisfied with a perhaps poor treatment of the crucial German or French materials, and would accede to the notion that English department membership automatically outfitted a colleague better for General Literature. A competent specialist in Comparative Literature, however, clearly "outranks" the dilettante generalist and is more readily accepted as a peer by counterparts in English and other groups. To follow my illustration: the comparatist who can offer German Romanticism within a German department can also easily assert his natural prerogative to offer or collaborate in offering either generalized or specialized courses on Romanticism on the graduate level, too, for wider audiences. Such a person can establish strong ties with his counterparts in other departments, and

[6] To avoid invidious comparisons, I have deliberately chosen for sake of illustration an area in which exemplary interdepartmental sharing and sympathetic mutual interest prevail at my own university.

each area of such contact not only enhances the prestige of the German group as a whole, but also legitimizes in the eyes of the university all interrelated honest attempts to bring German literature and culture into the larger picture of the Humanities.

If an older misconception of the way in which undergraduate General or Comparative Literature courses relate to "language" departments no longer lingers in any quarters, the following corollary remark will be superrogatory. Historically, American foreign language departments have tended to concentrate on snaring majors through attractive language learning—certainly an essential function they perform. The underlying assumption has been that a major language will spellbind its share of adherents even though, obviously, it is a cultivated oasis, an alien enclave. (In contrast, the introduction to older sacred or classical languages such as Greek, Latin, and Sanskrit no longer emphasizes speaking and writing skills.) To promote the aura of that enclave, some departments radically seal the environment from outside influences. The foreign language "house" at a college is a good example of this technique which is valuable in specific forms. But even if the department supports direct immersion (overseas campus), enclave residence (language house), and related inducements, these efforts are not necessarily incompatible with comparativistic openness (e.g., an elective, general introduction to German "culture" conducted in English for all undergraduates). Since the natural pathway of approach for the vast majority of new students is over basic survey courses on major Western works *to* particular national cultures in which the masterpieces were originally conceived, the generalist contact is probably the single most important *initial* instance for suggesting to undergraduates the interconnection of their own and "foreign" cultures, but also for exciting curiosity about a distinctly "other" people. Many of us have observed that, when colleges drop their language requirements, German literature in translation and comparativistic courses perforce evolve into a significant watershed gathering potential majors. What matters is that this "indirect" access to departmental subjects can ultimately bring late-starting majors together with those majors who derive from the language courses. Experimenting with programs which allow students to switch voluntarily and smoothly from track to track—and induce some to gravitate toward "hard core" German Studies—can test the will and resources of a department formidably. Good universities are likely to perceive positively such determination to take stock and revitalize. Rather than offer one sample description of multiple options for B.A. students, I refer readers to Walter Lohnes' discussion of the Stanford model (pages 78–87).

Though the integrative role of Comparative Literature on the graduate level has gained widespread recognition, certain problematic realities still inhibit the flow of students from undergraduate backgrounds into a graduate German or combined German and Comparative Literature concentration in many universities. The perennial attempt by some one or other of the national literature

departments to hoard or restrict their own students, or unfounded refusal to accomodate outsiders who might profitably do relevant work, can thwart the more ambitious graduate majors. Defection of graduate students to Comparative Literature or English as an escape from oppression, which departments regret too late, can be embarrassing. Less embarrassing, yet perhaps more significant for longterm health, are the silent decisions a priori to avoid entanglement in the "smaller" outfits.

But if a university administration habitually penalizes the separate smaller literature groups because they *are* enlightened and do risk occasional enrollment gaps for the sake of producing truly humanistic graduates, one can scarcely blame French, German, Spanish, etc. for assuming a defensive posture. "Clever" administrative analysts regularly rediscover that playing the numbers game is a convenient way to cannibalize faculty positions and/or implement a policy of curriculum change which, rightly or wrongly, the faculty may or does resist. In some unfortunate precincts, the smaller literature groups are kept divided, with a marginal rather than critical mass of faculty and students. They can thus more easily be picked off one by one as they "break down" (that is, when any variation of small magnitude in their fortunes occurs at a moment coincidental with a move dictated by the extraneous planning of social engineers). Such apparently benign neglect allows administrators to wash their hands in public, even if, in the worst case, they have decided "philosophically" to kill off an entire viable department, because–in certain circumstances–its continued existence, despite its grave burdens, can impede completion of policy or cast doubt on the competence of those who earlier predicted the inevitable death. I believe that a good deal of pious waiting for the decease of "sick" Humanities groups was practiced in the late sixties. In contrast to logical, comprehensive planning, a standard manoeuvre in institutions whose administration has tolerated or promoted the malaise is to create an omnibus foreign languages department out of the remaining fragments, or to propose a "rational" division into two "buses," a linguistics ensemble, with subcompartments for each language in demand, and a matching literature ensemble. In such an eventuality, a genuine Comparative Literature program ordinarily steels itself to resist the call to "manage" the literature mess. Rather than risk waiting for any symptoms of administrative perplexity, a strong German program should ally itself in advance with Comparative Literature as a constructive, reliable partner.

This latter relationship may well entail some serious restructuring to serve students better. Older members of many a German department probably recall the time when, in addition to philology, the principal fields were medieval literature and literature of the mid-eighteenth to early twentieth centuries. Whereas English departments offered a full range of literary periods as well as of authors, themes, genres, etc., corresponding to that in a full-fledged French or Spanish department, German graduate programs showed enormous gaps. Besides, to a considerable extent, students from "outside" departments could not participate effectively in, let us say, a seminar on E.T.A. Hoffman unless they spoke and wrote German (and reciprocally, a German doctoral candidate sometimes could not take Victor Hugo on the minimal basis of reading French with fluency). Now that the twentieth century and literature before Lessing have come more into their right, more comparativistically minded students who read German are likely to venture across the frontier from English, Romance, and other areas, following the trace mainly of the medievalists and romanticists. They will not remain if they are immediately resisted as foreign bodies because the study of German literature is treated not as subject matter of international interest, but as national matter cleverly converted into a private preserve of native or trained German speakers. The comparatist in a German group can help create a better climate by giving some highly specialized German subjects in English, opening them to ambitious outsiders, and introducing and comparing the thereto pertaining key critical terms (German versus English and other sets).[7] These courses can run mixed with courses given in German in which the non-major may discuss or submit writings in English, and so on.

The point is to end the role of German as a shibboleth for other members of the academic community–naturally I refer exclusively to serious, initial curiosity. With the demise of language requirements we simply no longer can rely on the proposition that a serious student will already have made great headway in German skills; indeed, the attraction to German letters may first begin on the threshold of graduate studies. During the next decade, it may prove necessary to look above all for intellect and literary sensitivity, even at the price of lesser preliminary training in the language, in order to maintain and rebuild German Studies as a humanistic discipline. To help preserve the critical level which, inevitably, has suffered and must suffer in the interim after a massive national repudiation of language training in general, German departments may be well advised to recruit heavily from English, French, Philosophy, History, General Literature, and other B.A.'s who have made a start in German as a minor and profess interest in Comparative Literature.

The levelling which occurred in American higher education during the sixties has, among other things, caused numerous gifted American students not

[7] The "Report of the Committee on Graduate Programs in Comparative Literature in the U.S.A. and Canada" published in *ACLAN*, 7, no. 6 (Winter 1974), 15–22, shows that about 30% of the typical combinations of languages for the M.A. and Ph.D. programs actually being undertaken by CL students included German. However, the "Statistics from *Vitae* in ACLA Listing November 1974" (p. 42) show English and American at the top with 109, French second with 101, and German a much lower third with 64 persons who opted for it as the major language and/or speciality. Spanish with 34 and Italian with 29 are next; a good number of this set, in combination with the French concentrators, probably lends reinforcement to Romance departments. The strength of the French school of CL is undoubtedly reflected here in the territory of the American school. No comparable movement exists within the German-speaking countries as yet, so that the American Germanist must fill the gap himself.

of foreign background to be handicapped through no fault of their own by a late start in learning languages. Many foreign literature departments, understandably, have reacted with fatalism to the fact that the cream of the good literary talent will go into English by default–other language channels were never opened to them in due time. Strong departments of German, French, etc., can choose the heroic path of splendid isolation and bar the door forever, after some particular undergraduate semester, to the "tardy" aspirant. Comparative Literature students–precisely that segment of the student population who have bucked the trend against linguistic isolationism–will be penalized, too, by this kind of German department insofar as individually they happened to begin with Classics, or French, or Russian as undergraduates. Thus, in the long run, that sort of "elitism" leads to further decline and fragmentation and pits parts of the humanities community against one another as rivals in a shrinking enterprise.

The current picture is, in fact, not especially rosy for the Comparative Literature Ph.D.'s who ordinarily have qualified as peers in graduate courses in several major departments and trained so extensively in one as to match other regular doctoral candidates in whole fields. In addition they have passed stringent scrutiny with respect to comparative theory. According to ACLA research on the status of new Ph.D.'s, the hiring national language departments–English, French, German, or whatever–care mainly about suitability for departmental teaching and exploit their Comparative Literature credentials to justify the position to the university "philosophically." The Comparative Literature newcomer has a far heavier burden of preparations and committees. He must also balance claims on him by the national literature versus generalist faction in the university as a whole, simply in order to survive. Utility saves this high-level "slave" from being rejected by *one* of these masters or factions. But sometimes he is a ready target and quick casualty, caught in no-man's-land between the trenches upon the sudden eruption of hostilities.

For this reason alone Comparative Literature students often regard foreign language programs at large with a degree of suspicion or resentment. After all, it would be much easier to stay in the confines of the English program proper and not court the risks and misunderstandings, as well as assume the burdens, in pursuing other literatures "officially." Whereas the foreign language departments view themselves as providing a complicated service to the university, many Comparative Literature students look on them, with regret and frustration, as monopolists who control this or that significant literature.[8] Such resentment is

[8] The problematic situation for newly hired CL specialists who must survive in national language and literature departments is strikingly evident from the compilation of reports, "The Employment Picture for Ph.D.'s in Comparative Literature: Individual Views," *ACLAN*, 7, no. 1 (Spring 1975), 13–17. Through the responses of recent Ph.D.'s runs a theme of bitterness over exploitation by departments who are manoeuvring vis-à-vis the pressures exerted by their university Administration, yet who often fundamentally resist CL as a discipline.

not necessarily going to be aimed only against an "old-fashioned" German faculty that, for instance, spends almost all of its best energies laying offerings on the Goethe altar in the departmental inner sanctum (a cult I, for one, fully comprehend). It can be directed just as readily at a department which pursues some other newer party-line, such as Marxist "social relevance," rather than representing larger and global concerns. The modest size of the best intentioned foreign language department can make it appear less flexible than the English group in which, for instance, there may well be several romanticists of different views or temper, and which hence exudes the aura of that free market of ideas of which I have spoken. Some colleagues may bristle at my repeated use of a cliché from classic-liberal economics; the theory of a free exchange may be regarded as inoperative a priori by those critics of American higher education who deem it to be bound and fettered to some "Establishment." But my sense of the complaints from a majority of American students is that they certainly want to test the possibilities of intellectual liberty, but are disturbed by the seeming irreconcilability of the structural rigidity of specializations on the one hand and the vastness of knowledge on the other.

In fact, the British comparatist Henry Gifford argues that, as a result of special factors, after two centuries of maturation, American literary development tends epochally toward comparativistic assimilation of diverse elements–even to the point of a chaos and fragmentation which mocks the effort.[9] For better or for worse, Comparative Literature has evolved in America as a means to satisfy the more pressing dilemma of organizing the diverse subjects which might otherwise evade all control. Until and unless something superior is hammered out in the critical smithy, the traditional German department can pursue the investigation of literary interchange on a larger scale through Comparative Literature. Comparative Literature represents one immediate remedy to satisfy that most natural craving of many American students who study German: the craving for a non-dogmatic, larger frame of reference for their chief interest. Realistically, the "chief" interest of today may become a minor area in several years. But the openness to two-way and eventually a multidirectional traffic exhibits that kind of participation in the creative life of our age which, I submit, can appeal to certain of the keener young minds from whom alone the study of any literature will continue to draw its hope.

[9] In ch. 6, "American literature–the special case," in his *Comparative Literature* (London and New York, 1969), Henry Gifford nonetheless stresses that "the pattern of American literature over the three centuries in which it has struggled from small beginnings to world stature takes on almost a diagrammatic quality"; that "American literature presses the student to form his own conception of the whole Western inheritance, and to invoke, as Eliot did, 'the mind of Europe' "; and "thus the study of American literature, as dominant partner in . . . [English as an emerging world] language, would seem to prepare us for the reception of world literature" (pp. 84ff.).

THE GERMANIST AS EDUCATOR IN THE FIRST TWO YEARS OF COLLEGE TEACHING

ROBERT SPAETHLING
University of Massachusetts at Boston

The National Defense Education Act of 1958 provided foreign language departments with an opportunity to grow that was unparalleled in the history of American higher education. The decade of expansion that followed, however, was not always based on sound pedagogical planning but, more often than not, was euphoric in character rather than realistic. The last five years have changed all that. As the wellsprings of government subsidies for language studies dried up and student demand dropped to a disconcerting low, foreign language departments, along with many other humanities programs, found themselves not only in a quandary but actually fighting for survival. And the crisis is by no means over.

The expansion in the 1960's on the one hand and the sobering recognition of our limited role in American education on the other, have compelled us to begin a review of our tasks as humanists and language teachers, to reassess some of our cherished educational assumptions and, above all, our own professional attitudes. No one can offer any quick and easy solutions to the dilemma facing us; it is difficult enough to venture a prediction. But being forced by urgent circumstances to reflect and reexamine provides its own therapeutic effects and may indeed start the necessary process for a cure.

Let me assume, for the purposes of this discussion, that the teaching of foreign languages and literatures proceeds in three major steps: the introductory level (roughly comprising freshman and sophomore courses in college as well as Advanced Placement courses in high schools), the advanced stage in college (junior and senior courses), and the graduate programs. Each of these levels generates its own programmatic and pedagogical questions and, particularly today, its own human needs and problems. I will focus here primarily on the introductory level, and at the same time widen my perspective towards the non-major, the student who requires our services without expecting to get a degree in our field.

Let me say at the outset: there is no dearth of exciting and attractive material in German for the introductory level, nor is there any lack of interest in it as far as I can judge. Modern German authors, particularly Thomas Mann, Rilke, Hesse, Brecht, Kafka, Böll, Grass, etc. enjoy an excellent reputation and

even a kind of popularity among young Americans, and it is no secret that many an English literature course is studded with these very German names. Numerous students (and faculty from contiguous departments) are also becoming increasingly aware of East Germany as a potential source for literary, political, and sociological studies–and Germanists, too, are beginning to recognize that forgotten country as a culturally significant area. In addition one finds currently considerable fascination with German intellectuals of the late nineteenth and early twentieth centuries (I include Austrian and German Swiss names in this description), men who have so decisively shaped the intellectual and spiritual climate of our own time: Marx, Nietzsche, Freud, Jung, Weber, Heidegger, Tillich, Marcuse, Bloch, et al. But while there is, as most of us will agree, no problem with materials, inspiration and interest, there may well be reluctance in some departments to organize their efforts (more accurately perhaps: their sparse resources) toward exploration of such a vast and undelineated realm of German cultural heritage. Clearly (and I can hear the chorus of affirming voices) we cannot be everything to everybody, we must not dilute our principal obligation which is, after all, the teaching of the German language and its literature and, in fact, most of us are simply not qualified to deal with sociological, psychological, or scientific texts in any depth. These objections are valid and I agree with them. Yet I submit–and this proposition leads me *medias in res*–that there is much we *can* do if we are at all serious about reaching a broader spectrum of students at our universities: we can add flexibility to our existing curricula (including courses in translation), we can involve ourselves in administration and governance, and we can participate in university-wide teaching programs. But whatever the methods and the means, there is a distinct and basic need for single language departments to break out of their sometimes cultivated isolation and become more visible to the rest of the university. I wish to make clear, however, that I am not recommending a merger with other foreign language departments to solve the problems we are facing. For one thing, it would not increase our visibility; for another, it would only relocate the existing problems. It may be hard to accept this fact, but the truth is that foreign language departments do not have a great deal of political clout and influence–at times for good reasons. Even our well disposed colleagues in neighboring departments, such as English, are not always fully aware of where we stand and what we do–especially in the area of scholarship. It is a fact that some of our best scholars direct their research efforts toward Germany rather than toward their own university, many publications are aimed at a distant reading public while our own colleagues and students have only a faint idea of our intellectual positions. Students not knowing German often have to go to the English department to learn about Mann and Kafka. I am not saying that there is no place for *deutsche Literaturwissenschaft* or *Literaturwissenschaftler;* their indispensability in American *Germanistik* and graduate education is obvious. I am even less advocating that we challenge our friends in English and French into

combat over the interpretation rights on Mann and Kafka. Quite the contrary! It can only benefit us if German literary thought circulates outside our own province. But I *am* saying that we must participate as vigorously as we possibly can in the affairs of our colleges and universities and broaden our intellectual and pedagogical commitments to include our own colleagues down the hall. It furthermore behooves us to take note of whatever German interest exists and is being engendered in our colleges and to nurture it and cultivate it to our best ability.

Of the various possibilities for branching out, for getting involved, probably none is more personally rewarding than teaching in tandem with a member of another department. This practice has blossomed in the last several years and is one of those genuine learning devices from which all participants profit, faculty as well as students. To teach together with a historian in a course on German culture and civilization, to team up with an English scholar in a common exploration of Dr. Fausti literary history or of "What is Enlightenment?", to collaborate with a musicologist on German texts and music from Haydn's oratorio *The Creation* to Benjamin Britten's *Death in Venice* means not only to expand one's own mind and learn anew, but to expose oneself and one's department to a greater number and variety of students and to the university in general. Team-teaching with a psychologist or a sociologist is no longer a rarity, and an engagement in such widening perspectives often means that old and staid acquaintances, such as Werther, Tonio Kröger, Gregor Samsa, along with one's own shopworn interpretations take on some new and fascinating dimensions.

There is one potential problem with team-teaching of interdisciplinary courses that might be mentioned here. The problem often is where to locate such courses. Generally they are taught in English, and foreign language departments must take care not to crowd their own regular offerings with a plethora of so-called translation courses. It seems to me that the best programmatic home for this type of course can be found in Humanities Sequences, Great Books Courses, Programs in Literature etc. In other words, we should put our strength where it belongs: German courses within the department, courses in translation in suitable university-wide programs. Naturally each department will have to have some courses in translation, especially if they satisfy a language or distribution requirement.

Of special value and significance is a two-semester course on German culture and civilization taught in English and using translated texts. Large departments might offer a culture course in German as well, but the majority will have to be content with one, and in my experience such a course will be of greatest advantage to the department as well as the university if it is given in English on the freshman-sophomore level. It frequently provides the students with their first conscious contact with German classical music, German art, German customs etc.; and it can be the beginning of a lasting experience—some of our best graduate students got their start in this unsuspecting manner. Beyond such

immediate effects lies yet another, a more fundamental charge and obligation, and that is to convey a touch of German culture to the general, non-German speaking public in and outside the university. We *are,* after all, the representatives of German culture in America and it is part of our profession as teachers of German to make people aware of both our function and the culture we represent. Let me summarize: we should have courses in English or in German wherever they will do the most good. Participating in courses and programs outside the department is important for our work, for our intellectual lives, and for our survival in the university.

There are various other forms of programmatic involvement. A perennial headache, at least in urban schools, is the inability of students to write a well-formulated and logical paper. I think we can and should help to alleviate this problem, even though the task calls for instructors of writing skills and foundation courses rather than Germanists. Often one member of a language department offers writing workshops (concentrating on style, structure, vocabulary) in conjunction with German literature courses in translation; in this manner the department helps address not only one of the university's most persistent problems but again provides another fruitful way to enhance the image and reputation, and thereby the indispensability, of a foreign language department. Programs in literature, aiming to teach literature as a phenomenon of art unbound by linguistic ties, translation programs, aspiring to teach practical knowledge of the language as a useful adjunct to the regular liberal arts major—all such undertakings present possibilities for involvement. In general, it seems to me, efforts leading to a greater awareness of our own scholastic positions vis-à-vis the actual needs of our students as well as the needs of higher education in America should be supported. We can ill afford to sit on the sidelines while the fate of our professional speciality is being decided in midfield—by people who barely know us.

I would argue that the most productive time for curricular innovations comes in the first two years of college. The junior and senior classes and especially the graduate schools have to take, by necessity, a narrower focus with respect to subject matter and field coverage; once students have found their way into German and decided to remain a while, they must naturally be subjected to more rigorous training in both the language and in literary thought. But on the introductory level the large and central issue remains how to productively harness and, if need be, activate student interest in things German and channel it toward an educational or even professional goal. These are questions serious enough to warrant consideration in our hiring policies. Since we cannot be everything to everybody, yet are facing rather diverse curricular demands, we may have to meet such demands by creating diversified departments; and this means, in part, tenure and promotion for good teaching and educational planning as well as for scholarship.

The second major issue I should like to raise in this paper relates to the

familiar question: who and what should be read in freshman and sophomore classes, what should be covered in German, what can fruitfully be done in translation courses? Let me say at the beginning: I am in principle opposed to sacred cows and canonized literature. I would argue instead that the works presented to students in their early college years possess a high enough literary quality so that they will stand comparison with literature the students read in English and perhaps other foreign language classes. Obviously the works must be linguistically approachable: a wide choice of poems and edited texts exists for the first year level, there are plays and texts for the second year (e.g. *Die Physiker, Siddhartha, Die Verwandlung, Bahnwärter Thiel*) and there is an even greater selection for the junior year (e.g. *Tonio Kröger, Woyzeck, Der kaukasische Kreidekreis,* and let us not forget the recent edition of *German Literature: Texts and Contexts* by Bernhard Blume). In translation courses approximately the same criteria apply: the works must be thematically and culturally approachable and interesting. It is difficult at best to send a literary novice into rapture over an ode by Klopstock or a prose piece by Uwe Johnson. This implies no value judgment; but clearly some authors require, for full comprehension, a linguistic and literary experience that cannot be expected from a student at the introductory level. The freshman and sophomore courses need strong literary profiles and accessible issues. Naturally, as students move along in reading skill and literary sophistication they will have to become more and more knowledgeable about works of a more subtle and complex nature.

Another point I should like to emphasize: literature must be introduced into language courses as early as possible. We are all aware of the different pedagogical views in this matter stemming from the controversy as to whether language is first and foremost oral communication or, in fact, written art. Jack Stein has characterized the concomitant problems of this argument as they relate to the classroom situation: "Where the study of literature is indiscriminately forced on all foreign language pupils regardless of their interests and abilities, this is an abuse. But so is it an abuse . . . to withhold this step perilously long from the more gifted student whose interest in the foreign language may well be greatly increased by his contacts with its literature."[1] In general I am persuaded that carefully selected literature is meaningful at any level, in high school or in college (even to students who want to learn only the language), and good literature, if taught properly, communicates its own joy and reward. It is even feasible to offer (on the beginning as well as on the intermediate level) a German language course featuring poems and texts set to music—there are numerous attractive choices ranging from Eichendorff/Schumann's "Mondnacht" to Brecht/Weill's *Dreigroschenoper.* Such a course furthers learning processes in several media at once and it comes with the unexpected bonus of a built-in rationale for language requirements. Programmatic experiments are important

[1] Jack Stein, "Language Teaching and Literature," *German Quarterly,* 38 (1965), 437.

for the vitality of a department and should be carried out, even if only one section of the new program can be offered on a given level. Obviously the scope and range of these curricular ventures increase with each successive step, the higher one reaches the more intriguing become the possibilities: sections on contrastive analysis of bilingual texts, culture courses in the native tongue, a science reading course, a section of English-to-German, German-to-English translation, a program in total language immersion. There is enormous potential and great variety and we must not be afraid to use our imagination. At the same time freshmen and sophomores must be given opportunity and encouragement to expand their minds and roam as far afield as their intellectual curiosity will take them—and if that means letting them read *Faust* or *The Magic Mountain* in English, then so be it. Whatever we do, especially on the introductory level, we must not stifle intellectual interests and growth by insisting that the reading has to be done in German. That goes for classroom discussions as well. We all work hard to attain a modicum of literary education within the foreign language; but it is unproductive for the educational benefit of the student if both teacher and student come to a standstill because they cannot reach each other linguistically. Here, as in all other concerns, the education of the mind is more important than the imparting of a language skill.

The obligatory reading list presents still another item for discussion. While I have certain (limited) regard for coverage, I am not convinced that much education takes place when a student concentrates primarily on checking off a list of required authors. A systematic introduction to the technique of reading literature is by far preferable to a "must-list" of literary works. We must pay more attention to the teaching of what literature is and concentrate less on what or how much should be read. Recent steps taken in this direction by the College Board's German Advanced Placement Committee are of interest and significance. The Committee has abandoned the (by now almost sacrosanct) idea of a prescribed reading list and testing for specific content. Instead it has begun to test literature as literature on the basis of reading ability and literary perception. This makes for a more complex examination procedure as well as for greater difficulty in preparing the students—the absence of a specific syllabus tends to be unsettling. But the positive aspects of the new approach clearly outweigh such relatively minor drawbacks, for now the test seeks out ability and in-depth knowledge, it searches for true intellectual acumen and literary sensitivity; and that change in emphasis must be applauded. English classes have used such methods of inquiry for years and indeed the new Advanced Placement Test may well be inspired by the English example. On the college level we, too, should follow suit and train our students for technique and not only for coverage. Again this applies especially to introductory courses where students need to be exposed repeatedly to methodological systems which not only illuminate a literary work but sharpen the student's thinking. Several years ago, Frank Ryder outlined an excellent instructional model which leads the student in a step-by-step

analysis from a simple appreciation of the text to a highly sophisticated level of abstract thought. The model was originally proposed for Advanced Placement students in high schools, but it applies to college level work as well and is particularly appropriate to freshman and sophomore courses. Ryder's major structural points: (1) Simple reading level, appreciation of language or text. (2) Characterological criticism, hero, antagonist, das Ich. (3) Extrinsic concerns, pertinent biographical notes. (4) Themes, motifs, concepts, images. (5) Figurative language, symbolism. (6) Structural analysis, point of view, irony. (7) Differing outside perspectives. (8) Literary history. (9) Historicity, changing meanings.[2]

Ryder's methodological suggestions and my own concerns point in the same direction: we must educate for reading ability and analytical skills. No one, of course, will be unhappy about a student who is well-read, especially if he or she is majoring in the field. But it is without doubt more important that the student has received training in how to approach a literary text, what to look for, and how to read the evidence, than how many works he has crossed off his obligatory list. It is up to us to guide the students in the right direction; underneath our Germanist cloaks there must be, available and accessible, the educator.

This brings me to my final point: the educator as humanist. I mean humanist in the full sense of the word, as a teacher of humanities courses and even more as a humane individual. I have often reflected on this subject, but never found the appropriate forum to express my thoughts about it—until now. Inasmuch as we are attempting to understand and improve our professional situation and take a critically constructive view of ourselves and the future of German Studies, we also need to realize (or remind ourselves) that nothing persuades and attracts the present generation of students more than clarity and honesty in our own behavior. I am indeed implying that our attitudes toward students, or, in fact, toward our own colleagues, are often rather different from the themes of beauty and human dignity which we espouse with such *Einfühlungsvermögen* in the classroom. So often we deal with human frailty and despair as a classroom exercise and then thoroughly confuse our students when they find that we do not necessarily practice what we teach. Of all the errors and failings that we may carry into our profession, none is less palatable than the presumption that there is only one truth and that we possess exclusive rights to it. I once was present in a graduate seminar where the professor asked a question to which no one knew the answer. The students took turns trying to gain entrance into the professor's mind as if it were the gate of truth. But each timid attempt was met with a decisive shaking of the professorial head. Half of the seminar session was taken up with this guessing game which ended, as one might suspect,

[2] Frank Ryder, "Literature in High School—A College Point of View," *German Quarterly*, 38 (1965), 469–479.

in a bewildering anticlimax. This can happen on any level, and wherever it happens it spells doom for education. Learning must proceed by exchange and dialogue, especially in the humanities, and students have a right to be part of the process by which we search for meaningful answers; they need us, to be sure, but we need them as well. The greatest sin imaginable to me is the sin of manipulating minds. It is our job to train students to think for themselves and not to become extensions of ourselves.

This is not a sermon in moral behavior, but rather a sincere argument in favor of reviewing not only our curricular affairs but also our own pedagogical practices and human attitudes. I am not advocating a hand-holding operation and I am especially not recommending any avoidance of discipline and rigor in intellectual training. Quite the contrary! But to be humane and generous does not mean to lower standards; strictness is by no means synonymous with rigidity. I am proposing simply that we be as flexible in our programs, particularly in the first two years, and as involved in the university as we possible can and that we take an interest in our students both as specialists and as educators. I firmly believe that to the degree that we can fruitfully combine these various tasks and charges, we will enhance, to that same degree, our image, role and function as Germanists.

GERMAN LANGUAGE TEACHING IN AMERICAN HIGHER EDUCATION

WILLIAM C. CROSSGROVE
Brown University

People who identify themselves as German teachers, or professors of German, are likely to be thought of as people who teach others how to use the German language.[1] High school teachers seemingly have no difficulty accepting this characterization of their chief professional activity, but colleagues in higher education are rather uncomfortable with it. Yet it would seem to be the most accurate *single* description of what we do in higher education as well as in high school. German teachers existed before Germanists in North America, and the number of language courses continues until today to exceed the number of literature courses at all but a handful of institutions. Nonetheless, we have remained remarkably ambivalent towards language teaching at the college and university level. In this paper, I propose to examine several areas in which greater clarity of purpose about language teaching might aid us in formulating goals for the last quarter of the twentieth century. On the one hand we seem reluctant to transform our theories of why we teach the German language into practice, and on the other hand we have difficulty in defining our professional status as language teachers.

Reasons for Teaching German.

The very first issue of *Die Unterrichtspraxis* includes a report on the "National Symposium on the Advancement of the Teaching of German in the U.S." which begins with a detailed statement about how to develop "motivation and rationale" for the study of German.[2] The next item in the same issue is a reprint of a pamphlet prepared by the California AATG Chapter entitled "Which Foreign Language Should I Study?"[3] Neither statement contains more than a cursory reference to German literature, nor do most similar statements from at

[1] I am grateful to the editors and to the participants in the editorial conference held at the Goethe House in New York on 9 May 1975 for their helpful advice and criticisms and to Jonathan B. Conant and Hannelore Crossgrove for their suggestions.

[2] Volume 1, No. 1 (Spring 1968), 132–6.

[3] Pp. 136–8.

least the last 30 years. Nonetheless, in the words of A. Peter Foulkes, many departments continue to see language instruction "solely as a preliminary stage to the reading of literary works in German."[4] We are capable of producing ringing statements decrying the monolingual chauvinism of Americans who deny themselves access to all sorts of putative benefits, but when we devise our college and university curricula we act as if the only real benefit to result from studying German is the ability to read German literature.

We were not as a group forced to confront our own inconsistency in recent times until language requirements began to be dropped at many institutions in the late sixties and early seventies. Severely declining enrollments have elicited a great variety of responses from language teachers: renewed efforts to increase our classroom effectiveness, innovative courses designed to stimulate student interest, discovery of uses of German other than as a prerequisite for studying literature, and many others. Nearly every issue of the *Bulletin of the Association of Departments of Foreign Languages,* or *Die Unterrichtspraxis* contains one or more descriptions of courses or programs designed to increase interest in language study. The proposals cover the full range from the sublime to the ridiculous, but for the most part it would appear that the quality of language teaching has been enhanced by the need to compete for student interest.

In particular, the growth of joint programs with another discipline or interdisciplinary programs in, e.g., German Studies has been notable in the past five to ten years. In part these programs may have been a response to the decline in interest in literature which was perceived in the climate of political activism in the late sixties, in part they may reflect the increasingly interdisciplinary orientation of literary studies, and in part Marxist and Neo-Hegelian views on the essential unity of all disciplines which study culture and society may have contributed a stimulus. In any case, we as German teachers are presented with a formidable challenge in adapting our techniques of teaching German to the needs of other disciplines.

There is no doubt about our ability to teach German literature relatively early in language courses. Discussion of plot, characterization, and style is a natural outgrowth of close reading of a text and provides a good basis for moving beyond narrow textual analysis to related issues. But texts which convey factual information at least partially unfamiliar to students do not readily lend themselves to discussion except at a level of linguistic sophistication beyond the capabilities of all but the most advanced undergraduates.[5] It is thus common for courses which lead into other disciplines to drop all pretense of being language

[4] "Some Speculations on the Future of German Departments in the United States," *The German Quarterly,* 47 (1974), 525–43, here p. 531. Foulkes' article should be required reading for all American Germanists.

[5] My initial wrestlings with this problem were reported in a note jointly written with Duncan Smith in *Die Unterrichtspraxis,* 4:1 (Spring 1971), 47–51.

courses and work in English, or to use materials so trivial as to dull the interest of the students.

In contrast to the situation in literary studies, there is not a comparably urgent need for Germanists to inform students in other disciplines. Historians, political scientists, sociologists, and geographers have been studying German society for many years, and there is no evidence that the specialists in these fields are incompetent to do their jobs—though of course there may be too few of them interested in German-speaking countries to suit us. Our goal as language teachers ought to be to focus on the notion that language studies are also organically related to disciplines other than literature. No single structural reform is likely to achieve the desired goal. It can hardly be our aim, for example, to see the establishment of a Department of German History with historians who also teach language. If, on the other hand, there are historians with the competence and the interest to teach language courses, universities should be encouraged to make joint appointments which will enable them to teach both history and German.

Large universities can, and to some extent do, further the goal of language courses leading to work in other disciplines by offering courses taught in a particular foreign language for students in fields such as history, where there might be large enough groups of students with the necessary linguistic skills. Given the increasing pressure to maximize class size in the face of budget squeezes, this solution is severely limited in its applicability. The greatest contribution of language teachers towards cooperation with other disciplines would seem to lie in developing new materials which are suitable for introduction in beginning and intermediate language courses but which also present intellectual challenges to the students. This will be no easy task, to be sure, but the difficulties should not discourage us from continuing our attempts.

A particular challenge is presented by the interdisciplinary German Studies program which attempts to integrate language learning with a number of disciplines in the humanities or social sciences. The language teacher can play a central role in such a program because the focus on a particular culture is perhaps most clearly articulated in the common language, the most pervasive of cultural phenomena. The pedagogical problems are at least as severe as in attempting to integrate language learning with a specific discipline, but the language teacher is not faced with the same intellectual disadvantage of collaborating as the junior partner of the "real" specialist. The language learning component is at least potentially the unifying element which links the various disciplines into a common effort to understand a particular culture. The German Studies program will benefit from some courses offered in English. These courses should serve to inform the academic community at large about German affairs as viewed from an American perspective, to generate interest among some students in learning the language to pursue advanced work in the interdisciplinary program, and to deal with complex issues early in the program. The language

learning component must, however, continue to form the core of the program if it is to be of interest to language teachers.

In practice, it seems inevitable that some interdisciplinary programs are going to tend to emphasize a particular approach or period, and the participating language teachers are apt to become a new kind of specialist in a particular endeavor such as analysis of contemporary German society or nineteenth century aesthetic perceptions. There is nothing inherently wrong with this, but there is probably a real danger that the language learning component can be progressively neglected to the point of being meaningless. If this prediction turns out to be true, then the German Studies program will merely have served as an escape hatch for a Germanist into another field, a laudable endeavor given the present job market but hardly an appealing vision for the future of our profession.

Paradoxically enough, while the dominance of literary studies in German has hindered the growth of language study as a prerequisite for other activities, the dominance of the language learning component in our literature programs has diminished our influence in the American academic community. We have tended to guard the secrets of German literature against invaders from other fields as if anyone who did not first learn the German language was unworthy of initiation into our arcane subject. Instead of seeing ourselves as interpreters of German literature to the American literary world, we have been content to establish an overseas branch of *Germanistik.* The effects of these attitudes are amply documented elsewhere in this volume. Suffice it so say, just as we need greater flexibility in offering language programs which lead to fields other than literature, we need literature programs which enable us to make fruitful contacts with literary scholars and students who do not know German.

Literature in translation courses have flourished in recent years in the context of vanishing language requirements and declining enrollments.[6] To the extent that these courses are used only as a way of increasing enrollments, they may be a transitory phenomenon. But the growing influence of comparative literature programs makes it unlikely that we will be able to return to the exclusive use of German in all our literature courses if we want to be in the mainstream of literary studies in America. Specialists in German literature must of course continue to have a complete mastery of the language, but we need to recognize that interpreting German literature for those who do not know German is an integral part of our professional task rather than a way of increasing enrollment. As language teachers we should welcome more literature in translation courses. It is inherently improbable that there are large numbers of American students so interested in German literature that they struggle through language courses in order to take literature courses. It is at least possible,

[6] See, e.g., the survey by Marie-Luise Caputo-Mayr, "German Literature and Culture Courses in English: Trends in Pennsylvania," *ADFL Bulletin,* 6:2 (November 1974), 47–50.

however, that students exposed to stimulating courses in translation will be motivated to enroll in language courses so as to be able to read the original texts.

The Status of Language Teachers in Higher Education.

The problem can be stated bluntly: language teaching is not a respectable profession in large segments of American higher education. The language teacher can normally attain status only as the junior partner in an internal union with a literary scholar, a linguist, or even an analyst of contemporary German culture, as the lesser of "zwei Seelen in einer Brust." Graduate students are trained to be literary scholars, often while supporting themselves by teaching beginning language courses with varying degrees of supervision. In many institutions they have no formal training for work as language teachers, and the kind of work done in large language courses, especially audio-lingual ones, seems particularly unintellectual compared to the sophisticated analyses carried out in graduate seminars. Then, when the students become junior faculty members, they have to continue to "pay their dues" by teaching language courses and, at large institutions, by coordinating teaching assistants who are being trained as literary scholars by senior colleagues. Eventually the faculty members may achieve status and professional satisfaction by becoming full-time literature teachers and passing the drudge work on to new junior colleagues, or at least as much of it as possible in smaller colleges.

In short, there are cogent reasons why we should be uneasy about our role as language teachers: graduate work leading to the Ph.D. is largely irrelevant to language teaching; language learning is primarily skill acquisition and therefore seems low in intellectual content compared to most of the traditional academic disciplines; and professional recognition is not usually achieved through excellence in language teaching. Yet we as Germanists have avoided facing these issues squarely because of our persistent belief that we have to teach languages as a necessary evil brought on by some failure of secondary schools to do their job. This belief is misguided on at least two counts.

For one thing, the often cited German model, according to which language teaching is not done at the university, is accepted all too uncritically. The students who arrive at the German university with nine years of English behind them are widely assumed to have mastered the language and to be prepared for advanced study of literature. A closer look reveals a rather different picture. Language laboratories, language teachers, and an entire range of language courses suggest that the language learning process in the secondary schools does not turn out finished products.[7] We conveniently overlook the existence of many *Lektoren, Studienräte im Hochschuldienst,* etc. who enjoy permanent positions with respectable salaries as language teachers.

[7] See also the comments by Kurt Otten in the North American edition of *Die Zeit,* April 26, 1974, p. 8 as cited by Jeffrey L. Sammons in *Die Unterrichtspraxis,* 7:2 (Fall 1974), 21.

We also forget our own experience which suggests that a good, intensive one year college language course followed by an intensive summer program is capable of imparting as much language skill as four or more years in the schools. The point is not that high school teachers are ineffective—good students sometimes emerge with outstanding preparation—, but rather that the speed with which a foreign language is learned probably depends far more on motivation than on the age at which learning commences.

An even more grievous misconception, however, is the assumption that in the best of all possible worlds the high schools would teach a lot more *German,* perhaps at the expense of other languages. In fact, however, the appropriate analogy can again be found in the West German university system if we focus our attention on fields such as Slavic studies rather than English. Relatively few West German secondary schools offer language courses in Russian. The university program consists of a few research scholars who give advanced courses in Russian literature and a larger number of language teachers who offer courses to those who wish, for whatever reason, to learn the Russian language. Surely it cannot be our professional goal to see German be the most taught language in our secondary schools if we are to have a sense of national priorities derived from our perceptions as members of American society. We need to work wherever possible to encourage the offering of German as a high school elective, but the need for language teaching at the college level will, and should, continue.

The crux of the problem, therefore, does not lie in any failure of the secondary school system. The problem is in defining the role of language teaching in higher education. A partial solution might seem to be the redesigning of our graduate training in order to place more emphasis on language teaching. Certainly we should expect, as a minimum, close supervision of teaching assistants by experienced, and committed, language teachers. Some exposure to the results of pedagogical research on language teaching also ought to be a minimal requirement of all graduate programs. A more radical step is the Doctor or Arts program which places more emphasis on teaching.[8] But such evidence as is available indicates that the D.A. is not being accepted as a genuine alternative to the Ph.D. in most four year institutions.[9] Graduate training will not be effectively reformed until ability in language teaching becomes a demonstrably marketable skill beyond the usual "native or near-native proficiency and teaching experience" so familiar from job descriptions.

[8] For a brief description of the program at the University of Washington, see H.M. Rabura, "The D.A. Program," *Die Unterrichtspraxis,* 5:1 (Spring 1972), 127–30.

[9] See A.M. Hardee, "The Doctor of Arts in FLs–A Survey of Attitudes in the Southeastern U.S.," *ADFL Bulletin,* 4:2 (December 1972), 27–30 and Jean-Charles Seigneuret and David P. Benseler, "The Doctor of Arts at Washington State University: Results of a Preliminary Survey," *ADFL Bulletin,* 5:3 (March 1974), 44–8.

For all its diversity, the American educational system has been remarkably rigid in its reliance on a traditional definition of scholarship as the primary criterion for bestowing status on faculty members. There are of course many institutions which place less emphasis on scholarship than others, but if they wish to "upgrade" themselves to higher status, they resort to the same set of criteria as have always been followed. Here we face the central dilemma of the language teacher: language teaching appears to be "merely" the imparting of a skill readily acquired by millions of native speakers; publications related to language teaching are not likely to be recognized at prestigious universities and colleges; and some gifted language teachers do not engage in scholarship at all.

It is obvious, of course, that the reference to native language acquisition is a straw man and that the task of teaching foreign languages to adult learners is exceedingly difficult. It is also, however, true that a foreign language is a skill, however complex, to be acquired for some purpose other than as an end in itself. Analogies to other skill courses, such as calculus for chemists and physicists, are incomplete since mathematicians who teach beginning calculus are also, at least potentially, involved in expanding the language of mathematics through their research.

One solution would be to recognize the special status of the language teacher as a specialist employed by an institution for the specific purpose of language teaching with no expectation of regular participation in scholarly activities. Some institutions have adopted a policy of this type, but then usually by employing teachers with special titles, such as Lecturer, "outside the tenure stream." It is not clear to me why the language teaching specialist merits less protection from arbitrary dismissal than colleagues who carry the title Professor. The introduction of language teaching specialists into colleges and universities is perfectly appropriate, and special titles and increased teaching loads are appropriate in exchange for non-participation in scholarship provided that the language teacher is defined as an essential part of the institution with the expectation of permanent employment as the reward for excellence.

A second solution is to entrust the language program to scholars who specialize in developing better techniques for language teaching. There is no reason why a specialist in language pedagogy should not receive the same kind of evaluation as a scholar as is accorded to literary scholars. A number of universities have language teaching specialists on their faculties, and here the only serious stumbling block would seem to be the continued unwillingness on the part of some literary scholars, and university administrators, to give proper recognition to pedagogical scholarship. A cautionary note: excellence in pedagogical research is no more of a guarantee of excellence in language teaching than is excellence in literary scholarship a guarantee of excellence in teaching literature. The point is that an excellent language teacher who chooses to exercise scholarly talent in the field of language pedagogy should be evaluated in terms of the quality of the scholarship, not in terms of an arbitrary decision that some scholarship is by nature more "scholarly" than others.

The majority of the German departments in America, however, are probably too small to have the kind of specialization presupposed by the two models discussed above. They will continue to need language teachers who are also active in another discipline, most typically literature, but also linguistics, interdisciplinary studies, or any other appropriate field. In no case, though, should language teaching be related to status so that it is done primarily by younger faculty members only as long as they absolutely have to. *All members of a multi-purpose faculty should participate equally in language teaching.* Only if it is an expected part of the entire career of the average American Germanist will it be regarded as a serious profession and neither as a training ground for people who want to do something else nor as a dumping ground for those who are not good at other things.

If, however, a department chooses to specialize its functions following a model similar to the two discussed previously, then language teachers should be hired as language teachers, evaluated as language teachers, and released or given tenure as language teachers. The literary scholars should be treated similarly. New Ph.D.'s hired to teach literature should be put to work teaching literature. If there are not enough literature courses to keep an incipient literary scholar occupied, then a language teacher should be hired instead. The fact is that in German, as in several of the other traditional national literatures, we have more literature teachers than we need. Furthermore, most of us are not trained to be part of a broadly conceived discipline of literary studies which is somehow related to national educational priorities. Instead we are pale imitations of German *Ordinarien* of a preceding generation with neither the time nor the training nor the resources to do the kind of research we expect of ourselves. The need for language teachers, on the other hand, remains comparatively strong—until, that is, the fateful moment of the tenure decision. Then the language teacher is apt to be recycled into the job market to make room for a potential literary scholar who is then put to work teaching language.

To be fair to our junior colleagues and to build a strong future for our profession we must clarify our individual and departmental priorities and give appropriate professional recognition to achievements in language teaching. There are various models which are more or less appropriate to a particular institution, but none of them should be used to establish an inappropriately large number of alleged literary scholars by disguising the fact that some of them are, or ought to be, language teachers.[10] We ought to consider establishing a national committee to project our actual personnel needs as a discipline for the next decades using the best evidence available and to follow up with an evaluation of existing graduate programs. The report of this committee should include specific recom-

[10] I have excluded consideration of departmental reorganizations, such as establishment of separate departments of literature and language teaching, on two grounds: administrative fiat will be successful only to the degree that attitudes also change, and the current departmental system is too firmly entrenched to expect major changes at a significant number of institutions in the near future. I have also not considered the option of entrusting

mendations as to which programs should be dropped, how large the continuing ones should be, and what kinds of changes should be made in the training being done. No one would be obliged to carry out these recommendations, but the moral authority of our profession would surely have some influence on colleagues and administrators.

language teaching to linguists because the same arguments which apply to the relationship between language teachers and literary scholars apply virtually unchanged to the relationship between language teachers and linguists. Naturally I recognize that linguists have generated significant insights for language teachers, and I firmly believe that language teachers should be well acquainted with basic linguistic concepts.

THE CASE FOR LINGUISTICS IN THE GERMAN DEPARTMENT

JÜRGEN EICHHOFF
University of Wisconsin-Madison

Language is around us every day, every hour. We use language to communicate to others our desires, our feelings, and our ideas. By the same means the desires, feelings and ideas of others are communicated to us. We speak language, we hear language, we write and read it. We even use it when we think. Language is a genuinely human quality. No animal has it. In view of all this, should it not be one of the most noble occupations of the human mind to study language?

The field of scholarship devoted to the study of language is known as *linguistics*. Linguistics is concerned with language in its various aspects, such as its nature, its units, its structure, its history, its change, its role in communication, to name a few. The term *German linguistics* will be applied here to mean linguistics whose object of investigation is the German language.

Frequently, the term *philology* is used instead of, or synonymously with, linguistics. However, the two ought to be distinguished. Philology has come to mean the study of medieval texts. Though both the linguist and the philologist may sometimes work with the same materials, the philologist is concerned with a text's message while the linguist is interested in its language as such. This is not to mean that the distinction between linguistics and philology should be built into an artificially high barrier between the linguist and the philologist. The linguist has in recent years come to see his role within the scholarly community in a somewhat different light than at the time when he still had to struggle for the recognition of his specialization as a reputable field of scholarship. If he has not totally lost contact with what language study is all about, at least the specialist in the older stages of the language will agree with Paul Valentin's statement that a scholar who takes his profession seriously "has to be a philologist before he can be a linguist."[1] Likewise, the philologist will have to concern himself frequently and extensively with linguistic problems of the texts he is investigating. Should it come as a surprise that many of the best scholars in the two fields wear both hats, the linguist's and the philologist's?

In the majority of German departments, instruction in linguistics plays an ancillary role at best. There are departments which confer Ph.D.'s in German without offering a single course in German linguistics.[2] Linguistics courses on

[1] P. Valentin, *Phonologie de l'Allemand Ancien* (Paris, 1969), p. 297.

[2] According to a survey undertaken by this author for *Monatshefte*. Published as *German Linguistics in the United States and Canada* ([Madison, Wisconsin], 1976).

the undergraduate level are offered by few departments, and in only a small minority of such departments is the student offered German linguistics as a possible area of concentration.

There are at least three major factors which have contributed to this rather dismal situation. The first is strictly historical. When German departments were first founded in this country, literature was by many considered the epitome of German *Kultur* and the ultimate blessing for this seemingly barbarous nation. Secondly, there is no doubt that written and, particularly, published texts were (and still are) much easier to obtain than many of the source materials with which linguists work. And thirdly, the tremendous advances in general and theoretical linguistics in this country fostered the establishment of separate departments of linguistics. In the hope of gaining more status as linguists, many deserted the language departments, leaving literature and philology behind. Only recently have linguists begun to return to language departments.

I suggest that it is time to recognize linguistics as an integral component of the German department. I shall argue my case on two major considerations: first, that the objectives of an education in German linguistics are in total accord with the overall objectives of an education within the German department, and second, that the study of language as language plays an essential role in any meaningful training of future teachers of German.

Before we enter into our discussion, a word seems to be in order about the relationship between linguistics and literature. Not long ago Peter Foulkes upset the professional strudelcart by claiming, "there is no firmly established grounds for insisting that foreign language study should lead inevitably to the study of literary texts."[3] Walter F.W. Lohnes reports that the "vast majority" of the students in Stanford's beginning classes have "no interest" in German literature.[4] Both scholars are certainly correct. Neither of their statements need be taken to mean though that our students should not at some early point in their careers be confronted with literary texts. Every responsible linguist will agree that while the study of literature will "necessarily yield (...) ground to linguistics, culture and other related fields in which candidates will want and need to develop professional expertise," it "will constitute the core of most doctoral programs."[5] After all, as William Moulton put it, "as part of a liberal education we must be interested not only in teaching our students to speak, but also in teaching them to say something worth listening to."[6]

[3] A.P. Foulkes, "Some Speculations on the Future of German Departments in the United States," *German Quarterly* 47 (1974), 535.

[4] W.F.W. Lohnes, "Conversion and Expansion of a Department of German Studies," *ADFL Bulletin* 5:3 (1974), 30.

[5] "Doctoral Training for the Expanded Undergraduate Curriculum: Resolutions of the 1975 ADFL Summer Seminar," *ADFL Bulletin* 7:1 (1975), 18.

[6] W.G. Moulton, "Linguistics and Language Teaching in the United States 1940–1960," *Trends in European and American Linguistics 1930–1960*, ed. Chr. Mohrmann, A. Sommerfelt and J. Whatmough (Utrecht and Antwerp, 1970), p. 90 [first published in 1961].

Beyond these reasons based on educational policy it should not be overlooked that a number of important interdisciplinary studies have recently resulted in findings that render it imperative for the serious scholar of literature to acquaint himself with linguistic knowledge as it applies to his discipline. The perennial problem of style in language is only one of those to benefit from an interdisciplinary approach.

2

Generally speaking, the objectives of an education within the German department are the same as in other departments committed to the concept of humanistic study. We strive for a program which prepares a student for work in the profession of his choice. At the same time, we want to help him see the facts and experiences of everyday life from an intellectual position which allows him to evaluate their significance, and to help him find his own place both as an individual and as a member of the socially and historically determined framework in which he lives.

Surely, it is one of our tasks to teach our students to understand, speak, read, and write the German language. We ought to fulfill this task efficiently and unequivocally. No, this will not make us a Berlitz School. But for the students who come to us to learn the language (and the majority never get much more out of us than just that) we have to do at least as good a job as a Berlitz School could do, and if possible a better one. While this may seem to have little to do with linguistics in the German department, I will later argue that there is in fact a very close relationship.

What are the benefits to be reaped from an education in (German) linguistics?

One is simply to get acquainted with a variety of interesting facts. Now, it is not very popular these days to profess an inclination for empiricism. The truth remains that facts, or data, are the basis of language study. It remains for us to put the facts into a meaningful frame, and to evaluate their significance. It is here that we have to answer the students' call for relevancy, insisting, however, that relevancy is not altogether determined by the immediate needs of here and now.

Language is a means of communication which functions within a society or group. This is one of the fundamental insights we want the student to gain. It is an insight which will prevent him from denigrating languages he may not know well enough to appreciate, whether it be German, Swahili, or Black English. We do not wish to prevent him from admiring the utility or even the beauty of those languages he knows, but he should admire them without arrogance.

Language as a means of communication is subject to abuse as well as use. Abuses proliferate all around us: the subtle distortions of the hidden or not so

hidden persuaders; the semantic twistings and machinations of the politicians; the seemingly objective technicalities of legal language which trap the uninitiated but leave a loophole for the expert, are just a few of them. The student of language gains an ability to recognize abuses and stand up to them.

Language is a system. The system's tendency to be in equilibrium reflects the human drive for order. At the same time, "the irregularities that constantly leaven and threaten the system reflect the balancing love of innovation and tolerance of the exception."[7] In this respect it is reasonable to maintain that since "language is so much a reflection of the human mind (. . .) much can be learned from it about ourselves."[8] Of course, we must be careful not to carry the analogies too far. For while in a system the position or shift of position of any element is determined by the elements around it, we educate people to find and establish their own place. Here we can learn about the difference between a system and a society.

An important dimension of language study has been and remains the study of its history. Studying the history of the language will make the student aware of the fact that a language develops in such a way that texts from earlier periods will become unintelligible to later generations. The students will develop a feeling that there is no natural law which requires a language to be what it is at any given time. However, it will also become obvious that language development is not altogether arbitrary. It closely reflects the cultural development of the society which speaks it, as well as the cultural and linguistic exchanges of this society with other societies. Again, this awareness will result in an attitude of understanding and tolerance for other languages and cultures.

Studying linguistics in a foreign language department (rather than in the Department of English or the Department of Linguistics) carries with it the enormous advantage of necessitating a rigorously confrontative/contrastive approach. The age-old observation, often quoted for the wrong reasons, is certainly valid here: He who learns a foreign language will gain a deeper understanding of his own. Once the student understands that case does in German what word order does in English, namely indicates the relationships between subjects and objects in the sentence, not only will many of the "peculiarities" in the German language appear in a new light but some in the English language as well.

The line of argumentation could be carried on almost endlessly. But it seems to me it has already become obvious that the study of language as language is a legitimate vehicle to introduce a student to what has been termed a humanistic education. Some of the insights I believe are peculiar to a study of any language, some to the study of the German language; others, probably the majority, could

[7] R. d'Alquen, "On the Humanistic Value of Philology," paper read at the Annual Meeting of the Modern Language Association of America, San Francisco, Dec. 26–29, 1975 (Session of the Pedagogical Seminar for Germanic Philology). Printed in the session program, pp. 10–15. Quote p. 13.

[8] R. d'Alquen, p. 13.

also be gained by studying the message of written texts ("literature," including "philology") or by studying German culture. To be sure, I neither intend, nor would I be able to claim humanistic value in any and all developments of general and theoretical linguistics, where theories often seem to run away from the facts, or where facts merely serve to prove or disprove a theory. But the truth remains that linguistic theory has offered valuable insights which can help us to understand language better, its structure and its functioning, and which can help us to teach it more effectively and more meaningfully. It would be foolish, indeed unhumanistic, of the profession not to learn about and use such insights and apply them wherever possible.

3

My second argument in support of recognizing linguistics as an integral component of the German department curriculum is intimately connected with what will be the chief professional concern for many of our students: the teaching of the German language. We have to prepare these future teachers as best we can. For it is in their classrooms, during the first years of language instruction, that it is decided whether we will have students in our advanced courses or not.

The notion that all a foreign language teacher needs to have is a thorough command of the language and a good textbook is outmoded and altogether self-serving. If we do not wish future members of the profession to be uninformed about the methods and merits of applied linguistics, and if on the other hand we do wish them to be able to "make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching,"[9] then our students must definitely have a thorough training in linguistics, especially applied linguistics. Superficial training will not do because

> Applied Linguistics [. . .] is [. . .] not a finite body of knowledge that can be acquired in a course entitled "Applied Linguistics" or be communicated in a "definite textbook." The rapid evolution of knowledge which is characteristic of linguistics, just as of many other domains of inquiry, precludes the possibility that Applied Linguistics can be a static subject. "Applied Linguistics" is ultimately a habit, a way of using linguistic conceptualization to define and solve pedagogical problems.[10]

[9] "Guidelines for Teacher Education Programs in Modern Foreign Languages," *PMLA* 81:2 (1966), A2

[10] R. Politzer, *Linguistics and Applied Linguistics: Aims and Methods* (Philadelphia, 1972), p. 5.

Responsible teachers and administrators have for some time emphasized the importance of a thorough training in linguistics.[11] To quote a few:

> Within the limits of common sense, we can say that linguistics is now one of the three necessary competences of the foreign language teacher, along with pedagogical skill and an adequate practical command of the language.[12]

> The specialist in language instruction can no longer be permitted to remain in ignorance of what is now to be known about the nature of his subject matter. There is no better remedy for this than a sustained exposure to the descriptive linguist's analysis of language.[13]

> A good FLES program requires the services of a teacher with near native competence, and understanding of the nature of the language, and an acquaintance with linguistic principles.[14]

That the profession is aware of linguistics as an essential part of the foreign language teacher's education is reflected in the policy statements issued by the professional organizations. As early as 1955 the Modern Language Association of America, in a statement on the *Qualifications of Secondary School Teachers of Modern Foreign Languages*, emphasized language analysis as one of seven qualifications which a teacher should possess. A "good" secondary school teacher, according to this statement, should have acquired "a basic knowledge of the historical development and present characteristics of the foreign language, and an awareness of the difference between the language as spoken and written." In order to be rated "superior" he would also be expected to possess "an ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation."[15] This statement was endorsed by sixteen national and regional organizations, including the American Council of Learned Societies and the American Association of Teachers of German.

In 1966, the MLA's *Guidelines for Teacher Education Programs in Modern Foreign Languages* stressed once again that institutions preparing teachers of

[11] As is well known, none other than Noam Chomsky, in his address to the Northeast Conference in 1966 (N. Chomsky, "Linguistic Theory," *Language Teaching: Broader Contexts* [=Northeast Conference. Reports of the Working Committees, 1966, pp. 43–49]) disputed the significance of linguistics for the foreign language teacher. What he says though (after confessing that he was speaking "not as an expert on any aspect of the teaching of languages") is only with regard to a "*technology* of language teaching" (p. 43). There have been attempts to prove the master wrong, e.g. K.C. Diller, *Generative Grammar, Structural Linguistics and Language Teaching* (Rowley, Mass., 1971), but scholars in generative linguistics are still divided on the issue.

[12] F.W. Twaddell, in *The Teaching of German. Problems and Methods*, ed. E. Reichmann (Philadelphia, 1970), p. 61.

[13] N. Brooks, in *The Teaching of German*, p. 453.

[14] M.S. Kirch, "FLES. Introduction," *The Teaching of German*, p. 357.

[15] *The Teaching of German*, pp. 454–55.

modern foreign languages in American schools should offer instruction in "language analysis, including a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English."[16]

While these statements are directed at foreign language departments in general, departments of German in particular have good reason to heed them. For, as has been stated before, it is in the early stages of language instruction that the German department has most to lose or gain.

It is a well-known fact that of the foreign languages which commonly compete for the favor of students, German has the reputation of being both tough and dull. It is hard to change this image, but if we are worth our salt we had better start trying. Unfortunately, German grammar is pretty much as difficult as it was fifty or a hundred years ago. But we aggravate the difficulties by sending inexperienced or poorly trained teachers into the battle. Should we be surprised that we start losing students in the first semester?

Among the foreign languages commonly taught in our schools and universities the early predicament of difficult grammar applies particularly to German. We consequently have to tackle the problem in a manner which the other foreign languages may forego. If we do not want to lose our students before they ever reach the ability to handle the language with some ease or read an average text, we will have to train our teachers so that they can judiciously guide the students' first steps into the foreign language. It should even be possible to make those steps an interesting experience. A thorough education in linguistics and its application to the teaching of German will go a long way towards the achievement of this goal.

In accordance with the experts quoted, but contrary to a widespread misconception, the linguist will insist that the foreign language teacher on the elementary and high school level ought to be just as well prepared for his job as the teacher at the college level. Part of the failure of the FLES program may very well be due to the shameful neglect of FLES teacher training, including training in linguistics.

With such an overwhelming case for linguistics as part of teacher training, why is remedial action to include it not taken immediately? Part of the answer, of course, is money. The other part seems to be the natural inclination in some quarters to cling to traditional structures, not to say sinecures. There is no immediate solution. But in the long run, as André Paquette put it, "the profession must (. . .) assume some responsibility for persuading *its own members* to offer an educational opportunity which will produce effective members of the profession."[17]

[16] "Guidelines for Teacher Education Programs [. . .]," (note 9), p. A3.

[17] F.A. Paquette, "Developing Guidelines for Teacher Education Programs in Modern Foreign Languages," *PMLA* 81:2 (1966), 3 (italics mine).

4

On the basis of the foregoing discussion it seems reasonable to suggest that courses in linguistics should be offered in every reputable department of German. For the future teacher, irrespective of his chosen area of concentration and irrespective of the level of school at which he intends to teach, a thorough education in linguistics, especially confrontative/contrastive and applied linguistics, ought to be a *conditio sine qua non*.

In closing, two questions need to be discussed briefly: How about the students' interest in linguistics? And: At what levels should linguistics be offered in the German department?

To answer the second question first: Courses in German linguistics should be offered by all departments on both the undergraduate and the graduate levels. Wherever their number warrants it, students should be offered the choice of a concentration in German linguistics. The Stanford Model, discussed elsewhere in this volume (pp. 78–87), in my opinion provides a convincing example of what a well-balanced program might look like.

Are students interested in a specialization in German linguistics? At Stanford, which is one of the few schools now offering a viable alternative program on the undergraduate level,[18] roughly 12 per cent of the German majors took this option in 1973/75.[19] On the graduate level, close to 25 per cent of the students at the University of Michigan are concentrating in German linguistics.[20] It would seem then that wherever a viable program in linguistics is offered, the number of students opting for it is substantial indeed.

[18] According to our survey (note 2), other schools allowing the undergraduate to concentrate in German linguistics are Brigham Young, Brown, Illinois-Urbana, SUNY-Buffalo.

[19] Information kindly supplied by W.F.W. Lohnes. The figures for German Cultural Studies and Literature are about 50 and 25 per cent, respectively.

[20] T.L. Markey, "Malice in Wonderland: The Linguist's Future in the German Department," Report prepared for presentation at the Annual Meeting of the Modern Language Association of America, San Francisco, Dec. 26–29, 1975 (Section German I: Germanic Philology), p. 3.

TRAINING GERMAN TEACHERS IN THE LATE SEVENTIES

ROBERT L. POLITZER
Stanford University

The purpose of this article is not to deal with specific and detailed suggestions concerning the training of German teachers. Such specific proposals—most of them applicable to the training of foreign language teachers in general—appear in the pedagogical journals and are summarized in the useful and informative yearly *Reviews of Foreign Language Education* compiled under the auspices of ACTFL. My intention is rather to look at a very general broad trend that affects the educational systems of the United States as well as of many other countries of the Western world and to offer some general conclusions as to how this trend influences foreign language teaching in general. Finally, I shall make some specific suggestions concerning German-American collaboration in the training of German teachers in response to trends present in the current educational climate.

Today, one of the most frequently asked questions concerning not only the foreign language course but many other parts of the school curriculum is *why*? We are taking for granted that this question is both legitimate and natural. Education must be "relevant." Nevertheless, the intensive questioning of the relevance of the educational experience is a relatively recent phenomenon. When I recall my own experiences in secondary school (a *Realgymnasium* in Austria in the thirties) or in college (U.S.A., 1939–42), I cannot remember that either I or my classmates were overly concerned with the relevance of what we were studying. Evidently, a dramatic shift in the attitude toward relevance has occurred during the past twenty or thirty years. Why?

Any experience can be relevant only in relation to another. Keeping in mind this relational nature of relevance, we can distinguish between two types of relevance for which I would like to suggest the labels "intrinsic" on the one hand and "*de facto*" or "extrinsic" on the other. There is probably a continuum leading from one type of relevance to the other—but the distinction between the the two types can be easily made in extreme cases. Thus learning to take out an appendix is an obviously intrinsically relevant experience in the education of a future surgeon, just as learning to adjust a carburator is intrinsically relevant in the preparation of an automobile mechanic. Extrinsic or *de facto* relevance exists if as the result of some societal rule or decision, an experience is made prerequisite for another. In many cases, it is brought about by a social convention which represents what classical sociologists called "a social fact": a societal

rule or restraint tacitly accepted without questioning by members of a cultural group.

Except for the basic skills (reading, writing, simple computation, etc.) and obvious vocational or professional training experience (e.g., photography for future photographers, anatomy for future doctors, etc.) most of the subjects included in the school curriculum have varying and debatable kinds of predictable intrinsic relevance. Many subjects are relevant in the sense that they teach transferable skills. However, all subjects have high extrinsic relevance if they are part of a selection procedure. Assumptions of extrinsic relevance underlie statements like: "high school is the prerequisite for going to college," "college education is the prerequisite for professional education and a better paying job."

However, the extrinsic relevance of first high school and now also college education has been declining steadily during the past decade. One of the main reasons for this decline seems obvious: As larger percentages of the population attend high school, attendance of high school or even graduation become less useful as tools for distributing individuals on a socio-economic scale. As the number of students entering college increases, even colleges are becoming increasingly incapable of serving the same function. The obvious or *de facto* relevance of first high school and now college education is slowly eroding as the result of the increasing democratization of first high school and now college education. If the majority of the population graduates from college, graduation from college will no longer assure the graduate of entry to an upper socio-economic class. In a socially stratified society, the very democratization of education tends to erode the main basis of its extrinsic relevance.

Foreign language education in the United States is presently influenced by the rapid democratization of higher education and the resulting rapid erosion of extrinsic relevance. The problems created by the rapid disappearance of perceived extrinsic relevance are aggravated by other circumstances, e.g., declining population growth, reaching of saturation levels of enrollments in high school and college. All of these factors have resulted in a situation in which high school and college subjects "compete" against each other in a no longer expanding market, primarily in terms of demonstrating their intrinsic relevance to students who are becoming uncertain about extrinsic relevance of the educational experience as a whole. Many recent trends in foreign language education can be accounted for by this new "competitive" situation. The heavy emphasis on individualization of instruction which has characterized thinking foreign language education during the past three or four years is at least partly motivated by the necessity of competing for student enrollments (a fact which does not necessarily detract from the intrinsic value of individualization). The very strong trend toward linking foreign languages with vocational education[1] is an obvious attempt to demonstrate intrinsic relevance.

[1] For an example of the latter trend see K. A. Lester and T. Tamarkin "Career Education," *ACTFL Review of Foreign Language Education*, 5 (1974), 161–168 or L.I. Honig and R.I. Brod, "Foreign Languages and Careers," *The Modern Language Journal*, 58 (1974), 157–185. See also Barbara Elling's article in this volume, pp. 233–246.

I do not see any reason why foreign language in general and German in particular should not do well in competition with other subjects. However, we must train teachers in such a way that they can respond realistically to the present concern with relevance. Above all, all foreign language teachers must clearly realize that the days in which we could rely on a perception of *de facto* or extrinsic relevance of (and thus, extrinsic motivation for) foreign language study are over.

New teachers must be trained specifically to be able to establish the relevance of their subjects. By this, I do not mean that relevance be necessarily defined only in an extremely narrow and utilitarian way. To mention a few aspects of the relevance of foreign language training:

1. Like the study of music or art appreciation, foreign language study can be relevant to an experience of enjoyment.
2. Foreign language study can be relevant to the acquisition of certain qualities (e.g., reduction of ethnocentricity, better understanding of other cultures) which are desirable and transferable to other experiences.
3. Foreign language study is obviously relevant to many experiences in which foreign language skills are required (e.g., enjoyment of foreign travel, or vocations like interpreter, bilingual secretary, salesman, or representative of U.S. firms abroad, etc.).

But whatever claim of intrinsic relevance we may make, we will have to train teachers who can make good on those claims: If we advocate foreign language study for enjoyment, we better train teachers who can make language study enjoyable. If we claim that foreign language study creates better understanding of other cultural groups, we must train teachers who can demonstrate an increase in intercultural understanding. And if we stress the utilitarian value of language study, we must produce teachers who are not only acquainted with the best methodology but who are themselves highly proficient in the foreign language.

There is, of course, no doubt that the most modern trends and concerns of foreign language education, e.g., individualization, affective education, etc., should be reflected in the training of the German teacher in the late seventies and that all the lessons learned from the NDEA experience of the late fifties and early sixties should be utilized. At the same time, however, I should like to suggest that some needed improvements may not necessarily involve new and radical ideas, but rather the wide and general application of principles that have been asserted for some time—among other occasions also in connection with the NDEA training or retraining of teachers. The NDEA institutes followed generally a pattern of courses dealing with (1) increasing the language proficiency of teachers, (2) improving knowledge of applied linguistics, (3) furnishing cultural

insights, (4) acquainting teachers with the most recent methodology. In some instances, the retraining institutes were conducted in the foreign country, because there was agreement that effective teacher training implied some kind of direct linguistic and cultural contact with the country of the teachers' "target language."

The NDEA institutes are past history—and so are perhaps some of the teaching methodologies advocated in them. But the overall structure of teacher training applied in the organization of the institutes, the emphasis on language skills, methodological proficiency, cultural knowledge, and direct contact with the German speaking countries are *not* past history. To what extent are these elements of teacher training reflected in the education of German teachers today? What is the relative amount of time allotted to these aspects of teacher training? Is this kind of training carried out as an integral part of the education of the German teacher within the departments of German or by the department of German in collaboration with Schools of Education? Or do many German departments still feel or act as if teacher training were not part of their concern and should be left to Schools of Education as a sort of icing to be put on the cake prepared according to old but perhaps no longer appropriate recipes?

I have no precise statistics to offer in response to the questions asked above. But I cannot help but feel concerned if my colleague Frank Grittner (p. 205 of this volume) feels compelled to make the suggestion that "German departments could allocate more of their resources to teacher education" and to convince German professors that "education is an old and respected field."

I believe that the educational era characterized by intrinsic relevance and intrinsic motivation on the part of the student will require the training of highly skilled "language teaching professionals." The traditionally trained German major who has received some additional courses in pedagogy, educational psychology, and student teaching, is not necessarily such a highly skilled professional. Training such professionals might be brought about by a very close and continuous collaboration of German departments with educational methodologists, psycholinguists, cultural anthropologists, or it may necessitate a restructuring of the organization of language teaching and teacher training at the university and college level.

The last comment leads to a final and specific consideration: During the past decade, the intrinsic motivation for foreign language study has been increasing as the result of more intense international contacts. The very same trends have been present in many European countries including Germany. I have found among many of my colleagues a belief that intrinsically motivated foreign language study has been for a long time part of the Western European educational tradition. I doubt that this is true. Until relatively recently, foreign language study within the context of the major educational systems of Western Europe was based almost entirely on extrinsic or *de facto* relevance and motivation. If foreign language study in some major West European countries seems to

be in a much more solid position than in the United States, the main reasons appear to be the following: (1) Democratization of secondary and especially higher education, and with it the erosion of *de facto* extrinsic relevance, have not advanced to the point reached in the United States. (2) Intrinsic relevance and motivation, above all the kind based on utilitarian consideration, is ahead of the levels reached in the United States because of various interrelated reasons like the rapid increase in tourist travel, influx of large numbers of foreign workers in the industrialized countries, the common market, the concept of Western European unity. In other words, in a trend accounting for decline in motivation for foreign language study, a country like West Germany lags behind the United States, in a trend associated with increased motivation for foreign language study, it is ahead.

One of the relatively rapid responses to the increase in intrinsic (utilitarian) motivation for foreign language in Western Europe has been the creation of the language centers.[2] Such centers (*Sprachzentren*) dealing with the teaching of foreign languages, the training of foreign language teachers, and in some instances, also with the teaching of German as a foreign language, are becoming an integral part of most major German universities.[3] Intensive cooperation and exchange of personnel with those language centers could be of considerable mutual benefit: Unlike departments of *Germanistik* in Germany, the language centers are concerned with foreign language teaching. If the foreign language is German, the experience gained by them is, of course, directly relevant to our teacher training (in a way paralleling the obvious importance of such organizations as the Goethe Institutes).

In most of the language centers, there is a heavy stress on the teaching of English as a foreign language. An exchange of teacher trainees between German Departments in the United States and language centers in Germany could provide most valuable practical experience for both parties involved. Such an exchange would be particularly valuable if the language centers could give their prospective English teachers some training in the teaching of German as a foreign language, while our German departments and/or Schools of Education could prepare our trainees for their experience in Germany by including some training in English as a second language in their program. Regular exchange programs of the type envisaged here may go a long way toward increasing the number of German teachers who have the requisite language skills, widened methodological

[2] For a more detailed description of the rationale for the language centers, see K. Kelz, "Zur Errichtung von Sprachzentren an den Hochschulen der Bundesrepublik Deutschland," *Die Unterrichtspraxis,* 5:2 (Fall 1972), 53–57.

[3] For a brief summary of the history of the language centers, see Eric W. Bauer, "The New German University Language Centers and their Programs in Foreign Language," in Reinhold Grimm, Peter Demetz, Eberhard Reichmann, Walter Sokel, eds., *Proceedings of the 42nd Annual Meeting, Bonn Germany June 24– July 2, 1974* (Philadelphia: AATG, 1975), pp. 116–118.

horizons, and last but not least, a direct personal knowledge of German culture.

Most importantly, as a response to a trend toward intrinsically relevant education, the language centers and their ultimate fate should be closely observed by the language teaching profession in the United States. The centers may not become immediately part of the dominant pattern of teacher education in Germany, just as the patterns suggested by the NDEA institutes did not become generally institutionalized in the Unites States. However, in the long run, a stable institutional response to a continued demand for more professionalized types of language teaching is almost certain to occur in Germany as well as here. The German *Sprachzentren* may not be the wave of the future, but they are most probably at least one of the sign posts pointing to it.

TOWARD A SOLUTION OF THE ARTICULATION PROBLEM BETWEEN HIGH SCHOOL AND COLLEGE

FRANK M. GRITTNER
Wisconsin Department of Public Instruction

Approximately a century ago the American public high school began to emerge as the major agency for providing secondary education to American young people. The problem of program articulation has been with us since that time and has intensified in direct proportion to the success of public schools in drawing ever larger numbers of students from all socio-economic levels. Part of the problem lies in the fact that a large number of people in higher education have from the very outset misconstrued the purpose of the public high school. It originally was not (and to a large extent still is not) primarily a college preparatory institution. There is a bit of misinformation, which even appears in print from time to time, to the effect that the high school started out as a college preparatory institution and that it has gradually deteriorated into an institution devoted to general education. In reality, the opposite happened. Until fairly recently the high school was predominantly a terminal institution. The economic value of a high school diploma until well after World War I was somewhat comparable to the bachelors degree today. Thus, almost no one who was in high school in the 1890's and early 1900's was there for the purpose of college preparation. Paradoxically, that was the era in which as many as 80% of the students in high school were enrolled in the study of foreign languages. In the pre-World War I era the main language was Latin, but in a good year as many as 25% of all students were enrolled in German. There were lesser numbers of French and almost no Spanish students in that period.[1]

Various reasons have been given to explain why languages were in those days a major subject area in the high school curriculum. One was that academicians rather than professional administrators controlled school policy. For example, Charles Eliot, then President of Harvard University, was highly active in the affairs of the National Education Association, which was influential in setting curricular standards. Local school administrators tended to be academic teachers first, administrators second. It was the judgment of such people that academic subjects like foreign languages, mathematics, history, and science were basic to

[1] Frank M. Grittner, *Teaching Foreign Languages* (New York: Haper and Row, 1969), p. 8.

the needs of all those young people who chose to attend high school. In reality, this was a select group consisting of students who had the desire, the ability, and the family financial support to complete twelve years of public education. In any case, the educators of the day felt that academic courses were the best possible preparation for coping with the complexities of the emerging industrial society.

Well before the turn of the century there were also articulation problems with that tiny minority of students who went on to college. Classicists, for example, would sometimes complain that the new crop of high school graduates had a watered-down background because "soft" subjects such as German, French or English had replaced Latin, Greek, and Hebrew. Unfortunately, the classicists were slow to perceive the fact that the American public high school was a different institution than the older academies and grammar schools. They were now dealing with an egalitarian institution in which elitist attitudes and elitist purposes could not long survive. Although there were some heroic individual attempts to stem the tide, by and large the classics have been unable to maintain their image as a subject worth learning by large numbers of students in secondary and higher education. In the early Sputnik era classicists were unable to maintain adequate programs for training teachers specifically for high school programs. This has resulted in a lack of replacements for those Latin teachers who have retired or have left the profession for other reasons. A similar fate could easily overtake German Studies should the colleges and universities of the nation fail to take seriously the task of preparing future teachers. I mention this here because the question of articulation has meaning only if higher education succeeds in supplying a large number of certifiable people who come into the schools equipped with linguistic capabilities and who, at the same time, have the professional and personal qualities to enable them to function within the secondary school as it actually exists and is likely to exist in the forseeable future. Thus, one kind of identifiable articulation problem relates to the responsibility of higher education to supply competent professional teachers who can function in the high schools.[2]

The other kind of articulation has received much more attention in recent years. I refer to the upward movement of students from the high school into the colleges and universities.[3] Recent changes in attitudes and in patterns of school attendance have intensified the articulation problem between secondary and higher education. The problem from the standpoint of the high school has to do with the shift in attitude over the past half century which has caused languages

[2] California Foreign Language Liaison Committee, *Foreign Language Articulation in California Schools and Colleges* (Sacramento: California State Department of Education, 1966), p. 7.

[3] Micheline Dufau, "From School to College; The Problem of Continuity," G. Reginald Bishop, ed., *Foreign Language Teaching: Challenges to the Profession* (Middlebury, VT: Northeast Conference), 1965.

to be viewed as "peripheral" rather than as "basic" subjects. In some cases language study is presented as nothing more than an entrance ticket to higher education. This has resulted in the unfortunate tendency of school people to answer the question "Why foreign languages?" with the response "You need it for college." The older attitude had been that anyone could profit from the study of German (or other languages) and that the few who were going on to college would also find it useful. In this regard, a very legitimate question has been raised, namely, "Should the high school program in any sense attempt to be sequential with the college program?" In some cases high school teachers have no choice whatever but to respond in the negative. That is, they must either forget about meeting college-prep standards or risk elimination from the curriculum. Such teachers can, perhaps, be forgiven if they choose to conform to new school-wide scheduling patterns and to local demand for such things as mini-courses, cultural units, and individualized programs in the interests of professional survival, and without regard for college curricula. In any case, college foreign language requirements have been severely eroded in recent years. In addition, the alleged socio-economic values of a college education itself have also been called into question, thus further weakening the argumentative force of the statement "You need it for college." People are now claiming that college itself is a waste of time.[4]

A further question which has been asked too infrequently and answered even less frequently is as follows: "Is there, in any event, a significant student population actually involved in program continuation between high school and college?" A study done over 30 years ago at Stanford University indicated that few of the students who went on to Stanford actually chose to continue with the language which they had begun in high school.[5] Klaus Mueller reported similar results in 1969.[6] If the facts from these studies still hold, it means that the articulation problem involves only about 10% of those students currently enrolled in languages at the high school level. That is, of all those students who have studied a foreign language in high school and who have then opted to go into higher education, approximately 90% do not continue with the language which they started in high school. A number of implications could be drawn from such facts. For example, since studies of German are terminal at the secondary level for the big majority of students, high school teachers could conclude that they should have no concern about articulation between high school and college. However, I believe this would be a mistake.

For high school teachers to accept a policy of negativism toward higher

[4] Caroline Bird, *The Case Against College* (New York: David McKay, 1975).

[5] Vera E. Wittmann and Walter V. Kaulfers, "Continuance in College of High-School Foreign Language," *The School Review*, 48 (1940), 606ff.

[6] Klaus Mueller, "Keynote Statement" in the panel discussion, "Articulation from the High School to College and the Problem of Placement," *Die Unterrichtspraxis*, 2:1 (Spring 1969), 74–76.

education in the area of articulation on the grounds mentioned above would be to fall victim to that brand of misplaced empiricism which says that, because a situation does exist, it therefore *ought to* exist. Empirical data can be used to *support* value judgments; however, such data cannot *substitute* for value judgments. Hence, decisions to seek articulated programs must be based not on measureable data but on a conviction that it is good practice to do so in terms of the discipline and the interest of the students whom the discipline serves. In this regard, there is evidence that achievement in foreign languages is directly related to the number of years of study.[7] To use the language of the psycho-linguistic investigator, it might be said that language acquisition is "a function of time." In everyday parlance this means that people who study a given language for a long period of time will learn that language better on the average than those whose contact with the language is brief. In my opinion it is essential that the profession make a value judgment in this regard which would state: "It is good for students to begin the study of German in the junior or senior high school and, for those who go into higher education, to continue to study it for as long as their abilities, talents and desires permit." Once we accept the fact that German is worth studying as a means of individual humanistic development–and the longer the better–then the articulation problem becomes definable in terms of one question: "How can the German Studies program be modified to encourage an increasing number of students to remain in sustained contact with the study of German?"

Nature of the Articulation Problem

As a former chairman of a national AATG committee on articulation, I have seen the problem from many sides. As I mentioned above, on the one extreme there are the high school people who say, in effect, "Forget the colleges. If we are to survive, we have to do what will draw students not what the colleges have decided that students ought to learn." At the other extreme we have people in higher education who, in effect, are saying, "We are the scholars. We know what is best. This is what students entering our institutions ought to know." The communications gap here stems from the fact that the college professor tends to look at German in terms of career specialization while the high school teacher tends to look at it from the pedagogical standpoint. The high school teacher is under economic pressure to maintain class size at a level which his school board considers to be fiscally sound. This means that to survive he has to present the language at a level of sophistication which his students understand. The college teacher, on the other hand, is under pressures (either overt or covert or both) to

[7] John B. Carroll, "Foreign Language Proficiency Levels Attained by Language Majors Near Graduation from College," *Foreign Language Annals,* 1 (1967), 131–151.

select out students who can perform respectably at the graduate level. The graduate school is oriented toward specialization in literature or linguistics while the high school is part of the tradition of popular humanistic education. The key to the articulation problem lies in reconciling the differences between these two traditions. With the possible exception of a few affluent suburban schools, teachers in the American high school cannot use as a basis for articulation the literature-based achievement standards such as those which have sometimes been advocated for advanced placement. The high school teacher is confronted with too vast a range of differences in such areas as student maturity, cultural sophistication, socio-economic background, and motivational drive for this to be practicable. The best the high school teacher can do is to attempt to meet students where they are and to move them, insofar as possible, toward a reasonable level of progress in the mastery of the discipline. It is for this reason that attempts at individualization keep recurring in American education.[8] High school teachers often dream of a system which will allow each student to move at his or her own best pace, using one's own best learning style through material which the individual finds aesthetically satisfying and pedagogically motivating. However, the individualization movement has remained an idealistic fantasy which is well beyond the resources of the typical school program. Therefore the problem remains how German can continue to function as a popular elective within the general education segment of the high school program while still maintaining its integrity as a discipline. Failure to resolve this problem is likely to result in low enrollments at all levels and, eventually, in total exclusion from high school curricula. And, as Sol Gittleman has noted elsewhere in this volume (pp. 207–210), the loss of high school programs ultimately has a direct negative effect on the college program. Thus, the colleges have a two-fold interest in the high school program: (1) The survival of German in higher education is ultimately connected with the success of the high school program; and (2) college programs have much to gain by further developing the skills of the best students from the high school German programs when those students opt for higher education.

Modes of Articulation

As has been noted above, the extremes in approaching the articulation problem have certain disadvantages. That is, the high school curriculum cannot become merely a miniaturized university program nor, on the other hand, can it afford to ignore the college German departments. In the 1960's there was some talk of a middle ground approach in which the AATG would establish a model

[8] Frank Grittner, "Individualized Instruction: An Historical Perspective," *Modern Language Journal,* 59 (1975), 323–333.

curriculum for national adoption.[9] It soon became apparent, however, that the national curriculum approach was not feasible. There were simply too many differences between states and within states to enable the profession to achieve any reasonable expectation of success.

A more manageable alternative involves a system of rewards to the individual rather than a mandated curriculum aimed at thousands of institutions. As a matter of fact, such a system appears to be working well in many of Wisconsin's colleges at the present time. I refer to the practice of awarding transcript credits for successful performance in intermediate and advanced courses for students who had engaged in many years of study at the high school level prior to entering college. We have instances of students being awarded as many as 16 additional semester hours after the successful completion of one fifth-semester university course (see pp. 70–71). This approach does not tell the high school teacher how to teach or what to teach. Instead, it is based upon the practice of making the high school student aware of the fact that it is to his or her advantage to be able to perform successfully in the advanced courses offered in college. The process of implementing this kind of articulation is simple, functional and inexpensive. Working through the appropriate persons and agencies (such as the State Foreign Language Consultant, the State Association of Foreign Language Teachers and state guidance organizations) the colleges within a given state can make the policy known to high school German teachers and school counselors. Knowing they can earn up to a semester's credit on the basis of their high school performance, students are inclined to go on in the language which they began in high school rather than to abandon it for another language. Further, since so many credits are potentially riding on their achievement, students are motivated to work hard in their college German courses. A further advantage of this system is its flexibility. If the student finds himself misplaced in college he can simply drop down (for example) from an advanced to an intermediate course, until he finds a level at which he can achieve success. The "retroactive" credit can still be awarded for the courses which he has bypassed.

Articulation College to High School

A spin-off value of the policy mentioned above is the good public relations which can be engendered in the high schools. Many parents in the local communities are elated to find that their college-age students have been able to complete a portion of their college work based upon previous achievement in high school. A number of Wisconsin's German departments have initiated the practice of writing a congratulatory letter to the local school superintendent and to the student's parents informing them of good student performance and of

[9] Klaus Mueller, p. 75.

the advanced placement for credit. This is a highly recommended procedure in that it strengthens the position of the local German teacher, contributes to a better public image for German Studies, and helps improve the image of higher education by the very act of showing an interest in the individual student and in the everyday affairs of education. And, in view of the present fiscal crunch, humanities programs at both the high school and college levels can well use any public support which is available.

Ultimately, the success of an articulation plan lies in the professional capabilities of the teachers involved. If the colleges fail to prepare a sufficient number of competent teachers to meet the demands of the junior and senior high schools, then it is axiomatic that a certain number of students coming from the secondary programs will be unable, for sheer lack of language skill, to articulate with the programs in higher education. I have heard complaints from university people from time to time about the quality of German teaching in the public schools. I cannot attest to the truth or falsity of their claims which are often merely an expression of personal bias or philosophical disagreement. However, to the extent that charges of poor teaching are true, where does the fault lie? Is it not the people in higher education who trained the high school teachers and who recommended them for certification? If any significant number of German teachers are not functioning properly in the local school situation is this not at least partly due to the lack of realistic articulation with the local schools on the part of college and university German departments? Or, to put the question another way, if German departments do not have a responsibility for maintaining and improving the quality of German instruction at all levels, then who does? My own bias is that there is still room for improvement here. For example, German departments could allocate more of their resources to teacher education and could modify their promotion and tenure procedures to give more status and support to the people who are involved in foreign language education. Education is an old and respected field which over the years has received the attention of scholars such as Plato, Rousseau, Kant, Dewey, Conant, and many others. Thus, it would seem that the pedagogical aspects of language learning could well receive a somewhat more prominent place in the departmental sun than has been allotted in the past without compromising the academic respectability of the department.[10]

There have been signs of increased willingness on the part of language professors to relate more directly to their colleagues in secondary education. For example, at our last two foreign language conferences in Wisconsin up to 20% of the participants were from colleges and universities of the state. By contrast, several years ago it often occurred that the only college people present were

[10] Frank M. Grittner, ed., "Course Content, Articulation and Materials: A Committee Report to the National Symposium on the Advancement of German Teaching," *Die Unterrichtspraxis*, 2:1 (Spring 1969), 53–72.

those who were invited to speak. Despite such signs of improved articulation, much remains to be done, particularly in the area of teacher education. More specifically, German departments must insist upon high standards of performance for any student who wishes to be certified as a teacher. In the overcrowded labor market of today there is no longer any excuse for recommending for certification anyone whose credentials are at all doubtful. However, even this is not enough. For in addition to using their influence to be more selective, German departments could also establish closer liaison with schools of education in their respective institutions for the purpose of improving the quality of the teacher training process itself. In this regard, the recommendations of James Conant and others might well be used as exploratory models.[11]

[11] James Bryant Conant, *The Education of American Teachers* (New York: McGraw-Hill Book Company, 1964), pp. 140–144; 233–238. Also worthy of note is the article by W.F. Twaddell, "Departmental Responsibilities for Foreign Language Teacher Education," *ADFL Bulletin*, 7:1 (September 1975), 21–25.

FROM JUNIOR HIGH SCHOOL TO GRADUATE PROGRAM: THE CRISIS OF COORDINATION

SOL GITTLEMAN
Tufts University

At a recent meeting of the Massachusetts Foreign Language Association, the normal, almost routine configuration of attendance was evident: ninety-five percent of the participants were junior high school and high school teachers, three percent were book salesmen and publishers' representatives, and the remaining trace came from colleges and universities. The hallway discussions in hushed tones centered on recent developments resulting from school committee meetings which were taking place all over the state: full-time positions in Latin were being cut back to half-time; half-time programs in German were being phased out as public school administrators searched through their curricula for "soft spots." Inevitably, it seemed that a foreign language program was designated as "soft." Priorities gave preference to an ice machine for the hockey team and new hats for the golf club over a half-time program in German at one high school! At the end of the day's discussions, one dedicated and still energetic German teacher approached me and, shaking her head, said with an edge of sadness and conviction, "You know, if we go under, you go under, too." At that moment, John Donne's metaphysics became clearer to me than ever before. In the business of *Germanistik* or German Studies, surely no man is an island.

Unless the profession as a whole comes to a full understanding of this fact, we are indeed destined to share the fate of the dodo bird. Right now, the signs are clear, this shared fate is obvious to anyone with the courage to study the facts. While school committees are attacking our pre-college programs as "irrelevant" and dispensable, graduate programs in German are facing a similar attack. Deans, provosts, trustees, regents, study committees of universities and colleges all over the country are taking a hard look at the graduate programs in our institutions of higher learning and are hacking away at the Ph.D. in German. Currently in the Boston metropolitan area, "the Athens of America" with its forty-six colleges and universities, there survives merely one doctorate program in German, at Harvard.

Meanwhile, as the attendance at the Massachusetts meeting suggests, we continue along in our splendid isolation, indifferent to the fact that every time a junior high school program is terminated, a nail is driven into the coffin of a graduate program in German. Of course, no one will disagree that we have

overproduced in the area of graduate programs in German; we have too many mediocre ones which grew during the halcyon days of expansionist euphoria. There is room for a general house-cleaning, and the resulting attrition is desirable and will only make the remaining programs stronger. But it is essential that the profession itself oversee the cutbacks and orchestrate the reorganization, with some order and with an eye to the future form and content of our graduate programs for the next generation.

At no other time in the history of our discipline in this country has there been a greater need for the definition of *Germanistik* in its American context. Right now we are overcome by a sense of isolation. The "school teachers" talk to themselves and ask for help; the "*Germanisten*" dedicate themselves to the higher forms of scholarship; and we are in danger of falling on our faces because we do not come to each other's assistance. From junior high to graduate school, there is a need for cohesiveness, coordination, and the total mobilization of every teacher of German in the country. The key is organization on the specific local level, and the colleges and universities must provide the resources. We must be prepared to enter into the massive public relations/education program that calls for the participation of people who until now have in no way involved themselves. We must develop a sense of the collective continuity of the teaching of German in this country.

When was the last time that any German department at the college or university level was represented at an AATG or FLA meeting by more than a token member or two? How many faculty members have ever attended a school committee meeting at which foreign language programs were threatened? Indeed, how many university teachers ever hear about such meetings? These are all rhetorical questions, alas. But, one might ask: how would a suburban school committee in the Greater Boston area have reacted, if instead of none, twenty university and college faculty had appeared at the meeting when the German program was cancelled?

What is required is the time and energy of a university based faculty person, with the authority to organize his own department and the authorization to work in conjunction with opposite numbers at neighbor institutions to coordinate efforts for the promotion of German and German Studies. What this means is that there will be maximum use made of all the human resources in a given geographical area, for the purpose of bringing to bear all possible influence for the fostering and advocacy of "the business of German." Ideally, each institution of higher learning would have such a person designated as Coordinator of Programs. For my own part, I would suggest that this be a position off the traditional tenure ladder, for a person with a part-time teaching load, and with a primary administrative responsibility. My reasons stem from extended experience with university tenure and promotion committees, which are becoming increasingly rigid in their requirements and standards. The Coordinator's activities will, most likely, not result in the type of scholarship which tenure and

promotion committees would recognize as "advancing the frontiers of knowledge." On the other hand, if senior faculty already tenured would be willing to rotate this position through the department, it would have, most likely, an even more salutary effect.

The job is enormous. First of all, the Coordinator would serve as an official resource person and lobbyist with all the local pre-college institutions, school committees, guidance counsellors, and principals. In this capacity, the Coordinator would have the authority to muster the collective resources of the total departmental roster, and in the event that there could be a common agreement on using one Coordinator in a consortium arrangement for any number of colleges or universities, this person could conceivably draw on the resources of *all* the departments in a region. For example, in the case of the suburban Boston school which lost its German program, if the isolated teacher in the high school could have contacted a resource person at the university or college so identified, and if this person could have orchestrated the proper response from the professional German community, including the Goethe Institute, I have no doubt that the program could have been saved. Furthermore, in conjunction with the high school programs, the Coordinator would provide linkage with the pre-college student as he/she prepares for the college experience, in order to maximize the articulation of the high school-to-college transition. In this capacity, the Coordinator is both a language teacher and proselytizer. As a language coordinator, he provides the high school and junior high school German teachers with an idea of the materials and texts used at the post-high school level. This provides for a more sensible integration of the high school-to-college language program. As a proselytizer, the Coordinator would move into the junior high and high schools with an arsenal of workshops, seminars, films, symposia on methodology and common problems which would define for the teachers as well as the prospective students the potential of German as a subject for study. In return, we would hopefully find our college campuses being visited by increasing numbers of pre-freshmen who are interested in sitting in on a college-level German class or participating in a meeting of a college German Club.

There is great advantage if our Coordinator could teach one course at the college level, ideally, the advanced-intermediate language and composition course at the third year. This would provide him with the opportunity to see the development of a student from the high school right through the year when we might send him/her off to a Junior Year Abroad.

What I am suggesting, then, is a final effort at regional or local coordination and allocation of resources, focusing on the particular problem of relations of the pre-college institutions with the college and university. This liaison is essential for the survival of the teaching of German in the United States. Some may say that our situation is not clearly so dramatic, but unless a machinery is established which can draw the various components of the profession together, unless we come to understand that the teacher of graduate students, in his most prized

isolation, is just as threatened with extinction as the desperate half-timer in junior high school, we may all fall victim to this crisis of economic exigency. Perhaps a college-level Coordinator, with the proper focus on the high, mighty, as well as nitty, gritty aspects of our profession, can bring some integration into our diverse interests. We are all in this together.

THE FOREIGN STUDY ELEMENT IN GERMAN STUDIES

JOE FUGATE
Kalamazoo College

DIETHER HAENICKE
Wayne State University

KENNETH J. NORTHCOTT
University of Chicago

This paper addresses itself to some of the major issues which confront a student or foreign study advisor in trying to integrate a period of study abroad into a college curriculum whether of a language major or of a student whose primary interest is not in language or literature. Fundamentally, of course, we should all like to see a period of study abroad as a *sine qua non* for all language majors, but we are at the same time aware of the difficulties, and in part at least it is these difficulties with which this paper will deal.

A number of questions immediately present themselves when we think of the problems facing student and foreign study faculty alike. What should the student study? How long should he stay abroad? What sort of academic credit should he receive and for what? How can he finance his stay abroad? These are but some of the questions which arise and there is clearly no simple or immediate answer to any of them for they will, by their nature, vary from person to person and from institution to institution: nevertheless they still have to be faced.

For the student majoring in German (and we shall in this paper be talking of study in Germany, though most of what we say is, *mutatis mutandis*, applicable to other modern languages commonly taught in colleges) there are two major linked aspects to his[1] stay in Germany.

The one is the obvious one that he is there to perfect his language skills. We emphasize "perfection" and not "acquisition" for there has to be on the one hand a maximization of the advantage of the sojourn in Germany (and this can only be achieved on the basis of the prior knowledge of the language) and, on the other hand, if the student is enrolled in a University-affiliated program he

[1] We are sufficiently old-fashioned, or sexist, to regard the pronoun "he" in its various inflections as being a common gender.

will have to have had at least two years of college German, or the equivalent, with no less than a "B" average in order to take University courses–this is a standard requirement imposed by the universities. The nature of the language instruction for the would-be foreign study student will vary, but we feel very strongly that it should include a considerable element of conversational German. Much of the "literary" German taught in second-year college courses, though admirable in itself, will not always prepare the student for dealing with recalcitrant taxi-drivers or over-bureaucratized *Beamte.* A proficiency in the spoken language can also help to mitigate "culture-shock."

The second aspect which is closely related to what has just been said is that he is there to become familiar with that cultural environment of which the language he is learning is the verbal expression. He wants to become familiar with that environment and to integrate himself as quickly and as deeply as possible into the everyday life of the country. This is a difficult process and indeed often more difficult than we are prone to think, but not for what might seem the obvious reason. It is not that "culture-shock" in the cliché sense of that overused term is so great or so traumatic, but rather that the differences in Western cultures are today of a much more subtle nature, but lack of extent of differences should not blind us to the fact that they remain quantitatively great and are potential pitfalls for the unwary. It is indeed often harder to sense and appreciate the smaller nuances of behavioral and cultural differences than it is to come to terms with much more dramatic and obvious ones. It may be an exaggeration to suggest that the primary function of study abroad, the perfection of language skills, may be seriously or even completely thwarted if the student by some egregious, though seemingly minor form of social solecism excludes himself from the company of his peers or their families. There is then a reciprocal relationship between our two objectives, and the second is not necessarily subservient to the first if regarded in terms of true communication. There is much that can be done both in the United States and in Germany to help the student, particularly in the initial stages of his stay. Of course, if his stay is only to be a short one, then more detailed preparation becomes imperative. Before departing for Germany, the student should be made repeatedly aware that, though Western culture is of apparent uniformity, this seeming homogeneity cloaks many discrete cultures and the customs which are as different as the languages and the dialects which make up those languages.

The student, if he is enrolled in an integrated program, should be encouraged to take as many courses as possible at the German university, preferably with some sort of tutorial supervision in addition to his experience in the lecture hall. Some German professors, eminent scholars though they be, are notoriously poor teachers. Whenever possible the student should also try to undertake serious independent study in an area with which he is familiar from this country. This might perhaps take the form of a comparative study of an aspect of American and German life–trade unions, newspapers, media of all sorts etc., etc.

An American student usually has enough expertise in one or another aspect of daily life in this country to be able to profit from a project of this sort.

It is hard to determine the ideal length of time for the student to spend abroad, beyond saying "as long as possible," but even this is not a real answer, for the production of expatriates is clearly *counter*-productive to our true interests. For the student who is going to participate in an integrated program the term of stay has, effectively, to be a whole year and we are agreed that, generally speaking, the junior year is the best time for this, though in some disciplines a case for the sophomore year can be argued. However, because of the German universities' stipulation that a student studying at a German university must have "junior" status, sophomore study would have to take place in a non-affiliated program. If the student is spending less than a year and going to a non-integrated program, he must exercise the greatest care in the selection of his program. The program must be efficiently organized both academically and practically. A student with only six months to spend in Germany should not have to waste hours finding accommodations or dealing with similar non-productive frustrations.

If a German major is unable to spend a full year in Germany, then at least one semester would seem to be an absolute minimum for a real advantage. Shorter periods may turn out merely to be a waste of money. Foreign study advisors can be of tremendous help in advising the student that for the expenditure of perhaps very little extra money he can have a longer and much more fruitful stay. It could be added at this point that though we have talked much about integrated programs this does not mean that there are not several excellent non-integrated programs. The problem is the garnering of accurate data about them and indeed about any program, affiliated or non-affiliated. In every case the student should start off by seeking, with the aid of a qualified advisor, a well-run, well-structured, reputable program of the highest integrity. There are many, too many, catchpenny commercial operations anxious to lure the last cent from the unwary student and the uninformed faculty member. Indeed, one of the serious problems which study-abroad programs face is precisely this confidence trickery which blights so large an area of the enterprise.

Accreditation of foreign study programs is long overdue and though a start is being made in this direction, financial considerations will militate against anything substantial in this area. It remains the task of the advisor to gain intelligence of operations abroad in any legal way possible if he is to be successful in steering his students away from exploitation. The time has probably arrived when serious consideration should be given to the establishment of a national committee, consisting of faculty from a wide range of disciplines and institutions, to try to exercise some form of supervision over activities in the field of foreign study. Such a committee could provide at least a critical check-list of programs.

For the non-major, of whom more later, a one month stay (as part of, say, a

4-1-4 program) may whet his appetite for more: this is to be hoped for, but at the least it should awaken in him an awareness of the problems of communication in a foreign language. An excellent program of this sort has been developed at the University of Nebraska/Lincoln, through which students are taken to Munich and thrust into contact with everyday life in Germany. At least twenty percent of the participants have returned to Europe within a year of their initial exposure.

However long the length of the stay, the problem of the integration of the American student into German society remains a cardinal one and requires particular attention on the part of those who are running the program. Students simply have to be exposed to people and places if their language skills are to be developed. This point brings up another and difficult question, namely that of program-directorship. The choice of the director of a foreign study program is a delicate one whether that director be an American or a local German one. The directorship of a foreign study program should neither be a reward for long and faithful service, nor should it be a sort of Ovidian exile for those who have proved themselves a nuisance or ineffective (or to continue the analogy further, even been over-amorous!) on a home campus. The appointment of either sort of person has potentially very harmful effects upon the students in the program: the former will not wish to spend his time in the *minutiae* of administration but will seek his reward in leisure and travel, the latter will be unlikely to change his spots merely because he has been removed five thousand or more miles from the scene of past triumphant failures.

The director must first and foremost be familiar with both the local and the American academic scene. If a German, he must be able to comprehend an American transcript and understand the vagaries and whims of registrars. He must also be, for integrated programs, of such academic stature as to be acceptable to his local colleagues, who on occasion may appear patronizing on this point. Colleges and universities on this side of the Atlantic should not expect that any faculty member they choose to send to Germany will automatically be granted *Gastprofessor* status—much ill-feeling has been caused in at least one German university of our acquaintance through this very point. The American director must be equally assured of his knowledge of the German university system (and the language!) before advising students on courses, pro-seminars etc., etc.

However the ultimate selection is made, and whether the director of the program is a member of the German department or not (and by no means a majority are), the German department still has a vested interest in seeing that the best available person is chosen—the German department is after all the focus of things Germanic on its campus. Ideally the person chosen should be given the chance of spending more than one year as a program-director, but this is rarely possible or politic if the director is American. If there is a constant change in directors a situation may arise in which the power of the local secretary or

administrative assistant becomes abnormally great and he or she in fact eventually turns out, effectively, to be running the program. A good program needs an enthusiastic teacher-administrator who is willing to spend a considerable amount of time with his students, much more than he would under similar circumstances do on the home campus. Moreover the American director must show sympathy towards German culture, "an obvious requirement," one may think, but too often the American abroad will merely use the opportunity of his sojourn abroad to exercise his wit and sarcasm on the differences between the cultures of the two countries.

The American director must be able to turn to his home campus for full support and there must at the same time be a realization on the part of the home campus that this is not some sort of vacation trip which a faculty-member is taking, but that it will probably represent one of the most hard-working and responsible years of his career, if he has been chosen wisely.

Departments should also recognize that successful programs will redound to their credit, will attract majors and also interest other disciplines in the study of German. Many small colleges find that enrollment is substantially increased if there are foreign study opportunities built into the curriculum, so that everyone involved in foreign study has a personal stake in seeing that the resources and support of the institution are firmly committed to the venture, and that it is not just regarded as a personal eccentricity on the part of the person concerned.

We now come to the vexing question of academic credit. Our tendency is towards a degree of leniency as long as the student is actually working and using his time, as much of it as humanly possible, in learning German and perfecting his language skills, in other words, as long as he is trying to communicate with Germans in German. We say "with Germans" because useful as the idea of having students talk German among themselves may seem to be and may be, it is simply not the same thing as having them talk with Germans, and we should not delude ourselves into thinking that it is. The point can be made that the sheer concentration required even by quite a competent speaker to carry on the business of daily living in a foreign language is a true and arduous learning experience and should be rewarded. Students should not, on the other hand, get credit haphazardly for trips down the Rhine or similar ventures, for apart from the inherent lack of ethics in granting credit for such activities, it will also inevitably rouse the suspicion of registrars and other faculty, and this suspicion will then spread to and contaminate genuine academic ventures. Foreign study advisors must watch this most carefully.

The important thing is that the student should reach an agreement, if at all possible, with his advisors *before* leaving for study abroad as to what is or is not to be credited to him when he returns, and most colleges expect about thirty credit hours. Of course, this cannot always be carried out to the last crossing of the "t" or dotting the "i," because courses will change or be dropped or new ones will be offered which are more germane to the overall academic interests of

the student, but there should be a broad basis of agreement between student and advisor, so that when the student returns he will not be disappointed or find that he is being held for another semester of study because the advisor downplays some of the courses which he has taken abroad. In this connection attention might be drawn to the joint program developed by the University of Connecticut and the Goethe Institut, where credit arrangements are formalized in an agreement between the two institutions. This sort of protection is invaluable for students and has the added flexibility that students at all levels can take the course, which lasts for seven weeks and gives them an intensive language training. The effects of their sojourn in Germany have been similar to those observed in the case of the University of Nebraska students.

The cost of foreign study is, regrettably, in many cases a bar to participation, especially for a student at a State University or one who is living at home and commuting; the additional two or three thousand dollars are simply not to be found overnight. For this reason it is important, if not in many cases essential, that the idea of spending a period abroad be introduced to a student as early as possible in his academic career, so that he can begin to make provision for the funds he will need for the realization of the project. Closely connected with this—in order to encourage students to make the maximum effort whether by saving or by additional part-time work—is a program which will maintain interest in study abroad. This interest can be stimulated in a number of ways. Perhaps the first and most important resource are students who have studied abroad, who have returned pleased and enriched by the experience, and who have been able to relate academic success on the home campus directly to the learning and experience of their stay in Germany; informal gatherings and discussions with them and with visiting German students can be of great help in orientation as well. Films, visits by German scholars and artists, all play their part, but the important thing is to maintain a dynamic and constant interest in German so that the appetite and curiosity of the student will be whetted.

So far we have been talking in the main about students who are German *majors* and who can be expected to see readily the benefits that can be derived from study in Germany. But we are also interested in maintaining and increasing the study of German in high schools and colleges. What can we do then to attract *others* into the study of German and what role can foreign study play in this process? We believe that the attraction of study abroad can serve as a drawing card for students in other disciplines. Here again it is important to emphasize early in the student's career the possibility of study abroad and its relationship to the student's particular field of study. This should be done not simply out of financial considerations this time, but also because the student will have to integrate his time abroad into a totally different set of academic requirements and conditions. What can the professor of German say in defense of the need to learn his language and learn about the culture of another country? Briefly, we believe that there is a growing realization that in an age of seeming

homogeneity, the sense and knowledge of heterogenity is gradually assuming a greater importance. People are seeking more and more to differentiate the roots of their existence in modern society. One methodological path towards differentiation is the learning of a foreign language and making the effort to communicate with another person in his language and realizing the problems which are inherent in this whole question of human communication. We believe that it is not an exaggeration to say that anyone who is unwilling to learn another language is fundamentally uninterested in communicating with any other people.

There are practical considerations which can also be advanced, for many students will not be swayed by arguments such as the one just made—there is an increasing concern with practicality to be discerned in many students. Moreover, if a student's high-school experience with foreign languages has been an unfortunate one and he has been "turned off" long before he comes to college, it will take more than fine talk to overcome his prejudices. The potential businessman, the lawyer, the civil servant (who knows how much closer relations with the EEC will become in the next decade?) the scholar in history, anthropology, political science, archaelogy, the list goes on and on, must be brought to see that the acquisition of German is not frosting on a cake but an essential part of his education for the practicalities of his chosen profession.

It is of course likely to be true that the non-major will not have the time to achieve the language skill sufficient for him to be able to pass the *Zulassungsprüfung* and permit him to study at an integrated program of a German university, and in many areas, for instance medicine or the physical sciences, the *numerus clausus* would preclude an American student's being admitted to the university; nevertheless alternatives can be found.[2] Kalamazoo College has an arrangement for natural science majors to study at the *Kernforschungsanlage* in Jülich; a joint concentration in German and Chemistry has been organized by Brown University in conjunction with a large German concern, and we are sure that there are other such possibilities; *Pädagogische Hochschulen,* for example, are an almost untapped and excellent resource. American educators should not be misled by the often derisive attitude of German university colleagues to the *PH*. The University of Wisconsin's practice of having courses outside the German department taught in German (see p. 73) seems an excellent introduction to the idea of foreign study. It is to be most highly recommended that there should always be a minimal requirement of language skill before leaving.

Incidentally, we should not overlook the value of having students on campus who have studied abroad and who can bring cultural breadth to a campus which may be quite isolated intellectually or geographically or both. It is

[2] It was pointed out in discussion at the German Studies Conference at the University of Wisconsin–Madison that a letter from a colleague on the home campus to a colleague in a *numerus-clausus-Fach* in Germany will often do wonders! (Incidentally, another reason for continuity of directorship, for this permits the director to establish and *maintain* contacts.)

important to use them if possible and to occupy them, for frequently there is a serious and prolonged sense of let-down on returning to Cedar Rapids or Boise after a year among the delights of Munich. Moreover, the University of Connecticut, for example, has found that students returning from the stay abroad have proved effective missionaries for the study of German.

Our concern is in great part for the revival of the study of German, not, presumably, because German teachers are merely concerned with keeping their jobs, but because of a belief that the study of a foreign language should continue to be part of the education of an American in the latter part of the twentieth century. The study of foreign languages can, however, only really revive when there is a revival of interest in the public high schools or, if we are more optimistic, in the public elementary schools of this country. That interest will come when a new generation of parents sees and understands the value of the study of foreign languages and a knowledge of a foreign culture. Study abroad is an important, if not crucial, element in rousing this interest in our students, who are after all, the parents and, if we have done our job properly, the *influential* parents of tomorrow.

It would be wrong not to point out the debit side of this balance sheet. One of the most serious problems which we face if students are to study abroad during their junior year is the drop in third year enrollments and a sense among the faculty that just at the moment when their students were becoming interesting they are whisked away to Germany; perhaps not even to get such good instruction in literature as they would have had had they stayed at home. Frankly, there seems to be no counter to this argument, beyond the belief, which is in many situations a demonstrated fact, that in the senior year there will have been such an improvement in language skills that far more sophisticated work can be carried on, for example real stylistic exercises, real attention to differences in language whether on the level of dialect or style. There will, too, be a reluctance on the part of some institutions to lose student fees for a year; our only hope can be that educational concerns will prevail over purely fiscal ones. We should be aware too of the possible disappointment felt by a student when the academic dishes which he has been served in Germany do not measure up to the quality of the ones which he might have received had he stayed at home. Here we can mitigate the disappointment by pointing out the advantages which he has gained and which he could not have possibly received had he stayed at home, but again this will depend on the advisor's having guided him wisely towards a high quality program.

We have considered very seriously the disadvantages outlined above, but we remain firmly of the opinion that, with the safeguards suggested in this paper, there is simply no substitute for a foreign study element in the education of a German major, and that this element will prove, for the majority of those who are non-majors but who care to take the plunge, an educational experience of the first magnitude.

THE TEXTBOOK: A PRINTED TEACHING DEVICE

W. FREEMAN TWADDELL
Brown University

For centuries the formal study of foreign languages as part of an education has had its focus on a book with several functions, related but distinguishable. It is a substantial book, rather carefully manufactured to survive hard use for many months. It provides a program of study and classroom performance by providing assignments to be studied in preparation for classroom activities. In so doing, it introduces new material to be learned, organized according to linguistic topics or situational relevance. It is a reference book of sorts. It can serve as a reminder and clarifier of what happened in the classroom. It is an emergency surrogate for classroom activities for a student who has been absent. It is the body of lore to be reviewed in preparation for a quiz or longer-range examination. In the totality of its uses, it offers an implied syllabus for the organization of a course, to be followed faithfully, modified intelligently or capriciously, or rejected by the teacher in charge. It is known as the textbook.

Within the past generation, the traditional textbook has been supplemented by records, tapes and language labs, sound-film skits, and the like. Usually the audio presentations are incorporated in part into the textbook in script form—sometimes totally, sometimes with judicious omissions to give practice in listening as listening. Also available in many textbooks are directions for assembling and exploiting visual materials. Teacher's manuals cover many kinds of hints and instructions, and often provide additional materials for use in the classroom at the teacher's discretion. We find tests and testing programs, workbooks with tear-out sheets to minimize one of the teacher's burdens.

Some teachers have elected to dispense entirely with textbook-like learning devices. Such experiments seem in general to be short-lived; the responsibility for continual total creation and management becomes too onerous.

As of the later 1970's, the adjuncts to language teaching and learning are so numerous and varied that the traditional name "textbook" does not describe the variety of teaching materials and devices and the combination of them that are to be found in many classrooms. The current quest for the ideal of "individualization" demands in theory a multiplicity of materials and procedures which in practice have to be supplied by strenuous classroom teaching management and ingenious hair-trigger innovations on the part of the teacher.

Lacking any convenient short designation for the various kinds of possible

printed materials, let us use the old term "textbook" but understand it as covering considerable ranges of flexibility and diversification.

Where, and how, does the textbook have a major role in a program of learning German?

Clearly a textbook has no function in the advanced stages of study in a German curriculum. In courses dealing with the conventional cultural aspects–belletristic, philosophical, historical, critical–the student's reading is the study of the documents themselves under the guidance of the instructor's course plan in the form of lectures and discussions.

Just as clearly, the textbook has a decisive role on the elementary and intermediate levels. This is the stage where the learner's task is primarily linguistic, the task of becoming capable of participating in communication in the foreign language, as listener, speaker, reader, and (in a very limited way) as writer. A textbook is a printed device which aids in the development of the linguistic skills and resources; secondarily it can be a guide to some features of cultural contrasts between the learner's and the other community's ways of life, through factual notes on the history, geography, social structures, prestige symbols, etc., familiar and taken for granted by members of the foreign community but unfamiliar, even strange and startling, to the learner.

One limitation of the usefulness of textbooks is that they are books. A book is something to be read, and a textbook is a book to be read carefully; only a reader can read and only a proficient reader can read carefully. Many secondary school pupils and even some of the college students our colleagues must expect to encounter in foreign-language classrooms in the later 70's and the 80's, are uncomfortable about paying attention to a static black-and-white page, unaccompanied by the sight of gesturing and acting television advertising and other actors. But let us be candidly somewhat elitist (=snobbish) and tell ourselves that learners of German are by and large somewhat more competent and less resentful about using books than many of their fellow-students.

Admittedly, nearly all pupils and many teachers nowadays welcome efforts toward "individualization." That desire can be satisfied only very partially by even the most judiciously constructed textbook. Despite all efforts to offer individual learning materials to everybody, the textbook is the least adaptable component, and the one which must be constructed so as to accommodate omissions, modifications, complementations.

For a textbook, after it is once committed to type and printed, is distributed to a population of great variability. The learners vary in many dimensions (parameters, if you will). They bring with them experiences of all kinds. Some have home environments which are favorable to academic achievement; others do not. Some attach values of various kinds to competence in a foreign language; others do not. The home environment may be reinforced or counteracted by the

attitudes of the learner's contemporaries and friends. Further, those learners have had widely different kinds of previous educational experiences: predominantly permissive or predominantly structured. Their academic and other school behavior patterns may have encountered neglect or discipline, either intelligent or unenlightened. They may take for granted the enforcement of standards, or they may be contemptuous of standards. They may have acquired a sense for their future, or they may judge all encounters with reality in terms of their often immature and aimless immediate interest, pleasure, and energy or laziness. Above all, the most telling difference is that although all human beings may be equal before the law, they are not equal in situations that call for intellectual action: some people learn more quickly and more eagerly than others.

All the foregoing heterogeneities are met in any class of more than minimal size. An experienced teacher can make adjustments and compensations, and to some extent adapt a textbook to the capacities and needs of an individual student and to those of the class as a whole. Such a teacher is accustomed to classes of the size of the one being taught. And that teacher knows how to make allowances for the various goals of the learners.

Their goals may range from the hope that the current German course will be terminal, to an expectation that this course is the preparation for further study of German. The motivation may be the reluctant satisfying of an unwelcome requirement; the classic manifestation is the pathetic complaint about a teacher: "All I wanted was to pass the course, and she wanted me to learn some German!" A more forward-looking learner may regard the current course as offering an opportunity to develop a needed skill or become able to communicate with members of another community–in face-to-face interaction or through their highly esteemed achievements of intellect and art. The variety of goals is reflected in the covert or overt semester-end farewells: a sigh of relief, "Thank God that's over!" or a more or less satisfied murmur, "I am learning to cope." Either way, the teacher's task has been a difficult one. And any attempt to devise a textbook that will be helpful to all learners is doomed to partial success at best.

What no textbook should try to do is what no teacher would dream of doing: ignore the sovereign factors of age and educational level. Even the most cursory knowledge of the nature of language and the related problems of foreign language acquisition dictates the major ingredients of both course and textbook: they must provide some rational balance between the exercise of memory and understanding; they must distribute coverage and intensity of repetition, very specifically in terms of maturity and the educational preparation of the learners. Detail by detail, as well as section by section, the textbook has to support an appropriate program for use in each class hour, each week, each month of a course–and it must do so with judicious flexibility.

Mastery of a language, native or foreign, is control of two kinds: one is based on the unquestioned, unanalyzed stock of unitary signals, the arbitrary

meanings of words and some habitually familiar utterances and utterance fractions. The other is a skill, conscious or unconscious, in adapting the forms of words and the structures of utterances to a specific given communicatory need. The first is a product of habit produced by saturation hearing and imitation; the second may originate in awareness and then develop into habits of constructing and recognizing unmemorized wholes consisting of remembered parts—what is somewhat pretentiously called the creative use of language for communication. In the jargon of computer technology, the first is a process of look-up, the second is a program of algorithms. The first kind of control is arbitrary and involves word-stems and special idioms, which have to be "looked up" in memory. The second is an interlocking network of grammatical patterns which can rather poetically be called "rules."—Both kinds of resource are indispensable. Without the stock of words and idioms, linguistic experience would be like that of the student of Latin who can recite a list of verbs taking the ablative but cannot understand a paragraph of a Ciceronian oration without laborious puzzle-solving. Without the ability to manipulate and adapt grammatical patterns, a learner's use of language would remain at the "Me Tarzan, you Jane" level.

There is no question as to the sequence of acquiring these components of language mastery. A stage of memorizing, even by a crude reinforcement of a stimulus-reaction behavior, has its place in an initial stage. It is equally obvious that cognitive processes must organize the naively acquired elements, organizing the idioms into grammatical patterns. (Be it remembered that every grammatical pattern, the first time it is met, appears as an integral unanalyzable idiom; grammatical "rules" are only descriptions of idioms which occur very frequently and with very few counter-exceptions.)

How can a textbook help a learner acquire these resources? The proportion of memorizing and analyzing cannot be the same for different ages: what would be tedious mechanical over-practice for an adult learner is pleasurable and profitable for a child; the cognitive learning which the adult accepts and appreciates is baffling and repellent to a child. The textbook has to be judicious in providing material for over-practice and for cognition, in proportions depending on the answer to the question "For whom?"

Dorothy L. Sayers, in a chapter on "The Lost Tools of Learning" in her brilliant *The Poetry of Search and the Poetry of Statement,*[1] writes cleverly and wisely about the stages of intellectual development. She labels the stages "the Poll-parrot, the Pert, and the Poetic."

> The Poll-parrot stage is the one in which learning by heart is easy and, on the whole, pleasurable; whereas reasoning is difficult and, on the whole, little relished. At this age, one readily memorizes . . . one likes to recite the number-plates of cars; one rejoices in the chanting of rhymes and thunder of unintelligible polysyllables; one enjoys the mere accumulation of things. The Pert Age, which follows upon this (and, naturally, overlaps it to some extent) . . . is characterized by contradicting, answering-back . . . Its nuisance-value is extremely high . . . . The Poetic Age is . . . . self-centered; it yearns to express itself; . . . it is restless and tries to achieve independence; and, with good luck and good guidance, it should show the beginnings of creativeness, a reaching-out toward a synthesis of what it already knows . . . .

[1] Dorothy L. Sayers, *The Poetry of Search and the Poetry of Statement* (London: Victor Gollancz Ltd., 1963), p. 165.

It follows that the textbook (that is, everything subsumed on page 219 under the cover-term "textbook") which is suitable for use in schools is different from one designed for college use. A team of textbook writers which ignores the difference does the profession and itself a disservice. A school textbook necessarily provides for more distraction and entertainment, and for a longer period of intensive habit-forming memorizing; but that distribution of time does not alter the fact that this is still only an initial phase. It is worth many hours of singsong poll-parroting for a child to learn the sequence of letters in the alphabet and the multiplication table; an adult or even an adolescent may be able to understand and enjoy formulating the "rules" of multiplication; but a foundation which includes "six times seven is forty-two" is indispensable.

The phase of conscious understanding, of overt discovery or formulation of "rules"—this is the stage when knowledge of the *theory* of a language, its structure, its structures, serves to supplement and synthesizes the previously learned (="internalized") *samples* of the language; it is the stage of "rules of grammar" as a focus of learning. It comes relatively early in an adult's study of a foreign language, later in a child's learning. It and its timing pose hard decisions for teacher and textbook, and hence for a realistic curricular syllabus.

A foreign language teacher with a real bent for the teaching task is almost by definition deeply interested in grammar. (The person who is assigned a foreign language class *merely* because he or she is a native speaker of the language can be excluded from consideration.) But precisely this enthusiasm and zeal for grammar may be a dangerous trap. For that enthusiasm and zeal will be shared by only a small minority of a class—an important minority to be sure, but still only a minority. Most of the class will be as anti-grammar as any teacher could be pro-grammar.

A "direct method" which exalted sheer practice and absorption was an unwise concession to an uncritical anti-grammar rebellion and merely threw out the baby with the bathwater. It amounted to a prolongation of a poll-parrot stage. That stage has its place, of course, adapted in length and intensity, for both the young and the mature learner. But all learners must be trained in the use of the labor-saving tool of valid grammatical generalization, and it is primarily the business of the textbook to provide judiciously both the material for learning samples and the "rules" for organizing previously learned samples. ("Judicious" here means "appropriate to the age group involved.") The balance

and pacing of the transitions can be guided in a textbook, determined by the realization that grammar is a means and not an end. For of course our students do not study German in order to learn German grammar; they study German grammar in order to learn German.

There have been swings in the pendulum during the past century, in textbooks and hence in teaching and curricula. The tradition of exalting grammatical sophistication as the proper goal of foreign language study was understandable when Latin was the foreign language par excellence. And learning a language via studying the grammar made a certain amount of sense when a modern language was studied by students who had already learned a considerable amount of Latin. The great textbooks of Whitney (1870), von Jagemann (1892), Calvin Thomas (1896), Bierwirth (1900) are monumental works.

Student populations changed after World War II, even that part of the student population involved in the study of German. No longer could college or high school teachers count on a class with a fairly homogeneous background of liberal arts education. It was not surprising that students included grammatical discipline among the other kinds of discipline with which they were impatient. That impatience was supported in high places of the educational establishment. But the German-teaching profession, as reflected in its elementary textbooks, continued to worship the golden calf of grammar for its own sake. The concessions were in the form of less technical descriptions, greater wealth of grammatical practice materials, and wider spacing of topics according to difficulty, real difficulty, or what guild tradition had declared to be difficult. This spacing reached an ultimate when the modal auxiliaries were deferred to the second semester. The kind of German learned for an entire semester without modal auxiliaries can just barely be imagined. This was not throwing out the baby with the bathwater; this was throwing out the bathwater before bathing the baby.

Various textbooks displayed various forms of compromise between the lingering reverence for grammar as such and concessions to anti-grammar populations of learners and teachers. And there were various degrees of growing sophistication in the profession, which permitted a critical examination of some of the traditional terminologies and formulations. The Latin tradition of the sequence of cases in declensional tables (Nominative, Genitive, Dative, Accusative) is clearly unsuitable in a description of a Germanic language. As early as 1923, Leonard Bloomfield, in his book *First Year German,* used the sensible order (Nominative, Accusative, Dative, Genitive). But when, in 1944, more than two decades later, Rehder and I used the same order of cases, there was a considerable fluttering in the dovecotes about this sequence which, we were told by some of our colleagues, made it more difficult for students to learn noun endings. (Parenthetically it may be noted that in declensional tables the sequence of genders "Feminine, Neuter, Masculine" is more appropriate for modern German than the traditional "Masculine, Feminine, Neuter."—But this may be, as Dr. Watson put it, a story for which the world is not yet ready.)

Another example: The names "present and past subjunctive" conflict maddeningly with the semantic and syntactic facts and complicate a real difficulty by interposing a needless hindrance to understanding and use. Such efforts as "first and second subjunctive" were not falsifications, but were meaningless and unhelpful.—Some writers, as a general policy, abandoned Latin terminology and introduced terms from contemporary German grammatical theory or devised strikingly new terms.—Some textbooks to be used in grammar review work, or in courses drolly advertised as "Composition and Conversation," display the same trends.

The textbook is one component of the teaching/learning enterprise. It is a tool for the teacher; for the learner it is a corpus of material to be studied and learned (and be tested on). The many kinds of heterogeneity mentioned earlier make it certain that no textbook will be wholly appropriate for any given class or wholly satisfy any teacher but its writer. Hence all other teachers will find any textbook a more or less inadequate or redundant tool. The teacher and the textbook are condemned to an uneasy marriage; the teacher cannot function without the textbook, and at the same time the teacher cannot be entirely happy with it. Textbooks impose a fixed structure on the classroom program; teachers would rather work with their own structurings. The experienced teacher quietly adapts and modifies; the inexperienced teacher betrays insecurity and lack of experience by calling attention to real or fancied shortcomings of the textbook, trying to demonstrate superiority and succeeding only in shaking the student's confidence in the textbook.

Can a textbook author team anticipate and help a teacher adapt? How? The unavoidable dilemma is summarized in the question whether the textbook is to be the sovereign structuring of a course, or a reference source. As a structure, it can aid a teacher as a kind of foundation garment which enhances facade and symmetries; but in achieving these boons it incurs a rebellion against its similarity to a straitjacket. (This conflict between helpfulness and constraint is particularly acute in a Teacher's Manual when one is provided. But it is implicit in any book put into the hands of teachers. The clash is aggravated when the structuring is revealed to learners as well as teachers: what is in a Teacher's Manual is optional, but what is in a Students' Book is obligatory.)

The total tone of a curriculum is reflected in the build of textbooks, elementary or intermediate. In the elementary book, is the material to be organized into topics of social interaction, or of linguistic categories? Put crudely: Is it a curricular goal that students, at the end of a section of the course, should feel happy that they can now accept invitations, and participate in an outing, or are they to rejoice in their newly acquired command of the cases used with the common prepositions?

A related dilemma is a product of the total curricular strategy of a depart-

ment or a school system: Is the course which a textbook serves regarded as a self-contained unit, or is it its function to prepare for the following course? Should it present a wide range of selections with their inherent interest and values as specimens of culture and language, or should its primary aim be to establish vocabulary and grammatical skills which can be presupposed in the following course? For example: Is the complete grammar of conditional sentences treated as a major learning objective in the first college semester or the first year of high school German? If so, then the grammar of conditions requires only review and some refresher practice in the next course. Or can examples of conditional sentences appear whenever a conversation or exposition makes a conditional sentence natural and useful? In that case, it can be treated as an idiom, and only after a number of such "temporary idioms" have been planted is it economical to present a generalizing synthesis, with a battery of exercises and set of "rules" for understanding in conscious awareness.

Within the curricular structure in formal academic language learning, a textbook shares responsibility with a human teacher and other teaching aids. In various proportions, it may consist of straightforward adjuncts to the classroom or as an accompaniment to work with tapes and records—and that work may be done in fixed schedules by the students as a class, or as individuals, by assignment or optionally.

A minor factor to be considered by textbook authors is the possibility that the book may be used informally, outside the usual classroom situation. It may be used by a tutor and a single learner or a very small group of learners. In such cases, obviously, the teacher can adapt ad libitum; the teacher dominates the structuring and scheduling of instruction. A textbook may even be used as a guide in self-instruction—preferably along with tapes and records. Here the usefulness of the textbook as a teaching device depends crucially on the general intelligence and training of the learner: is that learner sophisticated, with experience in language learning and a clear understanding of the nature of language and the nature of language learning? Is the book being used as a refresher by some one with a previous study of the language or a previous period of actual use of the language years or decades ago? Is the learner blindly hoping that by reading a textbook he will "learn" a language, unaware that "learning a language" means developing habits and acquiring control of resources of vocabulary and patterns of grammar? The textbook author cannot be blamed for disappointing *that* kind of hopeful reader.

Textbooks for intermediate courses have the purpose of providing reading practice and some oral practice, with the aim of vocabulary expansion and increased assurance in dealing with sentence structure. German study is at a disadvantage here, as compared with the other West European languages. It is not hard to find belletristic and technical writing in French, for example, which

is both intellectually respectable and linguistically within the competence of an English-speaking learner with a few hundred hours of preparation. But in German it is anything but easy to find reading practice materials which are feasible and inherently worthwhile.

Hence German curricula face a major problem in providing material for reading practice in the third and fourth college semesters or high school years. (Indeed, few secondary schools provide third and fourth year German courses, probably at least in part because of the scarcity of suitable material for learners in the later adolescent years.)

One uncomfortable solution is the use of "cooked" readings—the literary output of professors, or drastically modified simplified paraphrases of real German, prepared with reverent attention to frequency lists. That kind of German is a vexation to a teacher with a sensitive *Sprachgefühl,* and is also transparently fake German in the judgment of students, who are legitimately impatient at a seemingly interminable treadmill of apron-string preparation for the real use of real German.

The alternative is the use of real German (or at worst a very slightly emasculated German). The grim fact is that a second-year college student, confronted with real German, has wholly inadequate resources of vocabulary and usually a still shaky control of the patterns of grammar needed for quick comprehension of the structure of phrases, clauses, and sentences. The vocabulary shortcoming used to be managed by a brutal insistence on the students' resort to an end-vocabulary—a wildly time-consuming operation. More recently, glossings of the so-called difficult or rare words are provided in margins, in footnotes, or on a facing page. This saves time as compared with hunting through an end-vocabulary, but it suffers by suggesting one English translation as the equivalent or clue to the semantic spread of the German word. Also, these techniques of glossing complicate book manufacture and require more paper, and they unavoidably prolong an apron-string guidance. None of the glossing devices is wholly satisfactory, but some systematic procedure has to be provided; and the worst is still better than nothing.

The selection of a content for reading practice has been various and represents efforts to accomplish various goals. Before the 1930's the goal of preparation for literary study was taken for granted; and *Immensee* was the implement of choice. Then, in an effort to make German studies more attractive, the goal of entertainment was smuggled into the canon, and *Emil und die Detektive* was its manifestation. Since that far-off time authors have been hunting and occasionally finding materials they hope students will accept as "relevant" (in the jargon sense of that term). This purpose dictates the use of contemporary and often overtly propagandistic selections of various degrees of literary style and linguistic utility: some elegant and some crude, some valid preparation for the reading of other documents, others essentially wasteful. The work may be an entire novella or selections from tracts. The sovereign criterion

for selection of this kind of reading matter is that it be the work of a contemporary or quite recent author, famous or notorious, and/or that it treat social controversies, as advocate or critic.

By no means all authors of textbooks aim at this kind of material; many choose materials of cultural, usually literary, prestige. Just now, there seems to be a preference for an anthological format of textbooks for intermediate German courses. Authors and publishers appear to feel the desirability of a connecting theme. The profession is offered reading texts based on a topic or a specialized genre, usually consisting of short narratives or discussions culled from a literary corpus or popularizations of samples of expositions. The quest for originality and hoped-for wide appeal of topic and title has produced collections of various degrees of plausibility and significance, ranging across the gamut from the ingenious through the banal to the grotesque.

One feature that is frequently found in all kinds of reading texts is a Question Section to check comprehension. This serves as a self-testing device for the user and a guide which directs attention to points the reader may have overlooked or misinterpreted. Less common is an apparatus for grammar review and reinforcement, using the vocabulary and samples of grammatical structure in the reading passages. It requires skill and experience to construct this kind of apparatus, and it puts demands on the teacher to manage the exercises.

Here as always it is the joint responsibility of textbook writer teams and teachers to keep practice and testing quite separate. Errors in the practice have to be corrected and counter-practice provided, to be sure. But the students must be quite secure in the knowledge that their performance in the practice does not play a part in determining their final grades.

Auxiliary devices are often supplied with elementary textbooks, sometimes with intermediate course books.

A workbook with tear-out and hand-in sheets certainly spares a teacher the task of constructing homework or study-period assignments—a significant lightening of the burden. In the nature of the case, workbook assignments are prepared by authors who are familiar with the entire textbook and hence will normally be better than assignments constructed by a teacher who has to work under the pressure of time and competing obligations. A further sheer mechanical advantage is the uniformity of paper size and the location of answers on the sheet, which simplifies significantly the task of correction.—The disadvantages are the factor of additional cost (but this may be outweighed by the expenses of dittoing or mimeographing and the value of the teacher's time), and also the fact that in every teacher's opinion the workbook over-emphasizes some aspects of the course and neglects others.

If the total program of elementary German incorporates a tightly structured audio-visual curriculum, the textbook can be the printed part of that program,

serving among other things as a selective or total script of the audio component. That script may be a separate pamphlet or a bound-in part of the textbook, either as an appendix or dispersed throughout the book to parallel the audio schedule. The advantage of a separate script pamphlet is that it can be changed and issued as a revision as the audio program is revised; a disadvantage is that it is extremely vulnerable to being mislaid and lost.

It was noted above that textbooks play a minor role or none at all in courses beyond the intermediate level: that is, roughly, from the fifth semester onward. There is one important exception: the course or courses dealing systematically with German grammar. The earlier courses quite properly deal only with the major structures and present them to the learner as the grammatical information needed for the comprehension of what the learner hears and reads, or as a model for an intelligible production of what he has to say and (to a very limited extent) write. But at some time during the transition between guided study about the German language and the secure use of the language, German grammar as such is a proper and necessary object of learning. A knowledge of that grammar must be a part of the preparation for truly advanced study, enabling the student to react easily and correctly to the less commonly met structures. A textbook providing information and practice exercises to give the learner such resources must be both linguistically sound and pedagogically sensible. It must organize and synthesize the bits and pieces of grammar which the learner has encountered and in part mastered in connection with earlier study. It must also deal with such minor structures as a weak ending of an adjective modifying a preceding personal pronoun, "Da wären wir!", "Hat Inge doch längst gewußt, daß . . . " and such unpredictable noun plurals as "Ratschläge, Mordtaten, Friedensschlüsse." It must also expound, illustrate, and provide practice in the subtler semantics of the crucial "little words"—the prepositions and the sentence adverbs like "schon, erst, noch, bis, ja, doch, nämlich, wohl, denn."

Such a textbook has to be more than a minor adjunct of a so-called "Composition" course, although it may well contain theme topics for simple compositions and may even, with all due caution, contain assignments in the very complex skill of translation.

The 1970's are a difficult time for the writing of such a systematic textbook of German grammar. Many practicing teachers and teacher trainers have heard of turmoils in theoretical and speculative linguistics, but few can be expected to discriminate between noises and insights. If an author writes a straightforward comprehensible book using the standard established technical terminology, some of his colleagues and reviewers will dismiss his presentation as benighted and out-of-date. If he tries to treat German grammar in the manner of one of the recent or current doctrines of linguistic theory and its terminology, he is likely to be overtaken by shifts in fashion between the time he begins to write and the

time his book is published. Further, his book is likely to be incomprehensible to many of his intended readers.

As of today, it seems probable that teachers put in charge of courses of Grammar Review, Systematic Grammar, or Composition, will be experienced and well-informed, and will have their own preferences and convictions as to methodology and content. Those teachers are well advised to prepare their own materials, diagrams, and tables, make use of the major standard reference grammars, and contrive exercises appropriate to the doctrine on which they base the course.

It is usual to think of the textbook as part of the team which includes also the teacher and whatever mechanical aids are used, all functioning within the framework of a curriculum. In the past decade a new factor has been added: the changed role of the publisher.

Until fairly recently textbooks have been written by teachers and contracted for by publishers. It was the responsibility of the publisher to provide the editorial, manufacturing, and distribution technologies. Decisions on the publisher's side were usually made by editors who were themselves experienced teachers, aided by advisors who were expert in the various languages.

In the 1960's and 1970's the structure of foreign language textbook publishing has changed. Many of the most respected foreign language textbook publishing companies are now parts of conglomerates whose top officials lack intimate understanding of publishing as such, let alone textbook publishing, let alone foreign language textbook publishing. Where once a foreign language editor was likely to become a vice-president, his successor today may be quite low in the hierarchy of one of the many satrapies of the conglomerate. Formerly, decisions were made on the basis of informed judgment and knowledge of the professional standing of the authors; indeed, it was often the publisher who approached a potential author and solicited a textbook. Nowadays, questions of quality and innovation and lasting power are subordinate to guesses or haphazard surveys about current marketing conditions. An uninformed manager may or may not know how to evaluate the accuracy or importance of the marketing reports.

Thus publishers are vulnerable to noisy faddists and may put out books that reflect the fashion of the moment. There may be calls to rectify ancient traditional social imbalances of one sort or another, and instead of making a legitimate appropriate correction a publisher may go overboard and subordinate other aspects of a textbook to a self-righteous flaunting of a fashionable virtue.

A corollary of the influence exerted by the image of the market is the activity of the advertiser and the importance attached to packaging. The packager has to decide between the sober and the gaudy: an aggressive art editor—who more often than not has no pedagogical sense—adorns a book with ornamental designs and photographs, often expensive color photographs, that are decorations rather than illustrations.

One practice which is occasionally encountered is the preliminary tryout of the materials. This seems to have some of the magic of market research for the publisher, and it can readily become a sales gimmick for salesmen. If the tryout was conducted by an author in the author's class or classes, caution is in order to determine whether that author-teacher is or is not a crank and whether the classes were typical of the school or college level, whether the classes were numerous or few and idiosyncratic, and what the size of the classes was. If many schools or colleges participated in the tryout, what kind of feedback did the author receive and what did he do about it? Obviously, changing or omitting every feature to which objections (by teachers and/or learners) were reported would result in a pretty bland document. There is also a moral question: Is an author, acting as teacher, and is his publisher justified in using learners as experimental animals, quite possibly at the expense of their language learning?

Despite all the pitfalls and difficulties of textbook writing, the textbook is retaining its importance as a major component in elementary and intermediate foreign language study. Textbooks reflect changes in methodology and goals of foreign language teaching. But since a textbook is designed for use in many different locations and in many different educational frames, it must have some measure of wholesome eclecticism and neutrality among various theories of foreign language teaching. Textbooks are written by teachers, and to a considerable degree are selected by teachers. Hence, a textbook must keep reasonably close to the hard realities of the classroom, or many classrooms.

Earlier I referred to the relationship between teachers and textbooks as an uneasy marriage. Uneasy or not, the relationship is decidedly one of mutual influencing and restraining. A textbook that is freakish is disposed of by being ignored by teachers. In the other direction, what teachers can use will be used; and textbooks can gently do things to and for teachers. Teachers of course display a great range of temperament, training, and experience. Some are impervious to innovations; others are vulnerable to shifts of fashion, not to say fads. But even the first kind of teacher cannot persist wholly unchanged in every detail of teaching procedure. The second kind can be reassured that lack of success in understanding and echoing the latest pronouncements of The New Truth is not a sign of total failure. The great majority of experienced teachers, of course, will demand to be shown why they should change this or that, and they will adopt intelligently whatever can be convincingly shown to be an improvement.

The curricular framework within which a textbook is used is of two kinds.

An externally imposed curriculum assigns to foreign language study a role (or no role) in the total educational enterprise for a pupil population. This kind of curricular structure is likely to be the product of educational experts or

theoreticians, often themselves monolingual. For the profession, overall curricular priorities affecting the role of foreign language study are likely to seem uninformed or hostile. Coping with them calls for patience and a willingness to inform the public and the makers of decisions about education.

The internal curricular structure has to do with sequence, with goals and techniques for attaining them. Curriculum, in this meaning, usually has validity for a specific administrative organization—one school, the school system of one city or district, at most of one state. Decisions and prescriptions are the work of people who are familiar with foreign language teaching: knowledge of several languages is usually represented in such a decision-making body.

Internal curriculum building may be influenced or biased by a strong member of the board. The temptation to be messianic is not unknown. An official supervisor is professionally obligated to keep up with publications in the field of methodological theory (often publications that show signs of being responses to a "publish or perish" compulsion), and immersion in such reading involves the risk of being captivated by slogans and self-assured proclamations of a New Truth. On the college level, the staff member in charge of a multi-section course has the task of setting up a mini-curriculum; his colleagues' habits of scholarly skepticism and open-mindedness protect him and the teachers and the learners against excesses.

Thus the textbook as an institution has its indispensable role in both preserving established values and developing new values. Among the teacher population, the textbook stirs up the hidebound and restrains the flighty. In various curricular frameworks, a textbook designed for general use introduces a wholesome force for the common purpose without imposing a dangerous uniformity. The judicious, accurate, imaginative textbook, in short, is an instrument of sensible unity within sensible pluralism.

CAREER ALTERNATIVES FOR STUDENTS OF GERMAN

BARBARA ELLING
SUNY-Stony Brook

When we address ourselves to the future of German Studies in the United States, we are forced to examine our contributions to the intellectual, emotional, and economic future of those students who graduate from our programs. Despite the professional self-flagellation which we have witnessed in recent years, we can safely say that we have been fairly effective in fulfilling our role and function as regards the intellectual and emotional future of our students. But when we examine our attitude toward aspects related to their economic future, we must conclude that we have been remiss in many respects. The following discussion focuses on this problem in an attempt to establish some theoretical and practical guidelines which might aid Germanists in educating Americans who use German as a primary or secondary skill in their careers—as citizens of the 21st century.

Before looking into future possibilities, let us briefly examine the problems of the present without an attempt to look for a cause-effect relationship. German departments share the following problems with many other departments:

—declining enrollments;
—reductions in staff allotments;
—resistance of some faculty members to diversify;
—difficulties in establishing interdepartmental programs;
—students who are poorly prepared in all areas of the humanities;
—uncooperative administrations who force us, in many instances, to justify our very existence on campus;
—lack of comprehensive guidance and career placement systems;
—lack of teaching positions for graduating students (B.A., M.A., and Ph.D. levels).

In addition, we share with the entire foreign language profession the following problems:

—public disinterest, frequently outright hostility toward foreign languages on all levels;
—lack of political power in legislative bodies, Boards of Regents, Boards of Education, etc.;
—high attrition rate of students who enroll in foreign languages;
—incorrect notions regarding the degree of difficulty of the various languages;

–uninformed guidance personnel;
–lack of willingness or ability to "sell our product";
–lack of unity within our own ranks;
–lack of clear objectives;
–confusion in areas of curricular reform and methodological considerations;
–disinterest of those segments of society which could serve as possible employers of our students, foremost in the areas of business, science and governmental services.

Obviously, solutions to many of these problems, which might vary in intensity, from region to region, cannot be offered in this type of discussion. However, once we view the problems from the perspective of possible career options for students with a degree in or a knowledge of German (or another foreign language), we might arrive at some possible solutions. To offer more career options would mean an acceptance of "career education"–a term I use reluctantly and only in its broadest sense. It might provide a basis for curricular reform, a basis for converting the "non-believers" in our society and a platform for providing leadership. No one has proposed a definition of career education which satisfies everybody. Frequently attempts at definition are made by stating what it is not: it is not synonymous with vocational or technical education, although both may be parts of career education; it is not training all students to have salable skills at the time of graduation, although that may be one goal of career education; it need not, in fact must not, conflict with or replace the liberal and aesthetic traditions inherent in Western models of education. Stated in the simplest terms, career education is a form of education for which curricula are designed in such a way that all subjects taught have some connection with the ways in which people earn a living. Such a broad interpretation is useful in approaching the necessary reforms and at the same time prevents unnecessary and fruitless debates on the subject, conducted perennially on college campuses. We know only too well that any faculty member associated with career education in foreign languages, traditionally limited to teacher training, is considered at many universities a "second class citizen." I submit that it is irrelevant to even debate the merit or demerit of career education, but that instead we should consider it an obligation we have to the students and to society. The manner in which we fulfill this obligation is a decision that we must make as a profession. This decision should not be based on a value judgment reflecting our own philosophy of education–possibly a relic from the nineteenth century–but instead should be based on evidence that what we have to offer is of value to the students in the society in which they live and earn a living.

The general trend toward greater emphasis on career education can no longer be ignored. The concept and implications are discussed with ever increasing frequency in professional literature, the press, government publications, and educational materials distributed by publishers. State and federal monies are made available for faculty retraining, large scale projects and information dissemination. Guidelines and mandates are issued by State Departments of Education. We should not wait until reforms are mandated but instead take advantage of the obvious opportunity to assert leadership. It is essential that we act on four fronts simultaneously:

1. We must establish the existence of viable career alternatives.
2. We must create an awareness among employers on the local, state, and national levels that we do, in fact, provide students with a "marketable" skill by teaching them, as a primary or secondary skill, German language, literature, and culture.
3. We must inform students of career alternatives and of the fact that we can provide them with the necessary skills.
4. We must reform or enrich our departmental programs to include "enabling activities" for the acquisition of such skills.

Existing Career Options

A great deal of information is available to help us with step one. In order to structure our approach, it is useful to consider some charts provided by the United States Office of Education. The agency describes career education as a five-step developmental program including awareness, orientation, exploration, preparation, and specialization. Initially, career clusters (Figure 1) are identified to cover every field of occupation. Figure 2 shows possible foreign language careers within each cluster. The student begins with career awareness when he enters the university and begins in-depth exploration and career preparation during the sophomore year. Once the process of in-depth orientation has begun the student will single out those occupations which require a B.A. or B.S., M.A. or M.S., or Ph.D. degree. In broad terms the options that remain are:

A. Major areas which U.S. firms like to combine with a knowledge of a foreign language:
   1. Advertising
   2. Area Studies
   3. Civil Engineering
   4. Engineering
   5. Finance
   6. International Business Administration
   7. Law
   8. Marketing
   9. Political Science
   10. Statistics and Computer Science

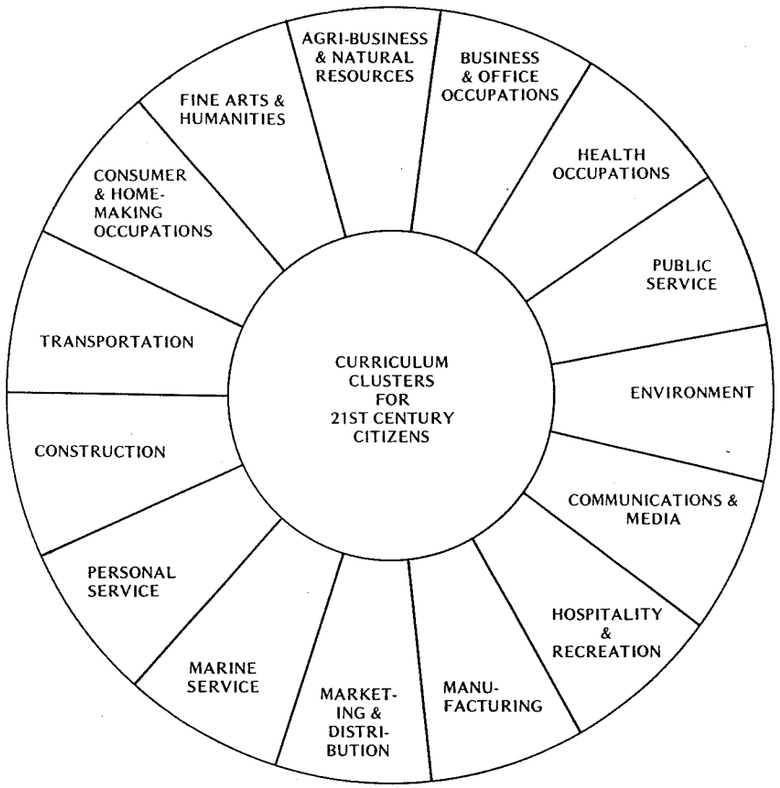

FIGURE 1 – CAREER CLUSTERS
United States Office of Education

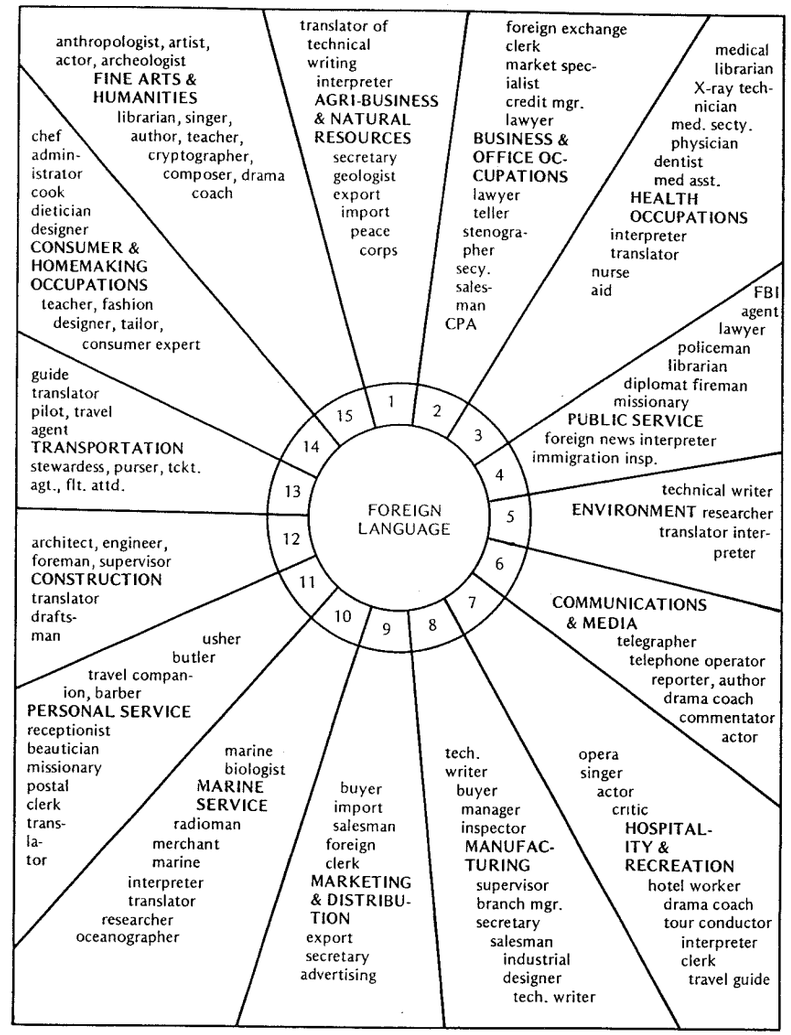

FIGURE 2. Foreign Language in Career Clusters.
United States Office of Education

B. Careers in the field of *Communication*:
1. Broadcaster[1]
   a. Announcer
   b. Writer
2. Foreign Service
3. Journalism[2]
   a. Correspondent
   b. Researcher
   c. Reporter
4. Librarian
5. Pan American Union
6. Publishing and editing
7. Travel agency
8. Science Information and Research Specialist
   a. NASA
   b. Bureau of Standards of the United States Government
9. United Nations
   a. Interpreter
   b. Translator

C. Careers in the field of *Service*:
1. Agronomist
2. Airlines
3. Curator
4. Diplomat
5. Hotel and management
6. Lawyer
7. Personal service
8. Social worker
9. Teaching–college, high school

D. Careers in the field of *Business*:
1. Accountant
2. Advertising
3. Arts and crafts
4. Banking
5. Branch Manager
6. Commercial Attaché
7. Couture

[1] There are 389 radio stations in the U.S. with foreign language broadcasting: 57 in French, 60 in German, 90 in Italian, 182 in Spanish.

[2] *Directory of Newspapers, Periodicals* (N.W. Ayer and Sons, 1965).

8. Economist
9. Export-Import
10. Foreign Market Analyst

E. Careers in the *Arts and Entertainment*:
1. Actor
2. Critic
3. Opera singer

F. Careers in *Science and Technology*:
1. Archeologist
2. Architect
3. Chemist
4. Entomologist
5. Engineer
6. Geologist
7. Nurse
8. Pharmacist
9. Physician
10. Translator of technical writings

G. Careers in *Linguistics*:
1. Center for Applied Linguistics
2. Smithsonian Institute
3. Teaching

Some of the most important employers of foreign language graduates are:
1. Agency of International Development
2. American Express Agency
3. Charles E. Merrill Publishing Company
4. Colleges and universities
5. Department of Agriculture
6. Department of Commerce
7. Department of Defense
8. Department of State, Division of Language Service
9. Immigration Service
10. Institute of International Education
11. Inter-American Schools Service
12. International Atomic Energy Agency
13. International banking & finance
14. International Civil Aviation Organization
15. International import, export
16. International marketing

17. Junior colleges
18. National Education Association
19. National Security Agency
20. National Student Association
21. Pan American Airlines
22. Pan American Union–Division of Education
23. Peace Corps
24. Public schools
25. Students Abroad
26. UNESCO
27. United Nations
28. United States Department of State
29. United States Information Agency

For more specific information the student should be aware of the *Dictionary of Occupational Titles*, usually available in the library.

From this list of careers in which the foreign language skill is needed or helpful, it becomes evident that the number of career options for our students are numerous. In a survey of American industry, business, and service organizations conducted by the Modern Language Association of America in 1972, nearly 70% of the respondents said they do use, could use, or expect to use people with foreign language skills. These results are most encouraging.[3]

Specific information on job opportunities for students with German language skills is available from a survey by Rita Terras, Connecticut College, of 100 business establishments and government agencies.[4] Among the organizations surveyed were airlines, automobile rental agencies, broadcasting, manufacturing companies (automobile, chemical, pharmaceutical, machine, tool), marketing research, news services, public libraries, publishers, and U.S. agencies. 58% of the organizations contacted supplied the requested information. 39% of the 58% which employ personnel using German on the job offer more than 8,539 such occupational opportunities. The remaining organizations responded that the foreign language related positions were "considerable" or "numerous."

The survey did make clear that a German major without acquisition of additional skills has little occupational usefulness outside of teaching. The fields of knowledge in which German is combined with another skill were listed in the following order of importance: business, engineering, economics, chemistry, liberal arts, journalism, library science, marketing, political science, accounting, fine arts, computer science, law, psychology, and textiles.

[3] Richard I. Brod and Lucille Honig, *Foreign Languages and Careers* (New York: Modern Language Association, 1974), p. 1. Also as an article under the same title in the *Modern Language Journal*, 58:4 (April 1974), 157–185.

[4] Rita Terras, "The 'Market' for German-Speaking Employees: A Survey," *ADFL Bulletin*, 6:3 (March 1975), 26–28.

Concerning the choice of degree, the following were listed in order of importance: B.S., B.A., M.S., M.A., Ph.D. and M.B.A. When compared with the previously mentioned MLA survey, this survey yielded some interesting information: more organizations offer positions (63%) to applicants with German language skill than positions (47%) to applicants with foreign language skills in general, all foreign languages combined. These results were corroborated by another survey (conducted by Barbara Elling, SUNY, Stony Brook) in 1975.[5] This survey yielded information in two additional areas: (1) the number of positions in Germany for Americans with the German language skill is twice the number of those hired to work in the United States; (2) the skills most needed by the employee to obtain a position are in order of importance: reading comprehension, writing, oral comprehension, speaking. In designing our curricula, this has to be kept in mind. Disturbing was the reply given to the question of where the employees obtained their German language skill. The largest number had learned the language in a German speaking country. Only 1/3 of those employed by the companies had learned the language at the university level. The conclusion we must draw from this is that we do not fulfill our role as training institutions as well as we could or should, and that future employees of such companies and agencies are unaware that the university departments offer them the necessary skills.

It must also be borne in mind that the number of immigrants, which until now has provided companies and government agencies with a pool of native speakers from which they could draw employees, is expected to be drastically reduced. Fewer Germans emigrate to the U.S., and labor organizations on both sides of the ocean do not encourage the hiring of non-citizens.

Communication with the Public

Much is being written and said about career alternatives for our students. But most of these communications do not reach the public, since they are expressed in journals and during conferences designed for the "insiders."

We must reach the public at large. The national professional foreign language associations have to assume leadership in this area. The founding of the Joint National Committee on Foreign Languages and the AATG Placement Information Center, which relies on a national network of volunteers, are moves in the right direction. It is to be hoped that the efforts of such groups are not only directed toward careers in teaching but also toward career alternatives.

While these efforts are commendable, they may easily be too narrow in scope and effect. The membership of the various associations must exert pressure on the national offices in order to bring about a concentrated and large

[5] This survey has not been published.

scale public relations effort involving television, radio, and widely read newspapers and magazines. Other professions, e.g. art and music teachers, have done it—we too can do it, particularly because the need for employees with language skills is an established fact.

Communication with Future Employers

Obviously not all future employers (some 32,000 U.S. firms have branches or representatives abroad; over 15,000 foreign businesses have interests in the U.S.) can be reached or even identified. But multinational corporations can be singled out and letters sent to the Directors of Personnel. The letters should be written by the appropriate person(s) in the National Office of the AATG and should indicate that it is no longer necessary for them to spend valuable time and money teaching German to people who need a knowledge of the language, but that high schools and universities can provide them with prepared applicants.

It might also be helpful to write to alumni of the various universities and to organizations such as the Goethe Institutes. In states where numerous universities are concentrated in a small geographical area the effort should be coordinated by one person in charge for the entire area.

In the area of business this is particularly important since this sector has ignored the training universities can provide and has frequently relied on "on the job training" and language schools for programs tailored to meet the needs of businessmen. Among the latter are American University's Business Council for International Understanding Institute, the School of International Management, the International Business Option at the University of Cincinnati, a recently opened school for tenants of the World Trade Center (120 companies in the center use some German), the Language House in Chicago and the Berlitz schools. Companies turn to these schools since the traditional distance between business and foreign language departments is so great that they learned long ago that employees trained in a business-related area who also had foreign language skills were almost nonexistent.

On the local level much can be done by universities and professional associations. In states such as Connecticut, Minnesota, New York, Ohio, South Carolina, Texas, Utah, Washington, and Wisconsin, faculties of individual universities and high schools have conducted surveys, written letters, conducted workshops and developed new programs. One particularly impressive effort which involved the State Employment Service and the State Development Board was reported by Edwin Arnold, Clemson University, published in the September, 1973 issue of *ADFL Bulletin*. This report can serve as a guideline to those who would like to initiate a career information system on the local level. These isolated efforts must be coordinated, expanded and given national recognition.

On campus we can begin our campaign with the University Office of

Placement Services. In looking through the files we can identify companies and agencies which traditionally recruit students from the institution. The University of Wisconsin-Eau Claire reports that this brought highly satisfying results.[6] Next, we can speak to recruiting officers when they visit the campus. Faculty and personnel of the employment service can write letters to local employers. Other colleges, within the university, then have to be involved, e.g. the deans of the colleges of business, engineering, law, and allied health services. Again the University of Wisconsin-Eau Claire reports good results after contacts with the departments of computer science, economics, journalism, political science, and sociology. These contacts yielded additional information on jobs with skills in the above areas combined with a foreign language skill. Furthermore, campus conferences and workshops for businessmen, community and political leaders should be conducted by foreign language departments and the career development offices. Executives and directors of personnel from local companies should be invited to the campus as speakers.

Informing the Students

The National Office of the AATG should distribute handbooks and articles which list available data, information, and addresses and identify career alternatives. This would also help the high school teachers, and it is without doubt the secondary schools where our work must begin in informing and convincing students, guidance departments, parents, and local school boards that German is a "useful" skill. Local chapters of the AATG can coordinate their efforts to organize career days, workshops, and lectures for students. A recent first, a career information session in the German Department at SUNY, Stony Brook, proved to be of great interest to the students and numerous requests for career information have come in since. Such lectures or informal sessions should be held by faculty members on a regular basis. On a larger scale, high schools and colleges might attempt an International Employment Day Fair.

Other often unused channels of communication are the guidance services of the undergraduate studies office and the student affairs office. Information packets on foreign language career alternatives should be prepared for the personnel in these offices. Information, such as provided on these pages can form the basis for such information packets. We must answer the students' justified question "What can I do with it?" with all the information we can obtain, with honesty and as much clarity as is possible at this time.

[6] Barbara Rolland, "Careers for our Foreign Language Graduates," *Careers, Communication and Culture in Foreign Language Teaching*, Report of the 1974 Central States Conference on Language Education, ed. Frank M. Grittner (Skokie, Ill.: National Textbook Company, 1974), pp. 41–50.

Implications for the Curriculum

The need for training students for career alternatives has been established. The areas in which alternative career goals can be pursued are fairly well identified. Creating an awareness on all levels and disseminating the necessary information is difficult, but not impossible. The most formidable task is to determine how we can best respond in restructuring our curricula to meet the need and the trend.

Most of our programs are designed for majors who use the language as a primary skill, either in teaching or, less frequently, in careers as interpreters and translators. Those students who enroll in the teacher training programs tell us that there is too much emphasis on literature, not enough on culture and language courses, such as advanced conversation/composition. Departments have responded by introducing German Studies programs, more *Landeskunde* and more courses dealing with curriculum development, pedagogy, and applied linguistics. Individualized instruction, tutorials and independent studies add to the flexibility of the programs. The emphasis on flexibility and diversification becomes obvious when one looks at the *MLA Job Information Lists*, giving evidence of the need for faculty to teach culture and civilization and pedagogy.

The area which has been neglected is the training of students who wish to use the language as a secondary skill either by obtaining a minor or simply minimal competence in German. Although most departments have always offered a course in scientific German, generally designed to enable the student to pass degree requirements in a foreign language, we have not offered enabling activities for students interested in the careers listed above on either the undergraduate or graduate level. How do we begin in designing these enabling activities within the existing departmental framework and constraints? The first step is to create general awareness and support among departmental faculty. Dissemination of information on this level is also important. The next step is to look at already existing interdepartmental or interdisciplinary programs at other universities such as Brown, Cincinnati, Indiana, Minnesota, Stanford, Texas, and Wisconsin. The programs range from an interdepartmental concentration in Chemistry and German to German Studies and Area Studies Programs to Executive German. These should be carefully reviewed and only those elements used which are possible and practical for a given department. The next step is self-assessment: what is our faculty equipped to handle, from which departments can we expect cooperation and what funds can be obtained either from campus or outside sources?

There are several approaches which seem viable for most institutions:

1. Programs designed to meet specific needs, e.g. Executive German, structured as follows:
   a. Solid undergraduate groundwork in basic grammar, vocabulary, and culture.
   b. Introduction to business terms, concepts, and practices as needed for translation, oral interpretation, document evaluation, and active company representation, e.g., at industrial fairs.
   c. Development of skills in the consultation of reference materials and current periodicals.
   d. Experiential learning (traineeship) with an international company at least during the semester interim.
2. German Studies programs which will incorporate the following topics on the German speaking countries:
   a. Anthropology
   b. Foreign Affairs
   c. History
   d. International Education
   e. Law
   f. Philosophy
   g. Political Science
   h. Sociology

Whatever lies within the competence of the departmental faculty should be taught in the German department. Where this is not possible, faculty from other departments should become involved in either the teaching of the courses or in aiding the German Department faculty in the design of independent study units.

3. Interdepartmental programs which could combine *one* other subject with German, e.g. Chemistry and German, or some of the areas specified in the preceding list of career options.
4. Design of (a) language courses to include such skills as writing a business letter, reading business journals and materials dealing with such areas as politics and *Bildungsreform*; (b) culture or *Landeskunde* courses which utilize the available information from the German Information Center, Goethe Institute and Inter Nationes, and which must include, like the German Studies programs, information on all German speaking areas.
5. Design of learning activity packages (LAPs) for self-paced and individualized study. The possibilities inherent in such LAPs are numerous; they can also be designed in conjunction with the agencies mentioned in 4b and exchanged among institutions. One such project in conjunction with the AATG and the Goethe Institute is presently under way. But once the information has been gathered and structured it can easily be adapted for student use. The use of packets of materials is efficient in terms of faculty time, once the initial development has been completed. These packages

can deal with:

a. a specific subject matter area.
b. aspects related to a specific occupation

6. Expansion and/or restructuring of existing overseas studies or Junior Year Abroad programs to include academic areas in fields other than German. There are presently a number of such programs conducted by universities. Returning students should conduct informal sessions with students from other departments to disseminate information. The "publicity value" of such experiences must be fully utilized.

7. Design of overseas programs for graduate students in fields other than German. Possibilities for funds available for this purpose must be explored and utilized.

8. Design of competency-based programs which specifically state the competencies necessary for a given career and also state the "enabling activities" of course clusters, offered in the German Department and other appropriate departments. (The fact that most departments are presently concerned about declining enrollments works in our favor and increases the probability that other departments would agree to participate in this type of program design.)

9. Design of German courses for businessmen, scientists and other interested members of the community under the auspices of Continuing Education Programs.

Universities and secondary schools should be encouraged to establish a clearing house for their programs, courses and packages designed to meet career needs at individual institutions and schools.

The approaches suggested above constitute only some of the possibilities open to us. Much of what has been said has been stated in the professional literature since 1970. Yet the response we have seen has been minimal and limited in concept and effect. Self-preservation now dictates that we *must* respond immediately. The 1974 Bureau of Labor Statistics revised edition of *Occupational Manpower and Training Needs* indicates that the oversupply of secondary school teachers will have reached crisis proportions between the years 1980–85. The picture does not look better for positions on the college and university levels. Obviously the universities will be directly effected by this and can no longer assume the responsibility to train an oversupply of future teachers and professors. At the same time, it can be predicted that there will be a great need for professionals who combine a degree in their field with a degree in or knowledge of a foreign language, and German specifically. As a result and in order to remain a viable contributor to American education and society, and in order to serve the economic future of our students, the German teaching profession must be aware of these trends and train students for alternate career options.

GERMAN STUDIES: THE WOMAN'S PERSPECTIVE*

RUTH K. ANGRESS
University of Virginia

The first question I need to ask before speaking of the woman's perspective on German Studies is whether the subject is at all legitimate. It is not like the New Left and the Comparative perspectives, for these are freely chosen intellectual points of view. And it is not like the American perspective which, as Sammons so forcefully points out (see pp. 17–23), involves the very function *of Auslandsgermanistik*. When we talk of *the* woman's perspective of the field, we are skirting prejudice, for is there not the danger of implying that women must necessarily turn out to be different literary scholars from men? To make the point clearer, I should like to offer an analogy from a realm of ethnic prejudice where our thinking has evolved to a higher degree of sophistication and self-consciousness than in matters pertaining to women: how would you feel about "The Jewish perspective on German Studies"? Are there not suggestions of antisemitic overtones and undercurrents in such a heading? Does it not suggest exclusion, an intellectual ghetto? In any case, one would hesitate to put the Jewish perspective in the same category as these others, even though among our numerous Jewish colleagues there can hardly be a single one who has not given some thought to what his Jewishness does to his perception of German culture.

Let me pursue this analogy a little. Sartre describes an antisemitic schoolboy's feeling that his Jewish classmate who receives higher grades in French literature still does not and cannot understand Racine with the same sort of intuitive grasp as the non-Jewish French boy. For it is not the Jew's birthright to understand this literature. It was not *his* ancestors who produced it. In such a view, the Jewish perspective is superficial, clever perhaps, but not drenched with the right emotions, perhaps corrosive, certainly uncreative.

This view of Jewish literary abilities is now unfashionable, but it is uncannily similar to the widespread feeling that relegates women's insights to the domain of the unsolid, clever perhaps, but also fluffy and ultimately lacking in a true understanding of the masculinity that is the motive force of works written by men. A woman's understanding is axiomatically taken to be more shallow

*This paper was delivered as a talk to the MLA Germanic Section in San Francisco, 28 December 1975.

than that of a less gifted colleague who has the advantage of a shared sex with the author under study.

Now if by "woman's perspective" any such exclusionary principle is implied, then the subject is indeed a non-subject and you could no more expect a woman to talk about it than you could expect a Jew to talk about his basic and inherent inability to deal with Christian symbolism. But neither Jews nor women nor, for that matter, blacks can be said to have a special view of literature automatically theirs because of their Jewishness, their womanhood, their négritude. One of the joys of reading books is precisely that we transcend our personal background and consent to take on the author's point of view. I believe it was Ralph Ellison who pointed out that when he read *Huckleberry Finn* as a boy it never occurred to him to identify with Nigger Jim who was quite remote from the blacks he knew: like all children, and this includes girls, he identified with Huck. Female children assume the male perspective which most books offer them, and they have no difficulty continuing to do so when they grow up. The difficulty lies rather in pulling away from that perspective. Similarly, Jewish readers have no trouble assuming the Christian or quasi-Christian view of most of Western literature.

Clearly, however, I would not have started on the subject if there was no more to be said on it. For having established that the understanding of a work of literature is not contingent on the similarity of the reader's and the author's background (one of those truisms that needs to be reiterated once in a while), we can now go on to say that a special group may indeed bring its special experiences to bear on literature and thereby contribute substantially to the understanding of some works and their background. Yet in all cases the added insights must be accessible to all readers, though the interpreter's background may have helped sensitize him to his discoveries. In this sense, as a contributory and not as an exclusive property, there is a woman's perspective as there is a Jewish perspective.

The simplest example of exercising it is to withdraw the consent of which I spoke. A Jew reading *Soll und Haben* will soon disagree with its author and end up disliking the book. That is easy enough. There are other, more complex cases where he may be in a good position to question certain specifically Christian assumptions which the author presents as universals. The analogy to women is obvious: our literature is permeated with unexamined premises regarding the relation of women to men, to society, even to God. Women *are* in a better position than men to ask questions about these assumptions though they have to learn to do so, since until recently they would not even have questioned the most questionable of Freudian assumptions.

Thus we may postulate that as female Germanists we are in a sense outsiders with the outsider's sensitivities, *if* we choose to use this particular perspective. For it is neither our exclusive birthright nor is it our only birthright. I believe that my Jewish background makes me particularly sensitive to *Blut and Boden* rhetoric, and I tend to find it where others tend to overlook it. But I am surely

not the only teacher who has gleefully pointed out to a class that an apparently objective and technical book like Kayser's *Kleine Deutsche Versschule* may contain stylistically contaminated passages, such as: "Die vierhebige Zeile als Ordnungseinheit liegt uns seit germanischer Zeit im Blute."[1] Similarly, as a woman I am less inclined to overlook such passages as the following on Droste-Hülshoff from a standard work on nineteenth-century literature: "Sie war nach Albrecht Schaeffers schönem Wort, eine Pallas, jungfräulich und erfinderisch, eine jungfräuliche Frau, die alle Kunst der Welt und ewigen Ruhm ohne Laut hingegeben hätte für zwei Augenblicke, die ihr unbekannt blieben: den einen, wo sie Liebe empfing, den anderen wo sie Liebe gebar."[2] Irrelevant metaphor on the one hand, biography in the subjunctive on the other: both are objectionable by accepted standards, and sensitivity to prejudice may help us pinpoint them.

The mention of women authors brings up the inevitable question: who are they? Nowadays when we are often asked to do a course on women authors, we have to face up to the deplorable fact that in German we simply do not have as sizable a body of first-rate works by women as English or French does. A course on German women writers would presuppose on the part of the students an interest in such diverse and hermetic writers as Mechthild von Magdeburg and Ingeborg Bachmann. It *can* be done, sure, but it is not the same as getting up a course on Jane Austen, the Brontë sisters, George Eliot, and Virginia Woolf. And there is, let's face it, a limit to what can be done with *Die Judenbuche.* So far I have not seen my way to doing a course of this kind. Perhaps I can do a seminar on some *modern* women, such as Lasker-Schüler, Langgässer, Bachmann, and Aichinger. But again the Jewish analogy may provide a warning: who would want to teach Heine and Kafka together because of their shared faith (or non-faith) in Judaism? In other words, women authors do not automatically form an entity, least of all in our literature.

But if women's studies are not easily accomodated in the *Germanistik* curriculum, there are some other things that we should be ready to do. One is to clean up or at least object audibly to the sexist inanities which riddle our secondary literature and of which the quote on Droste was just one glaring example. The same goes for our language textbooks, which are a sink of sexism. If you have to use a grammar where the hostess pours coffee and the men talk politics, where the *Student* wants to become a scholar and the *Studentin* wants to get married, correct the picture, reverse the adjectives, treat the text as an object for study, as a source book of stereotypes. (The students will love it because it jolts them out of rote learning.)

Yet the main task, and what the near future will surely bring, is a body of

[1] Wolfgang Kayser, *Kleine deutsche Versschule,* 9th ed., Dalp Taschenbücher (Bern: Francke Verlag, 1962) p. 23.

[2] Ernst Alker, *Die deutsche Literatur im 19. Jahrhundert (1832–1914)* 2nd ed. (Stuttgart: Kröner, 1962) p. 386.

feminist criticism. This will not only involve a reevaluation of women writers and the social background that allowed them to be creative, but it should ultimately give us a consistent view of how the literary presentation of women reflects not the lives of women and not even their aspirations but rather the wish fulfillment and fear projections of their male creators, from Wolfram's Condwiramurs to Dürrenmatt's Claire Zachanassian. To do this will take subtlety, a great deal of knowledge, and a little more than general cries of outrage. For while feminist criticism is regarded with suspicion in many quarters, we should not make it so easy for ourselves as to ascribe this suspicion solely to the entrenched male chauvinism of the profession. The truth is that we haven't even begun to do the job.

Take a medieval example. Everyone knows that Siegfried beats his wife, and the pertinent lines in the *Nibelungenlied* usually get a facetious comment on how reality intrudes on the chivalric code. It is taken for granted that the code cannot accomodate wife beating, and that there is an inconsistency between the earlier and the later treatment which Kriemhild receives. But she herself does not think so, and I think it can be shown that there is no such inconsistency, just as the raping of peasant women was not contrary to the veneration of aristocratic women, as we know on the excellent authority of Andreas Capellanus. Exalting and abusing women are two sides of the same coin, something that medievalists like to forget, for the value of this particular coin changes considerably when we keep its two faces in mind. We have learned to do this when we read Victorian novels: the purity of middle-class womanhood appears to us in a different light when we think of the widespread acceptance of prostitution as part of the same package. But our sociological consciousness has not been sufficiently raised to perform an analogous task with the medieval *minne* concept. Incidentally, such a reevaluation might show that the poems of Neidhart are not so much a new departure and even less a debasement of the currency of chivalry but perhaps simply a different way of placing the chips.

Or, to take a problem from the eighteenth century: why does Schiller, who in some ways was as suspicious of women as agents as Nietzsche was, choose them as heroes for his tragedies? It was not an obvious thing to do, and it would be worthwhile to put together the various pronouncements on women in his work and try to make sense of the inconsistencies. Yet again, what about the sudden interest in matriarchy and related societal models which crops up in the nineteenth century, not only in Bachofen but in Kleist's *Penthesilea,* Grillparzer's *Libussa,* and Stifter's *Brigitta,* an admittedly unorthodox constellation of works which may yield interesting results? These are not problems where it helps to have an axe to grind: they are distinctly non-axe-grinding questions. They call for some courage but mostly for an ability to make literary, sociological, and psychological distinctions.

On the other hand, if you want to be aggressive, there is work to be done in contemporary literature. I suggest that one of our younger colleagues (since they

tend to be better axe grinders than we who were brought up in the co-opting fifties and earlier) write an article entitled "The Machismo of Günter Grass," which should be easy, obvious, and publishable and should deal with the pathetic chicks which this eminent contemporary habitually inflicts on his readers, and which are nothing but Biedermeier stereotypes under a patina of pornography. And why not tackle one of our more recent sacred cows, Brecht's portrayal of women? While it is not unjust to admire the vividness of his female characters and the sympathy which he often shows for them, it would also do no harm to point out that Brecht began his career with the familiar and pernicious position that rapists and sadists have irresistible sex appeal (*Dreigroschenoper, Baal*) and that in his later work he showed women almost exclusively as creatures with a golden heart and little rationality (Kattrin in *Mutter Courage,* Grusche in *Kreidekreis*), which is incidentally precisely the combination of qualities that causes the Young Comrade to be sentenced to death in *Die Maßnahme.* In other words, the woman's perspective can be a way of breaking away from a criticism dominated by *Nachvollziehen,* that ultimate consent which a reader may, but which a critic should not completely give to his author.

Finally, I should like to return once more to the Jewish analogy. I have a hunch, which does not quite amount to a theory, that Jewish characters in German postwar fiction and drama are treated with the same condescension as women. Jews are often shown as passive and pathetic victims with no sense of their past and future and only a confused, if any, capacity for grief and anger. Such characters can be found in the work of Zuckmayer, Grass, Walser, Hochhuth (all of them quite well-meaning, I am sure) and the same works show a related lack of purpose and reduction of the humanity of the woman characters. I think it would be very useful to work out such a connection, if I am indeed correct and it exists. For it would tend to show that different prejudices against different groups of human beings are after all made of the same cloth.

If feminist criticism will address itself to genuinely and generally interesting questions, it will soon cease to be peripheral. A "woman's perspective" will then become one of the Germanist's indispensable tools, whether that Germanist be male or female.

ON LEAVING EXILE: AMERICAN *GERMANISTIK* IN ITS SOCIAL CONTEXT*

DAVID BATHRICK
University of Wisconsin–Madison

Periodic self-flagellation and reform have long been features of foreign language and literature study in this country. The army language program of the 1940's, the sputnik renaissance of 1957, the response to challenges of the student movement in the late sixties–all emerged at times of political and economic urgency and were directed to meet the alleged pragmatic needs of the day. The present "retooling" effort within *Germanistik* is no exception. Like all historic soul searchings, it emanates as much from the *social* realities of the moment as from any intrinsic spiritual awakening. There are no jobs.

And yet for all its familiarity, there is to be noted in the present discussion a decidedly more desperate–and I would also submit–more fundamental questioning look at the long-range values and practices at the heart of our profession. It is in the spirit of such questioning that I offer the following remarks.

In a certain sense American *Germanistik* has always been in a state of intellectual isolation, and recent reform measures tacitly and explicitly confirm this fact even as they attempt to transcend it. Behind the call for a relevant, cross-cultural, comparative, interdisciplinary, *kulturwissenschaftliche*, contemporary, practical German Studies lies *ex negativo* its beleaguered opposite: the literature-and-language-centered, monocultural, tradition-bound, proudly apolitical orientation which has been at the basis of our outlook for so long. Perhaps before we cast it aside, we should explore for a moment the historical experiences and traditions which have sustained such attitudes–to look at the implicit values underlying its assumptions about literature, about society, about German and American culture and the relations between them.

If, as Michael Pehlke tells us, the history of *Germanistik* in Germany is the ideological history of the German bourgeoisie in the nineteenth and twentieth century, what about *Germanistik im Ausland*?[1] What about it in this country?

*This is a revised version of a talk to the MLA Germanic Section in San Francisco, 28 December 1975.

[1]Michael Pehlke, "Aufstieg und Fall der Germanistik–von der Agonie einer bürgerlichen Wissenschaft," *Ansichten einer künftigen Germanistik* (München, 1969), pp. 18–44.

What are the ideological premises which constitute the underpinnings and institutional functioning of American *Germanistik* and more generally of the whole oddball enclave known as foreign language departments? Keeping in mind that any typology simplifies and flattens as it attempts to organize, let me offer the following generalization. At the intellectual heart of American *Germanistik* lie two forms of exile: that of the German emigrant and that of the American expatriate. The German emigrant has come to us for a variety of reasons and at different historical times. In the 1930's as refugees from Fascism, in the 1950's and again in the 1960's for both political and economic reasons. In all cases we have intellectuals who have found it necessary to leave their society, yet who for the most part continue to define their cultural and scholarly framework in relation to a world left behind. This relationship to the native culture has defined itself in both a positive and negative way. On the one hand, there is a continued effort by many native Germanists to legitimatize their work by publishing exclusively abroad in order to be validated and recognized by the powers there, regardless of any impact upon the intellectual and political community in which they function. Or on the other hand, this relationship can be a negative one: a reaction against the methodologies and values prevailing in Germany at a given time in an effort to preserve what are perceived to be more valuable practices and traditions from the past. In the thirties, exile scholars sought to confront the Fascist culture with an alternative tradition. Certainly the prevailing disdain among many Germanists here toward current attempts in West Germany to develop a socially critical Marxist study of literature represents another negative, essentially preserving response. While both kinds of reactions, the negative and the positive, may have provided important impulses for the study of German here and abroad, rarely has it involved a critical perspective nourished by and directed toward the social and intellectual concerns of the American society.

But are the American-born Germanists any more indigenous? Sadly, they are not–and in many cases, care even less to be so. While the impetus to study and teach *Germanistik* might define itself as an attempt to understand and mediate a foreign culture from one's own perspective, the results of this study as manifested in scholarly publications and traditional course offerings often do not reflect such interchange and mediation. The insistence by Americans upon recapitulating the monocultural version of nineteenth-century *Germanistik* represents a parody of–if not a capitulation to–this now alien tradition. Moreover, like their German-born colleagues, they measure achievement and prestige and define the areas of scholarly study either by the worst aspects of prevailing academic conservativism in the FRG or by a Germany which no longer exists. Concerning contemporary developments, the Americans are often as resistant to the politicizing process in Germany as they are to similar developments and questioning within their own society. Thus this symbiosis of outer and inner emigration has produced a strange enclave–one which exists necessarily apart

from the culture which spawned it and is at the same time quite often estranged from the one in which it is embedded. With all their differences, the American and German Germanist in this country share a number of cultural attitudes which make them anomalies both here and in Germany.

The result has been a monumental failure to develop both a self-critical and socially critical field of study rooted in the needs and conflicts of American society. American *Germanistik* is founded upon separations: the study of literature separated from dialogue and interchange with related disciplines and the community around it; a notion of literature separate from the social matrix in which it is written and, just as importantly, in which it is received. At the core of these separations resides an elitist notion of culture not so very distant from that of Emerson or Henry James. Like the American expatriates who fled to Paris at the beginning of the century, the American enclaves for foreign study often tend to view themselves as defenders of high culture against the wasteland of what James himself once called a "vast crude democracy of trade." For many, culture is something to emulate because one has none of one's own; it is something to be exposed to, as an object of possession and emblem of social authenticity. Thus the study of the German classics as transmitted through the high priest of "Aura" becomes a one-way trip to the altar. The student and the scholar perform a kind of lobotomy on their own social history; they divest themselves of their sex, of their race, of their class, of their experience, of their loves and hates and enter into the sacred realm of cultural "appreciation." The result is a parody of the humanities: literature students unwilling and afraid to make value judgments because they have only been taught to interpret, i.e., understand; curricula which continue to hold on to an archaic canon unrelated *even* to the archaic canons of the Anglo-American tradition. To return to Michael Pehlke, the history of American *Germanistik* is an ideological history of intellectual alienation.

It is against this background of attitudes—the concept of *Kultur* in the old European sense of the word—that efforts have been undertaken both abroad and in this country to develop a "synoptic" view of German culture, one which would subordinate knowledge of the past to knowledge of the present, one based on what Louis Helbig has called "an American concept of culture" (see pp. 47–55). While such attempts represent a laudable effort to provide a more contemporary, totalistic concept of German Studies as the basis for a new *Germanistik*, in some cases they recapitulate unknowingly in their generalizations the same world view as the object of their attack.

It seems to me that any reorientation of our field should not lose sight of the deeper issues implied in the call for such. What we need now is not a redoctored curriculum "tailored" to the needs of immediate consumption, but a new *sense of culture* and our roles as transmitters of it. This would entail developing a concept of culture not as artifact of the past, oblivious of spatial and temporal reality; not as a mere derivative factor in human development,

but—in the words of Stanley Aronowitz—"as an active *functional* force in the way people create and recreate their modes of existence."[2]

Such a stress on the *function* of culture would in turn force us to view our activities in relation to the global changes of the present era. The crisis of *Germanistik* is but part of the admitted helplessness of all humanistic sciences at a time of social upheaval in this country. The struggle of blacks for civil and economic justice, the Vietnam—and now possibly Angolan—war of intervention, the women's movement, Watergate, economic dislocation—all have helped tear the veil of legitimacy from the would-be liberal order; all have opened our eyes to the real nature of American capitalism and the myths which have grown up to sustain it. Within the study of literature this has meant a sensed bankruptcy of the professional and pedagogic practices *and* the literary models which have been our givens for so long. It has meant a search for new methodological starting points, for new metaphors of experience, for new ideals which would link us more *meaningfully* with the experiences of the past ten years; a search for methodologies which would present a real alternative to the ahistorical variations of new criticism; a search for practices and goals which would place our professional lives in a supportive rather than privileged relationship to working and third world peoples both within and outside of this country. What we need now is not a streamlined, business-school oriented, neutrally comparative "updated" *Germanistik* geared to reintegrating us as intellectuals into a continued service of the few at the expense of the many. What we need now is a *Germanistik* which will take seriously its claim of humanism by realizing that its present notion of humanistic study is located in an elitist concept of culture; one which will devote itself to breaking down those separations in every sphere of our activities as cultural workers.

The insight that a study of foreign culture should be rooted in larger social interests has led among other things to assaults upon the literary canon, both as canon and as literature. Calls for a study of popular literature, women's literature, working class literature, media-study, or literature of the GDR give vent to the frustration with a course of study too long mired in the interests of established norms of literary excellence. While such developments have provided important revisions, both about what we consider good as well as what we consider literature, they have in some instances led to obscuring the real issues. The problem is not only or even primarily what is being taught, but still *how* we teach it. Merely a shift in subject matter, while providing a kind of holding action of interest, can also help obfuscate or even postpone the more fundamental task of methodological reconsideration.

With this focus upon method let us return to the problem of exile and alienated labor. The isolated nature of *Germanistik* is, of course, not peculiar to foreign language study. If anything it represents in exaggerated form the quintes-

[2] Stanley Aronowitz, *False Promises* (New York, 1973), p. 118.

sence of intellectual labor within the academy as a whole. It is also self-evident that any reordering of priorities will not be accomplished simply by reforms within language and literature programs. Nevertheless, there are a number of ways in which those concerned with working toward more egalitarian and democratic practices within the field might begin collaborative efforts both in teaching and in our institutional relationships to bring about changes. With this in mind I offer the following points for consideration.

1. The development of an approach to German Studies which would question and overcome the notion of disciplines having differing and essentially incompatible epistemological bases. Up to now the concept of "interdisciplinary" has come to mean a coexistence or panel-of-experts approach to learning. Each expert injects willy-nilly a closed package of knowledge or information which then adds up to a giant *Nebeneinander* of unassimilated material. I would offer as an alternative a dialectical materialist approach. By this I mean a method which sees the prevailing separation of our disciplines not as ontological givens but as another form of social fragmentation; one which would seek from within existing disciplines the methodological means by which to reintegrate one's understanding of a subject into a totalizing historical process. This method would reject any notion of a "super"-discipline (economics, sociology) providing the basis for the study of literature. Rather, the starting point of exploration would be within the field of literature and with the concrete work itself. The process of linking the work to the larger political, philosophical, or social questions would be guided by the historical realities of the object under consideration.

2. A commitment to engage oneself as teacher and scholar in the efforts of working people to eliminate the class, sex, and race-founded dominations upon which high culture rests and which have made us perforce purveyors of that culture. This in turn means grasping the high-low dichotomy as ultimately a social and class-antagonistic one and putting aside notions of neutral, value-free, disinterested scholarship to direct one's institutional and scholarly work against the affirmative legitimizing forces which seek to maintain and promote these separations. Whether we wish to admit it or not, our view of Germany tells us as much about our own predilections and biases as about the object of scrutiny. Consider for instance the following description of "the German" which appeared recently in *Unterrichtspraxis* as a suggested view of German culture:

> The German unconsciously assumes that he and his fellow men are integral parts of the universal order which functions in accordance with universal laws of nature . . . the German has a pronounced feeling of belonging to the whole; he derives gratification and satisfies his ambition from the fact that he is a small but indispensible cog in a functioning machine. Work in a limited area of production gives him as much satisfaction as a position of leadership and arouses no bitterness as it does among the Poles.[3]

> Needless to say, what we have here is not *the* German at all, but rather a world view of the male middle class German projected as an entire societal phenomenon. While obviously meaningless in their generality, such depictions are not uncommon and themselves reflect a view of society as devoid of social differences. Given the social upheavals in this country during the past years, would questions about contemporary Germans asked from the perspective of an increasingly critical younger generation permit the kind of view expressed in the above citation? I submit that they would not and I urge that we begin to look historically at that country *and* explore its literature from such a perspective.

3. More concretely, I would urge that existing journals and organizations in *Germanistik* open themselves up to discussions around fundamental alternatives to prevailing practices and that those interested join organizationally to present their views, share experiences, carry out collective scholarship, etc. I would also urge that within the MLA and AATG more Germanists look to such organizations as the Marxist Literary Group, the Radical Caucus, Women in *Germanistik,* and *New German Critique* as institutional forums for exploring democratic alternatives to present teaching and scholarly practices.

Overcoming the elitism of our discipline will not be achieved simply by organization or bureaucratic fiat. We as teachers must be willing to engage ourselves in the intellectual and social issues outside our immediate communities. It is indeed ironic that the major interests which have sprung up in this country around such thinkers as Marcuse, Adorno, Enzensberger, Habermas, Hesse and, more recently, Leni Riefenstahl have occurred peripherally—often in spite of debates and undertakings in our field. Of course, to deal seriously with such materials will entail an approach to culture which will break down the methodological and institutional barriers within which we presently operate. It will first of all involve an exploration of areas heretofore considered neighboring disciplines, such as history, philosophy, film, sociology, etc., which in turn will mean an end to literature-centered studies of culture. It will also entail making value judgments. The concern for an Adorno, or a Hesse, or a Riefenstahl has arisen from social and political interests within this society. In leaving exile, we must be able to confront such interests as contrary or consonant with our own—and to take sides.

[3] Royal L. Tinsley, jr. and David J. Woloshin, "Approaching German Culture: A Tentative Analysis," *Die Unterrichtspraxis* 7:1 (1974), pp. 126–7.

THE ORGANIZATIONAL STRUCTURE OF THE PROFESSION

FRANK G. RYDER
University of Virginia

Principles and goals, even if we agree upon them, do not automatically identify the specific steps we should take to serve them. They do narrow the range of choices for the responsible observer, eliminating some paths as digressions. Reminding ourselves of principles which age has withered or custom staled, we may become aware that we have been doing things we should not have done, or leaving undone certain things we should have been doing.

If this is a surfeit of maxims and clichés it is also a kind of necessary corrective to muddling, and the message that follows is couched in just such terms, that is, in generalities to which I hope the profession may reply with specifics. I do not imply that the answers I prefer are the only ones for a right-thinking Germanist; in some cases I see no cause to identify preferred courses of action.

Lest I be accused of feigning impartiality, I will admit candidly that I find our profession to differ even from its closest fraternity, the modern literature and language associations, in two seemingly contradictory respects, and in these respects to be in need of particular self-examination. The first way in which we are exceptional is in the complexity and magnitude of our organizational structures, budgets, services, activities. The second lies in what I see, perhaps mistakenly, as a degree of corporate malaise.

If the second point is subjective and open to disagreement, the first is a well-attested (if not simple) fact. Comparing the AATG with the MLA, on the basis of the last published reports of both organizations, reveals a striking disparity. The 1975 membership totals for the AATG as of August were 7,258; of MLA as of February, 30,399. For the year ending August 31, 1974 the two organizations reported actual expenditures (apart from contract grants) as follows: AATG $529,588; MLA $1,470,631. The AATG, with fewer than one-fourth the membership of the MLA, spends over one-third as much. This difference amounts to more than it sounds. If the AATG had had to get along on the same per capita basis as the MLA, it would have had barely $350,000 to spend, not almost $530,000. If the MLA could have spent as we do, it would have disbursed not $1,470,000 but almost $2,220,000 (and its financial troubles would be over). Most of the customary variables and indeterminacies only serve to exaggerate the difference. Noteworthy among them is the fact that MLA lists

$152,086 for rents, while the favorable relationship of the AATG to the National Park Service results in a total expense for "buildings" of only $28,609.

If we reduce the basic figures to expenditures per member, the disparity is even more obvious. Including rent and buildings, the MLA spends $48.39, per member per year, the AATG $72.94. Apart from rent and buildings, the figures are $42.07 and $69.00. In other words the AATG spends on each of us 150% (or 164%) of what the MLA spends on each of its members.

I can only conclude that in its organizational aspect our profession is relatively well endowed. Wealth, they say, doesn't produce happiness, but in a reasonably unified organizational context, where money and effort produce results and results usually satisfy people, any substantial distress would seem paradoxical. It is incumbent on every observer in such a moot domain to admit subjectivity and invite contradiction, but it is also fair–even necessary–to *make* a subjective assessment of the degree to which members, particularly those most "involved," are satisfied with our organizational structures. Because ultimately each member's attitude, as much as his reason, determines his vote. Le coeur a ses raisons. I don't know how to put my own judgment most constructively, but I do sense greater malaise, in quarters I respect, than would seem consonant with our *relative* fiscal health.

Assuming that readers are willing to contemplate at least the possibility of a paradox here, or are simply interested in a reexamination of principles and goals as an activity useful from time to time, I should like to list certain propositions I take to be axiomatic and suggest for some of them the range of choices indicated by the acceptance of such axioms.

1. *The organizational structure of a teaching and scholarly profession is an ancillary device and not an end in itself.* The only way to decide whether at any given moment we have transgressed this delicate boundary is to examine the magnitude of the operation at the various "headquarters" (chapters, state associations, AAT's, etc.) compared to the services rendered and the clientele served. At one extreme is homely austerity, the shirt-sleeved campus office with part of a secretary. It costs less and is worth it. At its best it condemns us to amiable formalities and Chipsian gentility. Paradoxically, it may also represent a subtle form of personality cult, anxious and isolated, apprehensive of change, a narrow bastion of lean and hungry egos. Even in its impoverishment, it is an eccentric luxury we can ill afford. At the other extreme, the professional association can become so elaborate as to transcend its natural mission, turning into a kind of more or less benign tumor with little functional attachment and no benefit to the body of which it was once a part, multiplying itself pointlessly and independently, constituting its own purpose and seeing its own continuity and welfare as a self-evident, not a contingent goal. The phenomenon is familiar enough in the college or high school administration. Poorly functioning or alienated administrations tend in the former direction, efficiently functioning and aggressive ones in the latter. Both cease to serve and become self-serving.

2. *Benefits to the membership must be proportionate to the effort expended and the financial support generated.* Corollary to the foregoing this implies an organizational structure which serves as a funnel, not as a reservoir, whose aim is to get the largest proportion of accruing income out into specific services in the fastest way and with the least attrition en route. Obviously, some of this process can only be served by augmentation of staff, but the danger is familiar: most healthy organisms like to grow. Yet the health of the larger organism must limit the size of any of its parts.

In this sense, one must inevitably ask, and ask regularly, questions concerning the magnitude of administrative structures and costs. Such questions may well be uncomfortable, as we all know from college faculty sessions examining college administrations. I remember a colleague at an institution of mine who, extrapolating from the five year period just passed, showed by line graphs that in the foreseeable future our institution would have three administrators for each faculty member. This did not happen–and the observation was regarded as latently hostile. I fear that in the groves of academe and their professional copses, we are singularly apt to take umbrage at any inquiry into our budgetary legitimacy, but we should be as prepared for such examinations as government agencies must be prepared for congressional committees of inquiry. In charitable organizations, after all, even the IRS has had to intervene when too much of the income was applied to headquarters operations and never turned into the right kind of "outgo."

3. *An academic community neither deserves nor should have imposed upon it a professional organization more complex than it can comprehend.* It is of course incumbent particularly upon the latter to make itself more comprehensible to the former and some professional hierarchies are relatively adept at this educational function. The natural tendency of any group is to generalize from its own familiarity with what it is doing–and its sense that this activity is a right and proper thing, sanctioned somewhere in Heaven–therefore to assume that the entire electorate has a pretty good picture of the mission and of course approves of it. That this is not so becomes apparent at many annual meetings.

4. *Members of any governing or policy-making board must have sufficient competence, time, information, and facilities to oversee intelligently the activities of the executive, without being rushed or swamped.* The more energetic the executive branch, the more this proposition holds, a statement which is made without animus. Strong presidents nationally need strong cabinets and strong legislatures. It takes less effort to keep a turtle on the right path than to do the same for a tiger. No one wants to hitch his star to a turtle; we would all prefer to have our show run by the metaphoric "tiger," but our representatives may have to be smarter than Honorio and more patient than Pankraz.

5. *The executive or administrative segment of a national society must have unmediated familiarity with the collective personality, the traditions and mode of operations, the accepted aims of the profession it serves.* This may not

constitute a preemptive reason for selecting as principal executive officer a member of the profession itself, though such a person apparently represents the most obvious choice for the MLA and related organizations. Probably a teacher or professor is able better and with surer instincts to apprehend the mood of the discipline, other things being equal. But other things are rarely equal and it is quite imaginable that the more deeply involved one is in teaching and scholarship, the less likely one is to abandon these and take up the administrative gauntlet. Or equally imaginable that a dedicated person from "outside" would see weaknesses and delusions with which almost all members of the profession have tacitly and innocently made a sort of peace by compromise. What is needed is a nice balance of administrative savoir faire, academic competence, and that jargon (but real) virtue, drive. What is to be eschewed is an executive echelon made up entirely of persons outside the field, or one built solely on *academic* abilities, whether in scholarship or in teaching.

6. *The executive staff has only one locus of loyalty: the professional organization it serves; entangling alliances are unthinkable.* All members of national staffs, academics or otherwise, enter into a position of trust and exclusive loyalty, a kind of temporary marriage which involves "forsaking all others," neither carrying into the job old connections nor cultivating new ones which foster undue advantage. The principle is not unique to associations of our kind; it is a general concept of legality, comprehended under its negative rubric, conflict of interest. This issue was raised, rightly or wrongly, by the AATG Management Study Committee years ago, in urging the utmost caution in the developing of plans for any private or profit-making organization.

7. *The executive officers and their staff should consistently be seekers of counsel more often than purveyors of it.* No teacher, no scholar, no school administrator is infallible, but the collective wisdom of our most thoughtful and experienced people at secondary and college level is the best guidance we now have or ever will have, and any professional organization will prosper to the degree that it embodies–or seeks out–this kind of wisdom and applies it for the advancement of the profession. In a negative but still vitally important sense: Any time the executive body begins to feel alienated from, irritated by, or impatient with respected members of the profession, it should examine carefully where the fault may lie and speedily seek to remedy the situation. This is *not* to say that all initiative must be taken or all fault shouldered by headquarters. Academic persons can be arbitrary and capricious, but they are essential to our task and a good headquarters is only desirable. We do not have room for any facsimile of those governing boards or administrators of colleges, for example, who regard the faculty with mild horror or with condescension or apprehension.

8. *Until and unless the Constitution is amended, those functions mandated by the Constitution deserve a certain priority of effort and budget,* or speaking in the defensive vocabulary of our particular season, a certain protection from budget cuts. This is not to say that the *German Quarterly,* the *Unterrichtspraxis,*

and other publications must remain in full flower even if all else falls to the ground, but it would seem on the one hand ironical if with greater and greater resources these activities should remain at a constant level of funding and thus be progressively dwarfed by others, however desirable in themselves. Nor on the other hand does it mean that all functions must grow at a forever proportionate rate. This could conceivably mean a monthly *GQ* complete with gossip column. No less untenable however is the opposite absurdity: in less affluent years a proportional reduction in expenditures across the board, say a 50 per cent cut in all activities, whether constitutionally mandated or not.

9. *Whenever there is a choice between stimulation from afar and physically present aid, between supporting the effort of individual members and local groups to do something and doing things* for *them, the administration of a professional society should choose the former.* Unquestionably this will engender a great deal of slippage, an at times dizzying variety of responses to what seems the same challenge, and much frustration. But it will keep the grass roots growing, and the resources and numbers "out there" are, compared to any conceivable or tolerable headquarters, inexhaustible. What is inexhaustible in a headquarters is the number of things an ingenious administrator can think up to do for people, and the corps of assistants and deputies he or she might need for this purpose. If we are willing to be imaginatively paranoid we can picture an AAT gradually centralizing the choice of readings, systematizing methodology, prescribing curricula and sending out model teachers from the HQ staff or broadcasting homogenized audio-visual courses. But each advance from this quarter risks a certain stultifying of effort and originality in the electorate, and ultimately not even God can help those who will not help themselves.

In this light our own special development, during the last decade, of chapter activities and initiative has been exemplary, while other aspects of national staffing and policies may well have erred toward debilitating centralization.

10. *The aggregate of the organizational aspects of our profession should be so comprehensive (which is not to say: massive) that every significant relationship we bear to our environment is covered by some entity or facility which expresses our influence and our legitimate aims.* In point of fact we are rather well off in most such domains, and it will not hurt to recapitulate. The full spectrum of teachers and instructional levels from elementary grades to graduate school is represented in the AATG. We *can* communicate with one another. Our total geographical setting and therefore our relationship each of his particular region is covered by chapters, and the structure of chapters is flexible enough so that new crystallizations of geographical focus can be dealt with by new entities. "Foreign relations," our ties with other languages, are dealt with by ACTFL and by the Joint National Committee. The special interests of students find expression–more than in other languages–in the NFSG, through the *Rundschau*, etc. Our ties with the government of the Federal Republic are manifested in and governed by the ACGS, which serves the important and delicate function of

securing benefit and cooperation without surrendering control. By its origin and special structure it may not be able to perform the same function vis-à-vis Austria and Switzerland but perhaps a way could and should be found to do so. The beginnings at least of a beneficial relationship with American business and industry may lie in the work of the ACGS and the NCSA, but this is an area that needs further development and more organizational effort.

Other avenues of logical relationships are largely unexplored, so much so that mentioning them may even come as a kind of cultural shock. As delicate yet as necessary to our interests as the tie with the FRG is the potential tie with our own government, both at the Federal level and in the states. With what specific voice do we speak on FL matters to the HEW? Who is our liaison with the State Boards of Education? More serious by far is the dearth of contact with those mysterious forces which could arrange the offering of our subject in high schools and two-year colleges (the only growing segment of American education–one where German is *not* growing)–or which could preclude or terminate it. In almost all cases the center of responsibility is probably local and thus variable: in boards, principals, PTA's, deans, chairmen, depending on the place and the institution. But where is *our* source of advice and experience in the care and fostering of administrative beneficence, *our* handy kit of proven persuaders? Specifically for German, it is painfully true that unless we expand our beachhead in the high schools and at least make a modest incursion into the junior and community college curriculum, the welfare of our college and university programs and of the degree holders who come from them will be permanently jeopardized.

Finally, in an area about which I am particularly sensitive: how are we in German (or French or any other FL) represented in the councils of our own institutions? Jeffrey Sammons writes elsewhere in this volume (pp. 17–23) of our invisibility in another context. For related reasons we also tend to be invisible in the arenas where local policy is fought out, and if the price of not figuring in the collective life of the American Scholar is that we are ignored or thought of little consequence, the price of not figuring in policy decisions at our own institution lies somewhere between second-class citizenship and slow death.

By coincidence we have reached the magic number of ten, and if these items are not commandments they are at least rubrics for self-examination. Any one of us who is alive and means to stay that way should consider our existing structures, to see how well they serve our purposes and how, in accordance with the results of that examination, to protect existing functions, or to support change, or to create anew.*

*This essay was written while organizational changes in our profession were under consideration or in progress. It does not purport to reflect or assess those developments.