

VOLUME 57 | NUMBER 4 | JUNE 2014

CLAJOURNAL

OFFICIAL QUARTERLY PUBLICATION of THE COLLEGE LANGUAGE ASSOCIATION



www.clascholars.org

CLAJOURNAL

A QUARTERLY OFFICIAL PUBLICATION of THE COLLEGE LANGUAGE ASSOCIATION

Volume 57, No. 4

Articles on Language and Literature
Literary Criticism and Book Reviews
Association News and Reports

THE COLLEGE LANGUAGE ASSOCIATION



Founded in 1937

CLA Journal and World Language Education: Bridging the Past with the Present	248
<i>June C. D. Carter</i>	
Language and Literature as Aids to Cultural Integration	255
<i>Nick Aaron Ford</i>	
New Perspectives in Language Teaching	262
<i>Harry R. Warfel</i>	
Another Language—Another Pattern of Thinking	269
<i>Albert Gessman</i>	
Film and the Teaching of Foreign Languages and Cultures	279
<i>Françoise Pfaff</i>	
Old and New Horizons: Some Suggestions for Cooperation Between English and Foreign Language Departments	285
<i>Wendolyn Y. Bell</i>	
Why Blacks Should Study Foreign Languages	291
<i>Edna N. Sims</i>	
Foreign Language Study and the Black Student	300
<i>Louise J. Hubbard's</i>	
The Status of Foreign Languages in Predominantly Black Colleges: An Attitudinal and Statistical Study	305
<i>Earle D. Clowney and June M. Legge</i>	
A Cumulative Index of the CLA Journal from 1957-2013	322
<i>Compiled by Barbra Chin</i>	
Call for Book Reviews and Book Reviewers	405

CLA JOURNAL

A Quarterly Official Publication of the College Language Association

EDITOR

Sandra G. Shannon, Howard University, Washington, DC

ASSISTANT EDITOR

Kendra R. Parker, Hope College, Holland, MI

MANAGING EDITOR

Warren J. Carson, University of South Carolina, Spartanburg, SC

BOOK REVIEW EDITOR

Kameelah L. Martin, Savannah State University, Savannah, GA

ADVISORY EDITORS

Sandra Adell, University of Wisconsin-Madison, Madison, WI

Reginald A. Bess, Emeritus, Claflin University, Orangeburg, SC

Keith S. Clark, George Mason University, Fairfax, VA

Emma Waters Dawson, Florida A & M University, Tallahassee, FL

Derayah Derakhshesh, Howard University, Washington, DC

Shauna M. Kirlew, Howard University, Washington, DC

McKinley E. Melton, Gettysburg College, Gettysburg, PA

Angelyn Mitchell, Georgetown University, Washington, DC

Kameelah L. Martin, Savannah State University, Savannah, GA

Dellita Martin-Ogunsola, Emerita, University of Alabama, Birmingham, AL

Maxine L. Montgomery, Florida State University, Tallahassee, FL

Theri A. Pickens, Bates College, Lewiston, ME

Elisa Guadalupe Rizo, Iowa State University, Ames, IA

Antonio D. Tillis, College of Charleston, Charleston, SC

Shirley Toland-Dix, Tuskegee University, Tuskegee, AL

The *College Language Association Journal* or *CLAJ* (ISSN 0007-8549) is a peer-reviewed quarterly publication sponsored by the College Language Association. It is issued in September, December, March, and June of each year. *CLAJ* publishes critical essays on African Diasporan language, literature, and cultural studies; seminal interviews; and book reviews.

Authors must submit emailed manuscripts to editor@clascholars.org. Authors must prepare all manuscripts according to the *MLA Style Manual and Guide to Scholarly Publishing* (3rd edition). Manuscripts that do not meticulously follow MLA guidelines outlined herein may be immediately rejected. Authors must remove all identifying information from the manuscript submission—including cover pages, headers, and bylines. Manuscripts should be no fewer than 5000 words or 20 double-spaced pages and no more than 6000 words or 24 double-spaced pages—excluding Endnotes and Works cited.

CLAJ neither considers previously published material nor manuscripts submitted elsewhere. Book review submissions or queries to the *CLAJ* Book Review Editor must be forwarded to the *CLAJ* Book Review Editor at blifewater@aol.com.

CLAJ welcomes year round, mission-appropriate submissions yet limits publication of any work considered to only those authors who *have* or *will* satisfy prerequisite membership in the organization. (Click on <http://www.clascholars.org/membership> for membership details.) The subscription price for *CLAJ* to non-members and to libraries is \$80.00 yearly in the United States, \$82.50 in Canada, and \$93.00 in other countries. The price of current single copies is \$42.75. The price of current Special Numbers is \$43.75.

THE COLLEGE LANGUAGE ASSOCIATION

www.clascholars.org

A PROFESSIONAL ORGANIZATION OF COLLEGE TEACHERS OF ENGLISH AND FOREIGN LANGUAGES

The college language association, founded in 1937 by a group of Black scholars and educators, is an organization of college teachers of english and foreign languages which serves the academic, scholarly and professional interests of its members and the collegiate communities they represent. Since 1957, the association has published the *CLA Journal*, a peer-reviewed quarterly featuring scholarly research and reviews of books in the areas of language, literature, linguistics and pedagogy.

The College Language Association . . .

- Fosters high professional standards for teachers of language and literature and promotes productive scholarship among its members;
- Publishes scholarly books of critical essays and bibliographical references;
- Encourages interest in creative writing;
- Holds an annual convention for presentation of scholarly papers, brought in by the association;
- Maintains a placement directory for its members.

AREAS

English Foreign language Other _____

MEMBERSHIP (JAN. 1-DEC. 31)

- | | | | |
|--|--|---|---------------------------------------|
| <input type="checkbox"/> Institutional \$200 | <input type="checkbox"/> Individual \$80 | <input type="checkbox"/> Life \$500 | <input type="checkbox"/> Student \$55 |
| <input type="checkbox"/> Retiree \$45 | <input type="checkbox"/> Canada (add \$2.50) | <input type="checkbox"/> Other countries (add \$13) | |
| <input type="checkbox"/> New member | <input type="checkbox"/> Payment enclosed | <input type="checkbox"/> Renewal | |

Please print clearly.

Name _____

Mailing address _____

City _____ State _____ Zip _____

Country _____

Home phone _____ Business Phone _____

Institutional affiliation _____

Title or Position _____

Reply to: Yakini B. Kemp, CLA Treasurer • P.O. Box 38515, Tallahassee, FL 32315

CLA ARCHIVES

*To All Members
And Relatives of Deceased Members*

If you have in your possession any CLA records, minutes, correspondence, or miscellanea relating to the Association (especially during its early years, before it assumed its present name), PLEASE SEND OR BRING THEM to the chair of the CLA Archives, Dr. Dolan Hubbard, who will turn them over to the Special Collections and Archives Division of the Atlanta University Center Woodruff Library, which is now the official depository of the CLA Archives.

HELP US PRESERVE OUR HISTORY.

CLA Journal and World Language Education: Bridging the Past with the Present

June C. D. Carter

For over fifty years, the *College Language Association Journal* has published peer-reviewed articles devoted to scholarly research in the areas of world language pedagogy, literature, culture, and linguistics. The selected essays in this special issue are only a few of many that represent *CLAJ*'s scholarly contribution to questions and concerns about world language teaching and learning, as well as discussions on the relevance of second language study and its impact on the academic, career, and life skills of black students. The resulting collection of selected articles reflects a consensus of the world language profession on what the field can and should offer today's learners at all levels, K-12 through post-secondary. Through the use of the terms "world language" or "second language," we hope to express CLA's commitment to the belief that world language study is an integral part of U.S. education and is therefore not to be treated as a peripheral "foreign" field of study. Indeed, world or global readiness requires students to develop competence to communicate effectively and interact with cultural competence to successfully participate in multilingual communities in the U.S. and around the world. Now, more than ever, world language educators play a central role in preparing this new generation of learners—the Millennials—to compete in the global society. We now invite you to look back at the well-traveled road of the *CLA Journal*, some fifty plus years, to examine previous practices, research, and scholarship in world language teaching and learning as we consider the current crossroads and potential future pathways before us.

In the context of the article that opens the present volume, "Language and Literature as Aids to Cultural Integration" by Nick Aaron Ford, integration, is defined as "the blending together of separate units or functions into a harmonious and meaningful whole" (14).¹ Ford's notion that the effective language teacher "who knows that language is a reflection of a nation's culture...who helps the student not only to understand and appreciate the merits of another language, but also the culture behind that language," draws attention to one of the 5C's of foreign language education—cultures.² Drawing upon the wisdom and classroom

¹ Originally printed in *CLA Journal* 7.1 (1963): 13 - 21. Pagination in citations follows the original printing rather than the pagination of the reprints that follow.

² The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages: Fourth Edition (W-RSL)*, formerly *Standards for Foreign Language Learning in the 21st Century* (1999): 31.

experience of others such as David H. Stevens, Francis M. Rogers, and Louise Rosenblatt, Ford's article stresses the essential role world language teachers play in developing "culturally integrated" students who will be able "to understand the literature, music, and creative arts of the foreign peoples whose languages" they are learning (18). Liberating language students from "excessively narrow ideas" through the study of the literature of the peoples whose language they are learning is for Ford another objective of cultural integration (19). Ford concludes his essay arguing that

[c]ultural integration operates on two seemingly opposite assumptions. On the one hand it recognizes barriers of all kinds intended to separate races, nationalities, and religions as unnatural and temporary . . . On the other hand, it recognizes the advantages of a pluralistic society, a society in which every race, religion, and nationality offers its special contributions without the feeling of shame or inferiority. (21)

This article, put in the greater realm of world language study, underlines the inextricable link between communication and culture.

Harry R. Warfel's essay, "New Perspectives in Language Teaching," provides readers some basic concepts about language, teaching methodologies, and world and career readiness.³ Warfel begins his essay suggesting, "all former notions about the origin of language must now be revised, and certainly the fable that language is a few thousand years old must be discarded" (72). He is emphatic in stating, "almost all pre-1920 philosophizing about language now belongs in the realm of folklore" (72). A discussion on structural linguistics occupies Part I of his article, followed by extensive commentary in Part II on a child's capacity to acquire language. He explains: "He necessarily adopts whatever usages [of language] his ears take in, and his speech is a part of his total behavior . . . The extent of a normal child's language power is dependent upon the amount of language which he has heard" (76). Warfel's insight on language acquisition and speech, presented in this article written some five decades ago, is common knowledge now and is the driving force behind the creation of a number of dual language programs in elementary schools today. In concluding his article Warfel exhorts language teachers to view their responsibilities as language educators "in terms of a larger student goal than the acquirement of a few odd pieces of information about words and punctuation . . . Language can no longer be viewed merely as a graceful accomplishment available to the few. Language belongs to all people . . ." (79). Warfel's words were visionary in that some years later, in 1969, Robert Meade, professor emeritus, stated that,

³ Warfel, Harry R. "New Perspectives in Language Teaching" *CLA Journal* 3.2 (December 1959): 71-80.

Foreign language study is a key to the understanding of another way of life as well as the best means of ending one's own cultural parochialism, and since better intercultural understanding is a vital ingredient of a liberal education in today's unquiet world, it follows that language study is an essential part of such a liberal education, and one which should not be denied to any student. (Mead, March 15, 1969).

The next article, by Albert Gessman titled "Another Language—Another Pattern of Thinking," explores the value of world language education in terms of another goal area, Comparisons.⁴ By comparing and contrasting the target language with one's native language (henceforth L1), students develop greater insight into their own language and culture and come to the realization that there are multiple ways of viewing the world. The targeted outcome would be a generation of U.S. Americans who are competent in other languages and cultures. Thus, Gessman discusses what he considers "one of the greatest difficulties in foreign language study, the differences in the semantic fields of words, words that have the same denotation but quite different connotations" (153). This article emphasizes the need for world language/second language (L2) educators to "get language teaching back to the place where it essentially belongs: to education . . . the acquisition of knowledge and the training of the mind" (141). Most language educators would agree with Gessman's assertion that "the *mastery*" of a second or third language "implies" extensive exposure and use of the language, "but it is certain that the *mastery* of a second or third language does add a new dimension to one's personality" (142-143).

World Language educators looking for arguments to explain and justify the role of film in world language teaching and learning will find Françoise Pfaff's article "Film and the Teaching of Foreign Languages and Cultures," stimulating.⁵ After a brief discussion on the origins and use of images, moving images in particular, Pfaff poses and answers several essential questions regarding "film images" and their use in the world language classroom. She explains, "A film raises the problems of aesthetics, sociology, semiotics, and semiology which are both related to the deciphering of signs...It is, therefore, obvious that the same sign or symbol will be perceived differently by two people of different cultures" (25). Now, some thirty-seven years after Pfaff's initial presentation of this study at a CLA convention in Memphis, Tennessee, we find that many WL educators are using film in their classrooms and that many publishing companies are producing film-based textbooks and guides in which the 5C's have been integrated. Pfaff's

⁴ Gessman, Albert M. "Another Language—Another Pattern of Thinking." *CLA Journal* 3.3 (March 1960): 141 – 153.

⁵ Pfaff, Françoise. "Film and the Teaching of Foreign Languages and Cultures." *CLA Journal* 22.1 (Sept. 1978): 24-30).

successful experience with the use of film as a teaching tool more than three decades ago substantiates what numerous research findings now reveal—that “film is a useful and effective way to promote language learning and increase exposure to L2 cultures, and interest students in L2 and its cultures.”⁶

Students in our classrooms today will soon be graduating and working in a highly connected and competitive global environment. To prepare them, the National Standards Collaborative Board developed the *World-Readiness Standards for Learning Languages*, which “define the central role of world languages in the learning career of every student.”⁷ Now, more than ever, world language educators face the responsibility of preparing black students to compete in the global society. Wendolyn Y. Bell, in “Old and New Horizons: Some Suggestions for Cooperation between English and Foreign Language Departments,” asserts that mankind is obliged to become increasingly less nationalistic and more international in our outlooks.⁸ Bell presents five challenges for world language educators:

- 1) make sure that Blacks are fully integrated into their proper slots . . . ; 2) prepare innovatively for our larger role . . . for which we shall, in all probability, not only have to be its firm advocates, but its defenders as well; 3) encourage students to enroll in foreign language courses where they acquire direct access to one of the most effective tools for dispelling provincialism and attaining world mindedness; 4) make foreign language research tools really functionable as a fourth challenge for cooperation for English and Foreign Language Departments; 5) English faculty adopt the methodologies used to teach foreign languages or English as a foreign language. (205 – 210).

Bell’s fourth challenge predates the release of the *Standards* document, where goal #3, *Connections*, focuses on connecting the knowledge of a world language and culture with the study of other disciplines, English, for example. This essay looks at ways of expanding and connecting students’ L2 communication and culture skills to English course work. Bells’ concluding remarks further explain how world language skills can assist black students in “legitimizing blackness” (211).

The last group of articles reflects a long-standing research interest of CLA scholars, focusing on the motivations, attitudes, and experiences of black students

⁶ Sturm, Jessica L. “Using Film in the L2 Classroom: A Graduate Course in Film Pedagogy.” *Foreign Language Annals* 45.2 (2012): 247.

⁷ The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages: Fourth Edition* (W-RSLL). Alexandria, VA: Author. Retrieved from: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>.

⁸ Bell, Wendolyn Y. “Old and New Horizons: Some Suggestions for Cooperation between English and Foreign Language Departments.” *CLA Journal* 14.2 (December 1970): 200 -211.

in departments of World Languages. The selected essays by Edna N. Sims, Louise J. Hubbard, Earle D. Clowney and June M. Legge address the usefulness, relevance, career opportunities, and personal benefits connected to knowing a world language and culture.⁹ In general, the three articles primarily focused on world language study and the need for black students to pursue such a program of study. Sims begins her article with a charge “directed to those most able to administer the cure” to what she saw as a crisis in some colleges and universities in the 70s: “discourage[ing] the study of foreign languages as a college-wide requirement” (424). Her charge targeted administrators, students, and prospective students at historically black colleges and universities, including black communities surrounding these institutions. Sims discusses the cognitive, learning, life, and career skills acquired through world language study and examines the potential provincialism of those students who “introduce curricula which afford them their diploma in the least possible time” (426 - 427). She closes her essay applauding one university for increasing its proficiency requirement. Now, almost four decades after the publication of this article, many institutions have implemented Standards-based instructional approaches in their world language classrooms. Oral communication skills are being assessed at various levels of instruction, and at a number of institutions the ACTFL Oral Proficiency Interview is an exit requirement for world language majors. Sadly, too, though, language study (and language departments) is again under fire at universities around the country, and majoring in a world language is perhaps harder today than it was when Sims makes the case for the importance of language study among black students especially.

Louise J. Hubbard’s “Foreign Language Study and the Black Student” begins with a question most students ask regarding course requirements: “What good will it do me?” (563). After a brief history of the study of world languages in the U.S., its rise and fall, Hubbard touches on the reason for lack of both philosophical and financial support of L2 study. In terms of philosophical support, such support was waning because learners and stakeholders (institutional administrators and state and federal financial agencies) saw no real progress in L2 student outcomes. The “failure of the classroom to produce fluent speakers of foreign languages . . . and the influence of national opinion that knowledge of foreign languages is unnecessary” were catalysts for the decline in world languages course enrollments, world languages course requirements, and world languages specialists in the U.S. Having outlined the importance and advantages of knowing a world language in the essay, Hubbard addresses who is being disadvantaged when foreign language requirements are dropped. The essay concludes with an exhortation made by

⁹ Sims, Edna N. “Why Blacks Should Study Foreign Languages.” *CLA Journal* 21.3 (March 1978): 424 - 434.

Professor W. Napoleon Rivers to the black student, encouraging him/her to major in Romance languages and the reasons for doing so—"to increase his knowledge of the history and literature of his race; ... to combat falsehood with truth, by searching the sources in these languages and bringing to light important facts which have been obscured, falsified, or omitted, and to rehabilitate distinguished personages of African descent who have contributed richly to world culture but have been detracted or omitted in books printed in the English language... (569) These words are notable in that his two reasons for studying world languages involved the relevance of subject matter to the student. This is ironic in that one comprehensive study on student attitudes toward world language study at HBCUs, published some years later, revealed that very few world languages faculty incorporated materials that addressed Black themes in the target language culture, although a number of black students wanted such topics.¹⁰

Finally, in "The Status of Foreign Languages in Predominantly Black Colleges: An Attitudinal and Statistical Study," Earle D. Clowney and June M. Legge convincingly argue that problems such as "apathy, low enrollment and lack of funds" might be removed if certain elements were incorporated in the world languages curricula. The results obtained from a questionnaire completed by students, world language faculty, presidents, and deans of predominantly black colleges continue to be relevant and useful in discussions on world language programming in what is now the second decade of the 21st century. The concrete data gathered from their study revealed Spanish and French as the languages most studied and that "college entrance requirements, friends and high school teachers" had the "greatest influences on the students' choice of language" (266). Finally, in the realm of curricular matters, the survey reveals and suggests the following remedies or improvements: "attention given to conversation, to cultural components rather than tools (grammar, etc.); a rigorous review of teaching methods; a reduction of rote memorization and drills; beginning the study of foreign languages in elementary school; and more interdisciplinary offerings" (281). When considering a pedagogical response to the results of this study, it is particularly important for world language educators to focus on the findings about students' goals and expectations for their learning.

¹⁰ Davis, J., & Markham, P. "Student Attitudes toward Foreign Language Study at Historically and Predominantly Black Institutions." *Foreign Language Annals* 24.3 (1991): 236.

As editor of this final issue of this volume of reprints of key essays that have appeared in the *CLA Journal*, I invite you to read and enjoy the world languages essays in this part of this special issue. As you review it, we would ask you to share your copy with a colleague who may not have been a member of CLA when these articles were first published or for whom there may be interest in a topic that is discussed in this special issue. Encourage colleagues to communicate the message of these articles, that learning a language is important in the context of this digitally connected 21st century global society where human communication in languages other than English “is at the heart of second language study whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature” (*Standards for Language Learning in the 21st Century* 31).

Works Cited

- Bell, Wendolyn Y. “Old and New Horizons: Some Suggestions for Cooperation between English and Foreign Language Departments.” *CLA Journal* 14.2 (1970): 205 -11. Print.
- Davis, J., and Markham, P. “Student Attitudes toward Foreign Language Study at Historically and Predominantly Black Institutions.” *Foreign Language Annals* 24.3 (1991): 227-37. Print.
- Ford, Nick A. “Language and Literature as Aids to Cultural Integration.” *CLA Journal* 7.1 (1963): 13-21. Print.
- Gessman, Albert M. “Another Language—Another Pattern of Thinking.” *CLA Journal* 3.3 (1960): 141- 53. Print.
- Hubbard, Louise J. “Foreign Language Study and the Black Student.” *CLA Journal* 18.4 (1975): 563 -69. Print.
- Pfaff, Françoise. “Film and the Teaching of Foreign Languages and Cultures.” *CLA Journal* 22.1 (Sept. 1978): 24-30). Print.
- The National Standards Collaborative Board. *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author, 2015. Print.
- Sims, Edna N. “Why Blacks Should Study Foreign Languages.” *CLA Journal* 21.3 (1978): 424-34. Print.
- Sturm, Jessica L “Using Film in the L2 Classroom: A Graduate Course in Film Pedagogy.” *Foreign Language Annals* 45.2 (2012): 247-59. Print.
- Warfel, Harry R. “New Perspectives in Language Teaching.” *CLA Journal* 3.2 (1959): 71-80. Print.

Language and Literature as Aids to Cultural Integration¹

Nick Aaron Ford

In my presidential address last year, I discussed mainly the past, present, and future of the College Language Association as an independent organization. I made suggestions for new purposes and methods in its internal organization and in its relationship with other societies operating in its field of interest. Although some of my recommendations were controversial (at least I thought they were), I was gratified at the favorable reaction from all sides. In fact, the warmth of that reception has encouraged me to venture again into an area equally as timely and with as many opportunities for dissent.

Today, instead of devoting my discussion to purposes and methods of the CLA as an organization, I shall talk about purposes and methods of the individual members in their capacities as teachers. I shall use as a subject the theme of this conference, worded in a slightly different manner to read, "Language and Literature as Aids to Cultural Integration." I shall attempt to answer three questions about the subject: (1) What is cultural integration? (2) Why is it necessary? (3) How can it be done?

Let us now examine question number one. The word *integration* is certainly not new to anyone. Although the *American College Dictionary* list four principal meanings of the term, to most Americans it means only one thing, namely the absence of racial segregation. Such a definition is, of course, inaccurate, even when its racial connotations are the sole concern. The emphasis here is on the negative, but the act of integration is positive. This basic fact is recognized by the following dictionary definitions: (a) "combination into an integral whole," (b) "behavior as of the individual in harmony with the environment," and (c) "the organization of personality traits into a hierarchy of function." In all three of these definitions the key idea is the blending together of separate units or functions into a harmonious and meaningful whole.

In 1827 Ralph Waldo Emerson, one of the few great American thinkers and writers of the nineteenth century, explained his concept of the term in relation to human personality in the introduction to his famous address, "The American Scholar" delivered before the Phi Beta Kappa Society of Harvard University. He said

¹ President's address delivered at the Opening Session of The College Language Association's Twenty-Third Annual Conference, Howard University, Washington, D.C., Thursday morning, April 18, 1963.

The state of society is one in which the members have suffered amputation from the trunk, and strut about so many walking monsters—a good finger, a neck, a stomach, an elbow, but never a man.

Man is thus metamorphosed into a thing, into many things. The planter, who is man sent out into the fields to gather food, is seldom cheered by an idea of the true dignity of his ministry. He sees his bushel and his cart and nothing beyond, and sinks into the farmer, instead of Man on the farm. The tradesman scarcely ever gives an ideal worth to his work, but is ridden by the routine of his craft, and the soul is subject to dollars. The priest becomes a form; the attorney a statute-book; the mechanic; the sailor a rope of the ship.

The word *culture* has more varied definitions than integration. The dictionary definition that best fits its use in our title phrase “cultural integration” is “enlightenment or refinement resulting from the development or improvement of an individual by education or training.” The concept which I wish to convey in this discussion is that which Matthew Arnold, one of the most influential British thinkers and writers of the nineteenth century, used in his essay “Sweetness and Light.” It was Arnold’s view that the truly cultured individual is one who continually striving for perfection in his knowledge of things and people and to make that perfection prevail in his society. He defines this perfection, which is the basic characteristic of culture, as “a harmonious expansion of *all* the powers which make the beauty and worth of human nature, and is not consistent with the over-development of any one power at the expense of the rest.”

In a lecture entitled “Literature and Science,” delivered in the United States approximately seventeen years after the publication of the previous essay from which I quoted, Arnold declared that there are four major powers that constitute human nature, that really distinguish man from animals. He enumerated them as “the power of conduct, the power of intellect and knowledge, the power of beauty, and the power of social life and manners.” He further suggested “that the several powers just mentioned are not isolated, but there is, in the generality of mankind, a perpetual tendency to relate them one to another in divers ways. . . . Following our instinct for intellect and knowledge, we acquire pieces of knowledge; and presently, in the generality of men, there arises the desire to relate these pieces of knowledge to our sense for conduct, to our sense for beauty,-and there is weariness and dissatisfaction if the desire is balked.”

In the light of the closely related and sometimes overlapping concepts of the two distinguished thinkers and critics, one American and one British, whom I have cited, I now give my final definition of cultural integration: *It is that state of development of an individual which makes and keeps him forever aware of the major powers that constitute his human nature, of the need to relate those powers and their expression to another and to the world in which he lives.*

Now to the second question. Why is cultural integration so necessary in our time? First, it is necessary because of the overwhelming dominance of science and all that science implies. The typical scientist is single-minded. He is concerned with the discovery of natural laws and their application to the creation of things. He is not concerned with the major requirement of cultural integration, which is the discovery of relationships between the scientific creation and such basic human needs as man's sense for beauty and for conduct. He is concerned with the development of vast power without the sense of values necessary to direct such power into channels of human welfare. The mind which is culturally integrated has overcome the limitation of single-mindedness. It has learned to view all knowledge and all things in relation to human values.

Second, the fantastic growth of slums and ghettos in the large urban centers demands that something be done to counteract the stagnation of this development. At present more than one-third of the students in the public schools of America's fifteen largest cities are products of and continue to live in impoverished cultural environments. It is reliably reported that by 1970 the proportion of the culturally impoverished in these fifteen largest cities will have jumped beyond the half-way mark. Although some of these culturally-starved students are graduated from high school and manage to enter college, few complete the college course. They are dropped for poor scholarship largely because their vision is cut off by the limited horizons of a dull, stagnant culture. An opportunity to glimpse new cultural vistas different from those in which their uninteresting lives have been spent could offer strong motivation for more successful efforts to learn.

Third, the shrinking dimensions of the modern world cry out for a new understanding and appreciation of the diverse cultures which make up our expanding society. If we are to live in peace with nations of the world, we must learn to respect their ways of life. But respect is based on understanding, and understanding results from exposure to the customs, institutions, and manners of peoples who too often in the past have been dismissed as heathens. However, direct exposure is possible to only a few; for most, this exposure must come through the media of literature, music and the fine arts.

Fourth, the ever-increasing leisure resulting from automation requires that appropriate activities to fill the vacant hours of the laborer must be provided. Unless great care is given to filling this need, juvenile delinquency, adult crime, and all kinds of debilitating activities will flourish. For their hours of leisure the culturally integrated will find pleasure in the reading of worthy literature, in becoming participants as well as spectators in dramatic presentations, musical concerts, and art exhibits.

Now for question number three. How can the teacher of language and literature contribute to the cultural integration of his students? First, let us consider the teacher

of languages. Dr. David H. Stevens, former director of the Humanities Division of the Rockefeller Foundation, suggests in his book *The Changing Humanities* that the primary concern of the teacher of languages is active communication with other minds by means of words or other symbols. If he reads ancient manuscripts, or print in any tongue except his own, he makes the transfer of thought from one set of symbols to another with as little marring of the original idea as possible. He is as careful about the preservation of values in moving from one language to another as the banker is who deals with international exchanges in money or goods. By the comparative study of languages, including the student's native tongue, the teacher helps the student to discover a great deal about himself and about others in a diverse, global pattern of peoples. The effective teacher knows that language is a reflection of a nation's culture. The language teacher, therefore, helps the student not only to understand and appreciate the merits of another language, but also the culture behind that language. An American student who has learned Spanish well has also learned to understand and appreciate something of the cultural patterns of Latin America which will indirectly contribute to better relations between that part of the world and the United States. This kind of cultural integration, even on a small scale, lifts the student out of the narrow confines of his own limited culture and places him in a position to see how people of other nations and other races live and think and feel.

The failure of American education to stress the need for cultural integration by means of effective study of the languages of our neighboring countries is deplored by Dr. Stevens. He says:

To simplify still further what is lacking to create international sensitivity in American life, the observer needs only to ask how appreciative the public mind is of the cultures of our two nearest neighbors, Canada and Mexico, and how intelligently this country is being expressed culturally to their peoples. The American record of isolationism is as easily read by those who look for it in cultural affairs as in the widely publicized political poses common to certain sections of the United States.²

The language teacher who wishes to develop culturally integrated students will help them to understand the literature, music, and creative arts of the foreign peoples whose languages he teaches. He will help them understand that the customs and institutions of our own country are not the models by which all other people must shape their lives, but are only examples of many such cultural manifestations that have no sacrosanct qualities that set them above all others.

During World War II Francis M. Rogers, who was awarded the Silver Star largely for his extraordinary service to the United States Army as a linguist, wrote an

² David H. Stevens, *The Changing Humanities* (New York, 1963), p. 44.

important article on “Languages and the War Effort: A Challenge to the Teachers of Modern Foreign Languages.”³ In it he states that it is impossible to understand the inhabitants of any foreign country or to be accepted by them confidently without an intimate understanding of their language. To that end, he says, “the teaching of foreign languages in our country has been a failure.” It is true that literary levels, but they fail to enable them “to think and feel as its citizens do.” He advises that we stop teaching language solely as a preliminary to a major sequence in its literature. We should offer an introductory course containing substance for intelligent thinking based on nonfiction works of prose that present universal problems through writings of representative thinkers. We should encourage discussion of contemporary ideas in the foreign country so represented in order that habits of oral usage may be accurate in idiom and in colloquial terms. In such ways we can make foreign peoples less strange and their intellectual interests a part of a total “community of interests among the peoples of the world.” In such ways we can promote the objectives of cultural integration.

For the teachers of literature, foreign and domestic, cultural integration can be encouraged in a number of ways. The Educational Policies Commission, headed by President John Fischer of Teachers College, College, Columbia University, in a recent report on “Education and the Disadvantaged American,” identifies the five main streams of the culturally disadvantaged in American schools as Negroes from the rural South; “Hill Whites” from the Appalachian Uplands; Puerto Ricans; Mexican-Americans; and Reservation Indians. The common bond among these groups is the cultural impoverishment of their environments. To these young people the teacher can offer through literature new insights and new visions, insights and visions which the narrow horizons of their homes and ghetto communities deny them even the faintest glimpses. Through literary experiences the culturally integrated teacher can lead this type of student to recognize that his family, his community, or his little group of friends, is only one of a vast multitude of such groups; and that, consequently, the ideals and social concepts he has uncritically accepted must be measured against those of other homes, of other communities, of other social groups before their values can be rightly assessed. This the teacher can do through the vicarious experiences of literature.

Louise Rosenblatt suggests, in *Literature as Exploration*, that through literature the student is provided with a broader perspective from which to view his own struggle to conform to the dominant pattern. He must live within the framework of our own culture, she admits, but his vicarious experiences through literature can free him from the blind and unthinking adherence to its images of success. “Moreover, he can be liberated from submission to excessively narrow standards that may be imposed by the limited environment in which he finds himself. One

³ *Ibid.*, p. 63.

of the most interesting things about our society is its heterogeneity, the number of cultural sub-patterns that exist side by side. If the youth is brought up in some limited geographic or social setting, or if he is aware only of the most generally accepted standards, he may be equally in danger of too narrow a view of what is socially approved. Adolescents often need to be liberated from these excessively narrow ideas.”⁴

Another objective of cultural integration should be the attempt to achieve a balanced view of minorities by supplementing one-sided fictional representations with additional readings presenting other viewpoints. Thus Harriet Beecher Stowe’s *Uncle Tom’s Cabin* might be supplemented by Richard Wright’s *Uncle Tom’s Children*, Dubose Heyward’s *Porgy* by Howard Fast’s *Freedom Road*, Lillian Smith’s *Strange Fruit* by James Baldwin’s *Another Country*, Marc Connelly’s *The Green Pastures* by Lorraine Hansberry’s *A Raisin in the Sun*, and Robert Ruark’s *Something of Value or Uhuru* by Alan Paton’s *Cry the Beloved Country*. In this way the half-truth of the stereotype could be corrected by a rounded view of full-bodied characters.

During the past few years much damage has been done to our democratic principles by the pressure of minorities of various kinds in behalf of censorship of books and other media of communication. *Huckleberry Finn*, recognized by most literacy critics as a great American classic, has been dropped from the reading list of the New York City public schools because of organized pressure from Negro groups. The charge against it is that it portrays Negro groups. The charge against it is that it portrays Negro character in an unfavorable light, although Nigger of the slave population of the period. It is true that such a reminder of the social and mental conditions of Negroes in the age of slavery is embarrassing to members of the race who are now demanding complete equality with the offspring of their slave masters, but to demand a suppression of legitimate history because it is embarrassing is a negative approach not worthy of mature citizens. Cultural integration suggests a positive approach. Instead of denying the public access to such books, it suggests that other books such as *Freedom Road*, whose hero was an illiterate slave until the period of Reconstruction and who after emancipation by hard work, courage, and vision rose to the leadership of an integrated community in deep south which achieved successful status politically and economically and fought to the last man to maintain that status when attacked by the white supremacists of the neighboring communities. Those who believe in cultural integration would suggest that instead of suppressing books on proscribed list, we should insist that additional books be added to expose intelligent readers to as many different types of racial characters as possible. Let such a novel as Keith Wheeler’s *Peaceable Lane* be added, a book which presents a new dimension to normal Negro-white relations in a suburban community near New York City where a talented, self-assured, financially-

⁴ Louise Rosenblatt, *Literature as Exploration* (New York, 1938) , p.180.

independent Negro artist buys a home and moves in despite the threats of his wife neighbors. For through the experiences presented here the reader can see that high courage and integrity in one man, even though he is black, will call forth high courage and integrity in those who once denied his equality. To be exposed to the multi-cultural patterns and experiences of the various racial and religious groups in America in such a way that those patterns and experiences can be seen and appreciated in their fullness is to achieve the cultural integration that can be the salvation of our generation.

Cultural integration operates on two seemingly opposite assumptions. On the one hand, it recognizes barriers of all kinds intended to separate races, nationalities, and religions as unnatural and temporary. Like Robert Frost, it insists that "something there is that doesn't love a wall / That wants it "down." On the other hand, it recognizes the advantages of a pluralistic society, a society in which every race, religion, and nationality offers its special contributions without the feeling of shame or inferiority. It rejoices in the variety of sub-cultural patterns that seek accommodation with each other. It believes that the beauty and strength of a satisfying society rest in the harmonious blending of diverse cultural patterns rather than in the tortuous attempt to suppress or deny all differences in the name of a monolithic unity. It acknowledges that the chief duty of the cultured man is to *find* or *impose* order on the diverse elements of his culture. In essence, cultural integration demands of each of its adherents the task that T.S. Eliot outlines for the poet. Elizabeth Drew states this point of view as follow:

But in the greater realm of art . . . 'there is no competition.' There is only the struggle for integrity, the honest service of the whole man towards the mastery of integration of life and words, of past and present, of words themselves into the new wholeness of a poem.⁵

*Morgan State College
Baltimore, Maryland*

⁵ Elizabeth Drew, T. S. Eliot: *The Design of His Poetry* (New York, 1949) , p. 212.

New Perspectives in Language Teaching

Harry R. Warfel

The massive advances of linguistic science since the publication of Leonard Bloomfield's *Language* (1933) require new attitudes toward language and language teaching. For centuries the doctrines of scholasticism have hidden essential truths about language. The theorizing of Plato, Aristotle, and their successors, now completely outmoded, dealt with language in terms of classes of ideas that were derived from intuition more often than from scientific observation. Their procedures, especially in dealing with parts of speech, are no longer tenable; similar procedures of more recent vintage, like those having to do with levels of usage, are equally unworthy of serious attention. Most teachers gasp at the mere announcement of the view that traditional definitions of parts of speech and levels of usage are unsafe guides. Yet it is only as we adjust to the facts of language that the shock of disillusionment is replaced by a delight in having teachable scientific concepts available. Scholasticism moved in an aura of mystery that depended upon dogma for its preservation; its adherents continue to speak of language as miracle. Modern scientific linguistics has replaced fiat and deductive logic with the methodology of mathematics and inductive logic; the result is a set of concepts that must command the respect and win the intellectual approval of all who are willing to examine the new approach to language.

The new perspectives open to language teachers are so wide. Reaching in importance that I can mention only a few of them. First, I should like to give some basic concepts about language. Second, I want to say a few words about methods of teaching. And, third, I wish to bring this matter directly to the members of the College Language Association as leaders engaged in lifting youth into competence to meet personal, national, and world problems. I know of no task more important to our generation than the development of spokesmen capable of using language as an instrument for the advancement of humanity. That task belongs to us as teachers, and I feel as if I am bringing you something that deserves to have the force of a mental bomb. If I were to choose a text for my homily it would be, "If you want to get right with the humane ideal, you must first get right with language."

I

The basic concept of structural linguistics is that speech is language. This generalization is not new, but it must be accepted in a new light. Mankind did not become a new species in the animal kingdom until two or more men and women

could utter distinctive vocal sounds and transmit the same meanings whenever these sounds were produced. If the anthropologists are right in asserting that mankind is about a million years old, then language is a million years old. All former notions about the origin of language must now be revised, and certainly the fable that language is a few thousand years old must be discarded. The Tower of Babel story has a wholesome allegorical significance, but its context must be altered. The postulation of an Indo-European parent language for the Western world also needs modification. In short, almost all pre-1920 philosophizing about language now belongs in the realm of folklore.

The structuralist bids us to look at the child as it learns to speak if we would see the history of mankind repeating itself. There and is one exception: the first human being had to discover and devise the code of sound signals which became language. How this code grew into the dynamic system that now exists must not detain us at this moment. What we are concerned with is the way language became an inheritance for the second and every other generation of human beings. The same principles that brought children into language a million years ago are operative now. The point of departure for all discussion of language, therefore, must be the steps whereby a child today learns language.

At the risk of repeating an obvious truth I must insist as a kind of overriding statement in this essay that it is language and language alone that makes mankind human. Other primates have all the organs of man, but only man has speech. Only man has the incentive to use these organs that were meant for other purposes, to produce the vocal sounds called speech. Only man has a historical tradition and perspective, a sense of progress made and still to be made. Only man has a device in song and story for the perpetuation of his memorable moments. Only man has a symbol on which all the learning and all the arts have been constructed. Only man has aspirations toward something better. The animals make the same sounds, build their homes in the same way, and live the same restricted lives they did in Homer's day. Only man has a sense of the illimitable possibilities open to him and of the nature of the universe in which he is a tenant. All that man is and can be results from language. There is no more hopeful thought than this one: each of us has, to a degree, a shaping influence open to us as a result of our possession of language. As teachers our opportunity is as great for constructive service as is the atom bomb for destructive purposes. Language is the great force whose potential has never been fully studied. If we would spend as much money in learning the nature of language as we have expended in decoding the secrets of the atom, we could find the means of harmonizing all mankind.

The great contribution of structural linguistics has been its discovery of the systematic nature of language operation. Where all once seemed mystery or magic,

now simple principles apply. Language is a sound-signaling system. In English 33 distinct vocal signals (9 vowels, 21 consonants, and 3 semi-vowels) interplay with 4 levels of pitch, 4 degrees of loudness or stress, or stress, and 4 lengths of pause or juncture. These 45 units that have no meaning in themselves, are all that are needed' to form combinations that do have meaning. It comes almost as a startling thought that all that has been and can be said in the English language emerges through the varying combinations of 45 sound units, just as the derived code of writing presents the full scope of expression by means of 26 alphabetic letters and 12 punctuation marks.

Language is also a structured system. Every meaningful succession of language sounds has a rhythm, and each language has its characteristic tune or melody playing over its rhythm. Just as it is easy to identify individual speakers through the timbre of their voices, so it is possible to identify languages through their tunes. More obvious to most people is the systematic syntactic operation of sentences. Because a vast vocabulary exists in almost every language, it is often thought that the vocabulary makes the language. The fact is that the two systems of sound and syntax make each language. Any-body can master the words in a dictionary and still not "know the language; only a fluent delivery of the speech patterns provides the necessary basis upon which the dictionary entries can be used properly.

The basic principles underlying the systematic operation of all languages are the same. All languages employ in varying degrees the devices of word order, inflection, agreement, word-grouping, apposition, repetition, and substitution. Nearly every language has language-words, called structure-words in English' which form groups; the most familiar of these are prepositions' clause markers, and auxiliary verbs. Nearly every language uses pitch, although a language like Chinese uses pitch more than does English. In short, the similarities among all languages are much greater than is commonly realized. The differences result from the differences in basic sounds and in the systematic arrangements of these sounds into tunes and syntax.' The writing codes also differ, but these differences are systematic and become easily intelligible in terms of the speech codes on which they are based.

The code of speech is the source of—and the chief validation of—the code of writing. That is, the writing code, though it cannot have a one-to-one relationship with the speech code, must always be viewed as a substitute for speech. For this reason it is unwise to assume that "silent reading" is a desirable early goal in the education process. The proper approach to writing is through speech, and the differences between the two codes must be lifted to awareness. Speech is a stream of significant vocal sounds uttered into the disappearing air in homogeneous time relationships in such a way as to give the distinct impression of a tune accompanying the rhythm

of expression. Writing is a linear sequence of significant graphic language marks inscribed upon a durable physical substance in homogeneous space relationships whose total effect is that of a geometric design. The contrasts thus include sounds and marks, acoustics and graphonomy, air and material substance, evanescence and permanence, time and space, music and geometry. Despite these differences the similarities in the primary signals are so great that most people assume an equivalence of the two codes. They are, of course, separate codes with their own principles, but it must never be forgotten that speech is the original code.

Writing is so important as a bearer of the cultural record of a people that it is natural for the educator to place it higher in a scale of values than does a linguist. Certainly our whole school program is based more on writing than on speech, but effectiveness in such a program cannot be attained if students do not achieve a mastery of the systems of speech and writing. The structuralist, therefore, asks that educators build their programs in terms of the necessity for having students become experts in handling both the oral and written codes before attempting to move into the higher branches of learning.

II

The manner in which a child enters into his native language provides the basis for pedagogical principles in the teaching of language. An infant enters this world with the capacity to speak any language. The vocal apparatus is not specialized. He forms his sounds on the basis of what he hears. His native language is the one he hears and makes in infancy. The greatest heritage of a human being is language. Babies seem intuitively aware of this fact, for they crave language and they respond to it. Some selection process makes it possible for them to form a few sounds, and then as they grow older they utter their words in the systematic patterns of the native language. Their so-called mistakes in English, for example, are largely in the irregular forms, as in "I bought a book" or "I singed a song." That is, they somehow get the basic sound and syntactic systems first, and this possession is theirs long before they have much of a vocabulary or a capacity to utter much more than idiomatic phrases. All a child knows of language is what he has heard. He necessarily adopts whatever usages his ears take in, and his speech is a part of his total behavior. His ear is his most important sensory receptor for language, although his eyes help him discover and imitate gestures and facial movements that can accompany speech.

Whatever language a child speaks, therefore, has come to him through the ear. The extent of a normal child's language power is dependent upon the amount of language which he has heard. Since mongoloids and other handicapped children are able to use language, it is evident that intelligence is not the only factor in

language learning. Indeed, it seems quite clear that discrepancies in language power among non-handicapped children are largely a matter of experience and not of mental ability. Wherever parents or nurses have dutifully spoken constantly to children and have provided opportunities for children to develop their language capacity, there is evidence of language skill. On the other hand, wherever children have been discarded into a solitary, languageless existence there is evidence of backwardness. A considerable amount of juvenile delinquency can be traced to language backwardness. By the age of six a child should have become expert in the code of speech. If he has not a real facility in expression, then the school must focus upon giving him speech before it gives him reading. There is no greater crime against a pre-school child than shutting him out of competence in speech. Failure to give him speech is equivalent to denying him a passport into human society.

The school exists primarily to bring a child into literacy, that is, to give him the ability to read and write. The steps into reading must parallel his entry into speech. The eyes now become all-important, but he must learn to read in terms of what he is accustomed to hear. Thus eye perceptions and ear perceptions must go hand in hand until the two systematic codes are handled with equal facility. A child of six or seven should seldom read anything at sight, and certainly he should not read silently until he has gained proficiency in reading aloud at normal speech speed what he sees in print. Backwardness in reading is usually the result of inexperience and not of low intelligence. Possibly no error has been so devastatingly cruel to children as the too early decision that I.Q. scores excuse teachers from insisting upon making their pupils master reading. An I.Q., which is based partly on reading skill, is not so much an indication of intelligence as of the amount of time a student needs to become proficient in a subject. Just as every child can, and desires to, enter into speech, so every child can become a good reader.

Too much emphasis has been placed too early in a child's career upon writing. In a society in which age sixteen is the earliest permissible school-leaving moment, it seems unwise to ask children to write before they are able to read extensively. The muscular skills necessary to writing must accompany ear and eye skills, and hence a too early introduction to writing can lead to poor habits and bad attitudes. Writing is not a language skill; it is a form of drawing, and writing should not begin until a child has the ability to manipulate a pencil and to place designs on a line from left to right. The age of eight is early enough to begin writing. Once instruction is begun, there should be continuous practice in exercises that help sharpen the child's awareness of the different language patterns and especially the special requirements of the code of writing. Imitative practice rather than original composition should mark most of the work, and the whole writing enterprise should be given the context of pleasant activity.

The problem which faces most college language departments today is that of a student body which has not been introduced adequately to language knowledge and to the arts of reading and writing. Foreign-language teachers are attempting to teach French or Spanish to young people who are inexperienced in maneuvering their native language. English teachers are attempting to superimpose upon this weak foundation a mass of knowledge about the two codes of speech and writing without providing the essential experience which is lacking. The result has been frustrating to the students and stultifying to the teachers. A handbook full of rules about usage and grammar is usually assigned to students; this tome is useful chiefly to editors who already know their way around in language. Some few students may benefit from the required exercises in memorizing these rules, but the vast majority lay down the book at the end of the year without having received permanent benefit beyond the gift of a passing grade.

A radical change is necessary in the teaching of language. Foreign-language teachers must adopt the procedures which brought children into their native language. The system must be taught, as it is now being taught by the method of Edgar Mayer and Theodore Mueller in *La Structure de la Langue Francais* (U. of Florida, 1958). English teachers must take their students where they are and perfect their knowledge and skills in speaking, reading, and writing. All that has been missed must be made up, not in a context of "remedial" or "dummy English, but in a spirit of preparation for the great tasks ahead in the fifty years of active vocational life to be enjoyed by the students. The students with poor speech habits must be bathed in good talk until good talk is the normal production, the inexperienced readers must be moved through the simple types of reading which they have missed. The inexpert writers must practice the patterns of essays, fiction, and poems until their imitative exercises provide the necessary proficiency for original composition. In this process each student can develop a true and proud literacy because he is truly competent in the language arts. No other result than this one is desirable, no less result should be accepted. Certainly the substitution of a handbook of knowledge about language for this kind of competence must be considered equivalent to short-changing a student. He deserves to enter the heritage of great expression and to become a creative worker in the largest enterprise open to human beings, the creation of a better society.

III

Recently Vance Packard published *The Status Seekers* (1959), a work so full of meat for language teachers that it ought to be required reading. To it might be added Allison Davis' *Social-Class Influences upon Learning* (1948). Packard analyzes the circumstances, including the influence of education that tend to fix the status of individuals in America's several classes. Davis shows that current

school procedures “penalize most heavily the pupils of the lower socio-economic groups” (p. 39) and that “in making the linguistic factor the chief basis for judging mental capacity, the test-makers have chosen one of the poorest indicators of basic differences in problem-solving capacity” (p. 85). The two books provide the basis for new attitudes on the social goals of language teaching.

Because language is the humanity-making device, the language teacher must see his task in terms of a larger student goal than the acquirement of a few odd pieces of information about words and punctuation. Language is the central instrument in society, and its centrality must be honored by perfecting students’ use of it. The tendency has been to perpetuate old attitudes. “Academic culture,” says Davis, “is one of the most conservative and ritualized aspects of human culture” (p. 97). Possibly in the field of language teaching the scholastic tradition has its most tenacious roots. Much in that tradition is good, but there is a great deal that needs to be changed. Language can no longer be viewed merely as a graceful accomplishment available to the few. Language belongs to all people, and all people can attain expertness in speaking, reading, and writing.

Authors can be developed only in a context of the joyous use of language and a capacity to manipulate easily the various literary forms. Repressive teaching devices, such as those associated with workbooks and handbooks, inhibit the free flow of the imagination and put galling fetters upon the hand that writes. The traditional image of the language teacher is that of an ink-squirting ogre who leans over writers to sneer at every word. The real teacher frees his students. He gives them competence before he asks them to write like Emerson. He demonstrates that mastery is open to all. He makes possible and thus secures, excellence from his students. He opens doors into the whole of humanity by making it possible for every man to speak and write to all other men. Through language can come all the gifts that mankind has striven for through the ages.

*University of Florida
Gainesville, Florida*

Another Language-Another Pattern of Thinking

Albert M. Gessman

“Getting acquainted with one more language means living one more life.”

T.G. Masaryk (1850-1937)

Foreign language study is on its way back into our schools. Materialistic thinking, assessing its value in terms of utility, and having found it wanting, had been driving it out; the same thinking, now evaluating it in terms of national security, is bringing it back. As language teachers, we hail this overdue comeback, whatever its reasons; but while doing our best to fulfill the legitimate needs of our society, we should use the opportunity to get language teaching back to the place where it essentially belongs: to *education* in the basic sense of the word.

For centuries, the study of foreign- notably classical-languages was embedded in an educational system that emphasized the acquisition of knowledge and the training of the mind. The growing complexity of modern society has shifted the emphasis of school curricula to social adjustment and practical skills. It is, however, unjustified to try to reach this certainly necessary goal at the expense of the other. This, alas! Has been done widely, and the deplorable spreading of semi literacy and prefabricated thinking we can witness now is the unwelcome result. True progress in education as elsewhere does not mean destruction of the old to make place for the new but harmonious integration of new insights into old, time-proven ideals. And this is what we need.

Foreign language study is admittedly of little value for social adjustment in a basically unilingual country like ours; but as a means for the development of mind and personality it is independent of nationality. The aphorism quoted in the beginning overstates its case as most aphorisms do in order to bring out their point sharply but no doubt a deep truth is hidden in it. Language and its users continuously interact: man, or more precisely, creative individuals within a speech community, shape language to fit their need of expressing new ideas: hence a continuous semantic development and turnover in the vocabulary. On the other hand, even the creative individual-let alone the average member of a speech community-remains largely the prisoner of his language because it is hard to conceive of ideas for which one's language has no means of verbal expression. Each language has its own “*esprit de langue*,” which may be defined as the linguistic reflex of a communal pattern of thinking; this, slowly modifying and adapting itself, is handed down from generation to generation over a long period of time. No one,

not even the foremost linguist or the boldest poet, can dare to introduce sudden changes in bulk. Language being a system of *conventional* signs, he would run one or both of two risks: his innovations might be unintelligible or unacceptable to his community. Unacceptability could result from a feeling that innovation is too strange, too unconventional, or even too ridiculous, altogether not in line with the *esprit de langue* and offending the community's "linguistic instinct" (*Sprachgefühl*).

This *esprit de langue* is absorbed gradually by the foreign student who thereby acquires new, hitherto unheard-of patterns of thinking. To call it acquisition of a new, additional personality, an additional life, is naturally exaggerated but it is certain that the *mastery* of a second or third language does add a new dimension to one's personality.

The road to the mastery of foreign languages via our school channels is still thorny. The public support foreign languages have begun to enjoy is not yet whole-hearted: from the two, three, or-at the very best-four years a language curriculum may comprise it is still a long way to the six or seven years that are deemed indispensable for the first foreign language in other countries. The question is then: if the road to real mastery is blocked by unfavorable conditions, has the acquisition of a partial or perhaps only nodding acquaintance with a foreign language any educational value at all?

On the basis of almost a quarter-century of experience, this writer is inclined to answer with a qualified yes. Mastery of a language, which implies a long period of using practicing it, produces new thinking patterns in the student's mind *automatically* but they often remain subconscious. If the study time is too short for mastery, the teacher can expose the student to these patterns by conscious effort of pointing them out and analyzing them. This method, applicable in a curriculum of any length, makes the new experience in thinking patterns *fully conscious*. It may appear on the surface that this approach consumes much extra time that could better be used for practice but this is actually not the case. In most instances, it is rather a shortcut to the student's understanding of difficult features of the language studied, which it would take much more time to absorb by mere practicing, i. e., by automatization of patterns.

If language study is seen from the angle of mind training, it does not make much difference which language is studied. The classical languages were preferred for a long time as more suitable for the purpose. It was thought that the rich inflections of Latin and Greek and the strict rules of accidence deriving therefrom and favoring involved clause and sentence patterns, would train the mind in logical and analytic thinking. While there is no doubt that this can be achieved through a study of Latin or Greek, other disciplines (mathematics, logic) can bring the same benefit of classical studies is erroneous; they bring a tremendous

enrichment of personality in quite different areas. In terms of the student's being exposed to unfamiliar patterns of thinking-and no other subject matter can do this so efficiently as a foreign language-there is no particular reason for preferring Latin or Greek to a number of other, living or dead, languages.

There is a point to ponder, however. Each language has its own "*esprit de langue*," and thus, *qualitatively*, the same basic benefit can be derived from any one. Quantitatively, however, it may be said in general that the farther a language is removed in space and/or time from English, a member of the Atlantic community of languages, the more will its *esprit de langue* be different. The rarely offered and "exotic" languages (Russian, Arabic, Hindustani, Malay, Japanese, Swahili, etc.) whose study is now encouraged by our federal government, will lend themselves excellently for the purpose in question: in their patterns of thinking, they are much remoter from English than are German or the Romance languages, studied more frequently.

The brief and eclectic survey of linguistic material we shall give on the next pages does not pretend to offer new discoveries. It is intended to help many a language teacher to see his subject from an angle that may be new to him, and to do some digging of his own along the suggested lines so as to be able to introduce his students efficiently to the pattern of thinking of his foreign language. It also intends to convince of the reality of the proposition discussed here those to whom the conception of language as a reflex of a pattern of thinking may seem strange.

Most obvious but most limited in the scope of concepts are characteristic ways of thinking as expressed through this vocabulary and idiom stock of a language, in other words, semantic characteristics. English has a number of words untranslatable into other languages because the concepts are lacking or at least not current there; for the same reason, many foreign words have no exact English translation. When the concepts in question spread beyond their original home the foreign word is borrowed or replaced by a "loan translation" ("calque"). Such are, e.g., English *gentleman*, *poker face*, *smartness*, *fairness*, *outsider* (German calque: *Auszenseiter*): German *Übermensch* (Engl. recent calque: *superman*), *Lebensraum*, *Weltanschauung*, *Weltschmerz*, *Heimweh* (Eng. calque: *homesickness*), *Gemütlichkeit*: French *honnête homme*, *jolie fille*, *esprit*, *bravoure*, *prestige*, *sympathique*; Greek *logos*, *hubris*, *kosmos*; etc.

The English-speaking student is often puzzled when he learns that the foreign language does not have specific word for concepts quite obvious and trite to him. Russian cannot express "I have" (*u menä est' syn* = with me there is a son = I have a son), nor can Hungarian (*nekemkönyvem van* = to me is a book of mine = I have a book) or Hebrew (*yêshliiggereth* there is to me a letter = I have a letter). Russian has no word for "I must" either (*ädolženitti* = I [am] obliged to go, or

mnenadoitti = for me [there is] necessity to go). French and Spanish have no words for “to stand” (*je suisdebout* = I am on end, *estoy de pie* = I am afoot) and “to sit” (*je suisassis, estoysentado* = I am seated). Spanish has no specific word for “parents” (*los padres* = the fathers), French has none for “daughter” (*fille* today = girl). English, on the other hand, has no equivalent for German *Geschwister* = Czech *sourozenci* (brothers and sisters collectively), German *Feierabend* (end of the working day), Spanish *la siesta*. French distinguishes the sexes, ages, etc. of cattle (boeuf, vache, veau, génisse) but has no separate word for “cattle” (German *Rind*); Hungarian distinguishes the younger brother (öcs) from the elder brother (bátya) but cannot say “brother” (*testvér* = brother or sister). Latin has words for “mat white” (*albus*) and “glossy white” (*candidus*) but none for “white”

Foreign languages distinguish concepts that to the English speaker’s mind are incapable of subdivision because English provides only one word in each case. Thus, “time” in Spanish *tiempo* or *vez*, Russian *vremä, pora, or raz*. English “to love” in Greek *êrân, agapân, stergein* or *phileîn*, each of which covers quite different concepts. But often the opposite is the case, which is not less puzzling to the English speaker: “mind,” “spirit” and “wit” is the *esprit* in French; “do” and “make,” *hacer* in Spanish, *faire* in French *delat* in Russian.

Often exact semantic equivalents to English words and idioms are available in foreign languages but the way of thinking underlying their formation is quite strange. The in-laws are all “beautiful” in French (*belle-mère, beau-père, belle-soeur*, etc.-irony? euphemism?). A compatriot is a “son-of-our-home” (*hazánkfia*) in Hungarian; an octogenarian is a “man-a-son-of-eighty-year” (*ish ben sh’mônîmshânâh*) in Hebrew; a policeman is “eyes-eyes” (*mata-mata*) in Malay. The democratic American signs his letters “Yours truly” and answers the rollcall by “here!” The Castilian, formed by a feudal society, uses “S.S.Q.B.S.M” (*susumisoservidorquebesasusmanos* = your obedient servant who kisses your hands and “*Mandeusted*” (“command me”)-what a profound difference in national psychology!

Most important-and one of the greatest differences in foreign language study-are the different connotations. Most English words have, beside their central meanings, numerous side meanings, and so do the foreign equivalents. The trouble is that the side meanings (connotations) are not identical. But when we use a word in its denotation or one of its connotations, the repressed meanings are present to the subconscious mind, thus endowing that word with a specific (e.g., poetic, humorous, obscene, etc.) flavor that is absent or different in the foreign equivalent. The same holds true of English equivalents of foreign words. We must learn how to use discriminately the Spanish address pronouns *tú/usted* and *vosotros/ustedes* to avoid insults unwillingly provoked by a mistake; we must be careful about the

context in which we use the German word *Dirne* (in a rural context it means “female farmhand” but in an urban context, “prostitute”) or the word *Haupt* (“*ich setz mir den Hut auf das Haupt*” is ridiculously poetic in an everyday situation).

There is no doubt that at the basics of all these differences are different concepts of things and ideas, most of which can easily be made to stand out by a bit of psychological analysis. The differences in thinking are much more on the surface with idioms and proverbial expressions. The American *has* breakfast, the French and Spaniards *take* it, the Germans eat it, while the Slavs just *breakfast*. When two persons meet, the Anglo-Saxon asks his opposite number *how he is “going”*; the German, *how it is going to him*; the Spaniard or Italian, *how he is*; the Russian, *how he is living*; the Czech, *how things are “conducting themselves” for him* the Malayan (eager for gossip?), *“what’s the news”* (*Apa khabar?*); the Mswahili, a little pessimistically, *“what’s wrong with you?”* (*Hujambo?* = what do you have?) , but expecting the answer, *“Sijambo”* (I have nothing=nothing’s wrong with me). The Arab or Jew is not curious at all and satisfied to wish his fellow man health, welfare and peace, all wrapped into one word, *“salâm”* or *shalom*.”

Very characteristic for the way of thinking of peoples are the areas of activity from which idioms are preferably borrowed to be used metaphorically. Such areas may be taken to the nearest to the heart of the average national in question. The British have a predilection for seafaring and the sports (*embark on something, plain sailing, know the ropes, launch something, shipshape; teamwork, make a point of, ride the high horse, dark horse*); the Germans for war and hunting (*den Spieszumkehren, die Scharteauswetzen, im Schilde führen, ins Hintertreffengeraten, Fehdenhanschuh, Lachnsalve*); the Slavs prefer agriculture and the crafts; etc.

More hidden are the sweeping differences in patterns of thinking expressed by morphological syntactic characteristics. Here we often touch on peculiar views of the world and philosophies of life. Even where such implications are absent, the peculiar way of thinking is often striking.

Thoughts are normally expressed in sentences and an analysis of sentence structure reveals some aspects of thinking patterns. In English, two characteristic features stand out: a relatively strict word order and a small measure of formal interdependence among the sentence parts. The recent development of English has shown the same trend.

The English word order of the sentence core (subject-verb-direct object) has now become immutable, even for questions (*The boy reads a book: Does the boy read a book?*) . The growing use of *est-ce que* brings French to the same stage of development (*Paul veut chanter: Est-ce que Paul veut chanter?*) . Latin, on the other hand, may arrange the sentence parts in any way; German has almost the same

freedom and so do Slavic and many other languages, using this freedom to express subtle shades of emphasis.

The development of stereotyped sentence clichés is usually ascribed to the loss of case inflections. This is an error. Where the “esprit de langue” insists on that freedom, ways and means are found to preserve it without case endings (compare Span. *El muchacho lee su libro. Lee su libro el muchacho. Su libro lo lee el muchacho.*) The psychological issue here seems to be *unbound versus disciplined thinking*.

As for the interdependence of sentence parts, there are many languages (Chinese, Burmese, Malay, etc.) having none of it. English has almost reached this stage and modern (spoken) French is only little behind English. Let us compare a sentence in its singular and plural form in English and French:

(Engl.)

Having worked hard, our old servant became tired and fell asleep.
Having worked hard, our old servants became tired and fell asleep.

(Spoken French in phonemic spelling)

εyâtravayeboku, notr'vyövaleεdv'nüfatige e setâdormi.
εyâtravayeboku, no vyövaleśôdv'nüfatige e s'sôtâdormi.

In English, where we have chosen an extreme example, the change from *servant* to *servants* has left the rest of the sentence untouched. In French, *notr* becomes *no* (*nos*) and *ε* (*est*) twice changes into *sô* (*sont*), though in written French the reader's eye would detect four more changes (*valet-valets*, *devenu-devenus*, *fatigue-fatigués*, *endormi-endormis*). Compare the same sentence changing into the plural in Spanish and Czech:

(Span.)

Habiendotrabajado mucho, nuestoviejocriado se pusocansado y se durmió.
Habiendotrabajado mucho, nuestrosviejoscriados se pusieroncansados y se durmieron.

(Czech)

Pracovavtěžce, nášstarýsluha se unavilausnul.
Pracovavšetěžce, našistrařisluhové se unaviliausnuli.

In both languages-in Czech more so than in Spanish because of the number change in the gerund-the sentence parts are closely knit together by suffixes showing number. This would be similar in Latin, Greek, Hebrew, Swahili, etc., while the Uralic, Altaic and many other languages would rather resemble spoken French. The issue here seems to be one of *analytic versus syntheric (global) thinking*.

Very interesting is the role that sex seems to play in human thinking. Most languages other than Arya, Semitic and Hamitic, seem to place little emphasis on its verbal expression. English, though of Aryan lineage, has given up this emphasis almost entirely and few remnants are extant (he-she, father-mother, bull-cow, actor-actress, etc.) The Romanic, Slavic, or Semitic languages, however, can hardly as much as name a person without reference to sex. Compare these three short letters:

ENGLISH: Dear friend:

I was unable to come to see you last Friday because I was ill. My teacher told me to go to the hospital for a few days, and my cousin took me there in the afternoon. Now I am all right again and I'll see you soon.

Your friend, Billie

SPANISH: Muy amiga mía:

No pude visitarte el Viernes pasado porque estaba enferma. Mi profesora me dijo que fuese a la enfermería por unos días y mi primo me llevó allí por la tarde. Ahora vuelvo de estar bien y te veré pronto.

Tu amiga Guillerma

CZECH: Milá přítelkyně,

Nemohla jsem tě navštívit minulý pátek, protože jsem byla nemocná. Má učitelka mi poradila, abych šla do nemocnice na několik dní a *muj bratranec* mě tam vzal odpoledne. Nyní jsem zase zdráva a brzo tě navštívím.

Tvá přítelkyně Vilma

Four persons are involved in this communication: the writer, the friend, the writer teacher, and the writer's cousin. From reading the English version, the sex of none can be established. In Spanish, there are seven references to sex, enough to establish the sex of all persons concerned (the cousin, "primo" is male; the other three, female). In the Czech version there are sixteen references to sex; the writer's and the recipient's sex are established within the first three words.

Among the languages emphasizing sex, the degree of emphasis varies. In many languages with three genders, living beings—regardless of their sex—can be referred to by neuter nouns, e.g., German, *das Kind*, *das Weib*, *das Mädchen*; Czech *dítě* (child), *děvče* (girl), *koťe* (kitten). The emphasis is much stronger in the Romance, Semitic and some other languages where, in a way, the whole world is personalized and sexualized by splitting the stock of nouns into masculine and feminine *only*.

Interesting details are found in the area of personalization/sexualization of things. As one example of many, let us quote the case of *sun* and *moon*. English, potentially using *he* and *she* respectively for reference, and the Romance languages (*el sol/la luna, le soleil/la lune*, etc.) personify the sun as male, the moon as female. So did the Romans and the Greeks (*sol/luna, ho hēlios/hēselēnē*). German makes the sun female (*die Sonne*) and the moon male (*der Mond*). Slavic does not personify them at all; the sun is neuter. (Cz. *slunce*) and there are two words for the moon, one masculine (Cz. *měsíc*) and the other feminine (Cz. *luna*).

Even to the English speaker who is certainly used to disregard sex, it comes as a minor shock when he becomes acquainted with languages which neglect sex to such an extent that not even the personal pronoun can show it. Hungarian has only one pronoun (*ő*) for “he,” “she,” and “it,” and Turkish (*o*), Swahili (*yeye*), Malay (*ia*) and many other languages follow suit.

The English speaker is certainly puzzled by the fact that many languages show number not only in nouns and pronouns but in almost all parts of speech. This, he would feel, is superfluous because in Spanish “*nuestras hijas cantaban*” neither “our” nor the action of “singing” represent a true plurality: but he would also be convinced that the distinction *daughter: daughters* is essential and indispensable. What a shock to learn that Malay, Chinese, etc., can do without it!

Extremely interesting are the different attitudes to time as expressed by verb forms. Most European languages are enough concerned with the time of an event to have their verbs distinguish between past, present, and future. The Romance languages even distinguish an immediate from a remote future or past (French *je vaisfaire: je ferai; je viens de faire : je fis*). The Semite, however, still lives in the eternal timelessness of the desert: his verb cannot distinguish time. Neither can the Malay verb: the tropical jungle is timeless, too.

Among the languages distinguishing time, many are also careful to express the time relation between main and subordinate actions by special tense forms, e.g., the plusquamperfectum for anteriority in the past in Latin, and its equivalent in Germanic and Romance languages. Slavic has no such concern but is extremely meticulous in denoting duration by giving its verb “perfective” and “imperfective” aspects. Czech goes to some length in keeping apart not only momentaneous actions from durative ones but also the latter from habitual and serialized ones:

uviděl jsem ho= I caught sign of him

viděl jsem ho= I saw him

vidal jsem ho= I used to see him

vidával jsem ho (každýrok) = I used to see him (each year several times)

Other aspect-conscious languages are Greek, the Romance languages (for past actions only), Lithuanian, Semitic. German is unconcerned but English, its cousin does distinguish actions in progress from such not in progress. The issue here definitely seems to be a difference in outlook on work and action.

In connection with this we should also note the attitude toward the performer of an action as expressed by voice. The Romance and Slavic languages shun the passive for imperfective actions. (Fr. *on dit que . . .*, Span. *se dice que . . .*, Russ. *govorat, cto . . .*, Cz. *říká se, že . . .*). English has no such prejudice (it is said that . . .). Some languages (e.g. Basque, Gruzian) strongly prefer passive verbs.

In a related category fall differences such as, Engl. *I am cold*, Fr. *j'ai froid* (personal) vs. Germ. *miristkalt*, Cz. *mně je zima* (impersonal). Russian in particular has a strong predilection for impersonality and almost all modal auxiliaries are expressed in this way: *mne priho ditsä* (it arrives to me = I must), *mne svobodno* (to make it is free = I may), *mne nado* (to me is necessary = I need), *mne hočetsä* (to me it wants = I want to) *mne nel'zä* (to me is impossible = I must not), etc. Hungarian and other Uralic languages share this bent.

Other differences in concepts concern the division of space around the speaker (Span. *éste* = the one near me : *ése* = the one near you : *aquél* = the one near him and the adverbs *aquí* : *ahí* : *allí* versus Engl. *this* : *that* and *here* : *there*); the definiteness or indefiniteness of abstractions as expressed by use or omission of the article (Engl. *man, life, justice* versus Fr. *l'homme, la vie, la justice* and Germ. *der Mensch, das Leben, die Gerechtigkeit*); of objects, in particular the partitivity of direct objects after negative verbs (Engl. *I don't have money* vs. Fr. *je n'ai pas d'argent*, Cr. *nemámpeňž* {genitive!}); the distinction of animate from inanimate direct objects (Sp. *busco al padre* : *busco el pincel*, =Czech *hledám otce* : *hledám štětec*); and many other issues.

We shall not close without touching one particularly conspicuous area of psychological differences among various language communities: the *verbal* expression of emotions. Also here we must limit ourselves to a few casual remarks.

The means for expression of endearment (other than intonation and gestures) are lacking almost entirely in English, French or Northern German, which show a strikingly sober and matter-of-factly attitude to emotional life. What, for instance, can you do in any of these languages with a name like *Mary* to show your affection either as a lover or as a parent or as a friendly stranger? Not much. A Northern German may perhaps say *Mariechen* or the dialectal form *Mareike*; the Englishman or Frenchman not even that. Compare this with the Italian variants *Mariú, Marita, Marietta, Marina, Marinetta*; the Czech, *Máňa, Maňka, Mařenka, Maruška, Marušinka*; the Hungarian, *Marika, Maricza, Maricska, Micika*, each of

which may be reinforced by the possessive suffix of the first person (*Marikám, Micikám, etc.*) ; the Austrian, *Mariedl, Mitzi, Mitzerl, Mitzerle*. In some languages, the use of hypocoristic (“endearing”) suffixes can even be extended to the adjectives and verbs: Spanish *pequeño: pequeñito: pequeñicito*; Czech *malý (small) : maličký, malininký, or maliňoučký, or spát (to sleep) : spinkat*. Maybe no language can go farther than Czech in a sentence such as, *malinké děťátko spinká v postélce* (each word has a hypocoristic suffix). An English translation such as, “the little child sleeps in his (little) bed” catches the semantic element only; the emotional content is simply untranslatable. It should be noted, by the way, that such affixes are not interchangeable without a slight modification in the emotional content; you may use a different form in addressing a playmate, a classmate, a sister, a sweetheart, etc. In the same languages, other suffixes may express disapproval, contempt, disgust (compare Span. *-ón*, Ital. *-one, -occio*, Czech *-isko* and the like).

Emotions can also be expressed through the form of address. The Anglo-Saxon addresses every one by *you*. This may well be very democratic but it deprives him of a part of the poetry of life. A whole category of love lyrics in, say, German must remain a closed book to him because he cannot understand all the fuss about “*das erste Du*”: this first occasion of saying “Du” to each other is a red-letter day in the life of a couple of lovers. In deceased democratic Czechoslovakia, the pronoun “ty” was also used in many organizations (e.g., the famous “Sokol”) as a verbal symbol of human brotherhood. Very interesting and revealing psychologically is the semantic content of curses used by different ethnic groups. As most of the material in unprintable, the reader is encouraged to work this field for himself.

Finally we should only touch the “social mentality” of peoples as expressed through vocabulary and phraseology. The languages of the Western culture yield much interesting material (compare the above mentioned Spanish *S.S.S.Q.B.S.M.* and *mande usted*) but are outdone by far by a number of languages in the Far East (Japanese, Javanese, etc.) which use largely different vocabularies in talking to people of different social classes.

Though the subject matter of this article could be extended to fill volumes, the writer hopes to have brought sufficient material to drive home his point, or rather that of the quotation with which he started. He further hopes that the reader will be stimulated to an exploration, in the direction, of the foreign language he knows and teaches. It will be an absorbing and rewarding exploration-rewarding for himself as well as for his students.

Talladega College
Talladega, Alabama

Film and the Teaching of Foreign Languages and Cultures

Francoise Pfaff

(This paper, accompanied by film demonstrates, including Sembène Ousmane *La Noire de-*, was presented at the April, 1978, CLA Convention in Memphis, Tennessee)

The twentieth century is, no doubt, the century of images captured by the camera eye. In the United States, “children under 5 watch an average of 23.5 hours of T. V. a week. That may be less than the weekly video diet of adults (about 44 hours), but its effects are potentially enormous. Multiplied out over seventeen years, that rate of viewing means that by his high-school graduation today’s typical teenager will have logged at least 15,000 hours before the small screen, more time than he will have spent on any other activity except sleep.”¹ Cinema, on the other hand, remains one of people’s favorite means of escape from the worries and routine of their daily life.

Images are not new. They have been transmitted for ages through transcribed symbols or realistic drawings. They go as far back as the pre-historic man who left us signs of his presence on cave walls. Likewise, Egyptian sarcophagi and Greek urns have left scenes of the life in Ancient Egypt and Greece, By walking along the *bas reliefs* or turning the urn, people were in fact enjoying the first films that man had ever conceived.

It would be too lengthy here to describe the slow evolution of the moving pictures from the ancient shadow shows of Asia to our grandfather’s magic lantern or from Leonardo da Vinci’s “Camera obscura “ to Louis Lumière’s “cinématographe.” Yet, by skimming over the history of images, moving images and the moving pictures of today, we have already placed images in certain historical and sociological contexts. Indeed, those images reflected the environment in which they were produced. As such, moving pictures or films are also a precious tool for the sociologist, the anthropologist, and anyone interested in the cultures they illustrate. The *Encyclopedia Britannica* considers film as an art which has “developed” a rich language of communication, central to which is the ability to rearrange space and time to produce a totally new “reality.”

¹ *Newsweek*, Feb. 21, 1977, page 63.

In what perspective should film be viewed? If film is a language consisting of images, how is film imagery going to be deciphered? How are film images to be placed in their proper socio-cultural context along with the linguistic elements they provide?

To start answering those questions and before seeing how films can be used in foreign-language classes, it is important to state that film is not a new form of literature, although the tools and methods of analysis may appear similar. Film language deals with images referring to particular representations of an object or emotion. In the case of visual representation of objects, a film image may wrongly appear to be less ambiguous than the language of words. Let us take the example of a cat. Everyone knows that a cat is a cat. In film, a cat, or rather the image of a cat, may be less evocative, less likely to be enriched by imagination, association, or recollection than in literature, where a cat can be many cats unless further description refers to one cat in particular. In film, the cat is represented directly in shape, color, and size but this same cat symbolizes many ideas and feelings according to the socio-cultural context from which the filmmaker, the film, and the viewer derive. As such, a cat may refer to bad omen, femininity, slickness, meanness, darkness, death etc. . . and, of course, we will find many of the symbols already found in literature but placed in a different perspective.

A film raises the problems of aesthetics, sociology, semiotics, and semiology which are both related to the deciphering of signs and the study of the laws that govern them. It is, therefore, obvious that the same sign or symbol will be perceived differently by two people of different cultures as will be exemplified in the discussion of Sembène Ousmane's film, *La Noire de*—.

As seen before, film is not comparable to literature, but, at the same time, it would be erroneous to state that film is simpler than literature or that it is more linked to entertainment than to serious and thorough studies. Film images can be very intricate as proved by the works of directors such as Bergman, Godard, and Fellini. The moving picture can be ambiguous because it shows but does not explain, and we all know that people do instinctively search for meanings in images.

Applying Goldman's theory of the novel (in *La Sociologie du Roman*) to film, one can say that film is the product of individuals or groups influenced by the society in which they live. American films are often fast-moving, noisy, and technically intricate; and, usually, they are less apt to be emotionally involved than European films. French cinema often focuses on the psychological facets of emotional problems, films from the Soviet Union are propagandist, while films from Latin America and Africa try to convey a particular message tied to the problems of their newly emerged nations. If one applies Jung's theory, film can be seen as the reflector of the collective unconscious, very much like former myths.

A Marxist approach to film would tend to prove that film is influenced by the dominant ideology of the ruling class, which owns the means of production.

In fact, the theories of film are many, and the last definition we will analyze here is film as a true reflector of culture. In her 1947 article, *An Anthropologist Looks at the Movies*, Hortense Powdermaker wrote:

Through the study of American movies, we should likewise contribute to the understanding of the American society. We assume that movies will reflect values and goals of folklore; the theatre and literature have always reflected them.

Defining films as cultural reflectors, and cultures include languages, we now start to see why films should be introduced in the curriculum of foreign-language classes.

If it is true that “the history of language is the history of change,”² the teaching of languages should include changes adapted to the evolution of societies. We know that 96.6% of American households have at least one television set.³ Why, then, should the teaching of foreign languages and cultures remain exclusively imprisoned in the print-oriented tradition? Why not appeal to students through means to which they are already accustomed and attracted? Why should the teaching of foreign languages be fastidious when it truly can be exciting? Why should languages be confined to books when films can present native speakers in their natural surroundings?

Recently, it is true, many schools have developed modern-language laboratories in which students can repeat basic structures and sentences read by native speakers. Although such equipment should indeed remain, nothing replaces the audio-visual content. I don't mean 10-minute films or mediocre time fillers used in a classroom when teachers need a break to rest their vocal cords but feature films of high artistic, technical, and linguistic standards viewed as an integral part of intermediate or advanced language classes.

Many people, of course, will argue that images encourage the passivity of the student while reducing their creativity. My experience in this field opposes such statements since simultaneous perceptions of the same image will trigger discussions. Films used in foreign-language classes will stress the use of the four basic language skills: listening, speaking, reading, and writing.

It is after having made such observations that I initiated a new course within the Department of Romance Languages at Howard University. This course, *France and*

² Philip Dume, *Newsweek*, Feb. 13, 1978, page 4.

³ *Washington Star*, May 3, 1977, page A 9.

French-Speaking Countries Through Films, includes works by prominent French-speaking directors such as Francois Truffaut, Jean-Luc Godard and Ousmane Sembène. Its purpose is to provide the students with new approaches to the study of foreign languages and cultures based on the viewing, analysis, and criticism of films in French.

The themes studied include youth, family, education, religion, justice, work, race relations, etc. in both France and Francophone West Africa. Most films are selected so as to present several views of the same theme. Race relations in France, a subject which was of great interest to Howard University students, was illustrated by the following works: *Joli Mai*, (1962) , a semi-documentary film directed by French filmmaker Chris Marker, whose skillful camera wanders among the people of Paris giving to the usually forgotten members of French society the opportunity to express themselves in front of a camera while performing their usual tasks. The film includes interviews with a taxi-driver, housewives, young working women, union leaders, African students, young Arab workers, prisoners, etc. in the tense and insecure climate of France at the eve of Algeria's independence.

La Noire de— (1966), by Senegalese filmmaker Ousmane Sembène, describes the life, frustration, and ultimate alienation of an African maid brought to France by her white employers. This film enables the students to perceive the mechanisms of neo-colonialism in Africa and also France's stereotypical ideas of the "Dark Continent."

La Permission (1967), a film made in French by the black American filmmaker Melvin Van Peebles, illustrates the life of an American G. I. in France and his involvement with a white French girl. It depicts the subtle racism and dubious feelings related to blacks in France. This film was selected because it showed France through the eyes of a foreign director, thus serving as a bridge between films made by French directors and those made by French-speaking African directors.

Soleil O (1972) , made by Mauritanian film Director Med Hondo, relates a young African accountant's attempt to work in France and his subsequent "awakening" to the realities of the black worker's life in France. It is a highly symbolic film which goes from the historical background of French presence in Africa to the present issues set forward by the migrant-worker population from its former colonies.

The brief synopses previously cited make it scarcely necessary to mention how some conclusions drawn from such films differ from the usual statement found in textbooks based on the official sources of the French Cultural Services, according to which racial prejudice remains unknown in "La Belle France"!

France and French-Speaking Countries Through Films is a three-credit course open to both graduate and undergraduate students. In all instances, the films are used as primary class sources supplemented with bibliographies, biographies, excerpts from textbooks, and newspaper articles dealing with various themes illustrated on the screen.

I also observed with great pleasure that non-registered students attended all the films and class discussions. In other instances, teachers of other departments sent their students to see the films. On the strength of an anonymous survey conducted at the end of the course, I found out that it had been well received by the students, who benefited greatly from a wider range of experiences which strengthened their understanding and learning of French.

The reasons for using feature films in language classes are as infinite as the ways to utilize them. Teachers should not be afraid to innovate. First, the teacher should not feel he is going to be replaced by a machine which we all know with great relief is impossible! In fact, quite the opposite is occurring since it is the teacher who studies and discusses the films with the students. Second, the teacher should not believe that puritan rigidity is always the key to teaching and learning! Why should film be banned from the classroom under the sole pretext that it may also be enjoyable? As people say in France, let's "joindre l'utile à l'agréable"! Third, the teacher should consider that his audience is generally young and "boob tubed" anyway, as seen before. For every book the average college student reads, he views 20 films!⁴ Why shouldn't we plant seeds in prepared grounds? We all know that the visual media affect our students on a daily basis. The use and criticism of films in the classroom will also help them to be more discriminating in their selection of what they view during their leisure time. Shouldn't classes expand in the direction of the outside world?

To anyone wanting to attempt the experience which I had, my advice would be words of encouragement and patience. The launching of a new course involves convincing your colleagues and the administration that it will be both new and fruitful. A course based on films involves a budget for the rental of films which are easily obtained from American distributors through-out the United States. *France and French-Speaking Countries Through Films* had a budget under \$1000 for 10 films and the funds were supplied by the Mellon Grant of Howard University's College of Liberal Arts. Then, once the schedule for the film viewing is set, many additional tasks are involved in ordering, receiving, and shipping the films (I may say that all the films ordered came in time in spite of one or two instances of last-minute nervousness when the film arrived on the very day it was to be shown). Classes met twice a week from 4: 00 to 6: 00, one class period was devoted to the screening of

⁴ Ralph J. Amelio, *The Film in the Classroom* (Cincinnati, Ohio: Standard Publishing, 1974), p. 1.

the film while the other was devoted to the discussion of the previous film as well as a short introduction to the following one. Finally, six typewritten papers were assigned to the students as well as three exams throughout the semester.

Since the outcome of such a course was very encouraging, I would mention that one of my next projects involves a course entitled *French Film Workshop*. It will include the thorough study of filmscripts in French and two scripts written and interpreted by the students. Their films (30 minutes in length) will be recorded by a video-tape system and serve as the main requirement for the course. Tapes of the scripts will be available in the language lab for phonetic purposes, and the writing of scripts by the students will call for the efforts in the field of grammar and composition while stimulating the often hidden creative and artistic talents of the students. Teachers from the School of Communications at Howard University will be invited to lecture in this interdisciplinary class so as to familiarize the students with the techniques of film writing and film making.

I have strong reasons to believe that my introduction of films in the sphere of foreign languages proved to be successful. On the cognitive level, such feature films provided an invaluable enrichment suppressing the abstract notions commonly associated with the teaching and learning of foreign languages and cultures. French, spoken in a French environment, became real in the ears, minds, and mouths of my students; and for me, that was a real achievement!

*Howard University
Washington, DC*

Old and New Horizons: Some Suggestions for Cooperations Between English and Foreign Language Departments

Wendolyn Y. Bell

As a direct result of our technological acumen, wish to escape the many problems of our planet, and seemingly insatiable desire for exploration, we have walked on the moon and have viewed television pictures of Mars. By so doing, we have learned, in the words of Montagu Ashley, "...that man will have no other home than the planet on which he was born and that he had better make the best of it."¹

Since we are earthbound for living, we are obliged to become increasingly less nationalistic and more international in our outlooks. William P. Pressley predicts "that in the last quarter of the century there will be no foreigners in the world—the pronoun *they* will be changed to *we*. We will intermingle the world over. One world, indeed!"² Yet, it is imperative that Ralph Ellison's "Invisible Man" who, because of cultural bias, has been so persistently and systematically excluded from almost every subject, becomes properly visible. In essence, then, this is our first challenge—the see to it that the "dimensions" are so rearranged and reorganized that Blacks are rightly integrated into their appropriate slots. (Further in this presentation, I shall offer some specific suggestions on ways to meet the challenge.)

Within the framework of internationalism in this our global village, one of our principal areas of research should and must be man himself, who has yet received too little attentions in our world of materialism and things, Ashley foresees, and I agree, that "all education will basically be in the humanities, but more broadly conceived than in the past.... Education should be...training in the art and science of being a warm loving and all other training should be secondary to the main purpose."³ After centuries of so-called civilization, it does seem somewhat ridiculous that we must set ourself [sic] this goal. But true internationalism will depend upon achieving it.

Viewed from this perspective, it is evident that the humanistic discipline of languages and literatures are destined to occupy an even greater place in the

¹ Montagu Ashley, "The Coming Cultural Change in Man," *Vista*, V (January-February, 1970), 17.

² William P. Pressley, "Foreign Languages and the Human Community," *Dimension: Languages* 66 (Proceedings of the Second Southern Conference on Language Teaching, Atlanta, Georgia, February, 1966), p. 127.

³ Ashley, p. 19.

curriculum. This our second challenge, will require us to prepare innovatively for our larger role, for which we shall, in all probability, not only have to be its firm advocates, but its defenders as well.

Why do I write that we will probably be called upon to defend our disciplines? Because, and I quote an unidentified University of Chicago Professor, who declares: "The main demand of the more radical at the moment is 'relevance.' While in theory it could be well argued that the FL'S have never been more 'relevant' to our situation than today, 'relevance' in the present debate is usually attributed to courses that presumably make a direct and immediate contribution to changing the social environment, and almost all 'academic' subjects are automatically excluded..."⁴ Except for English Composition, and perhaps even that in some cases, all our subjects are academic.

So, at a time when the study of foreign languages in particular and academic subjects in general are under attack, it would seem advisable that cooperation between English and Foreign Language Departments is ever more necessary for, excuse the cliché, there is strength in unity. We of the foreign language disciplines will look for support from our colleagues in English, who, more than teachers of any other subject, should be best prepared to come to our defense. At as time we must be allies in defending our joint academic areas. Paradoxically, then, we face the tremendous task of anticipating an expanded role in the future, but have to safeguard against losing ground at the present time.

Since we expend a great deal of our time in the preparation of teachers, I will address myself to this segment of our work as our third challenge. According to Joel L. Burdin in an article entitled "Promoting International Understanding and Competence,"⁵ "the prospective teacher, even more than other citizens, needs to have a broad understanding of those forces which affect all mankind. More than the average citizen, he needs to have those attitudes, that knowledge, and that appreciation which will enable him to help children and youth to attain a sufficient degree of worldmindedness."

To help achieve this objective, English Departments will have to continue to encourage their students to enroll in foreign language courses where they require direct access to one of the most effective tools for dispelling provincialism and attaining worldmindedness. In the process, the students will improve their own language behavior and broaden their cultural horizons.

⁴ "FL Requirements: Some Status Reports," *The ADFL Bulletin*, I (September, 1969), 9.

⁵ *Progress and Prospects: The State of the Association*, American Association of Colleges for Teacher Education, 1969, p. 15.

More specifically, English and Foreign Language Departments can establish co-majors to include course designed to impart information and develop skills needed by all prospective language teachers. Among these may be introduction to literature, literary analysis, stylistics, linguistics and methods.

As we become more international in our perspectives, English and Foreign Language Departments can and need to cooperatively concentrate their attentions on the area of methods in order to keep abreast of the increasing interest in bilingual education. According to Donald D. Walsh,⁶ “the teaching of English to native speakers of another tongue is not a task for

American foreign language teachers. It is a task for regularly certified American teachers of English and other subjects, who are also thoroughly prepared in contrastive linguistic analysis and who have a thorough acquaintance with their students’ native tongue.” The two departments concerned, English and Foreign languages, can provide the necessary instruction in their separate disciplines while cooperating to give courses where the required skills and knowledge overlap. Not only will we produce better prepared teachers, but we will help them to enhance their job possibilities as well.

Besides training teachers, we prepare students to enter graduate school (who may or may not eventually become teachers), and we also provide instruction at the graduate level. I see making the foreign language research tools really functionable as a fourth challenge for cooperation for English and Foreign Language Departments. Incorporating foreign literatures in Comparative literature courses, for example, by the use of translations is not the answer. Where language majors are concerned, I am in wholehearted agreement with Mills F. Edgerton, Jr.⁷ who states: “the use of translations in courses leads to such abuse that it ought perhaps to be abandoned completely until such time as the general level of sophistication in matters linguistic is such that translations can safely be included among texts to be normally studied as literature.” As a tangential point, I would like to inject that here is a fertile area of our cultivation. We can set as a goal the productions of students strong in contrastive linguistics who would be those most perfectly prepared to produce acceptable translations.

Now back to the point at hand: making the foreign language tools really functionable. Since the student has spent many precious hours acquiring his foreign language skills, not only does he need encouragement but also assistance in employing them. I would suggest then that English teachers should expand the bibliographies for some of their graduate and undergraduate course to contain

⁶ Bilingualism and Bilingual Education,” *Foreign Language Annals*, II (March, 1969), p. 302.

⁷ “A Linguistic Definition of Literature,” *Foreign Language Annals*, I (December, 1967), p. 129.

entries of articles and book in the foreign languages which their students are studying. Your colleagues in the Foreign Language Department can assist you in identifying appropriate materials. Thus, English instructors can revitalize their own latent tools while assuring that those of their students remain dynamic.

From the instructional point of view, recourse to team teaching—the English instructor and as many foreign languages teachers as may be necessary (i.e., one French and one Spanish)—represents yet another method which we might employ to ensure that the student uses his tool subjects. From the student point of view, where their individual preparation is not in the same foreign language, but two or more different ones, individual oral and/or written reports on the foreign sources can be assigned.

For monographic courses, one on Romanticism for example, we can arrange for team teaching also, if we are planning a more traditional type comparative course. Here the student will be responsible for readings in two languages. Using a more innovative approach, we can structure a seminar on, let us say, European Romanticism wherein the team teaching method can also be combined with the procedure of having our students read in his native language and at least one foreign language.

Thus, our students who are already well-initiated into the practice of using their foreign languages and who have grown accustomed to do so, will not be shy or reluctant to seek such references in their individual research. Out of such research we can expect many new dimensions and a real flavor of internationalism for the world's stock of knowledge.

Also accruing from studies of the type which I have just described can be several special benefits for Blacks. In a speech given in 1933 (I emphasize the date to point out that some of these have been long-existing challenges), W. Napoleon Rivers addressing himself to the topic “Why Negroes Should Study Romance Languages and literatures,”⁸ stated the following as two of the desired goals: “to (1) increase his knowledge of the history and literature of his race; (2) to combat falsehood with truth; by searching the sources in these languages and bringing to light important facts which have been obscured, falsified or omitted, and to rehabilitate distinguished personages of African descent who have contributed to world culture but have been detracted or omitted in books printed in the English language....” Further on in his speech Dr. Rivers supports his positions by saying that Negroes themselves need to put things in their proper perspective because “...the white scholar goes to the sources but does not bring back the truth. He brings back the matter which fits into the well established [sic] grooves of the

⁸ *Macédoines en Prose*, n. d., p. 119.

Nordic mind, relative to the Negro.”⁹ Our young scholars will not only find fertile topics for research, but they will be growing in self-esteem as they make valuable scholarly contributions.

Up to this point, I have chiefly written about cooperative efforts between English and Foreign Language Departments in their work to produce teachers and citizens primarily from among those students who are our majors and minors. But what about the far larger number of individuals for whom we provide service courses? Our fifth challenge: while we discuss their needs we will not be excluding our majors and minors because they too are exposed to our instructions at this level. We of the foreign language disciplines will continue to service all the students who come to us, and we would hope, in view of the foregoing discussion, that English Departments will be sharing their majors with us for more than the one or two years sequences of courses. Moreover, we hope that English majors will at least minor in a foreign language or, where possible, have a co-major in English and a foreign language.

But, back to the point at hand—what about those students whom we service? At my own University, I have long been an advocate, without much success so far, of adopting and implementing the slogan “every teacher an English teacher.” We, more than any other teachers, sympathize with our college English teachers who are prepared to give instruction at that level only to find that they must indeed teach a ‘new’ language, standard English, to many of their enrollees. A possible solution to meeting this problem would be adopting some of the methods and techniques used to teach foreign languages or English as a foreign language. Here it is that your colleagues in foreign languages can provide valuable information in helping you to structure courses to enable students to more rapidly acquire the skills needed for improved oral and written expressions.

Many colleges and universities add to and delete from their curricula remedial work in English: the public schools more than the private. This shows indecision as to whether the student should receive college credit for the work, not whether he needs the instructions. We of the Foreign Language, being very familiar with the problem can firm allies in helping you to establish such courses, whether for credit or not, as necessary inclusions in the curriculum. Perhaps through in service seminars the methods and techniques can be explored and agreed upon with assistance from the Foreign Language Department.

Students with stronger English backgrounds are predictably apt to have greater success in all their other courses and foreign language work in particular. The students will be more knowledgeable language wise and will probably profit from

⁹ *Ibid.*, p. 126.

being exposed to similar methods of instructions. As a result, the task of learning the foreign language will be easier for student and teacher alike. Therefore, through their cooperative endeavors, English and Foreign Language Departments can be proud of producing students who are better able to communicate.

In my concluding statement, I am using a quotation from Alvin Poussaint who reminds us, when speaking on “The Role of Education in Providing a Basis for Honest Self-Identification,”¹⁰ that the black people are not just seeking equality, full rights, and freedom. What’s going on now is also a search and fight for *inner* emancipation from the effects of white racism—to become somehow purged. So it’s also a question of legitimizing blackness.” No one would deny that we need to be articulate in expounding our own case. To becomes that “warm loving being” which Ashely emphasized as a priority of concern, Blacks must seek means toward establishing a positive self-image which they are prepared to present and interpret to others. With renewed determination to stress the *human* aspects in our humanities disciplines, if we are successful with one, two, or all the challenges herein set forth, we will be making huge strides toward achieving that goal.

*Tennessee State University
Nashville, Tennessee*

¹⁰ *Black Studies in the University: A Symposium* (New Haven: Yale University Press, 1969), p.197.

Why Blacks Should Study Foreign Languages

Edna N. Sims

This report is intended as a thought-provoking antidote to what the author perceives to be a crisis situation and is directed to those most able to administer the cure. The crisis in question is evidenced in the willingness of some higher-education institutions of the United States to discourage the study of foreign languages as a college-wide requirement. This turn of events may, unfortunately, be mistakenly interpreted as a signal that the study of foreign languages is now of lesser importance than the so-called "more basic disciplines." Foreign languages, however, are a rung of maximum utilitarian value in the struggle of blacks up the economic ladder. Therefore, the administrators of black higher-education institutions, their students and prospective students, concerned United States Government socio-economic and education agencies, and the black community at large must take care not to eliminate precipitously a valuable skill-related discipline the benefits of which, once capriciously discarded, may never be completely retrievable when the blunder is later recognized.

To those underscoring an inclination in some colleges and universities for a modified foreign-language requirement, it should be remembered that many students of the majority population have mastered a foreign language before being admitted to college and are able to show evidence of exposure and travel which black students cannot afford. Also, an earlier trend away from foreign-language study is now reversing itself. Underscoring the intrinsic value of this skill-related discipline for students interacting in the multiculturally competitive urban areas where many of them will be employed, it should be remembered that the tiny but constantly cumulative informational sensitivities accrued in studying a foreign language are essential for success in obtaining grants and fellowships, for passing bar, board, or professional examinations and graduate-school entrance examinations. Black students must not be programmed for a terminal bachelor's degree or restricted to graduate schools which have a relaxed foreign-language requirement. They must be able to compete, at least minimally, with students from all national institutions of higher education.

Though it is not difficult to understand the financial problems of economy-minded college administrators who are compelled to operate with reduced budgets, nor the lament of students wishing to abbreviate their university sojourn, we deem it imperative to caution them that too narrowly specialized curricula inevitably result in provincialism. More importantly, black students, as guardians, not only

of their own education but also of that of their children, should be cognizant of the experiences of earlier graduated students who, as susceptible undergraduates, yielded to pressures advocating fewer “liberating” subjects. A recent survey¹ emanating from a questionnaire to the graduating class of a major university found that these students, in retrospect, felt the average college student was ill prepared to select intelligently a course of study for his future: “In their search for what was relevant, they were permitted to take what they thought they wanted and to avoid what they didn’t want to take. It wasn’t until their later years that they realized their mistake.”²

The courses the surveyed students most frequently wished they had taken were six in all: foreign languages (first place), literature, English, creative writing, science, and philosophy. Bearing in mind that all but one of the above are selected from the humanities, let us alert ourselves to the “pros” and “cons” of the matter as it relates to the study of foreign languages, not necessarily as a major subject but, rather, as a general-education requirement (approximately six semester hours above the elementary level) for all college students. Though we shall focus generally on the total student population of the United States, we shall attempt to evaluate the benefits for the black student of the urban community.

The most frequent arguments against the study of foreign languages decry the time spent in acquiring the skill as disproportionate to the benefits received. It is said that students, on completing the foreign-language requirement, obtain only a superficial knowledge of a discipline which they may never use and, to placate dissenting faculty members, patronizingly retort that the students who need foreign languages “will take them anyway.” Although very few have dissected cats, frogs, earthworms, sheep’s eyes or animals’ hearts since intermediate biology, the time spent can hardly be considered disproportionate to the benefits.

The dictionary remains the perennial best seller, attesting to the fact that, after constant study from elementary school through college, one manages to attain only a superficial knowledge of one’s own language. The foreign service of the United States defines a “useful knowledge” of a foreign language as the ability to handle everyday speech (with the aid of a dictionary) to read a newspaper and discuss a technical article in a particular field.³ We view six semester hours above the elementary level as a springboard rather than a terminus ; that is to say, there remains no great distance before this level of competence can be achieved.

¹ Eugene Savaiano, “The Foreign Language Requirement, a Liberal Education, and You,” *Bulletin of the Association of Departments of Foreign Languages*, V (May 1974), p. 13.

² Savaiano, p. 13

³ June L. Sherif, *Handbook of Foreign Language Occupations* (New York: Simon and Schuster, 1964), p. 13.

Forward-thinking students who recognize their need for foreign languages may not “take them anyway” for, though well intentioned they may be, they are like those of us who fail to keep our new year’s resolutions beyond the month of January. Though the students of the large metropolitan areas pride themselves in being more sophisticated than their rural counterparts, they are, in their quest for equal voice in preparing their own college curricula, programming themselves and their peers, with the help of their easily yielding college faculty and administrators, to remain provincially oriented urbanites due to their eagerness to introduce curricula which afford them their diploma in the least possible time. Perhaps, for their own sake, they will dare to be different if they can come to realize the irreparable harm they innocently heap upon themselves. Can the monolingual person ever really claim to be well educated? No, he cannot. Let us examine the provincialism which we seek to combat.

The urban college graduate, in addition to being a resident of a multilingual world, is surrounded daily in his own city by evidences of multilingualism and multiculturalism which he, knowing only his native language, is unable to perceive. Though he considers himself to be among the educated of the world, he is conspicuous in his limitations and, if he does travel, he cannot help advertising his single-culture orientation. Upon studying even a single foreign language, one simultaneously discovers that language expresses culture and helps the student to acquire tiny but constantly cumulative sensitivities which culminate in an awareness of humanity which cannot be gained in any other way.

Whether the administrator of a policy-setting government agency, an institution of higher learning, a social agency, or big business, the person who fails to perceive the importance of foreign-language study will negatively influence all with whom he has contact. Sadly, the most forceful perpetrators of urban provincialism are the educators who insist upon depriving those they teach just because they themselves did not attempt to “advertise” their foreign-language facility in seeking employment. They are missing the opportunity to understand the varied interests and psychological needs of students who must be encouraged to expand their own horizons rather than to become carbon copies of their classroom professors. One of the most grievous problems of the urban school in this century is seen in the failure of its students to write acceptable English. Even for college students English, along with mathematics, science, and other “difficult” disciplines, remains a subject in which even the native speaker fails to excel.

Many maintain that one should, therefore, direct all one’s efforts to the mastery of one’s own language. What they fail to realize is that those who have difficulty with the English language should avail themselves of every possible opportunity to work with words, sentence structure, composition, oral expression and—yes,

even literature. The study of a single language does not provide a sufficient range of verbal perceptiveness since only eight percent of English words are Anglo Saxon in origin; indeed, there are things about English which one cannot learn in English: "The person who has never comprehended, spoken, read, or written a language other than his mother tongue has little or no perspective of his own language, particularly its unique structure; he has never penetrated the rich areas of learning and experience lying beyond monolingual communication."⁴ Just as one does not become a true musician until one knows more than a single instrument, one cannot defend the validity of any "logic" based on language patterns which do not have universal validity. Similarly, one begins to understand one's own culture only when one learns to perceive the ramifications of another world culture. It is an error to consider travel as a substitute for language perception if one is ignorant of the written and spoken symbols with which a culture reveals itself.

Though the globe is shrinking—America and Russia have already landed astronauts on the moon—there are still long-distance telephone operators in the United States who ask their customers how to spell "Santiago" and later inform them they cannot find it in the "African" directory; other operators cruelly threaten to charge extra when their bilingual customers interpret in the native language of the foreign operator names and numbers which she (the United States operator) would have been able to understand and pronounce with even a minimal acquaintance with a foreign language. Students sitting on committees with learned administrators should not have to ask for a translation of "addenda" or "errata" of important memoranda. A student from Bolivia should not encounter a single American citizen who believes her country to be a city in Alaska. Department store clerks and restaurateurs ought to be able to give simple directions to their foreign visitors. When two people apply for a single position the one who has, in addition to the job requirements, the knowledge of a foreign language is the one more likely to be hired.

As long as United States housing inspectors complain: "Sometimes you can't explain (in Spanish) why you're there"⁵ or public health medical personnel or social workers fail to bring medical services to the non-native-born, there will be a need for foreign languages. Even the trend towards including the history of America's minorities in today's textbooks can only be completely accomplished through the study of foreign languages: "Spanish archives certainly contain letters, diaries, and sundry accounts which will throw light, of racial importance, on the explorations in the southwestern part of the United States. We remember Estevanico, called *El Turco*, who discovered the Grand Canyon of Colorado, and led expeditions

⁴ Savaiano, p. 13.

⁵ "Lowering the Language Barrier" (Editorial), *Washington Post*, June 18, 1974, Sec. A, p. 46.

into Arizona and New Mexico. There were Negroes with Balboa in the Pacific, Pizarro in Peru, Cortez in Mexico, and with other explorers in Guatemala, Chile, and Venezuela. Nor should the memory lapse on the parts played in Cuban and Spanish history by Paez, and in Brazil by Patrocino and Dias.”⁶ Thus, the study of foreign languages continues to be the key to communication for the world cultures of poverty. The foregoing remains true especially when one recalls how the era of slavery in the United States proved the value of population control through language control when the natural multilingual ability of polyglot blacks was annihilated as people of similar languages were separated and thus rendered politically impotent.

The black student without foreign language skills who is interested in blacks of other countries and in Third World peoples must rely on second-hand information concerning them since seven-eighths of the world's population is non-English-speaking and four-fifths of the world is non-white. Much information on the history and culture of black peoples is still locked in national archives or in the minds of peoples who have received and who can transmit information only orally. The French-speaking African countries include Guinea, Senegal, Ivory Coast, Togo, Dahomey, Republic of Chad, Zaire, Congo-Brazzaville, Niger, Mali, Algeria, Morocco, Tunisia, Mauritania, and, in this hemisphere, Haiti, Guadeloupe and Martinique. The Portuguese-speaking African countries are Guinea, Guinea Bissau, Angola, Mozambique, and, in South America, Brazil. The Spanish-speaking countries with black concentrations in Africa are Spanish Guinea, Fernando-Po, and the Spanish Sahara. Latin America also boasts of large numbers of Spanish-speaking blacks, many of whom have migrated to the United States.

The student wishing to pursue graduate study will need, in many instances, at least a reading knowledge of one foreign language for the master's degree and two for the doctorate. We do not believe it is the intention of most institutions of higher learning to restrict all students to a terminal bachelor's degree. Few will deny that the higher positions of leadership in any given field will continue to go to people with a broad liberal arts exposure which includes foreign languages rather than to those who have limited their proficiency to a single discipline. A knowledge of a single foreign language will give students the competitive edge.

Language enhances success in international politics. The key to communication with inhabitants of the Third World minimally includes Spanish, Portuguese, French, and Arabic. Since seven-eighths of the world's population is non-English-speaking and is, unfortunately, periodically engaged in various degrees of revolution, one cannot afford to depend upon interpreters whose sometimes erroneous or biased translations for a given situation can result in disaster.

⁶ W. Napoleon Rivers, “Why Negroes Should Study Romance Languages and Literatures,” *Macêdoines en Prose I* (Spring, 1969), pp. 122-133.

Forward-thinking world leaders such as Russia and Germany have long been aware that facility in a foreign language necessitates concentrated study over a long period of time. The average student, even before entering college, has studied at least one foreign language for ten years in Russia; and in Germany, for six years. The average college freshman of the United States, however, has had only two years of foreign language in high school. Research undertaken by members of the Modern Language Association⁷ on the benefits of foreign languages in business, economics, finance, management, social science, and government is especially pertinent. We conclude our paper underscoring their findings.

Today's job market is difficult; employers can afford to be highly selective. There are a number of jobs begging for people with language skills to supplement other technical, business, or professional talents. Our country has just begun trade with China ; the Arab nations are emerging as critical links to the survival of our domestic economy ; Latin-America and the newly independent French- and Portuguese-speaking countries of Africa are providing more and more opportunities in commerce and industry. The executive and managerial positions in banking, finance, in the engineering and technical trades, in radio and television, health services, travel and tourism, hotel, motels, the transportation industry, publishing, manufacturing, the foreign service, and government will continue to see its market serviced or, indeed, "cornered" in the traditional manner by those who have availed themselves of opportunities for promotion, higher salaries, and attractive assignments by developing an auxiliary skill in a foreign language.

Today's black graduates should participate with the thousands of American businesses which buy and sell products across national boundaries bringing the value of world exports to approximately 400 billion dollars. Selling to consumers abroad requires a thorough acquaintance with the culture of a Country—its history, customs, media, language, and social institutions. The traditionally successful United States representatives are those who have not allowed themselves the costly and disadvantageous dependency upon interpreters for transacting their business. Some representative advertisements from the Sunday Classified Section of *The New York Times*⁸ include:

⁷ Lucille J. Honig and Richard I. Brod, *Foreign Languages and Careers* (New York: Modern Language Association, 1974), pp. 5-30.

⁸ Honig, p.11.

- An associate Vice President for a Middle Eastern office of a New York bank with knowledge of French and Arabic.
- Two Spanish-speaking auditors
- One Spanish-speaking accountant
- Two banking correspondents to work with customer accounts, with “knowledge of bank operations, letters of credit, or paying and receiving,” plus fluency in French, German, or Italian
- One Arabic-speaking territorial bank officer
- A bank credit analyst with fluency in Spanish and an accounting background for interpreting corporate and foreign bank credit data
- A multilingual international banking administrative assistant
- An international marketing and financial assistant with a technical degree and knowledge of at least one foreign language

The social sciences include the study of economics, political science, psychology, social welfare and rehabilitation, sociology, anthropology, urban studies and social planning. Sociologists and anthropologists, who, involved in the study of the origins, cultures, traditions, languages, beliefs, values and social relationships of man, must, in order to achieve any depth of understanding, be fluent in the language of the people they are studying. Political scientists, economists and urban planners study local, county, national, and international governments and may be teachers or researchers for both private and government organizations. As advisors to government officials, they must not restrict themselves to interpreting world events solely through the American perspective but must be aware of the cultural and political differences which are accrued through the study of language and culture in order to develop intelligent attitudes and policies. The Director of the Russian Institute at Columbia University, Marshall Shulman, maintains that this sort of narrow view was responsible for some major difficulties encountered during the Vietnamese war and that similar problems are likely to arise in our dealings with Russia and other nations where the language is not English.

. . . . one reason we were not in a position to make sensible judgments about the issue as it arose in the middle nineteen-sixties is that in the entire country we did not have a handful of people who knew the language, the policies, or the culture of Vietnam. Our decisions were made in ignorance⁹

⁹ Honig, p. 23.

Most social service agencies are located in cities where there are concentrations of minority groups (the United States has the fifth largest Spanish-speaking population in the world, after Spain, Argentina, Mexico, and Colombia) and immigrants, and they need bilingual workers who can help with the problems of poverty, education, unemployment, child abuse, poor housing, and illness. In social work and psychology, caseworkers, vocational counselors and supervisors cannot win the trust of their clients in local government agencies, schools, hospitals, rehabilitation centers, and community action programs without knowing Spanish and the Spanish culture which, we reiterate, are accrued through the study of a foreign language.

The United States Federal Government is the largest employer of individuals with foreign-language skills, both at home and abroad. Language proficiency is relevant for positions in the State Department, the Agency for International Development, the United States Information Agency, the Voice Of America, the National Security Agency; the National Aeronautics and Space Agency, the Federal Bureau of Investigation, the Immigration and Naturalization Service, the Bureau Of Narcotics and Dangerous Drugs, the Department of the Treasury's Foreign Claims Settlement Commission, the Central Intelligence Agency, the Peace Corps, Vista, and the Head Start Programs of the Office of Economic Opportunity. In the foreign service alone, officers, after appointment, are expected to acquire an acceptable level of proficiency in at least one foreign language, while junior officers are limited to no more than one promotion until they do so. There remains no doubt that the Federal Government will continue to employ large numbers of today's black graduates. Clearly, the applicant who has had some college training in at least one foreign language will be more able to compete for the more desirable positions.

There remains a ray of hope on the subject as long as students and educators are willing to weigh open-mindedly the benefits of the study of foreign languages. Not too long ago the proficiency requirement in foreign languages was increased to raise the academic quality of the University of Kansas.¹⁰ Should other forward-thinking institutions do less? Our hats off to the Boards of Education across the United States who have expressed a desire for students in their respective jurisdictions to become bilingual. We are certain they realize America cannot afford to continue to tolerate the ignorance or the communication lack which breeds distrust, hatred, fear, war, and lack of advancement both nationally and internationally. Let us lead our posterity to the citizen-of-the-world status which will give them the added sense of self-respect, self-reliance, mental dignity, and the intellectual worth they need to eliminate the all too-prevalent vestiges of urban parochialism.

¹⁰ Savaiano, pp. 11-14.

In reply to those advocating fewer requirements in the humanities, it should be remembered that foreign languages are a skill-related discipline and, therefore, must always be separated from other humanities. There is no remote opportunity for overlapping or duplication of this skill in any other area; in the college setting, a foreign language can be taught only in the foreign language classroom.

*University of the District of Columbia
Washington, D.C.*

Foreign Language Study and the Black Student

Louise J. Hubbard

What good will it do me? This question being asked by all students today is prompting institutions of higher education to provide programs with built-in answers. Course requirements for graduation are being evaluated with the results that in many instances study of foreign languages has been dropped schools and colleges students may choose subjects that will serve them best as they and perhaps a counselor perceive their needs. Black students in the past were usually counseled out of the foreign language field with the reasoning that the subject would be too difficult and that they would never need it. As the choice today becomes theirs to make, black students become a part of mainstream American that sees no benefits in academic study of a foreign language.

Interest in the study of foreign languages in the United States rises and falls. This interest rose to new highs in the 60's with a widespread awareness that Americans must be able to communicate directly with persons of other countries. Recognizing a vital need for a large number of Americans to have competence in foreign languages, the federal government made funds available. As a result classroom teachers of foreign language were retrained in methods that seemed to guarantee a truly bilingual student. Now in the mid 70's, as foreign language educators analyze the lack of success with the new techniques, methodology is seen as just one of several factors that influence performance in the foreign language classroom. American interest in foreign languages has again declined as the benefits of foreign language study are obscured by failure of the classroom to produce fluent speakers of foreign languages. More important is the influence of national policy. National opinion that a knowledge of foreign languages is unnecessary is demonstrated as international affairs of the United States continue to be handled through translators.

It is not surprising, then, for black students to recognize only the possible need for a reading knowledge of a foreign language in their field of interest if they undertake graduate studies. Many students decide that if the time should come, they will take a one semester reading course and know all the foreign language required. Would that we had statistics on the number of students with no previous foreign language study who have seen their progress toward an advanced degree blocked when they discovered that learning foreign language involves more than memorizing a set of synonyms. To view knowledge of a foreign language only as a classroom tool is shortsighted and limiting for any young person, especially so for the black student. "What good will it do me?" The answer will come through clearly

if all interference such as the following is removed. Dispel the myth of predestined failure for black students in foreign language study. There are no special problems for the black student with foreign languages any more than for the white student. Indeed, consider the report of a study made at Ohio State University which suggests that “black college students are likely to be successful in a foreign language course, even though they may have difficulties with all their other subjects.”¹

Dispel also the myth that language learning requires time and effort just like learning anything else that calls for development of skills. Students are right to ask “What good will it do me?” before investing their time and effort.

Study of foreign language opens one’s eyes. More specifically it opens one’s mind. It does more. Foreign language study liberates the mind. Black students, bound to their role in their community, in their city, in our nation, are released from that bondage. The beginning learner discovers that the lips, the tongue, the organs of speech are not made to be moved in one way only, the American way of moving them to say the letters “r,” “s” or the words “hello,” “goodbye,” or any other sounds of the English language. The beginning learner discovers that the sounds that result when we move our lips this way, or that way, when we put the tongue here or there, are neither derisory nor unacceptable, and that aptness in habituating the speech organs to produce the new and different sounds is praiseworthy. The learner discovers that words naming such ordinary objects as a house or a loaf of bread refer to objects in a different culture quite unlike those he envisions; that speakers of English see a table as having a leg; the speaker of French sees its foot. A man has a leg and a foot, as does a dog or a cat; not so to the Spanish speaker who uses a completely different word for the leg of a man and that of an animal, the word for an animal’s leg including also the foot. Beginning with the first contact with a foreign language, students develop a new perception of reality. They begin to understand that what you experience determines what you can say, that what you can say limits what you think. The German philosopher Ludwig Wittgenstein expressed it thus, “The limits of my language mean the limits of my world.” Study of foreign language enables the learner to escape self-defeating provincialism, to look objectively at his world.” Study of a foreign language enables the learner to escape self-defeating provincialism, to look objectively at his world. Black students, through foreign language study, as by no other means, learn indelibly and irrefutably that minority status does not mean inferior, that different means neither better nor worse. Study of a foreign language can, as no other subject, develop self-confidence in the learner. Reinert explains, “Each language which a person can control gives him another way of understanding the world, another insight

¹ Jane Kollaritsch, “Success of Black Students in Foreign Languages,” *College Student Personnel*, 14, No. 1 (January, 1973), 32.

into reality. The greater his understanding to reality, the better chance he has of exerting some control over reality and having real control of his own destiny.”² It is, of course, the goal of students to succeed in their studies. For one reason or another everyone does not always reach that goal. Honest failure in foreign language study, in my experience, does not nullify the acquisition of a new view of reality nor the liberation of the mind.

“What good will it do me? What good will foreign language study do the black student who has no interest in becoming a teacher of foreign languages? There are job opportunities in various areas for the person who, in addition to training for a special job market, has also developed competence in a foreign language. American industrial involvement on international scale increases yearly. Import-export businesses and branches of American companies are located in many countries. The owners and managers of such companies know the fallacy of the American excuse for avoiding foreign language study that “Everybody over there speaks English.” Even the tourist who has carefully kept to the tourist trail has noticed that advertisements of American products abroad are in the language of the foreign country. The American secretary who can work in the desired foreign language as well as in English is a rarity. American firms in other countries seek personal who, in addition to their ability to the job, have also linguistic skills and cultural understanding. Professor Gould of the Department of Journalism at Wichita State University cites the “desperate” need of journalists who are fluent in a foreign language and have an understanding of foreign nations and people. He asserts that “the substantive knowledge necessary for a foreign correspondent worthy of the name, comes largely from an academic experience enriched by the study of cultures through their languages.”³

Having a limited usage of a foreign language opens up job opportunities. The person who has prepared only to qualify for his job preference cannot compete with the person who presents a broader preparation. Employers who cannot find the wanted personnel with language competency frequently select the applicant who by prior language experience evidences capability for language training. For positions concerned with human relations, the person with the understandings acquired through foreign language study has the advantage. A limited knowledge of certain foreign languages is extremely useful in many areas. In places with a large Spanish-speaking population, for instance, persons in medical occupations, workers in social service, policemen, and city officials with a functional use of

² Harry Reinert, “Truth in Packaging. . . for Foreign Languages,” *Modern Language Journal*, 56 (April, 1972), 208,

³ Loyal Gould, “Languages in Communication: Expanded Opportunities for Language Majors in Business and Industry,” *Bulletin of the Association of Departments of Foreign Languages*, 4, No. 3 (March, 1973), 34-36.

Spanish make their work satisfying to themselves as well as open avenues for advancement. In areas where foreign nationals are frequent visitors, competent personnel in all aspects of hotel, restaurant, and retail store service who have in addition foreign language capability are prized. For Blacks, as we know, getting and keeping employment is difficult. In competition for a position the equal qualifications of the black applicant too often become less than sufficient. This can be offset by that extra qualification, which in many instances is the ability to handle another language and understand another culture. Clifton R. Wharton, Jr., president of Michigan State University, cautions against the limitations of career training, "an over-concentration of Blacks and other minorities in career-oriented educational programs may bar them from entering important occupational or leadership activities which require a wide understanding of the inheritance of man."⁴ Nor should Blacks be content with the minimum amount of training which prepares only for the lowest-ranking positions. Teachers and administrators as well as students themselves must see that black students receive training that will qualify them for superior positions and give them the flexibility needed for career adjustment. The successful person in all areas has more than the minimum requirements. The successful has also ease of expression, the ability to communicate ideas clearly and effectively. A benefit of even a minimal amount of foreign language study is the insight it gives to the learner into the nature of his own language. Word study and vocabulary growth exercises in one's own language do not surpass the understandings gained in foreign language study of the influence of words.

The white American is no better off in this respect than the black American, so might say, since many colleges of all sizes have dropped or altered their requirements for foreign language study. Consider that the prestigious colleges, models for smaller colleges, have kept or in a number of cases have increased the admission requirements in foreign languages. Consider the many study abroad programs for high school and college students. How many Blacks have been able to afford this excellent and expensive way to acquire foreign language skills? The substitute opportunity exists in our secondary schools and colleges. If the institutions, do not require study of a foreign language, should not black students require it of themselves? Consider the young people who spend school vacations abroad with no fixed goals. How many are black students? How many black students can afford the luxury of a summer idleness? Who is being shortchanged when foreign language requirements are dropped? Who is being shortchanged when the inner-city high school and the urban college administrators and counselors of black students throughout the United States say: "If you take typing and other business subjects, foreign languages are no value to you"; when they say in 1975: "Foreign languages

⁴ Clifton R. Wharton, Jr., "Toward a Liberal and Career Education," *Ebony*, 28, No. 1 (September, 1973), 100.

are too hard for our students, and they'll never need them"? As in all fields of study, there are teachers of foreign languages who are not committed to their profession. Students have a great deal of influence over the quality of instruction they receive. They and administrators must insist that good instruction and the opportunity to develop foreign language skills are made available in the foreign language class.

Frequently the comment is made that the person who does not plan to be a foreign language specialist cannot predict which foreign language may be needed later in life, or that everything learned will be forgotten by the time a need for it arises. Thus, it is reasoned that it is better to wait until one is sure which foreign language will be of value to the individual. It is often possible that a match can be made of future vocation and foreign language need. In an area with a large population city service jobs, among others, would do well to develop competency in the language that is widely spoken. On the other hand, the initial study of a foreign language gives the never-to-be-forgotten information on how languages work. If a need develops for competency in a different foreign language, the major groundwork has been done; the learning of a second foreign language is quicker and easier. If the language studied is needed many years later, a reading knowledge for a graduate degree, perhaps, this can be developed through self-study with far less effort and time than that needed by the one who has no basic information. If oral fluency is needed, the supposedly forgotten skills will surface after renewal of exposure to the language, and on this foundation progress to competency will be accelerated.

Over forty years ago Professor W. Napoleon Rivers urged the black student to specialize in Romance languages "in order to (1) increase his knowledge of the history and literature of his race; (2) to combat falsehood with trust, by searching the sources in these languages and bringing to light important fact which have been obscured, falsified, or omitted, and to rehabilitate distinguished personages of African descent who have contributed richly to world culture but have been detracted or omitted in books printed in the English language. . ."⁵ Since that time Blacks have located and disseminated much information about their ethnic heritage. Today with an awareness of his past, the black student must come to terms with himself, understand who is as an individual, and forge a place for himself in American life. The liberating experience of foreign language study opens a way.

District of Columbia Teachers College
Washington, D. C.

⁵ W. Napoleon Rivers, "Why Negroes Should Study Romance Languages and Literatures," *Journal of Negro History*, 19 (April, 1934), 119.

The Status of Foreign Languages in Predominantly Black Colleges: an Attitudinal and Statical Study

Sponsored By The Spencer Foundation

June 23, 1978

Earle D. Clowney, Atlanta University

June M. Legee, Clayton Junior College

The purpose of this study is to examine the status of foreign language learning in predominantly black colleges, from the point of view of students, foreign-language professors, and administrators (Deans/Presidents). Particular emphasis will be placed on attitudes toward foreign-language study, its usefulness, relevance, and place in the curriculum of the black college, and the implications for the future of foreign-language study there.

The following is a listing of all school to which questionnaires were sent:

1. Alabama State University, Montgomery, Alabama
2. Albany State College, Albany, Georgia
3. Alcorn State University , Norman, Mississippi.
4. Allen University, Columbia, South Carolina
5. Bennett College, Greensboro, North Carolina.
6. Bethune-Cookman College , Daytona Beach, Florida
7. Bishop College, Dallas, Texas
8. Bluefield State College, Bluefield, West Virginia
9. Bowie State College, Bowie, Maryland
10. Central State College, Wilberforce, Ohio
11. Claflin University, Orangeburg, S. C.
12. Clark University, Atlanta, Ga.
13. Elizabeth City State University, Elizabeth City, N. C.
14. Federal City College, Washington, D. C.
15. Fisk University, Nashville, Tennessee
16. Florida A & M University, Tallahassee, Florida
17. Florida Memorial College, Miami, Florida
18. Fort Valley State College, Fort Valley, Georgia
19. Huston-Tillotson College, Austin, Texas
20. Jackson State university, Jackson, Mississippi
21. Jarvis Christian College, Hawkins, Texas

22. Johnson C. Smith University, Charlotte, N. C.
23. Kentucky State University, Frankfort, Kentucky
24. Knoxville College, Knoxville, Tennessee
25. Lane College, Jackson, Tennessee
26. Langston University, Langston, Oklahoma
27. Lincoln University, Lincoln University, Pennsylvania
28. Lincoln University, Jefferson City, Missouri
29. Livingstone College, Salisbury, North Carolina
30. University of Maryland, Eastern Shore, Maryland
31. Miles College, Birmingham, Alabama
32. Morehouse State University, Atlanta, Georgia
33. Morgan State University, Baltimore, Maryland
34. Morris College, Sumter, South Carolina
35. Morris Brown College, Atlanta, Georgia
36. Norfolk State College, Norfolk, Virginia
37. North Carolina Agricultural & Technical S U, Greensboro, North Carolina
38. Oakwood College, Huntsville, Alabama
39. Paine College, Augusta, Georgia
40. Paul Quinn College, Waco, Texas
41. Philander Smith College, Little Rock, Arkansas
42. Rust College, Holly Springs, Mississippi
43. St. Augustine's College, Raleigh, North Carolina
44. Savannah State College, Savannah, Georgia
45. Shaw University, Raleigh, North Carolina
46. South Carolina State College, Orangeburg, South Carolina
47. Southern University, Baton Rouge, Louisiana
48. Spelman College, Atlanta, Georgia
49. Stillman College, Tuscaloosa, Alabama
50. Talladega College, Talladega, Alabama
51. Tennessee State University, Nashville, Tennessee
52. Texas Southern University, Houston, Texas,
53. Tougaloo College, Tougaloo, Mississippi
54. Tuskegee Institute, Tuskegee, Alabama
55. Virginia State College, Peterburg, Virginia
56. Virginia Union University, Richmond, Virginia
57. Voorhees College, Denmark, South Carolina
58. Wilberforce University, Wilberforce, Ohio
59. Winston-Salem State University, Winston-Salem, North Carolina
60. Xavier University of Louisiana, New Orleans, Louisiana

Results of the Student Questionnaire

The Foreign-Language Attitude Questionnaire (a modified questionnaire) was filled out by approximately 200 students in elementary foreign-language classes. This number represents responses from forty institutions.

Choice of Language

Of the approximately 200 respondents, 84 had studied or were studying Spanish, 84 French, 8 German, and 22 a combination of these and/or Latin. Only 42 has studied a foreign language outside school (e.g., TV, while studying abroad, etc.) One hundred and ninety-six (196) knew a person who spoke a foreign language; 46 did not. The greatest influences on the students' choice of language were college entrance requirements, friends and high-school teachers. Parents and high school counselors has the *least* influence on choice of language.

Question five (5) was a 12-part question which asked the student to rate the importance of certain factors on choice of language for study. The chart that follows will plot specific findings.

THE LANGUAGE I CHOSE WAS

	Very Important		Slightly Important		Unimportant	
Prettier than others	34	15.8%	89	41.5%	91	42%-214
Easier than others	39	21.7%	50	27.9%	90	50.2%-179
Of great importance in today's world	81	44.5%	62	34.0%	39	21%-182
Useful for job	56	30.2%	84	45.4%	45	24.3%-185
Useful in field of study	77	43.5%	55	31.0%	45	25.4%-177
Helpful for travel	80	50%	50	31.25%	30	18.75%-160
Helpful in understanding People of the country	64	35.7%	80	44.6%	35	19.5%-179
Helpful in enriching background & broadening cultural horizons	101	55.8%	64	35.3%	16	8.3%-181
Spoken by relatives	22	12.3%	39	21.9%	117	65.7%-178
Imp. to my Soc. Class	40	21.9%	72	39.5%	70	38.5%-182

Two items were rated as “very important” reasons for the choice of a particular language by 50% or more students responding. A desire to visit a country where that language is spoken (50%) was a significant reason. Only 18.7% of the students thought this was unimportant. But the most important reason for the choice was

the students' wish to "enrich my background and broaden my horizons." Almost 56% of student respondents found this to be a very important reason for choice of language, and 8.5% (116 respondents) felt it was unimportant.

Items least important to students were "it is easier than other languages" (50.2)% and "it is spoken by my relatives"(65.7%).

Skills of Interest to Foreign-Language Students

The next series of questions centered on various skills that foreign-language programs can emphasize. The students were asked to rate skills according to "great interest," "some interest," or "very little interest." The chart below details results:

Being Able to:	Great Interest	Some Interest	Very Little Interest	Total
Engage in conversation with native speakers	99 (46%)	89 (41.7%)	25 (11.7%)	213
Listen to news broadcasts	78 (36.4%)	98 (47.7%)	38 (17.7%)	214
Enjoy films	52 (32.7%)	76 (42.5%)	31 (19.4%)	159
Read classical lit.	53 (33.1%)	68 (42.5%)	37 (23.1%)	160
Read current lit.	70 (43.3%)	68 (42.2%)	23 (15.7%)	161
Write letter	64 (40.2%)	70 (44%)	25 (15.7%)	159
Write stories, articles	19 (21.5)	41 (46.5%)	28 (31.8%)	88

As it is apparent, most students were interested in speaking with native speakers and reading current literature in the target language. Reading classical literature and writing stories in the language were of *least* interest to the students. Foreign films and news broadcasts fell somewhere in the middle.

Satisfaction with Aspects of the Foreign-Language Class

Satisfaction with the particular language class of which the student was a member was the next subject for evaluation. On the next page are results of that section of the questionnaire. The students rated them as: quite satisfied, fairly satisfied and dissatisfied.

	Quite Satisfied		Fairly Satisfied		Dissatisfied		Total
Type of skills taught	103	52%	83	42%	12	6%	198
Textbooks used	104	53.8%*	74	38.3%	15	7%	193
Classroom activities (left blank if inappropriate)	78	39.7%	79	40.3%	39	20%	196
Language laboratory	55	35%	72	45%	30	19%	57
Homework assigned	98	35%	84	42.2	16	8%	98
Readings assigned	82	42.7%	89	46.3%	21	10%	92
W/Native speakers, listening to radio broadcasts	48	24.9%	93	48.2%	52	26.9%	193
Information you received from your teacher as to your progress	81	41.8%	62	32.0%	51	26.2%	194
The way your progress was evaluated	95	49.2%	77	39.8%	21	10.8%	193
Overall amount of time you were given to study	109	55.6%*	67	34.1%	20	10%	96
Teacher's personality	141	72.6%**	49	25.2%	4	2%	194
Teacher's ability to speak the language	172	87.3%**	22	11.1%	3	15%	197
Teacher's ability to help you learn (usefulness)	131	66.8%*	56	28.5%	9	4.5%	196
Teacher's availability for consultation outside class-room hours	135	70%**	43	22.2%	15	7%	193

*50%-69%

**Over 70%

Almost ninety percent (87.3%) of student respondents were quite satisfied with the teacher's ability to speak the language; 72.6% were quite satisfied with the teacher's personality. One hundred thirty-one students (66.8%) were quite satisfied with their teacher's ability to aid them in their study. Three more items were ranked as quite satisfactory by over half the students. They include (1) overall amount of time given to study

(55.6%); (2) textbooks used (53.8%); and (3) types of skills taught. Classroom activities were least satisfactory to students.

Speaking the language was the subject of questions 8 through 10. Only 27 students felt teachers placed too much emphasis on speaking correctly; 169 did not. Sixty-nine (34%) of the students thought it was helpful to use the language more often even if it meant speaking incorrectly. Fifty five (26%) said no; 77 (38%) were not able to form an opinion. One hundred and fifty-seven (81.7%) felt it was important to speak a language correctly (pronunciation and grammar) in order to communicate; 35 had no opinion. In general, then, students desired oral practice in the language even to the sacrifice of accuracy. But over 80% felt that it was important to learn eventually to speak the language with correct pronunciation and grammar.

Methods of Teaching

Questions 11-14 concerned content and method of teaching. Students opted overwhelmingly to influence content and methods in courses in foreign languages as well as in other subjects. They would have desired more discussion of culture in foreign language: 128 (yes) (64%); 51 (no) 25%); 19 (no opinion) (9%); and in English, 100 (yes) (59%); 49 (no) 29%) and 20 (no opinion) (12%). Respondents agreed in general that they did not know if a different class organization would have helped them in their foreign-language study.

The rest of the questionnaire was devoted to finding out specific attitudes displayed by students after exposure to a foreign language. Students in great number showed a desire to speak a foreign language like a native. Only 30 felt the time spent studying a foreign language was not beneficial; only 19 felt it was not so important for Americans to learn a foreign language. Overwhelming numbers (105) very much enjoyed foreign-language study and would consider study abroad (115 definitely would; 72 maybe). Eight did not find their language study enjoyable and 21 would not consider going abroad to increase their knowledge. Most felt fairly at ease in listening, speaking, reading and writing the language, although any felt more at ease in listening and reading than in speaking and writing. And 70% of the students agreed that no special talents are needed to learn a foreign language. Only 16% felt such a talent was necessary. Fourteen percent were "not sure."

The final section of the questionnaire explored the students' study of foreign language as it affected their own cultural identity. Question 29 reads: "Our lack of knowledge of foreign languages accounts for many of our political difficulties abroad."

Students responded in the following fashion:

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Opinnion
40	19	51	49	25
Total 59		Total 100		Total 25

When asked if a commitment to the study of a foreign language and the culture of its people endangers one's own cultural identity, students answered:

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Opinnion
25	83	62	15	4
Total 108		Total 78		Total 4

These answers, as well as those which follow, reveal a certain apprehension in regard to the use of foreign language as a tool for resolving international misunderstanding. Even more striking is the revelation that many students (57%) in foreign language classes felt that their own cultural identities were somehow threatened by a wholehearted commitment to the study of the language and culture of a foreign people.

Regarding the questionnaire in general, comments were few, but among those few, a definite positive attitude toward foreign languages were reflected. Also, some respondents recognized the need for such a questionnaire to evaluate the foreign-language programs, and indeed many postulated that the questionnaire would have been even more beneficial had it been administered earlier in their study.

Results of the Foreign-Language Department Chairpersons and Faculty Questionnaire

Of the 180 questionnaires sent out to the foreign-language chairpersons and faculty, fifty-five were completed and returned. Of that number only ten respondents indicated having observed new trends in foreign-language teaching and learning since 1970, although the majority (23 positive-15 negative) saw as positive trends such indices as students' spending more time in study-travel

exchange programs, greater stress on spoken language, more emphasis given to culture of language studied, increased use of tapes, slides, filmstrips, films, and TV as instructional aids, efforts to make language learning more relevant, language for careers (business, international law, international politics), interdisciplinary programs, new course opportunities (for example: African literature of French expression), and one respondent indicated optimism because of increased enrollment in foreign-language courses.

The negative view was held by those who blamed institutions for having deleted altogether (or reduced) the foreign-language requirement for emphasizing programs in marketable skills (business administration, for example) while neglecting the humanities, or for not sensing a need for a foreign-language program resulting perhaps from a general increase in intellectual apathy among students in all academic areas.

An even smaller number (9) saw no new trends at all in Language teaching and learning since 1970. A small majority of faculty and chairpersons see the future of foreign languages in a positive light (22, yes—16, no). This group lists as indices the reinstating of the foreign-language requirement deleted as a result of student pressure in the 1960's, optimism for need for a second language for communicating and understanding each other in our multi-lingual and multi-cultural world, the opportunities for using a foreign language as a tool for communication are becoming greater even on our own soil.

A negative outlook for the future of foreign language is maintained by those who see a general trend of apathy towards language, literature, and intellectual endeavors in general, the fact that language requirements have been removed from numerous college programs, students have not yet been made to recognize a real need for foreign-language study, and administrators and deans often suffer from this same short-sightedness; financially, language programs do not have the enrollment to justify their existence.

An almost equal number of respondents feel that foreign languages will continue their present course, being the preferred domain of a small group of interested language teachers who can encourage students to enter language course regardless of the institutional requirements.

The current assessment of foreign-language teaching and learning on the college campus reveals that most of those participating in the survey make a positive assessment (29, positive—18, negative). Comments were varied, ranging from course expansion (culture units) to greater use of language teaching. It is also keenly felt that language programs seem to thrive best at institutions where there is strong administrative support.

Those who hold the current description as negative point out the general lack of interest in languages, period. Also, students enter language classes with preconceived notions that the courses will be difficult and will have little, if any, practical value for them. Many students take language courses solely because of a school requirement, and unfortunately, very little enthusiasm is generated in students for courses that they are “forced” to take. Language programs, finally, are being neglected because administrators are concentrating their curriculum development efforts on meeting the demands of the job market. Skills solely in the humanities unfortunately are not presently considered “marketable.”

Most of the teachers polled indicated they became interested in foreign-language teaching through their interest in other cultures (27). The second most popular reason (23) was an interest in literature, followed closely by the influence of a former teacher (20), and a small number became interested in language teaching through acquaintance with someone who spoke another language (11). In the category “other (please specify),” reasons were varied and include the following: grew up in a multi-lingual family or bi-lingual community, high-school program offered exposure to five foreign-language course programs, travel abroad, collected postage stamps, interested in teaching and in communication skills, like foreign languages and like people—teaching allowed the combination of two “like.”

Question No. 5 on the poll sheet asks, “Do you feel that you will continue in the profession?” An overwhelming majority (51) replied affirmatively; only three gave a negative response, and one of those was due to retirement. Three were undecided, and one ignored the question altogether. Reasons for not continuing were unstable job market (1), not enough student interest (1); a final reason was “this career is no longer worthwhile” combined with an unstable job market and lack of sufficient interest by students.

Question No. 6 asked, “Is there a foreign-language requirement for students graduating from your school? Yes—specify number of years, no.” Most schools did have a foreign-language requirement (35), but in many cases (20) the requirement was uniquely a departmental one, varying from one to two years depending on the area of specialization. Only five schools had no foreign-language requirement, and three respondents ignored the question completely.

As a reply to question No. 7: “Do you think foreign languages should be required of all students?” responses were as follows: yes (49), no (5), blank (1). Reasons given for those in the affirmative were: promotes understanding and appreciation of another culture (19), is an integral part of one’s general education (12), is a mind-and eye-opener (7), improves one’s command of English grammar and enriches his vocabulary (7), provides better job opportunities in today’s shrinking world (6), is useful in traveling (5), diminishes prejudices against other

groups (2). Other reasons were: there are more opportunities to use a foreign language today, language study promotes logical thinking and academic discipline, it makes people language-conscious, it is essential to the development of one's personality (?), it helps to prepare students for an imaginative and flexible career, it improves the quality of one's

education by promoting discipline. One answer was that foreign-language study was just as important as Shakespeare, art, algebra, music, and biology, which we require our students

to take. Seven respondents said foreign languages should be required of all students but gave no reasons, and two simply states that the reasons were too numerous to mention. Those responding in the negative felt that foreign languages should no be required of students with the following majors: physical education, special education, auto-mechanics, elementary education, accounting, arts and sciences (?), medical technology (?).

Question No. 8 asks, "What rewards do you gain from language teaching?" (1) Personal satisfaction (51); (2) Professional satisfaction (38); (3) Other.

It is necessary to mention that many respondents gave two or three answers to this question, thereby seeming to increase the number of participants in the survey. Rewards listed under the rubric "Other" are: (1) Gaining more new ideas from students; (2) Seeing students use a language they thought too difficult to master; (3) Feeling of brotherhood among men through communication; (4) Understanding of other cultures and their problems; (5) Using the foreign language in area companies, hospitals and in the justice department; (6) Teaching students who are genuinely interested because of having elected to take courses, although enrollment is low; (7) Broadening student's horizons and diminishing American egotistical attitude toward other people's cultures and languages; (8) Liberating human minds, helping to achieve self-identity and self-fulfillment through foreign-language teaching as part of a liberal arts education; (9) Foreign travel and diplomatic assignments; (10) Foreign-language teaching itself is rewarding and there are no regrets about having chosen this profession as a career; (11) Certainly not monetary.

Sixty questionnaires were sent out and 43 answers were received from deans and presidents: Responses represent at least twenty-seven different colleges, with some others unidentifiable.

Listed below are the identifiable college responding to the Deans' and/or Presidents' questionnaires:

Benedict College	Oakwood College
Bennett College	Pain College
Bethune-Cookman College	Paul Quinn College
Bishop College	Rust College
Claflin College	St. Augustine's College
Clark College	St. Paul's College
Fisk University	Shaw University
Huston-Tillotson College	Talladega College
Johnson C. Smith University	Texas College
Knoxville College	Tougaloo College
LeMoyne-Owen College	Virginia Union University
Livingstone College	Wilberforce University
Miles College	

From this list it can be seen that there is a wide representation among predominately black colleges.

The questionnaire entitled "Foreign-Language Attitudes Questionnaire for College Presidents and Deans" consists of 12 questions. The first question, "How would you describe your attitude toward foreign languages?" could be answered as "positive," "negative," or "indifferent." The responses were overwhelmingly "positive" (51). There were no "negative" responses at all and only one (1) "indifferent." Only three comments were made, one of which stated that America should move toward becoming a bi-lingual nation.

"How would you describe your attitude toward the foreign language program at your college?" "positive" (41), "negative" (1), "indifferent" (3). This question, when answered in the positive (in 41), elicited six comments. These comments ranged from "not enough information" to "concern (for the) steady sustained decline in majors."

Forty-seven Presidents and Deans had had foreign-language courses in their own academic preparation. Only one had not ever studied a foreign language. Of this number, 43 indicated that study in foreign language had helped them in either academic achievement, military life, or work positions. Six indicated a negative response on this question.

The forty-three persons giving a positive response suggested various ways in which the study of foreign languages had aided them. Six mentioned doctoral requirements, six mentioned the ability to communicate in a foreign language, and seven listed improvement of skills in English. Three had used a foreign language for reading in their fields and three believed it aided them in their appreciation of

other cultures. Academic achievement was cited twice as a positive outcome of foreign-language study.

When asked to list the least attractive aspect of foreign language study, twelve persons felt there was none. But others listed various drawbacks. Teaching methods were listed by six Deans/Presidents. Three more listed specifically insufficient attention by teachers to conversation. Lack of relevance was cited on three occasion, degree requirements by two and rote memory work by two. The following unattractive aspects were given once each:

- No employment opportunities
- Too much time required
- Loss of standing as a scholarly tool
- Necessary drilling
- No opportunity to travel to foreign countries

Question Number Seven asked, “If you could revise your academic program, would you remove foreign languages from the curriculum”? Forty-seven respondents gave a “no” answer to this question. One answered “maybe.” Two persons answered “partially;” one wish to make a requirement for certain majors only and other questioned the extent to which it is financially sound to offer them.

The overwhelming majority of administrators did not desire to remove foreign languages from the curriculum. The next question centered on how foreign languages might be made more meaningful. The great variety of answers can be seen by the listing below in descending order of occurrence.

Provide more interdisciplinary offerings	9
Emphasize spoken language	9
Make more career oriented	8
Provide internship in a foreign country	4
Emphasize foreign cultures rather than tools.....	4
Make it more relevant	3
Stress practical use of the language	3
Stress relationship with English	2
Make it less difficult.....	2
Have better teachers	2
Use native speakers to complement instruction	2
Present plays and programs	1
Begin study in elementary school.....	1
Stress innovative and divers methods.....	1
Reduce memory and drill work	1
Present foreign-language movies.....	1
Provide club activities	1

Limit requirements to relevant disciplines	1
Offer more literature courses for travelers	1
Provide short courses for travelers	1
Provide exposure to scholars and diplomats	1
Don't know	1
No response	3

Question Nine asked what would be an adequate replacement for foreign languages if they were removed from the curriculum. Keeping in mind that 47 respondents favored no removal of foreign languages from the curriculum, still some Deans/Presidents offered suggestions as to replacement for Foreign languages. In tabular form, the responses included:

Nothing (would replace them)	22
Left blank	5
Computer science	5
Literature in translation	5
Culture studies	2
Basic English grammar courses	2
More courses in major field	2
Statistics	1
Skills in interpersonal relations	1
Depends on interest	1
Total	42

As is obvious, 22 persons felt that nothing would replace languages. If this is true, then Deans/Presidents cannot be blamed for the current continued deletions *in and of* foreign-language programs.

The next question related to teaching methods. Six administrators preferred the audio-lingual method; one, translating and reading; and thirty-four, a combination. Most proponents of a combination listed as reasons the effectiveness of a multi-sensory approach and reinforcement of different skills. Proponents of the audio-lingual method stated that it is the best way to learn a language and that it provides a better feeling for other culture. At least one person thought it was the easiest way to learn.

“What, in your opinion, is the future of foreign languages on the college campus in general?” Thirty-one “dim” responses and 14 “bright” responses. Of the respondents who saw a dim future, 21 offered reasons ranging from “no interest for students” to “rising costs of running college have forced the administration to cut back on support of things which appear less essential.” Among other deterrents

cited were bleak job market, no later use of language, not economically feasible to offer programs with very small enrollments, and foreign-language needs for all students have not yet been adequately determined.

Two comments predicted a bright future, one because of more opportunities arising for foreign study and travel and because of foreign investments here in the United States; another felt that a return to the basics in education as well as the need for communication in a pluralistic society would improve the status of foreign languages.

The future of foreign languages on the Dean/President's particular campuses was reported as "bright" by 21 respondents and "dim" by 23.

Listed below are the reason given by Deans/Presidents in their comments as to why the future of foreign languages seems dim on their own campuses:

- a. "small enrollments"
- b. "will continue for disciplines that require a foreign language but not as a university requirement. In the future (they) will be offered as a joint major, which means a maximum of 24 credit hours are to be taken in a language."
- c. "national move toward de-emphasizing study of foreign languages"
- d. "Language requirements will be met in consortium with neighboring institutions."
- e. "A need for aggressive proposal writers"
- f. "There is very little student or faculty interest. It is available only as an elective"
- g. "Our students avoid courses"
- h. "finances and interest"
- i. "competition with other colleges"
- j. "insufficient majors. Education requirements can probably be retained."

Those who saw bright futures gave the following comments:

- a. "Black Africa with French and other languages will capture world attention for the next 50 years."
- b. "The enrollment keeps increasing as the years go by"
- c. "Attitude of top academic administrators"
- d. "We are working to make it so."
- e. "We will push it."

Summary of Findings

Student Questionnaire

Analyses of the student questionnaire revealed that students most often were influenced by college requirements and peer in the choice of a language for study. Parents and high-school counselors were least influential in that regard. Students chose the language of a country which they desired to visit or that they felt would broaden their horizons. They were *least* interested in the difficulty of the language they intended to study.

Those skills of most interest to students of foreign languages included conversing with a native speaker and reading current magazines and newspapers. Writing stories and articles and reading classical literature were of little interest.

Students' evaluation of their own language classes was quite positive. The fact that they were pleased with teachers' ability to speak the language, teachers' personality traits and their availability for help outside class indicated that the language teachers involved were competent.

However, the item most often indicated as unsatisfactory was "classroom activities." This finding might cause teachers to ascertain what could be done to improve classroom activities. It might also show a need for more involvement of students in decisions concerning those activities.

In the same vein, students seemed more interested in speaking the target language. They expressed a strong desire for oral practice, even if they made grammatical errors, which they hoped to correct eventually. They were also very much interested in discussions of the culture of the country. Most would prefer these discussions in the foreign language, but some indicated that English would be satisfactory.

It was found that the vast majority of students in foreign language classes has quite a positive attitude toward foreign-language study and travel abroad. Their only negative note was that many felt their own cultural identities were threatened by a commitment to the study of another language and culture. Perhaps this reasoning is related to the black students' desire to study first those languages and literatures most closely related to the Afro-American experience. The inclusion of materials written by black authors in the target language might help to mitigate this feeling.

Teacher Questionnaire

It is interesting to note, first of all, that only fifty-five of 180 questionnaires were returned from the chairperson/faculty questionnaire. This number (55) is in comparison to 43 responses received from the 60 Deans/Presidents questionnaire. At the very least these numbers reveal a certain apathy on the part of language teachers themselves.

Most respondents indicated a positive sentiment concerning trends in instruction. A small majority (22 vs. 16) see the future of foreign languages in a positive light because of some reinstatement of requirements and increased opportunities for the use of languages in the business/ cultural world. Negative responses were listed by persons concerned with financial problems and the general loss of ground of the humanities in the academic market.

Only three teachers felt they would not continue in the profession, and only five school has no language requirement whatever. All but five professors felt that foreign languages should be required of all students.

Finally, in spite of the problems in foreign-language teaching, all professors polled indicated personal and professions satisfaction with their careers

Presidents/Deans' Questionnaire

First of all, the number of Deans and Presidents responding indicates, we believe, their interest *in* and concern *for* the future of language programs in black colleges. Secondly, the questions which asked for a positive/negative or indifferent answer may have *triggered* a positive response, since many administrators would probably feel somewhat reluctant to indicate a negative reaction to *any* academic area.

It is also significant that most administrators felt that they had been rewarded from their study of foreign languages, primarily through improved skills in the use of English.

Although sixty-nine per cent of the Deans and Presidents expressed positive attitudes in the first five questions of the survey, they, nevertheless, felt that the future was dim for foreign-language study on the college campus in general. It is significant, too, that a far greater number of administrators who answered that the future was dim were able to articulate *why* it was dim, while only two of the respondents who foresaw a bright future were able to give specific reasons why they has this feeling.

Virtually no Deans or Presidents advocated the *removal* of the foreign-language component from the curriculum, feeling that nothing could take its place. Rather,

they seemed to be very much concerned with making the language program a more meaningful part of the curriculum.

Our survey reveals that the same suggested “remedies” appear on each level of evaluation. These include the following, which, it seems, hold the key to shaping a meaningful and successful foreign-language program:

1. Employment opportunities
2. Travel-study opportunities (internships)
3. Attention given to conversation
4. Attention given to cultural components rather than tools (grammar, etc.)
5. A rigorous review of teaching methods in order to ascertain which ones are practicable in the different teaching situations
6. A reduction of rote memorization and drills
7. More interdisciplinary offering and programs
8. Stressing relationship with English
9. Stressing Afro-Spanish and Afro-French contributions
10. Use of native teachers to complement teaching
11. Beginning the study of foreign languages in elementary school
12. Opportunities for foreign-language clubs, movies, plays and exposure to foreign dignitaries.
13. Intensive course for special purposes (travel, public services, hospital staff workers, policemen, etc.)
14. Consortium approach to foreign-language needs.

When these features are incorporated into curricula, the three basic problems cited in this survey (apathy, low enrollment, and lack of funds) might be eradicated.

*Atlanta University and
Clayton Junior College*

A Cumulative Index of the *CLA Journal* from 1957-2013

Following thirty years after Therman B. O'Daniel's 1985 publication *A Twenty-Five-Year Author-Title Cumulative Index to the CLA Journal, 1957-1982*, this cumulative, chronological index to the *CLA Journal* from its first publication in 1957 to its most recent in 2013 index does more than just continue the indexing work O'Daniel began. Chronologically organized, in contrast to O'Daniel's author-title index, this index is, in its own way, a history not only of CLA or *CLAJ* but also of the scholarly movements in languages and literatures in general. From the very beginning, *CLAJ* has strived to publish works that engage with contemporary academic discourses but that also reflect the unique function of CLA as an essentially black organization. This index reflects that aim as well as the rich variety of topics that have been covered in *CLAJ* while also chronicling the changes over time in the fields of languages and literatures.

Since its first publication in 1957, 56 volumes of the *CLA Journal* have been published to date. The first volume consists of two issues, published in November 1957 and March 1958, while volumes 2 through 9 contain three issues each that were published between 1958 and 1966, respectively, in September, December, and March. It was not until the Tenth Anniversary volume in 1966 that *CLAJ* became a quarterly publication with September, December, March, and June issues. It is also worth noting that at the end of each volume of *CLAJ* is an author-title index for that specific volume; these indexes have not been included among the entries in this cumulative index.

Entries appear here in order of their appearance in *CLAJ* and include articles as well as book reviews, memorials, and special tributes or news. Some pieces are reviewed by the editor and thus have no member contribution. Some of these entries are listed in their respective issues as by "The Editor," whereas others are not listed with any author. The integrity of these entries has been maintained here, meaning that entries that appear in this index without an author or as by "The Editor" reflect the way that they are published in *CLAJ*. It is also worth mentioning that some of the issues of *CLAJ* are special issues. These special issues include 11.4, a special issue dedicated to Langston Hughes; 13.3, dedicated to Ralph Ellison's *Invisible Man*; and 14.1, a special issue dedicated to Black Studies. Special issues are not highlighted or indicated in any special way in this index but are often easily identified by their content matter.

This index was created as a labor of love to provide easier access to the full body of scholarship produced in *CLAJ* that is not easily found elsewhere. When I began working on this project as a research assistant for CLA president, Dr. Dana A. Williams, my initial task was to extract data from the *MLA Bibliography* to

prepare an excel sheet of *CLAJ* essay titles so that she could share them with an *ad hoc* committee that had been established to produce the volume of reprints. When I found significant gaps in that bibliography, I dutifully began to fill them; and this cumulative index was born, in large part as a means to another end. One of the many joys of being a student in a premiere Ph.D. program in African American literature (and one that is also an HBCU) is that graduate student opportunities are available to me that otherwise would not be, and I am afforded the opportunity to publish in my name, alongside the faculty, work that others might simply consider a part of my research assignment. My training as a Ph.D. student at Howard is thus in service of the tradition, the professoriate, and the institutions like CLA that sustain us all. Like O'Daniel's index, this one is a labor of love, developed with the hope that you will find it an invaluable resource that makes it easier to find, use, and enjoy the past decades of *CLAJ*.

Barbra Chin, Compiler
Howard University

CLA Journal Cumulative Index 1957-2013

- O'Daniel, Therman B. "The CLA Journal." *CLA Journal* 1.1 (Nov. 1957): 1-2.
- Thomas, Billie Geter. "Humanism and the Teaching of Language." *CLA Journal* 1.1 (Nov. 1957): 3-9.
- Jackson, Blyden. "Notes on a Theme." *CLA Journal* 1.1 (Nov. 1957): 10-14.
- Long, Richard A. "Chasonnet." *CLA Journal* 1.1 (Nov. 1957): 15.
- Long, Herman H. "Perspectives on the Negro College Teacher's World: Crisis and Re-Definition in Racial Perspective." *CLA Journal* 1.1 (Nov. 1957): 16-22.
- Williamson, Juanita. "What Can We Do About It? — The Contribution of Linguistics to the Teaching of English." *CLA Journal* 1.1 (Nov. 1957): 23-27.
- Byrd, James W. "Stereotypes of White Characters in Early Negro Novels." *CLA Journal* 1.1 (Nov. 1957): 28-35.
- Rivers, W. Napoleon. "A Descriptive and Analytical Appraisal of Pierre Fouché's *Traité De prononciation francaise*." *CLA Journal* 1.1 (Nov. 1957): 36-43.
- Matheus, John F. Rev. of *Reading French in the Arts and Sciences*, by Edward M. Stack. *CLA Journal* 1.1 (Nov. 1957): 44-45.
- Parker, John W. Rev. of *Simple Stakes a Claim* by Langston Hughes. *CLA Journal* 1.1 (Nov. 1957): 46-47.
- Farrison, W. Edward. "Ophelia's Reply Concerning Her Father." *CLA Journal* 1.2 (March 1958): 53-57.
- Angoff, Allan. "Negro Colleges and Scholarly Publishing." *CLA Journal* 1.2 (March 1958): 58-67.
- Turner, Darwin. "The Servant in *The Comedies of William Congreve*." *CLA Journal* 1.2 (March 1958): 68-74.
- Hardiman, Milton G. "The Role of Poetry in France According to Lamartine's Social Mission." *CLA Journal* 1.2 (March 1958): 75-84.
- Campbell, Anne L. "Perspectives on the Negro College Teacher's World." *CLA Journal* 1.2 (March 1958): 85-92.
- Kemp, Lorena E. "In Memoriam: Dr. Bertram L. Woodruff." *CLA Journal* 1.2 (March 1958): 93-97.
- Smith, Hammett W. "Karl Jay Shapiro: A Poet of Human Relations." *CLA Journal* 1.2 (March 1958): 97-100.
- Butcher, Philip. "Mutual Appreciation: Dunbar and Cable." *CLA Journal* 1.2 (March 1958): 101-102.
- Berrian, Albert H. "Symbolism in Mass Consciousness." *CLA Journal* 1.2 (March 1958): 103.
- Hubbell, Allan F. "An Inside View of the Learned Journal." *CLA Journal* 1.2 (March 1958): 104-105.
- Faggett, Harry L. "The State of Venice versus Shakespeare's Iago." *CLA Journal* 1.2 (March 1958): 106-108.
- Ryan, Walter M. Rev. of *The Negro in American Culture*, by Margaret Butcher. *CLA Journal* 1.2 (March 1958): 109.
- Ford, Nick Aaron. Rev. of *White Man, Listen!*, by Richard Wright. *CLA Journal* 1.2 (March 1958): 110-111.
- Holmes, J. Welfred. Rev. of *The Rootless*, by Waters Edward Turpin. *CLA Journal* 1.2 (March 1958): 112-113.
- Sheen, Edwin D. "Leslie Stephen and Modern Criticism." *CLA Journal* 2.1 (Sept. 1958): 1-14.
- Gessmann, Albert M. "The Sputniks and Russian Language Instruction in the United States." *CLA Journal* 2.1 (Sept. 1958): 15-24.
- Eells, Walter Crosby. "American Doctoral Dissertations on English Written by Women in the Nineteenth Century." *CLA Journal* 2.1 (Sept. 1958): 25-33.
- Ferrer-Canales, José. "Spanish, A Tool For Liberation." *CLA Journal* 2.1 (Sept. 1958): 34-41.
- Parler, Nettie P. "Significant Steps in Successful Language Teaching: The Communications Approach." *CLA Journal* 2.1 (Sept. 1958): 42-50.

- Parker, John W. "Touches Of Comedy and Realism in Early Religious Plays." *CLA Journal* 2.1 (Sept. 1958): 51-54.
- O'Daniel, Therman B. "An Interpretation of the Relation of the Chapter Entitled 'The Symphony' to *Moby Dick* as a Whole." *CLA Journal* 2.1 (Sept. 1958): 55-57.
- Ford, Nick Aaron. Rev. of *The Lonesome Road*, by J. Saunders Redding. *CLA Journal* 2.1 (Sept. 1958): 58-59.
- Fisher, Randolph J. Rev. of *Handbook on International Study*, 1958. *CLA Journal* 2.1 (Sept. 1958): 60-61.
- Butcher, Philip. Rev. of *The Negro Question: A Selection of Writings on Civil Rights in the South*, by George W. Cable. Ed. Arlin Turner. *CLA Journal* 2.1 (Sept. 1958): 62-63.
- Hill, Archibald A. "Linguistics and the College Teacher of Language, Literature or Composition?" *CLA Journal* 2.2 (Dec. 1958): 75-86.
- Barksdale, Richard K. "Arnold and Tennyson on Etna." *CLA Journal* 2.2 (Dec. 1958): 87-103.
- Farrison, W. Edward. "Brown's First Drama." *CLA Journal* 2.2 (Dec. 1958): 104-110.
- Van Eerde, John. "Brieux's Realism." *CLA Journal* 2.2 (Dec. 1958): 111-127.
- Long, Richard A. "The New Esthetics and the Teacher of Literature." *CLA Journal* 2.2 (Dec. 1958): 128-133.
- Sharpe, Alfredo M. "Origen y progresos de la poesia." *CLA Journal* 2.2 (Dec. 1958): 134-140.
- Ryan, Walter M. Rev. of *A.E.: An Irish Promethean, A Study of the Contribution of George William Russell to World Culture*, by Francis Merchant. *CLA Journal* 2.2 (Dec. 1958): 141-142.
- Ford, Nick Aaron. Rev. of *The Long Dream*, by Richard Wright. *CLA Journal* 2.2 (Dec. 1958): 143.
- Fisher, J. Randolph. Rev. of *Ways of Sunlight*, by Samuel Selvon. *CLA Journal* 2.2 (Dec. 1958): 144.
- Allen, Marcus. Rev. of *Contres D'Hier et D'Aujord'hui*, ed. Clifford S. Parker. *CLA Journal* 2.2 (Dec. 1958): 145.
- Waller, Barbara Kay. Rev. of *Active German: An Elementary Grammar*, by W.P. Lehmann, Helmut Rehder, and George-Behrend. *CLA Journal* 2.2 (Dec. 1958): 146.
- Meier, August. "Some Reflections on the Negro Novel." *CLA Journal* 2.3 (March 1959): 168-177.
- Parker, John W. "Some Comments on the A Shrew- The Shrew Controversy." *CLA Journal* 2.3 (March 1959): 178-182.
- Smith, Robert A. "The 'Great Man' Motif in Jonathan Wild and *The Beggar's Opera*." *CLA Journal* 2.3 (March 1959): 183-184.
- Parker, John W. Rev. of *The Book of Negro Folklore*, ed. Langston Hughes and Arna Bontemps. *CLA Journal* 2.3 (March 1959): 185.
- Gessmann, Albert M. Rev. of *Russian-English Dictionary*, ed. O.S. Akhmanova and others, and *English-Russian Dictionary*, ed. V.K. Muller. *CLA Journal* 2.3 (March 1959): 186-187.
- Fisher, J. Randolph. Rev. of *The Professor and the Commissions*, by Bernard Schwartz. *CLA Journal* 2.3 (March 1959): 189.
- Lubbock-Evans, Catherine. Rev. of *The Golden Hoard*, by Francis Merchant. *CLA Journal* 2.3 (March 1959): 190.
- Holmes, J. Welfred. Rev. of *Lucretia Mott*, by Otelia Cromwell. *CLA Journal* 2.3 (March 1959): 191.
- Long, Richard A. Rev. of *Tambourines to Glory*, by Langston Hughes. *CLA Journal* 2.3 (March 1959): 192.
- Stone, George Winchester, Jr. "The Vitality of a Learned Society in Our Times." *CLA Journal* 3.1 (Sept. 1959): 1-11.
- Brooks, Alfred Russell. "Pleasure and Spiritual Turmoil in Boswell." *CLA Journal* 3.1 (Sept. 1959): 12-19.
- Burton, Dwight L. "The Language Teacher and His Journal." *CLA Journal* 3.1 (Sept. 1959): 20-26.
- Turner, Darwin T. "King Lear Reexamined." *CLA Journal* 3.1 (Sept. 1959): 27-39.
- Berrian, Albert H. "Lamartine and Shelley." *CLA Journal* 3.1 (Sept. 1959): 40-45.

- Alter, Jean V. "The Treatment of Time in Alain Robbe-Grillet's *La Jalousie*." *CLA Journal* 3.1 (Sept. 1959): 46-55.
- Warfel, Harry R. "New Perspectives in Language Teaching." *CLA Journal* 3.2 (Dec. 1959): 71-80.
- Jackson, Blyden. "A Golden Mean for the Negro Novel." *CLA Journal* 3.2 (Dec. 1959): 81-87.
- Samuel, Dorothy J. "Poe and Baudelaire: Parallels in Form and Symbol." *CLA Journal* 3.2 (Dec. 1959): 88-105.
- Ackerman, Catherine A. "Drayton's Revision of *The Shepherd's Garland*." *CLA Journal* 3.2 (Dec. 1959): 106-113.
- Smallwood, Osborn T. "John Ruskin and the Oxford Movement." *CLA Journal* 3.2 (Dec. 1959): 114-118.
- Van Eerde, John. "Names in Provence." *CLA Journal* 3.2 (Dec. 1959): 119-122.
- Gessman, Albert M. "Another Language Another Pattern of Thinking." *CLA Journal* 3.3 (March 1960): 141-153.
- Gross, Seymour L. "Solitude and Love, and Anguish': The Tragic Design of *The Scarlet Letter*." *CLA Journal* 3.3 (March 1960): 154-165.
- Turner, Darwin T. "Dreams and Hallucinations in Drama of the Twenties." *CLA Journal* 3.3 (March 1960): 166-172.
- Thorpe, Annette P. "Jonathan Swift's Prescriptions Concerning the English Language." *CLA Journal* 3.3 (March 1960): 173-180.
- Knieger, Bernard. "Samuel Rogers: Forgotten Maecenas." *CLA Journal* 3.3 (March 1960): 187-192.
- Sharpe, Alfredo M. "El valor sociohistórico y el valor literario de algunas novelas de Mariano Azuela." *CLA Journal* 3.3 (March 1960): 193-199.
- Stevenson, Lionel. "The Modern Values of Victorian Fiction." *CLA Journal* 4.1 (Sept. 1960): 1-7.
- Esther M. Jackson. "The Problem of Form in the Drama of Tennessee Williams." *CLA Journal* 4.1 (Sept. 1960): 8-21.
- Jackson, Blyden. "The Negro's Image of the Universe as Reflected in His Fiction." *CLA Journal* 4.1 (Sept. 1960): 22-31.
- Gowa, Ferdinand. "Lessings Laokoon und der moderne Zeitund Raumbegriff." *CLA Journal* 4.1 (Sept. 1960): 32-39.
- Barksdale, Richard K. "Teaching Poetry with a Sweetened Light." *CLA Journal* 4.1 (Sept. 1960): 40-48.
- Van Eerde, John. "The Olympic Games in Mlle de Scudéry and Fontenelle." *CLA Journal* 4.1 (Sept. 1960): 49-54.
- Levine, Mordecai H. "Israeli Writers for Freedom." *CLA Journal* 4.1 (Sept. 1960): 55-57.
- Jackson, Margaret Y. "Melville's Use of a Real Slave Mutiny in *Benito Cereno*." *CLA Journal* 4.2 (Dec. 1960): 79-93.
- O'Daniel, Therman B. "Herman Melville as a Writer of Journals." *CLA Journal* 4.2 (Dec. 1960): 94-105.
- Brennan, Joseph X. "The Imagery and Art of George's Mother." *CLA Journal* 4.2 (Dec. 1960): 106-115.
- Jones, Harry L. "Holberg on Mandeville's Fable of the Bees." *CLA Journal* 4.2 (Dec. 1960): 116-125.
- Mahoney, John L. "Child's the English and Scottish Popular Ballads and Ballad Scholarship." *CLA Journal* 4.2 (Dec. 1960): 126-131.
- Maveety, Stanley R. "An Approach to 'The Nun's Priest's Tale.'" *CLA Journal* 4.2 (Dec. 1960): 132-137.
- Knieger, Bernard. "The Religious Verse of George Herbert." *CLA Journal* 4.3 (Dec. 1960): 138-147.
- Allen, Marcus. "The Rôle of the 'Lâche' in the Theatre of Jean Paul Sartre." *CLA Journal* 4.3 (March 1961): 175-187.
- McAleer, John J. "Swift's Letcombe Admonition to Bolingbroke." *CLA Journal* 4.3 (March 1961): 188-195.

- Butcher, Philip. "The Younger Novelists and the Urban Negro." *CLA Journal* 4.3 (March 1961): 196-203.
- Reynolds, George A. "Quelques idées de Montesquieu sur l'influence exercée par le climat sur la religion." *CLA Journal* 4.3 (March 1961): 204-206.
- Davis, Ira B. "Religious Controversy: John Dryden's 'The Hind and the Panther.'" *CLA Journal* 4.3 (March 1961): 207-214.
- Tannenbaum, Earl. "A Note on Tom Jones and the Man of the Hill." *CLA Journal* 4.3 (March 1961): 215-217.
- Davis, Charles T. "Walt Whitman and the Problem of an American Culture." *CLA Journal* 5.1 (Sept. 1961): 1-16.
- Squire, James R. "English in an Age of Science." *CLA Journal* 5.1 (Sept. 1961): 17-30.
- Angoff, Allan. "Protest in American Literature Since the End of World War II." *CLA Journal* 5.1 (Sept. 1961): 31-40.
- Garrett, Naomi M. "French Poets of African Descent." *CLA Journal* 5.1 (Sept. 1961): 41-53.
- Ebanks, Gerardo M. "Baroja y sus personajes." *CLA Journal* 5.1 (Sept. 1961): 54-61.
- Farrison, W. Edward. "Coleridge's Christabel, 'The Conclusion to Part II.'" *CLA Journal* 5.2 (Dec. 1961): 83-94.
- Hasley, Louis. "The Interpretation of Beliefs in Literature." *CLA Journal* 5.2 (Dec. 1961): 95-105.
- Turner, Darwin T. "The Negro Dramatist's Image of the Universe, 1920-1960." *CLA Journal* 5.2 (Dec. 1961): 106-120.
- Jones, Harry L. "Molière: Ludvig Holberg's Ally and Adversary." *CLA Journal* 5.2 (Dec. 1961): 121-131.
- Cacossa, Anthony A. "A Note on the Poetry of Juan Bautista Bertrán." *CLA Journal* 5.2 (Dec. 1961): 132-135.
- Ackerman, Catherine A. "Fashionable Platonism and Sir Kenelm Digby's Private Memoirs." *CLA Journal* 5.2 (Dec. 1961): 136-141.
- Hughes, Richard E. "'Wit': The Genealogy of a Theory." *CLA Journal* 5.2 (Dec. 1961): 142-144.
- Clubb, Roger L. "The Paradox of Ben Jonson's 'A Fit of Rime Against Rime.'" *CLA Journal* 5.2 (Dec. 1961): 145-147.
- Jones, Iva G. "The Morgan State College Experiment in the Humanities." *CLA Journal* 5.3 (March 1962): 148-152.
- Warfel, Harry R. "Structural Concepts of Language in the Eighteenth Century and Now." *CLA Journal* 5.3 (March 1962): 179-183.
- Kamenetsky, Christa. "Thomas Mann's Concept of the 'Bürger.'" *CLA Journal* 5.3 (March 1962): 184-194.
- Mahoney, John L. "Donne and Greville: Two Christian Attitudes toward the Renaissance Idea of Mutability and Decay." *CLA Journal* 5.3 (March 1962): 203-212.
- Wolfe, Jane E. "George Herbert's 'Assurance.'" *CLA Journal* 5.3 (March 1962): 213-222.
- Fish, Stanley E. "'The Nun's Priest's Tale' and Its Analogues." *CLA Journal* 5.3 (March 1962): 223-228.
- Smith, Robert A. "A Note on the Folktales of Charles W. Chesnutt." *CLA Journal* 5.3 (March 1962): 229-232.
- Jarrett, Hobart. "Some Exceptional Allusions to the Negro in Nondramatic Literature of Seventeenth Century England." *CLA Journal* 6.1 (Sept. 1962): 19-22.
- Dennis, William D. "Meursault: Consistent or Nonconsistent?" *CLA Journal* 6.1 (Sept. 1962): 23-27.
- Brooks, A. Russell. "The Comic Spirit and the Negro's New Look." *CLA Journal* 6.1 (Sept. 1962): 35-43.
- Tannenbaum, Earl. "Pattern in Whitman's 'Song of Myself': A Summary and a Supplement." *CLA Journal* 6.1 (Sept. 1962): 44-49.

- Parker, John W. "Toward an Appraisal of Benjamin Brawley's Poetry." *CLA Journal* 6.1 (Sept. 1962): 50-56.
- Knieger, Bernard. "Wordsworth and Coleridge as Playwrights." *CLA Journal* 6.1 (Sept. 1962): 57-63.
- McAleer, John J. "Thomas Lodge's Verse Interludes." *CLA Journal* 6.2 (Dec. 1962): 83-89.
- Davis, Arthur P. "The Black-and-Tan Motif in the Poetry of Gwendolyn Brooks." *CLA Journal* 6.2 (Dec. 1962): 90-97.
- Klotz, Marvin. "Romance or Realism?: Plot, Theme, and Character in 'The Red Badge of Courage.'" *CLA Journal* 6.2 (Dec. 1962): 98-106.
- Cook, Richard I. "Garth's 'Dispensary' and Pope's 'Rape of the Lock.'" *CLA Journal* 6.2 (Dec. 1962): 107-116.
- Reynolds, George A. "Teaching English to Underprivileged College Students." *CLA Journal* 6.2 (Dec. 1962): 117-122.
- White, Robert L. "Sonnet 73 Again-- A Rebuttal and New Reading." *CLA Journal* 6.2 (Dec. 1962): 123-129.
- Rowell, Charles H. "Coleridge's Symbolic Albatross." *CLA Journal* 6.2 (Dec. 1962): 130-135.
- Holmes, J. Welfred. Rev. of *George W. Gable*, by Philip Butcher. *CLA Journal* 6.2 (Dec. 1962): 136-137.
- Allen, Marcus. Rev. of *The New Cassell's French Dictionary*, by Denis Girard, et al. *CLA Journal* 6.2 (Dec. 1962): 138.
- Allen, Marcus. Rev. of *Italian for You: A Practical Grammar*, by Delin Lennie and Moira Grego. *CLA Journal* 6.2 (Dec. 1962): 139.
- Fisher, J. Randolph. Rev. of *Theme and Form: An Introduction to Literature*, by Bearsdsley, Daniel, and Leggett. *CLA Journal* 6.2 (Dec. 1962): 140.
- Barksdale, Richard K. "Social Background in the Plays of Miller and Williams." *CLA Journal* 6.3 (March 1963): 161-169.
- Slabey, Robert M. "*The Catcher in the Rye*: Christian Theme and Symbol." *CLA Journal* 6.3 (March 1963): 170-183.
- Clubb, Roger L. "*A Passage to India*: The Meaning of the Marabar Caves." *CLA Journal* 6.3 (March 1963): 184-193.
- Jackson, Kenny. "Israel Potter: Melville's 'Fourth of July Story.'" *CLA Journal* 6.3 (March 1963): 194-204.
- Canales-Ferrer, Jose. "Estilo de Santa Teresa." *CLA Journal* 6.3 (March 1963): 205-209.
- Fish, Stanley E. "Nature as Concept and Characters in the 'Mutabilitie Cantos.'" *CLA Journal* 6.3 (March 1963): 210-215.
- Giannone, Richard. "Howells' *A Foregone Conclusion*: Theme and Structure." *CLA Journal* 6.3 (March 1963): 216-220.
- Butcher, Philip. Rev. of *Travels in the New South: 1865-1955*, by Thomas D. Clark. *CLA Journal* 6.3 (March 1963): 221.
- Holmes, J. Welfred. Rev. of *Beyond the Blues: New Poems by American Negroes*, by Rosey E. Pool. *CLA Journal* 6.3 (March 1963): 222-224.
- Lee, Ulysses. Rev. of *Ask Your Mama: 12 Moods for Jazz*, by Langston Hughes. *CLA Journal* 6.3 (March 1963): 225-226.
- Long, Richard A. Rev. of *Poems in Old English*, ed. Campbell and Rosier. *CLA Journal* 6.3 (March 1963): 227.
- Knieger, Bernard. Rev. of *Cloud, Stone, Sun, Vine*, by May Sarton. *CLA Journal* 6.3 (March 1963): 227-229.
- Allen, Marcus. Rev. of *Dialogos Entretenidos*, by Samuel A. Wofsy. *CLA Journal* 6.3 (March 1963): 230.
- Fisher, J. Randolph. Rev. of *The Classic Myths*, by Charles Mills Gayley. *CLA Journal* 6.3 (March 1963): 230.

- Fisher, J. Randolph. Rev. of *Interpreting Literature*, by Knickerbocker and Reniger. *CLA Journal* 6.3 (March 1963): 231.
- Fisher, J. Randolph. Rev. of *Preface to Critical Reading*, by Richard D. Altick. *CLA Journal* 6.3 (March 1963): 231.
- Fisher, John Hurt. "Embarrassment of Riches." *CLA Journal* 7.1 (Sept. 1963): 1-12.
- Ford, Nick Aaron. "Language and Literature as Aids to Cultural Integration." *CLA Journal* 7.1 (Sept. 1963): 13-21.
- Taylor, Ivan E. "Mr. Pepys's use of Colloquial English." *CLA Journal* 7.1 (Sept. 1963): 22-36.
- O'Daniel, Therman B. "James Baldwin: An Interpretive Study." *CLA Journal* 7.1 (Sept. 1963): 37-47.
- Holmes, J. Welferd. "Some Antislavery Editors at Work: Lundy, Bailey, Douglass." *CLA Journal* 7.1 (Sept. 1963): 48-55.
- Turner, Darwin T. "A View of Melville's 'Piazza.'" *CLA Journal* 7.1 (Sept. 1963): 56-62.
- Jackson, Esther Merle. "Death of a Salesman: Tragic Myth in the Modern Theatre." *CLA Journal* 7.1 (Sept. 1963): 63-76.
- Jackson, Irene Dobbs. "Negritude in Full Bloom: A Study in Outline." *CLA Journal* 7.1 (Sept. 1963): 77-83.
- Musgrave, Marianne E. "Teaching English as a Foreign Language to Students with Substandard Dialects." *CLA Journal* 7.1 (Sept. 1963): 84-91.
- Matheus, John F. Rev. of *Fundamental German*, by Uland Everett Fahlau and *Latin: An Introductory Course Based on Ancient Authors*, by Frederic M. Wheelock. *CLA Journal* 7.1 (Sept. 1963): 92.
- Fisher, J. Randolph. Rev. of *Toward Better Vocabulary*, by William B. Mullen. *CLA Journal* 7.1 (Sept. 1963): 93.
- Fisher, J. Randolph. Rev. of *Exposition and the English Language*, by James L. Sanderson and Walter K. Gordon. *CLA Journal* 7.1 (Sept. 1963): 94.
- Turner, Darwin T. "Smoke from Melville's Chimney." *CLA Journal* 7.2 (Dec. 1963): 107.
- Davis, Arthur P. "Gwendolyn Brooks: Poet of the Unheroic." *CLA Journal* 7.2 (Dec. 1963): 108-125.
- Horowitz, Floyd Ross. "The Enigma of Ellison's Intellectual Man." *CLA Journal* 7.2 (Dec. 1963): 126-132.
- Hagopian, John V. "James Baldwin: The Black and the Red-White-and-Blue." *CLA Journal* 7.2 (Dec. 1963): 133-140.
- Lin, San-su C. "An English Program for Students Handicapped by a Local Dialect." *CLA Journal* 7.2 (Dec. 1963): 141-147.
- Free, William Joseph. "Smoke Imagery in *The Red Badge of Courage*." *CLA Journal* 7.2 (Dec. 1963): 148-152.
- Scully, Marion M. "The Demonstration Guidance Project and the Teaching of English." *CLA Journal* 7.2 (Dec. 1963): 153-161.
- Eugster, Carla. "The West Heights Home Study Program: A Field Education Approach to the Extension of Cultural Horizons." *CLA Journal* 7.2 (Dec. 1963): 162-169.
- Cioffari, Vincenzo. "The Printed Word -- The Language of Thought." *CLA Journal* 7.2 (Dec. 1963): 170-173.
- Holmes, J. Welferd. Rev. of *Ten More Plays of Shakespeare*, by Stopford A. Brooks. *CLA Journal* 7.2 (Dec. 1963): 174-175.
- Long, Richard A. Rev. of *Poems from Black Africa*, ed. Langston Hughes. *CLA Journal* 7.2 (Dec. 1963): 176.
- Long, Richard A. Rev. of *Something in Common and Other Stories*, by Langston Hughes. *CLA Journal* 7.2 (Dec. 1963): 176.
- Fisher, J. Randolph. Rev. of *Standard College Dictionary*, by Funk and Wagnall, *The Rhetoric-Reader*, by Talmadge, Haman, and Bornhauser, and *A Concise Guide for Student Writers*, by Glorfeld, Lauerman, and Stageberg. *CLA Journal* 7.2 (Dec. 1963): 177-179.

- Turpin, Waters E. Rev. of *Five Plays by Langston Hughes*, ed. Webster Smalley. *CLA Journal* 7.2 (Dec. 1963): 180.
- Redding, J. Saunders. "Modern African Literature." *CLA Journal* 7.3 (March 1964): 191-201.
- Kent, George E. "Baldwin and the Problem of Being." *CLA Journal* 7.3 (March 1964): 202-214.
- Graves, Wallace. "The Question of Moral Energy in James Baldwin's *Go Tell it on the Mountain*." *CLA Journal* 7.3 (March 1964): 215-223.
- Couch, William, Jr. "Sinclair Lewis: Crisis in the American Dream." *CLA Journal* 7.3 (March 1964): 224-234.
- Fenderson, Lewis H. "Charles Lamb as Critic." *CLA Journal* 7.3 (March 1964): 235-239.
- Mahoney, John L. "Some Antiquarian and Literary Influences of Percy's 'Reliques.'" *CLA Journal* 7.3 (March 1964): 240-246.
- Stephens, Robert O. "The Odyssey of Sarah Kemble Knight." *CLA Journal* 7.3 (March 1964): 247-255.
- Bluefarb, Sam. "Loss of Innocence in 'Flowering Judas.'" *CLA Journal* 7.3 (March 1964): 256-262.
- Kemp, Lorena E. "Linguistics and Grammatical Rules." *CLA Journal* 7.3 (March 1964): 263-268.
- Ford, Nick Aaron. Rev. of *Lawd Today*, by Richard Wright. *CLA Journal* 7.3 (March 1964): 269.
- Fisher, J. Randolph. Rev. of *I Hear Thunder*, by Samuel Selvon. *CLA Journal* 7.3 (March 1964): 270-271.
- Fisher, J. Randolph. Rev. of *Writing about Literature*, by B. Bernard Cohen. *CLA Journal* 7.3 (March 1964): 270-271.
- Fisher, J. Randolph. Rev. of *Beginning College Writing*, by Dorothy Horine Arnston. *CLA Journal* 7.3 (March 1964): 270-271.
- Smoot, James S. Rev. of *Principles of Effective Speaking*, by Sanford and Yeager. *CLA Journal* 7.3 (March 1964): 272.
- Matheus, John F. Rev. of *Espanol Primer Curso 2*, by Mariano E. Gowland. *CLA Journal* 7.3 (March 1964): 273-274.
- Matheus, John F. Rev. of *Toward Fluency in Speaking and Writing in German*, by Erich Hofacker. *CLA Journal* 7.3 (March 1964): 273-274.
- Jones, Harry L. Rev. of *Techniques of Vocubular Improvement*, by Lee and Holmes. *CLA Journal* 7.3 (March 1964): 275-276.
- Collier, Eugenia W. Rev. of *Interpreting to Read Better*, by Maurice A. Lee. *CLA Journal* 7.3 (March 1964): 277-278.
- Turner, Darwin T. "The Status of Humanists and the Humanities." *CLA Journal* 8.1 (Sept. 1964): 1-12.
- Morgan, Raleigh, Jr. "Factors in Speech Variation and Change." *CLA Journal* 8.1 (Sept. 1964): 13-20.
- O'Daniel, Therman B. "Emerson as a Literary Critic." *CLA Journal* 8.1 (Sept. 1964): 21-43.
- Patterson, Cecil L. "A Different Drum: The Image of the Negro in the Nineteenth Century Songster." *CLA Journal* 8.1 (Sept. 1964): 44-50.
- Sheffey, Ruthe T. "From Delight to Wisdom: Thematic Progression in the Poetry of Robert Frost." *CLA Journal* 8.1 (Sept. 1964): 51-59.
- Alter, Maria P. "The Technique of Alienation in Bertolt Brecht's *The Caucasian Chalk Circle*." *CLA Journal* 8.1 (Sept. 1964): 60-65.
- Eerde, John Van and Ariane Hubbard. "French Figures of the Enlightenment in 'The Great Soviet Encyclopedia.'" *CLA Journal* 8.1 (Sept. 1964): 66-75.
- Daniel, Walter C. "Absurdity in *The Death of Bessie Smith*." *CLA Journal* 8.1 (Sept. 1964): 76-80.
- Dennis, William D. "Jean-Baptiste Clamence-- A Resurrected Meursault?" *CLA Journal* 8.1 (Sept. 1964): 81-87.
- Allen, Alma C. "Indications of Mysticism in Three Early Works of Francois Fenelon." *CLA Journal* 8.2 (Dec. 1964): 111-120.
- Jones, Edward A. "Senghor-- Voix de L'Afrique Noire." *CLA Journal* 8.2 (Dec. 1964): 121-131.

- Lash, John S. "Baldwin Beside Himself: A Study in Modern Phallicism." *CLA Journal* 8.2 (Dec. 1964): 132-140.
- King, Montgomery W. "The Two Worlds of Wallace Stevens." *CLA Journal* 8.2 (Dec. 1964): 141-148.
- Knieger, Bernard. "The Concept of Maturity in Hemingway's Short Stories." *CLA Journal* 8.2 (Dec. 1964): 149-156.
- O'Daniel, Therman B. "Emerson as a Literary Critic -- Part II." *CLA Journal* 8.2 (Dec. 1964): 157-189.
- Tuttleton, James W. "Twain's Use of Theatrical Traditions in the Old Southwest." *CLA Journal* 8.2 (Dec. 1964): 190-197.
- Cacossa, Anthony A. "The Foreign Language Laboratory: Not Just Another Comment." *CLA Journal* 8.2 (Dec. 1964): 198-200.
- Turner, Darwin H. "A Primer for Critics." *CLA Journal* 8.3 (March 1965): 217-224.
- Butcher, Phillip. "Mark Twain Sells Roxy Down the River." *CLA Journal* 8.3 (March 1965): 225-2323.
- Miller, Bruce E. "On the Incompleteness of Keats' *Hyperion*." *CLA Journal* 8.3 (March 1965): 234-239.
- Ellis, James. "William Dean Howells and the Family Home." *CLA Journal* 8.3 (March 1965): 240-245.
- O'Daniel, Therman B. "Emerson as a Literary Critic -- Part III." *CLA Journal* 8.3 (March 1965): 246-276.
- Carson, David L. "Ortolans and Geese: The Origin of Poe's *Due De L'Omelette*." *CLA Journal* 8.3 (March 1965): 277-283.
- Graham, John. "Wordiness: Toward a Solution." *CLA Journal* 8.3 (March 1965): 284-289.
- Lyles, Albert M. "Pamela's Trials." *CLA Journal* 8.3 (March 1965): 290-292.
- Ferrer-Canales, José. "On Regionalism and Universality." *CLA Journal* 8.3 (March 1965): 293-297.
- Turner, Darwin T. "CLA and the Language Teacher." *CLA Journal* 9.1 (Sept. 1965): 1-11.
- Turpin, Waters E. "The Contemporary American Negro Playwright." *CLA Journal* 9.1 (Sept. 1965): 12-24.
- Robison, William H. "Phillis Wheatley: Colonial Quandry." *CLA Journal* 9.1 (Sept. 1965): 25-38.
- Render, Lyons Sylvia. "Tar Heelia in Chesnutt." *CLA Journal* 9.1 (Sept. 1965): 39-50.
- Gowa, Ferdinand. "New German Criticism: Max Bense." *CLA Journal* 9.1 (Sept. 1965): 51-60.
- Steinberg, Aaron. "Absalom: The Irretrievable Bon." *CLA Journal* 9.1 (Sept. 1965): 61-67.
- Slabey, Robert M. "*The Turn of the Screw*: Grammar and Optics." *CLA Journal* 9.1 (Sept. 1965): 68-72.
- Shugrue, Michael. "Experiments in Teaching English." *CLA Journal* 9.1 (Sept. 1965): 73-82.
- Palmer, Roderick R. "The Marriage of Linguistics and Syntax." *CLA Journal* 9.1 (Sept. 1965): 83-90.
- Jason, Howard M. "The Negro in Spanish Literature to the End of the Siglo de Oro." *CLA Journal* 9.2 (Dec. 1965): 120-131.
- Davis, Marianna W. "The Connatural Ground of John Woolman's Triangle." *CLA Journal* 9.2 (Dec. 1965): 132-139.
- Charles, Sister Peter Darmian. "Love and Death in Willa Cather's *O Pioneers!*" *CLA Journal* 9.2 (Dec. 1965): 140-150.
- Louis, Delores Gros. "Tragedy in Christopher Fry and in Shakespeare: A Comparison of *Curtmantle* and *Richard III*." *CLA Journal* 9.2 (Dec. 1965): 151-158.
- Simboli, David. "*Benito Cereno* as Pedagogy." *CLA Journal* 9.2 (Dec. 1965): 159-164.
- Kennedy, Richard S. "*Great Expectations* in the Classroom." *CLA Journal* 9.2 (Dec. 1965): 165-170.
- Bradley, Pearl G. "A Rhetorical Analysis of John F. Kennedy's Civil Rights Speech." *CLA Journal* 9.2 (Dec. 1965): 171-176.
- Turk-Roge, Henri C. "Franco-German Cultural Relations in the Nineteenth Century." *CLA Journal* 9.2 (Dec. 1965): 177-181.

- Render, Frank W. "Some Viewpoints Concerning the Impact of the New Mass Communication Media on our Culture." *CLA Journal* 9.2 (Dec. 1965): 182-190.
- Holmes, J. Welferd. "Three Uncommon Records of the Commonplace." *CLA Journal* 9.3 (March 1966): 215-224.
- Andrews, Thomas F. "Walt Whitman and Slavery: A Reconstruction of One Aspect of His Concept of the American Common Man." *CLA Journal* 9.3 (March 1966): 225-233.
- Horowitz, Floyd R. "The Christian Time Sequence in Henry James's *The American*." *CLA Journal* 9.3 (March 1966): 234-245.
- Zietlow, Edward R. "A Flaw in *The American*." *CLA Journal* 9.3 (March 1966): 246-254.
- Fenderson, Lewis H. "The Onomato-Musical Element in *Paradise Lost*." *CLA Journal* 9.3 (March 1966): 255-264.
- Lindfors, Bernth. "African Vernacular Styles in Nigerian Fiction." *CLA Journal* 9.3 (March 1966): 265-273.
- Marcus, Mordecai. "Structure and Irony in Stephen Crane's 'War is Kind.'" *CLA Journal* 9.3 (March 1966): 274-278.
- Maresca, Carol J. "Gestures as Meaning in Sherwood Anderson's *Winesburg, Ohio*." *CLA Journal* 9.3 (March 1966): 279-283.
- White, Wayne. "William Blake: Mystic or Visionary?" *CLA Journal* 9.3 (March 1966): 284-288.
- D'Avanzo, Mario L. "Conrad's Motley as an Organizaing Metaphor in *Heart of Darkness*." *CLA Journal* 9.3 (March 1966): 289-291.
- Barksdale, Richard K. "Alienation and the Anti-Hero in Recent American Fiction." *CLA Journal* 10.1 (Sept. 1966): 1-10.
- Jackson, Margaret Y. "High Comedy' in Shakespeare." *CLA Journal* 10.1 (Sept. 1966): 11-22.
- McDonald, Daniel. "*The Vicar of Wakefield*: A Paradox." *CLA Journal* 10.1 (Sept. 1966): 23-33.
- Mollenkott, Virginia R. "The Many and the One in George Herbert's 'Providence.'" *CLA Journal* 10.1 (Sept. 1966): 34-41.
- Cacossa, Anthony A. "A Portrait of Paul Claudel." *CLA Journal* 10.1 (Sept. 1966): 42-48.
- Keeler, Clinton. "Melville's Delano: Our Cheerful Axiologist." *CLA Journal* 10.1 (Sept. 1966): 49-55.
- McWilliams, James R. "Thomas Mann's *Die Betroene* --- A Study in Ambivalence." *CLA Journal* 10.1 (Sept. 1966): 56-63.
- Larson, Charles R. "Thing Fall Further Apart-- New African Novels." *CLA Journal* 10.1 (Sept. 1966): 64-67.
- Farrison, W. Edward. Rev. of *The Literature of Slang*, by W.J. Burke, *Dictionary of Slang & Its Analogues*, by Farmer and Henly, *The Book of Negro Humor*, ed. Langston Hughes, and *Ancient Indo-European Dialects*, by Brinbaum and Puhvel. *CLA Journal* 10.1 (Sept. 1966): 68-75.
- Matheus, John F. Rev. of *Selected Letters of Cicero*, ed. Frank Frost Abbott. *CLA Journal* 10.1 (Sept. 1966): 76.
- Fisher, Randolph J. Rev. of *The Abnormal Personality Through Literature*, eds. Stone and Stone, *The Current Voice*, by Cook, Justus, and Williams, and *Dante*, by Thomas G. Bergin. *CLA Journal* 10.1 (Sept. 1966): 77-78.
- Taylor, Andress. Rev. of *Semantics and Common Sense*, by Louis B. Salomon. *CLA Journal* 10.1 (Sept. 1966): 79-80.
- Hardiman, Milton G. "Language and Literature in the Shaping of World Thought." *CLA Journal* 10.2 (Dec. 1966): 91-104.
- Halewood, William H. "Young William Temple and Young Jonathan Swift." *CLA Journal* 10.2 (Dec. 1966): 105-113.
- Thorpe, Peter. "Sarah Kemble Knight and the Picaresque Tradition." *CLA Journal* 10.2 (Dec. 1966): 114-121.
- Turner, Darwin T. "'The Negro Novel in America': In Rebuttal." *CLA Journal* 10.2 (Dec. 1966): 122-134.

- Murray, Edward. "Point of View in "After the Fall."" *CLA Journal* 10.2 (Dec. 1966): 135-142.
- Knieger, Bernard. "Teaching George Herbert in Israel-- and in America?" *CLA Journal* 10.2 (Dec. 1966): 143-148.
- Schneider, Sister Lucy, C.S.J. "Osculation and Integration: Isabel Archer in the One-Kiss Novel." *CLA Journal* 10.2 (Dec. 1966): 149-161.
- Smith, Raymond. "A Note on Dostoyevsky's Dr. Zossimov." *CLA Journal* 10.2 (Dec. 1966): 162-164.
- Farrison, W. Edward. Rev. of *The Oxford Dictionary of English Etymology*, eds. C.T. Onions and Others, and *Anger, and Beyond*, ed. Herbert Hill. *CLA Journal* 10.2 (Dec. 1966): 165-168.
- Matheus, John F. Rev. of *Beginning Cebuano*, by John Wolff. *CLA Journal* 10.2 (Dec. 1966): 169.
- Fisher, J. Randolph. Rev. of *Speech and Man*, by Brown and Van Riper, *Successful Scholarship*, by Walter Pauk, and *Sophocles*, ed. Thomas Woodard. *CLA Journal* 10.2 (Dec. 1966): 170-171.
- Atwater, J.L. Rev. of *Teach Yourself Colloquial Arabic*, by T.F. Mitchell. *CLA Journal* 10.2 (Dec. 1966): 172-174.
- Bergeron, David M. "Timon of Athens and Morality Drama." *CLA Journal* 10.3 (March 1967): 181-188.
- Eerde, John Van. "Death in Hugo's Theatre." *CLA Journal* 10.3 (March 1967): 189-195.
- Jones, Harry L. "The Very Madness: A New Manuscript." *CLA Journal* 10.3 (March 1967): 196-200.
- Gayle, Addison, Jr. "A Defense of James Baldwin." *CLA Journal* 10.3 (March 1967): 201-208.
- Farrison, W. Edward. "A Dictionary Editor's 'Via Media.'" *CLA Journal* 10.3 (March 1967): 209-216.
- Bercovitch, Sacvan. "Melville's Search for National Identity: Son and Father in *Redburn*, *Pierre*, and *Billy Budd*." *CLA Journal* 10.3 (March 1967): 217-228.
- Lorch, Thomas M. "The Cyclical Structure of *The Red Badge of Courage*." *CLA Journal* 10.3 (March 1967): 229-238.
- Lee, Lawrence Lynn. "The Julian Poems of C.P. Cavafy." *CLA Journal* 10.3 (March 1967): 239-251.
- Levine, Mordecai H. "Albee's Liebestod." *CLA Journal* 10.3 (March 1967): 252-255.
- Hagan, John. "A Note on a Symbolic Pattern in *The Wings of the Dove*." *CLA Journal* 10.3 (March 1967): 256-262.
- Jackson, Esther M. Rev. of *Modern Tragedy*, by Raymond Williams. *CLA Journal* 10.3 (March 1967): 263-264.
- Butcher, Phillip. Rev. of *The Negro in American Literature and a Bibliography of Literature By and About Negro Americans*, by Abraham Chapman. *CLA Journal* 10.3 (March 1967): 265-267.
- Fisher, J. Randolph. Rev. of *Stranger at the Gates*, by Tracy Sugarman. *CLA Journal* 10.3 (March 1967): 268.
- Fisher, J. Randolph. Rev. of *The Reforming of General Education*, by Daniel Bell. *CLA Journal* 10.3 (March 1967): 269.
- Fisher, J. Randolph. Rev. of *Literature for Understanding*, by B. Bernard Cohen, and *Working for Literary Understanding*, by B. Bernard Cohen. *CLA Journal* 10.3 (March 1967): 270.
- O'Daniel, Therman B. "The Image of Man as Portrayed by Ralph Ellison." *CLA Journal* 10.4 (June 1967): 277-284.
- Chapman, Abraham. "The Image of Man as Portrayed by Saul Bellow." *CLA Journal* 10.4 (June 1967): 285-289.
- Long, Richard A. "The Image of Man in James Gould Cozzens." *CLA Journal* 10.4 (June 1967): 299-307.
- Turner, Darwin T. "The Failure of a Playwright." *CLA Journal* 10.4 (June 1967): 308-318.
- Allen, Marcus. "Voltaire and the Theater of Involvement." *CLA Journal* 10.4 (June 1967): 319-332.
- Jason, Howard M. "The Language of the Negro in the Early Spanish Drama." *CLA Journal* 10.4 (June 1967): 333-340.
- Sellin, Eric. "An Alternative of Despair in Postwar French Poetry." *CLA Journal* 10.4 (June 1967): 341-348.

- Davison, Richard A. "Robert Penn Warren's 'Dialectical Configuration' and *The Cave*." *CLA Journal* 10.4 (June 1967): 349-357.
- Farrison, W. Edward. Rev. of *The Best Short Stories by Negro Writers*, ed. Langston Hughes, and *American Negro Short Stories*, ed. John Henrik Clarke. *CLA Journal* 10.4 (June 1967): 358-361.
- Lee, Ulysses G. Rev. of *Images of the Negro in American Literature*, eds. Gross and Hardy. *CLA Journal* 10.4 (June 1967): 362.
- Matheus, John F. Rev. of *Basic German: An Introduction*, by Herbert Lederer. *CLA Journal* 10.4 (June 1967): 363.
- Fisher, J. Randolph. Rev. of *John F. Kennedy and the New Frontier*, ed. Aida Di Pace Donald. *CLA Journal* 10.4 (June 1967): 364.
- Hardiman, Milton G. "Language, Literature and Life." *CLA Journal* 11.1 (Sept. 1967): 1-10.
- Morot-Sir, Edouard. "Language, Education and Cultures." *CLA Journal* 11.1 (Sept. 1967): 11-23.
- Kent, George E. "Ethnic Impact in American Literature: Reflections on a Course." *CLA Journal* 11.1 (Sept. 1967): 24-37.
- Chapman, Abraham. "The Harlem Renaissance in Literary History." *CLA Journal* 11.1 (Sept. 1967): 38-58.
- Turpin, Waters E. "Four Short Fiction Writers of the Harlem Renaissance-- Their Legacy of Achievement." *CLA Journal* 11.1 (Sept. 1967): 59-72.
- Collier, Eugenia W. "I Do Not Marvel, Countee Cullen." *CLA Journal* 11.1 (Sept. 1967): 73-87.
- Farrison, W. Edward. Rev. of *The Italian Language*, by Bruno Migliorini, abr. T.G. Griffith. *CLA Journal* 11.1 (Sept. 1967): 88-90.
- Matheus, John F. Rev. of *Courrier Sud*, ed. J.P. Ebacher, and *Italian for You: A Practical Grammar*, by Lennie and Grego. *CLA Journal* 11.1 (Sept. 1967): 91.
- Fisher, J. Randolph. Rev. of *Vocabulary Improvement*, by Nancy Davis, *Plain Style*, by Durham and Zall, and *The Strategy of Style*, by Weathers and Winchester. *CLA Journal* 11.1 (Sept. 1967): 92-93.
- Hawkins, Annabel L. "In Memoriam: Walter Moses Sylvester Ryan." *CLA Journal* 11.1 (Sept. 1967): 99-100.
- Speight, Marion M. "In Memoriam: Beulah Beatrice Carr." *CLA Journal* 11.1 (Sept. 1967): 101-102.
- Smithey, Robert A. "Faulkner and the Status Quo." *CLA Journal* 11.2 (Dec. 1967): 109-116.
- Peavy, Charles D. "Faulkner and the Howe Interview." *CLA Journal* 11.2 (Dec. 1967): 117-123.
- Resnick, Robert B. "An Ounce of Mirth: The Function of Thomas Fuller's Wit." *CLA Journal* 11.2 (Dec. 1967): 124-134.
- Levin, Gerald. "The Symbolism of Lawrence's *The Fox*." *CLA Journal* 11.2 (Dec. 1967): 135-141.
- Wolfe, Peter. "The Problem of Granny Weatherall." *CLA Journal* 11.2 (Dec. 1967): 142-148.
- Davidson, Clifford. "Jonathan Edwards and Mysticism." *CLA Journal* 11.2 (Dec. 1967): 149-156.
- Gottesman, Lillian. "The Hamlet of A. MacLeish." *CLA Journal* 11.2 (Dec. 1967): 157-162.
- Koester, Rudolf. "'Is Infallibility Necessary?' A Note on the Chronology of 'Buddenbrooks.'" *CLA Journal* 11.2 (Dec. 1967): 163-166.
- Farrison, Edward W. Rev. of *The Black Poet*, by Richard Walser. *CLA Journal* 11.2 (Dec. 1967): 167-168.
- Farrison, Edward W. Rev. of *Patterns of Language*, by McIntosh and Halliday. *CLA Journal* 11.2 (Dec. 1967): 169-170.
- Farrison, Edward W. Rev. of *Psycholinguistics Papers*, eds. Lyons and Wales. *CLA Journal* 11.2 (Dec. 1967): 171-172.
- Holmes, J. Welfred. Rev. of *Shakespeare's Use of the Arts of Language*, by Sister Miriam Joseph. *CLA Journal* 11.2 (Dec. 1967): 173-174.
- Kelley, Delores G. Rev. of *Language in Uniform: A Reader on Propaganda*, ed. Nick Aaron Ford. *CLA Journal* 11.2 (Dec. 1967): 175.

- Butcher, Philip. Rev. of *Word Index to James Joyce's Portrait of the Artist*, by Leslie Hancock. *CLA Journal* 11.2 (Dec. 1967): 175-176.
- Kemp, Lorena E. "In Memoriam: Fannin Saffore Belcher." *CLA Journal* 11.2 (Dec. 1967): 183-185.
- Eskin, Stanley G. "Revolution and Poetry: Some Political Patterns in the Romantic Tradition and After." *CLA Journal* 11.3 (March 1968): 189-205.
- Young, Raymond A. "A Comparison of Benavente's *Rosas de Otono* and Martinez Sierra's *Primavera en Otono*." *CLA Journal* 11.3 (March 1968): 206-220.
- Holleran, James V. "Character Transmutation in *The Alchemist*." *CLA Journal* 11.3 (March 1968): 221-227.
- Stavenhagen, Lee. "The Transparent Riddle: The Technique of Holderlin's Poetic Maturity." *CLA Journal* 11.3 (March 1968): 228-235.
- Lombard, Charles M. "Harriet Beecher Stowe's Attitude towards French Romanticism." *CLA Journal* 11.3 (March 1968): 236-240.
- Slade, Leonard A., Jr. "The Use of Biblical Allusions in *The Grapes of Wrath*." *CLA Journal* 11.3 (March 1968): 241-247.
- French, Richard. "Sir Walter Scott and His Literary Contemporaries." *CLA Journal* 11.3 (March 1968): 248-254.
- Thale, Mary. "T.S. Eliot and Mrs. Browning on the Metaphysical Poets." *CLA Journal* 11.3 (March 1968): 255-258.
- Farrison, W. Edward. Rev. of *The Panther and the Lash: Poems of Our Times*, by Langston Hughes. *CLA Journal* 11.3 (March 1968): 259-260.
- Farrison, W. Edward. Rev. of *The Sweet Flypaper of Life*, by DeCarava and Hughes. *CLA Journal* 11.3 (March 1968): 261-262.
- Farrison, W. Edward. Rev. of *Reflections on Segregation, Desegregation, Power and Morals*, by William T. Fontaine. *CLA Journal* 11.3 (March 1968): 263-264.
- Sekora, John. Rev. *The Tradition of Smollett*, by Robert Giddings, and *Smollett's London*, by Andre Parreaux. *CLA Journal* 11.3 (March 1968): 265-266.
- Cripps, Thomas R. Rev. of *Paul Robeson: The American Othello*, by Edwin P. Hoyt. *CLA Journal* 11.3 (March 1968): 267.
- Hughes, Langston. "Ten Ways to Use Poetry in Teaching." *CLA Journal* 11.4 (June 1968): 273-279.
- Davis, Arthur P. "Langston Hughes: Cool Poet." *CLA Journal* 11.4 (June 1968): 280-296.
- Turner, Darwin T. "Langston Hughes as Playwright." *CLA Journal* 11.4 (June 1968): 297-309.
- Jackson, Blyden. "A Word about Simple." *CLA Journal* 11.4 (June 1968): 310-318.
- Matheus, John F. "Langston Hughes as Translator." *CLA Journal* 11.4 (June 1968): 319-330.
- Jones, Harry L. "A Danish Tribute to Langston Hughes." *CLA Journal* 11.4 (June 1968): 331-334.
- Emanuel, James A. "The Literary Experiments of Langston Hughes." *CLA Journal* 11.4 (June 1968): 335-344.
- Hudson, Theodore R. "Langston Hughes' Last Volume of Verse." *CLA Journal* 11.4 (June 1968): 345-348.
- O'Daniel, Therman B. "Langston Hughes: A Selected Classified Bibliography." *CLA Journal* 11.4 (June 1968): 349-366.
- Farrison, W. Edward. Rev. of *Black Magic: A Pictorial History of the Negro in American Entertainment*, by Langston Hughes and Milton Meltzer. *CLA Journal* 11.4 (June 1968): 367-368.
- Farrison, W. Edward. Rev. of *The Poems of Phillis Wheatley*, ed. Julian D. Mason. *CLA Journal* 11.4 (June 1968): 369-372.
- Butcher, Philip. Rev. of *Ira Aldridge: The Negro Tragedian*, by Marshall and Stock. *CLA Journal* 11.4 (June 1968): 373.
- Bates, Arthenia J. Rev. of *Dem*, by William Melvin Kelley. *CLA Journal* 11.4 (June 1968): 374-375.
- Fisher, J. Randolph. Rev. of *The Dramatic Moment*, by Eugene M. Waith. *CLA Journal* 11.4 (June 1968): 376.

- Curl, Charles H. "Notes on a Dream Deferred: A Position Paper on the College Language Association." *CLA Journal* 12.1 (Sept. 1968): 1-9.
- O'Neal, Frederick. "The Arts in Our Society: A Re-Evaluation of the Arts and the Artist." *CLA Journal* 12.1 (Sept. 1968): 10-18.
- Turner, Darwin T. "Negro Playwrights and the Urban Negro." *CLA Journal* 12.1 (Sept. 1968): 19-25.
- Brown, Jessie L. "Advanced Composition." *CLA Journal* 12.1 (Sept. 1968): 26-31.
- Turpin, Jean F. "Advanced Grammar in the College Curriculum." *CLA Journal* 12.1 (Sept. 1968): 32-42.
- Bowling, Charis Crosse. "The Touch of Poetry: A Study of the Role of Poetry in Three O'Neil Plays." *CLA Journal* 12.1 (Sept. 1968): 43-55.
- Lorch, Thomas M. "The Choreographic Structure of 'Winesburg, Ohio.'" *CLA Journal* 12.1 (Sept. 1968): 56-65.
- Hebert, Catherine A. "A Note on the Significance of the Title of Middleton's *The Changeling*." *CLA Journal* 12.1 (Sept. 1968): 66-69.
- Cox, Ollie. "The 'Spot of Joy' in 'My Last Duchess.'" *CLA Journal* 12.1 (Sept. 1968): 70-76.
- Simons, Rita Dandridge. "The Prioress's Disobedience of the Benedictine Rule." *CLA Journal* 12.1 (Sept. 1968): 77-83.
- Farrison, Edward W. Rev. of *Poems and Character Sketches*, by Mary Bohanon. *CLA Journal* 12.1 (Sept. 1968): 84-85.
- Sanders, Arthrell. Rev. of *The Literature of the South*, by Young, Watkins and Bealty. *CLA Journal* 12.1 (Sept. 1968): 86-88.
- Fisher, J. Randolph. Rev. of *The African Assertion*, by Austin J. Shelton. *CLA Journal* 12.1 (Sept. 1968): 89.
- Fisher, J. Randolph. Rev. of *Handbook of Current English*, by Ferrin, Smith and Corder. *CLA Journal* 12.1 (Sept. 1968): 90.
- Fisher, J. Randolph. Rev. of *Some Shapers of Man*, by John H. Bens. *CLA Journal* 12.1 (Sept. 1968): 91.
- Roberts, John R. "Donne's 'Satyre III' Reconsidered." *CLA Journal* 12.2 (Dec. 1968): 105-115.
- Matlaw, Myron. "Eliot the Dramatist." *CLA Journal* 12.2 (Dec. 1968): 116-122.
- Cronin, Frank C. "The Dimension of Time in *Jude the Obscure*." *CLA Journal* 12.2 (Dec. 1968): 123-128.
- Monteiro, George. "Birches in Winter: Notes on Thoreau and Frost." *CLA Journal* 12.2 (Dec. 1968): 129-133.
- Penner, Allen R. "Illusory Deluge: Alan Sillitoe's 'Noah's Ark.'" *CLA Journal* 12.2 (Dec. 1968): 134-141.
- Collier, L. Arlen. "All the Inverted World's a Mousetrap in Hamlet, II, ii." *CLA Journal* 12.2 (Dec. 1968): 142-149.
- Reed, Kenneth T. "Uncle Tom's Cabin and the Heavenly City." *CLA Journal* 12.2 (Dec. 1968): 150-154.
- Bowen, James K. "Propositional and Emotional Knowledge in Robert Frost's 'The Death of the Hired Man,' 'The Fear,' and 'Home Burial.'" *CLA Journal* 12.2 (Dec. 1968): 155-160.
- Moody, Peter R. "Joyce Cary's Criticism of Flaubert." *CLA Journal* 12.2 (Dec. 1968): 161-163.
- Fackler, Herbert V. "Stephen Dedalus Rejects Forgotten Beauty: A Yeat's Allusion in *A Portrait of the Artist as a Young Man*." *CLA Journal* 12.2 (Dec. 1968): 164-165.
- Farrison, W. Edward. Rev. of *Langston Hughes*, by James A. Emmanuel. *CLA Journal* 12.2 (Dec. 1968): 166-169.
- Farrison, W. Edward. Rev. of *A Bio-Bibliography of Langston Hughes, 1902-1967*, by Donald C. Dickinson. *CLA Journal* 12.2 (Dec. 1968): 170.
- Jones, Harry L. Rev. of *James Very: The Effective Years, 1822-1850*, by Edwin Gittleman. *CLA Journal* 12.2 (Dec. 1968): 171-172.

- Fisher, J. Randolph. Rev. of *Teaching Literature to Adolescents: Plays*, by Alan B. Howes. *CLA Journal* 12.2 (Dec. 1968): 173-175.
- Fisher, J. Randolph. Rev. of *The Discovery of Drama*, by Thomas Edward Sanders. *CLA Journal* 12.2 (Dec. 1968): 176.
- Fisher, J. Randolph. Rev. of *The Five-Hundred-Word Theme*. *CLA Journal* 12.2 (Dec. 1968): 176.
- Butcher, Philip. "'The Godfatherhood' of 'A Connecticut Yankee.'" *CLA Journal* 12.3 (March 1969): 189-198.
- Sellin, Eric. "Absurdity and the Modern Theater." *CLA Journal* 12.3 (March 1969): 199-204.
- Burelbach, Frederick M., Jr. "A New Way to Pay Old Debts: Jacobean Morality." *CLA Journal* 12.3 (March 1969): 205-213.
- Diller, Edward. "'Heteronomy' Versus 'Autonomy': A Re-Trial of *The Trial* By Franz Kafka." *CLA Journal* 12.3 (March 1969): 214-222.
- Bache, William B. "James Branch Cabell: A Latter-Day Enlightener." *CLA Journal* 12.3 (March 1969): 223-236.
- Schlegel, Dorothy B. "Dryden and Oldham: Hail and Farewell." *CLA Journal* 12.3 (March 1969): 237-243.
- Rodnon, Stewart. "Ralph Ellison's *Invisible Man*: Six Tentative Approaches." *CLA Journal* 12.3 (March 1969): 244-256.
- Hawkins, Annabel L. "A Strain of Trivia in Minor Metaphysical Poetry." *CLA Journal* 12.3 (March 1969): 257-262.
- Minguez, Teresa J. "Miguel Delibes y La Novela Espanola Contemporanea." *CLA Journal* 12.3 (March 1969): 263-270.
- Davis, Arthur P. Rev. of *Native Sons: A Critical Study of Twentieth-Century Negro American Authors*, by Edward Margolies. *CLA Journal* 12.3 (March 1969): 271.
- Wolfe, Peter. Rev. of *The Novels of Anthony Powell*, by Robert K. Morris. *CLA Journal* 12.3 (March 1969): 272.
- Turner, Darwin T. Rev. of *The Treehouse and Other Poems*, by James A. Emmanuel. *CLA Journal* 12.3 (March 1969): 273.
- Fisher, J. Randolph. Rev. of *The Modern Tradition: An Anthology of Short Stories*, by Daniel F. Howard. *CLA Journal* 12.3 (March 1969): 274.
- Groenberg, Christina. Rev. of *Dictionary of Irregular Russian Verb Forms*, by D.B. Powers. *CLA Journal* 12.3 (March 1969): 274.
- Ford, Nick Aaron. "In Memoriam: Tribute to Waters Turpin." *CLA Journal* 12.3 (March 1969): 281-282.
- Chinn, Harold B. "In Memoriam: Ulysses Grant Lee." *CLA Journal* 12.3 (March 1969): 283-285.
- Jackson, Blyden. "Richard Wright: Black Boy from America's Black Belt and Urban Ghettos." *CLA Journal* 12.4 (June 1969): 287-309.
- Turner, Darwin T. "The Outsider: Revision of an Idea." *CLA Journal* 12.4 (June 1969): 310-321.
- Kent, George E. "Richard Wright: Blackness and the Adventure of Culture." *CLA Journal* 12.4 (June 1969): 322-343.
- Gibson, Donald B. "Richard Wright and the Tyranny of Convention." *CLA Journal* 12.4 (June 1969): 344-357.
- Kinnamon, Keneth. "Richard Wright's Use of *Othello* in *Native Son*." *CLA Journal* 12.4 (June 1969): 358-359.
- Gibson, Donald B. "Richard Wright: A Bibliographical Essay." *CLA Journal* 12.4 (June 1969): 360-364.
- Kent, George E. "On the Future Study of Richard Wright." *CLA Journal* 12.4 (June 1969): 365-370.
- Farrison, W. Edward. Rev. of *Richard Wright: A Biography*, by Constance Webb. *CLA Journal* 12.4 (June 1969): 371-372.

- Jones, Harry L. Rev. of *The Art of Richard Wright*, by Edward Margolies. *CLA Journal* 12.4 (June 1969): 372-374.
- Turner, Darwin T. Rev. of *Dark Symphony: Negro Literature in America*, ed. James A. Emmanuel and Theodore L. Gross. *CLA Journal* 12.4 (June 1969): 375-376.
- Jarrett, Hobart. Rev. of *Samuel Pepys*, by Ivan E. Taylor. *CLA Journal* 12.4 (June 1969): 377-378.
- Palmer, R. Roderick. Rev. of *Extending Horizons: Selected Readings for Cultural Enrichment*, ed. Nick Aaron Ford and Waters Turpin. *CLA Journal* 12.4 (June 1969): 379-380.
- Ford, Nick Aaron. Rev. of *William Wells Brown: Author and Reformer*, by William Edward Farrison. *CLA Journal* 12.4 (June 1969): 381-383.
- Collier, Eugenia. Rev. of *Black American Literature: Essays*, by Darwin T. Turner. *CLA Journal* 12.4 (June 1969): 384.
- Fisher, J. Randolph. Rev. of *At Length*, by Charles Sanders and Robin A. Rice. *CLA Journal* 12.4 (June 1969): 385.
- Fisher, J. Randolph. "May Hill Arbuthnot and Dorothy M. Broderick: *Time for Stories of the Past and Present*." *CLA Journal* 12.4 (June 1969): 386.
- Curl, Charles H. "Black Studies: Form and Content." *CLA Journal* 13.1 (Sept. 1969): 1-9.
- Ford, Nick Aaron, Donald B. Gibson, and Charles A. Ray. "Black Literature: Problems and Opportunities-- A symposium." *CLA Journal* 13.1 (Sept. 1969): 10-20.
- Farrison, W. Edward. "Dialectology Versus Negro Dialect." *CLA Journal* 13.1 (Sept. 1969): 21-26.
- Davis, Arthur P. "The Garies and Their Friends: A Neglected Pioneer Novel." *CLA Journal* 13.1 (Sept. 1969): 27-34.
- Lieber, Todd. "Design and Movement in 'Cane.'" *CLA Journal* 13.1 (Sept. 1969): 35-50.
- McGhee, Nancy B. "The Folk Sermon: A Facet of the Black Literary Heritage." *CLA Journal* 13.1 (Sept. 1969): 51-61.
- Jones, Harry L. "An Essay on the Blues." *CLA Journal* 13.1 (Sept. 1969): 62-67.
- Dorsey, David F., Jr. "Counter Cullen's use of Greek Mythology." *CLA Journal* 13.1 (Sept. 1969): 68-77.
- Singh, Raman K. "Some Basic Ideas and Ideals in Richard Wright's Fiction." *CLA Journal* 13.1 (Sept. 1969): 78-84.
- Farrison, W. Edward. Rev. of *Langston Hughes: A Biography*, by Milton Meltzer. *CLA Journal* 13.1 (Sept. 1969): 85-86.
- Farrison, W. Edward. Rev. of *Black Misery*, by Langston Hughes. *CLA Journal* 13.1 (Sept. 1969): 87.
- Collier, Eugenia. Rev. of *Black American Literature: Fiction*, by Darwin T. Turner. *CLA Journal* 13.1 (Sept. 1969): 88-89.
- Butcher, Philip. Rev. of *Black Masks: Negro Characters in Modern Southern Fiction*, by Nancy M. Tischler. *CLA Journal* 13.1 (Sept. 1969): 90.
- Fisher, J. Randolph. Rev. of *Breakthrough: Contemporary Reading and Writing*, by Robert E. Yarber. *CLA Journal* 13.1 (Sept. 1969): 91-92.
- Editor, the. Rev. of Books from Beacon Press. *CLA Journal* 13.1 (Sept. 1969): 93.
- Rigby, Christopher, III. Rev. of *40 Poems*, by Roy L. Hills. *CLA Journal* 13.1 (Sept. 1969): 93.
- Duff, Gerald. "Leigh Hunt's Criticism of the Novel." *CLA Journal* 13.2 (Dec. 1969): 109-112.
- Lynde, Richard D. "Melville's Success in 'The Happy Failure': A Story of the River Hudson." *CLA Journal* 13.2 (Dec. 1969): 113-130.
- Greiner, Donald J. "Brown's Use of the Narration in *Wieland*: An Indirect Plea for the Acceptance of Fiction." *CLA Journal* 13.2 (Dec. 1969): 131-136.
- Daniel, Walter C. "The False Paradise Pattern in Sean O'Casey's *Cock-A-Doodle Dandy*." *CLA Journal* 13.2 (Dec. 1969): 137-143.
- Larson, Charles R. "Whither the American Novel?" *CLA Journal* 13.2 (Dec. 1969): 144-154.

- Taylor, Willene P. "Chaucer's Technique in Handling Antifeminist Material in 'The Merchant's Tale': An Ironic Portrayal of the 'Senex-Amans' and Jealous Husband." *CLA Journal* 13.2 (Dec. 1969): 155-164.
- Post, Robert M. "Fear Itself: Edward Albee's *A Delicate Balance*." *CLA Journal* 13.2 (Dec. 1969): 165-173.
- Taylor, Estelle W. "Chaucer's 'Monk's Tale': An Apology." *CLA Journal* 13.2 (Dec. 1969): 174-182.
- Stewart, Jack F. "Some Critical Metaphors for Shandean Style." *CLA Journal* 13.2 (Dec. 1969): 183-187.
- Rossi, Dominick. "Parallels in Wilde's *The Picture of Dorian Gray* and Goethe's *Faust*." *CLA Journal* 13.2 (Dec. 1969): 188-193.
- Farrison, W. Edward. Review Article: One Ephemera after Another. *CLA Journal* 13.2 (Dec. 1969): 194-195.
- Butcher, Philip. Rev. of *Clotel or, The President's Daughter*, by William Wells Brown, with an introduction and notes by William Edward Farrison. *CLA Journal* 13.2 (Dec. 1969): 198-199.
- Larpton, Mary Jane. Rev. of *A Bibliographical Guide to the Study of Southern Literature*, ed. Louis D. Fabin, Jr. *CLA Journal* 13.2 (Dec. 1969): 200-201.
- Giles, Leroy E. Rev. of *Thurgood Marshall: Fighter for Justice*, by Lewis H. Fenderson. *CLA Journal* 13.2 (Dec. 1969): 202.
- Benson, Brian J. Rev. of *In the Mecca*, by Gwendolyn Brooks. *CLA Journal* 13.2 (Dec. 1969): 203.
- O'Daniel, Therman B. Rev. of Books from Collier Books's African-American Library. *CLA Journal* 13.2 (Dec. 1969): 204.
- O'Daniel, Therman B. "In Memoriam: John Wilhelm Parker." *CLA Journal* 13.2 (Dec. 1969): 210-215.
- Sander, Archie D. "Odysseus in Black: An Analysis of the Structure of 'Invisible Man.'" *CLA Journal* 13.3 (March 1970): 217-219.
- Clipper, Lawrence J. "Folkloric and Mythic Elements in *Invisible Man*." *CLA Journal* 13.3 (March 1970): 220-241.
- Wilner, Eleanor R. "The Invisible Black Thread: Identity and Nonentity in *Invisible Man*." *CLA Journal* 13.3 (March 1970): 242-257.
- Turner, Darwin T. "Sight in *Invisible Man*." *CLA Journal* 13.3 (March 1970): 258-262.
- Kent, George E. "Ralph Ellison and Afro-American Folk and Cultural Tradition." *CLA Journal* 13.3 (March 1970): 263-276.
- Klotman, Phyllis R. "The Running Man as Metaphor in Ellisons' *Invisible Man*." *CLA Journal* 13.3 (March 1970): 277-288.
- Brown, Loyd W. "Ralph Ellison's Exhorters: The Role of Rhetoric in *Invisible Man*." *CLA Journal* 13.3 (March 1970): 289-303.
- Horowitz, Floyd R. "An Experimental Confession from a Reader of *Invisible Man*." *CLA Journal* 13.3 (March 1970): 304-314.
- LeClair, Thomas. "The Blind Leading the Blind: Wright's *Native Son* and a Brief Reference to Ellison's *Invisible Man*." *CLA Journal* 13.3 (March 1970): 315-320.
- Farrison, W. Edward. Rev. of *Early Black American Poets: Selections with Biographical and Critical Introductions*, by William H. Robinson. *CLA Journal* 13.3 (March 1970): 321-325.
- Farrison, W. Edward. Rev. of *Seeds Beneath the Snow*, by Arthenin J. Bates. *CLA Journal* 13.3 (March 1970): 321-325.
- Boston, Carmen M. Rev. of *Teatro Espanol del Siglo de Oro*, ed. Bruce W. Wardropper. *CLA Journal* 13.3 (March 1970): 326-327.
- Fisher, J. Randolph. Rev. of *Language in America*, eds. Postman, Weingartner, and Moran. *CLA Journal* 13.3 (March 1970): 328-329.
- Fisher, J. Randolph. Rev. of *English in a Decade of Change*, by Michael F. Sugrue. *CLA Journal* 13.3 (March 1970): 328-329.

- Wilson, Leslie N. "El Negro en la Poesia Hispanoamericana." *CLA Journal* 13.4 (June 1970): 335-349.
- Goldfarb, Russell and Clare Goldfarb. "The Seven Deadly Sins in 'Doctor Faustus.'" *CLA Journal* 13.4 (June 1970): 350-363.
- Bergeron, David M. "Alchemy and *Timon of Athens*." *CLA Journal* 13.4 (June 1970): 364-373.
- Farrison, W. Edward. "What American Negro Literature Exists and Who Should Teach It?" *CLA Journal* 13.4 (June 1970): 374-381.
- Davis, Arthur P. "The New Poetry of Black Hate." *CLA Journal* 13.4 (June 1970): 382-391.
- Ortego, Phillip D. "Shakespeare and the Doctrine of Monarchy in *King John*." *CLA Journal* 13.4 (June 1970): 392-401.
- Rice, Julian C. "The Allegorical Dolabella." *CLA Journal* 13.4 (June 1970): 402-407.
- El-Gabalawy, Saad. "The Pilgrimage: George Herbert's Favorite Allegorical Technique." *CLA Journal* 13.4 (June 1970): 408-419.
- Williamson, Juanita V. "Selected Features of Speech: Black and White." *CLA Journal* 13.4 (June 1970): 420-433.
- Amis, Lola James. Rev. of *A Bridge to Saying It Well: Grammar and Forms for Today's Students*, by Glasser, Meyer, Collier, Steele and Wolf. *CLA Journal* 13.4 (June 1970): 434.
- Editor, the. Rev. of Books from Hill and Wang, Inc. *CLA Journal* 13.4 (June 1970): 435-437.
- Long, Richard A. "Black Studies: International Dimensions." *CLA Journal* 14.1 (Sept. 1970): 1-6.
- Akar, John J. "An African's View of Black Studies International Dimensions." *CLA Journal* 14.1 (Sept. 1970): 7-17.
- Jones, Edward A. "Afro-French Writers of the 1930's and Creation of the 'Negritude' Movement." *CLA Journal* 14.1 (Sept. 1970): 18-34.
- Berrian, Albert H. "Aspects of the West African Novel." *CLA Journal* 14.1 (Sept. 1970): 35-41.
- Morgan, Raleigh, Jr. "African Linguistic Features in Creolized Languages." *CLA Journal* 14.1 (Sept. 1970): 42-56.
- Twining, Mary Arnold. "An Anthropological Look at Afro-American Folk Narrative." *CLA Journal* 14.1 (Sept. 1970): 57-61.
- Clark, Beatrice Stith. "Elements of Black Exoticism in the 'Jeanne Duval' Poems of *Les Fleurs Du Mal*." *CLA Journal* 14.1 (Sept. 1970): 62-74.
- Kasdorf, Hans. "Jorge de Lima: The Medical 'Poet-Priest' of Northeastern Brazil." *CLA Journal* 14.1 (Sept. 1970): 75-86.
- Bennett, Charles E. "Charles Brockden Brown's 'Portrait of an Emigrant.'" *CLA Journal* 14.1 (Sept. 1970): 87-90.
- Butcher, Philip. Review Article: Two Early Southern Realists in Revival. *CLA Journal* 14.1 (Sept. 1970): 91-95.
- Farrison, W. Edward. Rev. of *Today's Negro Voices: An Anthology by Young Negro Poets*, ed. Beatrice M. Murphy. *CLA Journal* 14.1 (Sept. 1970): 96.
- Butcher, Philip. Rev. of *Afro-American Writers*, comp. Darwin T. Turner. *CLA Journal* 14.1 (Sept. 1970): 97-98.
- MacCurdy, Raymond R. Rev. of *Baudelaire Criticism, 1950-1967: A Bibliography*, by Robert T. Cargo. *CLA Journal* 14.1 (Sept. 1970): 99.
- MacCurdy, Raymond R. Rev. of *Pour Parler: Manuel de Conversation Francaise*, by Anne-Marie Bryan and Jean Duche. *CLA Journal* 14.1 (Sept. 1970): 100.
- MacCurdy, Raymond R. Rev. of *Del Ray Abajo Ninguno*, ed. Raymond R. MacCurdy. *CLA Journal* 14.1 (Sept. 1970): 101.
- Allen, Marcus. Rev. of *Programmed Learning and the Language Teacher*, by Anthony P.R. Howatt. *CLA Journal* 14.1 (Sept. 1970): 102.
- Gianakaris, Constantine J. "The Humanism of Ben Jonson." *CLA Journal* 14.2 (Dec. 1970): 115-116.

- Dance, Daryl C. "Sentimentalism in Dreiser's Heroines, Carrie and Jennie." *CLA Journal* 14.2 (Dec. 1970): 117-142.
- Vinson, Audrey L. "Miscegenation and Its Meaning in *Go Down, Moses*." *CLA Journal* 14.2 (Dec. 1970): 143-154.
- Copeland, Catherine H. "*Pride and Prejudice*: A Neo-Classical Work in a Romantic Age." *CLA Journal* 14.2 (Dec. 1970): 155-162.
- Levine, Mordecai H. "Philip Roth and American Judaism." *CLA Journal* 14.2 (Dec. 1970): 163-171.
- Wilson, Gayle Edward. "Clarendon's Hamlet: The 'Character' of Lucius Cary, Viscount Falkland." *CLA Journal* 14.2 (Dec. 1970): 172-177.
- Barranger, Milly S. "The Cankered Rose: A Consideration of the Jacobean Tragic Heroine." *CLA Journal* 14.2 (Dec. 1970): 178-186.
- Aswell, Duncan. "The Saddest Storyteller in Ford's *The Good Soldier*." *CLA Journal* 14.2 (Dec. 1970): 187-196.
- Davis, Marianna W. "Verb Patterns in the Written Sentences of a Group of Students Enrolled in a Pre-College Curriculum." *CLA Journal* 14.2 (Dec. 1970): 197-199.
- Bell, Wendolyn Y. "Old and New Horizons: Some Suggestions for Cooperation between English and Foreign Language Departments." *CLA Journal* 14.2 (Dec. 1970): 200-211.
- Farrison, W. Edward. Rev. of *Papers in Structural and Transformational Linguistics*, by Zefflig S. Harris. *CLA Journal* 14.2 (Dec. 1970): 212-13.
- Farrison, W. Edward. Rev. of *The Black Novelist*, ed. Robert Hemenway. *CLA Journal* 14.2 (Dec. 1970): 214-215.
- Marcus Allen. Rev. of *Ocho Entremeses*, by Miguel de Cervantes, ed. Juan Bautista, *Borges, Sus Mejores Peginas*, ed. Miguel Enguidanos, and *French by Degrees: A Fundamental Approach*, by Karl S. Pond. *CLA Journal* 14.2 (Dec. 1970): 216-219.
- Farrison, W. Edward. "George Moses Horton: Poet for Freedom." *CLA Journal* 14.3 (March 1971): 227-241.
- Clasby, Nancy T. "Frederick Douglass's *Narrative*: A Content Analysis." *CLA Journal* 14.3 (March 1971): 242-250.
- Bell, Bernard. "A Key to the Poems in *Cane*." *CLA Journal* 14.3 (March 1971): 251-258.
- Chase, Patricia. "The Women in *Cane*." *CLA Journal* 14.3 (March 1971): 259-273.
- Westerfield, Hargis. "Jean Toomer's 'Fern': A Mythical Dimension." *CLA Journal* 14.3 (March 1971): 274-276.
- Waldron, Edward E. "The Search for Identity in Jean Toomer's 'Esther.'" *CLA Journal* 14.3 (March 1971): 277-280.
- Daniel, Walter C. "Countee Cullen as Literary Critic." *CLA Journal* 14.3 (March 1971): 281-290.
- Timmerman, John. "Symbolism as a Syndetic Device in Richard Wright's 'Long Black Song.'" *CLA Journal* 14.3 (March 1971): 291-297.
- Lawson, Lewis A. "Cross Damon: Kierkegaardian Man of Dread." *CLA Journal* 14.3 (March 1971): 298-316.
- Fass, Barbara. "Rejection of Paternalism: Hawthorne's 'My Kinsman Major Molineux' and Ellison's *Invisible Man*." *CLA Journal* 14.3 (March 1971): 317-323.
- Lee, Robert A. "James Baldwin and Matthew Arnold: Thoughts on 'Relevance.'" *CLA Journal* 14.3 (March 1971): 324-330.
- Miller, Jeanne-Marie A. "The Plays of LeRoi Jones." *CLA Journal* 14.3 (March 1971): 331-339.
- Stoelting, Winifred L. "Human Dignity and Pride in the Novels of Ernest Gaines." *CLA Journal* 14.3 (March 1971): 340-358.
- Allen, Marcus. Rev. of *Britannica Review of Foreign Language Teaching*, ed. Dale Lange. *CLA Journal* 14.3 (March 1971): 359.
- Flemons, DeLois Mae. Rev. of *Style and Proportion: The Language of Prose and Poetry*, by Josephine Miles. *CLA Journal* 14.3 (March 1971): 360-361.

- The Editor. "Books from Broadside Press." *CLA Journal* 14.3 (March 1971): 362.
- The Editor "Books from Third World Press." *CLA Journal* 14.3 (March 1971): 363.
- Smith, Robert P., Jr. "Aimé Césaire Playwright Portrays Patrice Lumumba Man of Africa." *CLA Journal* 14.4 (June 1971): 371-379.
- Boxill, Anthony. "Wilson Harris' *Palace of the Peacock*: A New Dimension in West Indian Fiction." *CLA Journal* 14.4 (June 1971): 380-386.
- De Baun, Daniel C. "Browning: Art is Life is Thought." *CLA Journal* 14.4 (June 1971): 387-401.
- Bluefarb, Sam. "The Head, the Heart and the Conflict of Generations in Chaim Potok *The Chosen*." *CLA Journal* 14.4 (June 1971): 402-418.
- Simoneaux, Katherine G. "Color Imagery in Crane's *George's Mother*." *CLA Journal* 14.4 (June 1971): 419-429.
- Kamenetsky, Christa. "'Dichter' vs. 'Literat': Thomas Mann's Ironic View of the Literary Man." *CLA Journal* 14.4 (June 1971): 430-431.
- Kay, Donald. "Major Character Types in *Home as Found*: Cooper's Search for American Principles and Dignity." *CLA Journal* 14.4 (June 1971): 432-439.
- Hafer, Carol B. "The Red Badge of Absurdity: Irony in *The Red Badge of Courage*." *CLA Journal* 14.4 (June 1971): 440-443.
- Musgrave, Marian E. "Triangles in Black and White: Interracial Sex and Hostility in Black Literature." *CLA Journal* 14.4 (June 1971): 444-451.
- Yellin, Jean Fagan. "An Index of Literary Material in 'The Crisis,' 1910-1934: Articles, Belles Lettres, and Book Reviews." *CLA Journal* 14.4 (June 1971): 452-465.
- Farrison, W. Edward. Rev. of *Black Troubadour: Langston Hughes*, by Charlemae H. Rollins. *CLA Journal* 14.4 (June 1971): 466-467.
- Farrison, W. Edward. Rev. of *Langston Hughes: Poet of His People*, by Elisabeth P. Myers. *CLA Journal* 14.4 (June 1971): 468-469.
- Zahorski, Kenneth J. Rev. of *A Rap on Race*, by Margaret Mead and James Baldwin. *CLA Journal* 14.4 (June 1971): 470-472.
- Essien, Udo E. Rev. of *An Introductory Transformational Grammar*, by Bruce L. Liles. *CLA Journal* 14.4 (June 1971): 473-476.
- Long, Richard A. "The Future of Black Studies." *CLA Journal* 15.1 (Sept. 1971): 1-6.
- Brooks, Russell A. "The Moth of Dynamic Change in Black Revolutionary Poetry." *CLA Journal* 15.1 (Sept. 1971): 7-17.
- Fenderson, Lewis H. "The New Breed of Black Writers and Their Jaundiced View of Tradition." *CLA Journal* 15.1 (Sept. 1971): 18-24.
- Palmer, R. Roderick. "The Poetry of Three Revolutionists: Don L. Lee, Sonia Sanchez, and Nikki Giovanni." *CLA Journal* 15.1 (Sept. 1971): 25-36.
- Bell, W. Bernard. "New Black Poetry: A Double-Edged Sword." *CLA Journal* 15.1 (Sept. 1971): 37-43.
- Foster, Frances S. "Charles Wright: Black Black Humorist." *CLA Journal* 15.1 (Sept. 1971): 44-53.
- Adams, George R. "My Christ in *Dutchman*." *CLA Journal* 15.1 (Sept. 1971): 54-58.
- Kloder, Helena. "The Film and Canvas of Frank Marshall Davis." *CLA Journal* 15.1 (Sept. 1971): 59-63.
- Lieberman, Marcia. "Moral Innocents: Ellison's *Invisible Man* and *Candide*." *CLA Journal* 15.1 (Sept. 1971): 64-79.
- Jones, Kirkland C. "The Language of the Black 'In-Crowd': Some Observations on Intra-Group Communications." *CLA Journal* 15.1 (Sept. 1971): 80-89.
- Farrison, W. Edward. Rev. of *Black Literature in America*, by Houston A. Baker, Jr. *CLA Journal* 15.1 (Sept. 1971): 90-92.
- Horry, Ruth N. Rev. of *Style and Theme in Reverdy's Les Ardoises du toit*, by Anthony Rizzuto. *CLA Journal* 15.1 (Sept. 1971): 93-94.

- Milliean, Arthenia Bates. "Ernest J. Gaines: *The Autobiography of Miss Jane Pittman*." *CLA Journal* 15.1 (Sept. 1971): 95.
- Allen, Marcus. Rev. of *Don Segundo Sombra*, by Ricardo Güiraldes, ed. Angela Dellepiane Jones, and *La Chanson de Roland*, ed. Jones and Demaitre. *CLA Journal* 15.1 (Sept. 1971): 96.
- Butcher, Philip. "William Stanley Braithwaite and the College Language Association." *CLA Journal* 15.2 (Dec. 1971): 117-125.
- Sherman, Joan R. "Albery Allson Whitman: Poet of Beauty and Manliness." *CLA Journal* 15.2 (Dec. 1971): 126-143.
- Moss, Grant, Jr. "'A Worn Path' Retrod." *CLA Journal* 15.2 (Dec. 1971): 144-152.
- Haslam, Gerald. "Literature of 'The People': Native American Voices." *CLA Journal* 15.2 (Dec. 1971): 153-170.
- Covo, Jacqueline. "Ralph Waldo Ellison: Bibliographic Essays and Finding List of American Criticism, 1952-1964." *CLA Journal* 15.2 (Dec. 1971): 171-196.
- Yellin, Jean Fagan. "An Index of Literary Materials in *The Crisis*, 1910-1934: Articles, Belles Lettres, and Book Reviews." *CLA Journal* 15.2 (Dec. 1971): 197-234.
- Butler, Melvin A. "The Implications of Black Dialect for Teaching English in Predominantly Black Colleges." *CLA Journal* 15.2 (Dec. 1971): 235-239.
- Jones, Iva G. "Research in Afro-American Literature." *CLA Journal* 15.2 (Dec. 1971): 240-244.
- Farrison, W. Edward. Rev. of *A Various Languages: Perspectives on American Dialects*, ed. Williamson and Burke. *CLA Journal* 15.2 (Dec. 1971): 245-247.
- Hamburg de Moret, Anne-Marie. Rev. of *Paul Claudel and Saint-John Perse: Parallels and Contrasts*, by Ruth N. Horry. *CLA Journal* 15.2 (Dec. 1971): 248-249.
- Jones, Harry L. Rev. of *The Negro in the American Rebellion: His Heroism and His Fidelity*, by William Wells Brown, ed. William Edward Farrison. *CLA Journal* 15.2 (Dec. 1971): 250-251.
- Klotman, Phyllis R. Rev. of *Langston Hughes, Black Genius: A Critical Evaluation*, ed. Therman B. O'Daniel. *CLA Journal* 15.2 (Dec. 1971): 252.
- Wilder, Charles M. Rev. of *The Bluest Eye*, by Toni Morrison, and *The Whirligig of Time*, by Isabel Bolton. *CLA Journal* 15.2 (Dec. 1971): 253-255.
- Matheus, Charles M. Rev. of *Perflies Negroes: A Spanish Reader on Ten Black Americans*, by George A. Reynolds. *CLA Journal* 15.2 (Dec. 1971): 256.
- Zahorski, Kenneth J. Rev. of *Dynamite Voices: Black Poets of the 1960's*, by Don L. Lee. *CLA Journal* 15.2 (Dec. 1971): 257-259.
- Britt, David D. "Chesnutt's Conjure Tales: What You See is What You Get." *CLA Journal* 15.3 (March 1972): 269-283.
- Andrews, William L. "Chesnutt's Patesville: The Presence and Influence of the Past in *The House Behind the Cedars*." *CLA Journal* 15.3 (March 1972): 284-294.
- Farrison, W. Edward. "Jean Toomer's *Cane* Again." *CLA Journal* 15.3 (March 1972): 295-302.
- Watkins, Patricia. "Is There a Unifying Theme in *Cane*?" *CLA Journal* 15.3 (March 1972): 303-305.
- Innes, Catherine L. "The Unity of Jean Toomer's *Cane*." *CLA Journal* 15.3 (March 1972): 306-322.
- Duncan, Bowie. "Jean Toomer's *Cane*: A Modern Black Oracle." *CLA Journal* 15.3 (March 1972): 323-333.
- Savory, Jerold J. "The Rending of the Veil in W.E.B. Du Bois's *The Souls of Black Folks*." *CLA Journal* 15.3 (March 1972): 334-337.
- Barksdale, Richard K. "Symbolism and Irony in McKay's *Home to Harlem*." *CLA Journal* 15.3 (March 1972): 338-344.
- Collier, Eugenia W. "The Four-Way Dilemma of Claude McKay." *CLA Journal* 15.3 (March 1972): 345-353.
- Williams, Ora. "A Bibliography of Works Written by American Black Women." *CLA Journal* 15.3 (March 1972): 354-377.
- Allen, Marcus. Rev. of *Parole et Action* by H.A. Bouraoui. *CLA Journal* 15.3 (March 1972): 378.

- Allen, Marcus. Rev. of *Creaculture I*, by H.A. Bouraoui, and *Creaculture II*, by H.A. Bouraoui. *CLA Journal* 15.3 (March 1972): 379.
- Etulain, Richard W. Rev. of *Forgotten Pages of American Literature*, by Gerald W. Haslam. *CLA Journal* 15.3 (March 1972): 380.
- Cash, Earl A. Rev. of *Natives of My Person*, by George Lamming. *CLA Journal* 15.3 (March 1972): 381-382.
- Slade, Leonard A., Jr. Rev. of *Ernest Hemingway and the Arts*, by Emily Watts. *CLA Journal* 15.3 (March 1972): 383.
- Horry, Ruth N. "The Uses of Scholarship." *CLA Journal* 15.4 (June 1972): 303-400.
- Farrison, W. Edward. "Langston Hughes: Poet of the Negro Renaissance." *CLA Journal* 15.4 (June 1972): 401-410.
- Leary, Lewis. "*Lawd Today*: Notes on Richard Wright's First/Last Novel." *CLA Journal* 15.4 (June 1972): 411-420.
- Margolies, Edward. "Experiences of the Black Expatriate Writer: Chester Himes." *CLA Journal* 15.4 (June 1972): 421-427.
- Matheus, John F. "'Ouanga': My Venture in Libretto Creation." *CLA Journal* 15.4 (June 1972): 428-440.
- DeCosta, Miriam (Sugarmon). "Social Lyricism and the Caribbean Poet/Rebel." *CLA Journal* 15.4 (June 1972): 441-451.
- Blackwell, Louise and Frances Clay. "Lillian Smith, Novelist." *CLA Journal* 15.4 (June 1972): 452-458.
- Klotman, Phyllis R. "An Examination of Whiteness in *Blood of the Forge*." *CLA Journal* 15.4 (June 1972): 459-464.
- Sedlack, Robert P. "Mari Evans: Consciousness and Craft." *CLA Journal* 15.4 (June 1972): 465-476.
- Fleming Robert E. "The Novels of Ronald L. Fair." *CLA Journal* 15.4 (June 1972): 477-487.
- Farrison, W. Edward. Rev. of *Early Negro Writing: 1760-1837*, ed. Dorothy Porter. *CLA Journal* 15.4 (June 1972): 488-490.
- Clowney, E.D. Rev. of *Voices of Negritude*, by Edward A. Jones. *CLA Journal* 15.4 (June 1972): 491.
- Larson, Charles R. Rev. of *A LeRoi Jones (Amiri Baraka) Bibliography*, by Theodore R. Hudson. *CLA Journal* 15.4 (June 1972): 492.
- Mootry, Maria K. Rev. of *Searching for America*, by Ernece B. Kelley. *CLA Journal* 15.4 (June 1972): 493-494.
- Phillips, Romeo Eldridge. Rev. of *In Black and White: Afro-Americans in Print*, by Mary Mace Spradling. *CLA Journal* 15.4 (June 1972): 495.
- Young, Arthur. Rev. of *L'Universe Poétique de Stephane Mallarme*, by Edward A. Bird. *CLA Journal* 15.4 (June 1972): 496.
- Bostick, Herman F. "Caribbean French Literature in Proper Perspective." *CLA Journal* 16.1 (Sept. 1972): 1-6.
- Smith, Robert P., Jr. "The Misunderstood and Rejected Black Hero in the Theatre of Aimé Césaire." *CLA Journal* 16.1 (Sept. 1972): 7-15.
- Berrian, Albert H. "A Non-Traditional Literary Perspective." *CLA Journal* 16.1 (Sept. 1972): 16-22.
- Baker, Houston A., Jr. "The Achievement of Gwendolyn Brooks." *CLA Journal* 16.1 (Sept. 1972): 23-31.
- Jeffers, Lance. "Bullins, Baraka, and Elder: The Dawn of Grandeur in Black Drama." *CLA Journal* 16.1 (Sept. 1972): 32-48.
- Kapai, Leela. "Dominant Themes and Technique in Paule Marshall's Fiction." *CLA Journal* 16.1 (Sept. 1972): 49-59.
- Stoelting, Winifred L. "Time Past and Time Present: The Search for Viable Links in *The Chosen Place, the Timeless People* by Paule Marshall." *CLA Journal* 16.1 (Sept. 1972): 60-71.
- Sato, Toshihiko. "A Study of a Noh, 'The Robe of Feathers.'" *CLA Journal* 16.1 (Sept. 1972): 72-80.

- Miller, Eugene E. "Voodoo Parallels in *Native Son*." *CLA Journal* 16.1 (Sept. 1972): 81-95.
- Clark, Edward. "Studying and Teaching Afro-American Literature." *CLA Journal* 16.1 (Sept. 1972): 96-105.
- Klotman, Phyllis R. and Melville Yancey. "The Gift of Double Vision: Possible Political Implications of Richard Wright's 'Self-Consciousness' Thesis." *CLA Journal* 16.1 (Sept. 1972): 106-116.
- Farrison, W. Edward. Rev. of *The Quality of Hurt: The Autobiography of Chester Himes, Volume I*, by Chester Himes. *CLA Journal* 16.1 (Sept. 1972): 117-118.
- Jones, Harry L. Rev. of *Cavalcade: Negro American Writing from 1760 to the Present*, eds. Davis and Redding. *CLA Journal* 16.1 (Sept. 1972): 119-121.
- Warren, Dennis M. Rev. of *The Emergence of African Fiction*, by Charles R. Larson. *CLA Journal* 16.1 (Sept. 1972): 122-125.
- Easton, Carol D. Rev. of *Points of Departure*, by Ernece B. Kelly. *CLA Journal* 16.1 (Sept. 1972): 126-129.
- Nichols, William W. "Individualism and Autobiographical Arts: Frederick Douglass and Henry Thoreau." *CLA Journal* 16.2 (Dec. 1972): 145-158.
- Deutsch, Leonard J. "Ralph Waldo Ellison and Ralph Waldo Emerson: A Shared Moral Vision." *CLA Journal* 16.2 (Dec. 1972): 159-178.
- Demarest, David P., Jr. "*The Autobiography of Malcolm X*: Beyond Didacticism." *CLA Journal* 16.2 (Dec. 1972): 179-187.
- Farrison, W. Edward. "Lorraine Hansberry's Last Dramas." *CLA Journal* 16.2 (Dec. 1972): 188-197.
- Walcott, Ronald. "The Early Fiction of John A. Williams." *CLA Journal* 16.2 (Dec. 1972): 198-213.
- Taylor, Estelle W. "Shakespeare's Use of 'S' Endings of the Verbs 'To Do' and 'To Have' in the First Folio." *CLA Journal* 16.2 (Dec. 1972): 214-231.
- Lomax, Michael L. "Fantasies of Affirmation: The 1920's Novel of Negro Life." *CLA Journal* 16.2 (Dec. 1972): 232-246.
- Potter, Vilma R. "New Politics, *New Mothers*." *CLA Journal* 16.2 (Dec. 1972): 247-255.
- "*CLA Journal* Receives One of Five Awards from Black Academy of Arts and Letters." *CLA Journal* 16.2 (Dec. 1972): 256-259.
- Williams, John A. "The Alice E. Johnson Memorial Fund." *CLA Journal* 16.2 (Dec. 1972): 260-261.
- Quarles, Benjamin A. "Citation for the *CLA Journal*." *CLA Journal* 16.2 (Dec. 1972): 262.
- O'Daniel, Therman B. "Acceptance Speech." *CLA Journal* 16.2 (Dec. 1972): 263.
- Farrison, W. Edward. Rev. of *Black Writers of America: A Comprehensive Anthology*, by Barksdale and Kinnamon. *CLA Journal* 16.2 (Dec. 1972): 264-266.
- Davis, Arthur P. Rev. of *The Intricate Knot: Black Figures in American Literature*, by Jean Fagan Yellin. *CLA Journal* 16.2 (Dec. 1972): 267-269.
- Miriam DeCosta. Rev. of *Literatura Chicana: Texto y Contexto*, by Shuler, Ybarra-Frausto and Sommers. *CLA Journal* 16.2 (Dec. 1972): 270-271.
- Millican, Arthenia Bates. Rev. of *Wind Thoughts*, by Pinkie Gordon Lane. *CLA Journal* 16.2 (Dec. 1972): 272-273.
- Thornton, Hortense E. "Sexism as Quagmire: Nella Larsen's *Quicksand*." *CLA Journal* 16.3 (March 1973): 285-301.
- Cobb, Martha K. "French Romanticism in a Haitian Setting: The Poetry of Oswald Durand." *CLA Journal* 16.3 (March 1973): 302-311.
- Fleissner, Robert F. "That 'Cheek of Night': Toward the Dark Lady." *CLA Journal* 16.3 (March 1973): 312-323.
- Boring, Phyllis Z. "Usmail: The Puerto Rican Joe Christmas." *CLA Journal* 16.3 (March 1973): 324-333.
- Ford, Nick Aaron. "Attitudes and Actions of English Departments toward the Promotion of Black Studies." *CLA Journal* 16.3 (March 1973): 334-344.

- Yu, Anthony C. "O Hateful Error: Tragic 'Hamartia' in Shakespeare's Brutus." *CLA Journal* 16.3 (March 1973): 345-356.
- Wiesenfarth, Joseph. "'High' People and 'Low' in *Joseph Andrews*: A Study of Structure and Style." *CLA Journal* 16.3 (March 1973): 357-365.
- Myerson, Joel. "Transcendentalism and Unitarianism in 1840: A New Letter by C.P. Cranch." *CLA Journal* 16.3 (March 1973): 366-368.
- Mitchell, Velma E. McLin. "Charles Eaton Burch: A Scholar and His Library." *CLA Journal* 16.3 (March 1973): 369-376.
- Myers, Carol. "A Selected Bibliography of Recent Afro-American Writers." *CLA Journal* 16.3 (March 1973): 377-382.
- Farrison, W. Edward. Rev. of *Blackness and the Adventure of Western Culture*, by George E. Kent. *CLA Journal* 16.3 (March 1973): 383-385.
- Fisher, Walter. Rev. of *The William Stanley Braithwaite Reader*, ed. Philip Butcher. *CLA Journal* 16.3 (March 1973): 386-389.
- Ford, Nick Aaron. Rev. of *Understanding the New Black Poetry*, by Stephen Henderson. *CLA Journal* 16.3 (March 1973): 390-391.
- DeCosta, Miriam. Rev. of *El Cuento Negrista Sudamericano*, by Stanley Cyrus. *CLA Journal* 16.3 (March 1973): 392.
- Dutch, William L. Rev. of *Options: A Program for English*, by John Bigby and Russell Hill. *CLA Journal* 16.3 (March 1973): 393-394.
- Jones, Harry L. Rev. of *Long Black Song*, by Houston A. Baker, Jr. *CLA Journal* 16.3 (March 1973): 395-397.
- Horry, Ruth N. "The Teacher as Futurist." *CLA Journal* 16.4 (June 1973): 400-414.
- Clark, Beatrice Stith. "The Works of Mayotte Capecia." *CLA Journal* 16.4 (June 1973): 415-425.
- Musgrave, Marian E. "Patterns of Violence and Non-Violence in Pro-Slavery and Anti-Slavery Fiction." *CLA Journal* 16.4 (June 1973): 426-437.
- Waldron, Edward E. "Walter White and the Harlem Renaissance: Letters from 1924-1927." *CLA Journal* 16.4 (June 1973): 438-457.
- Fabre, Michel. "Richard Wright's First Hundred Books." *CLA Journal* 16.4 (June 1973): 458-474.
- Lang, Phyllis Martin. "Claude McKay: Evidence of a Magic Pilgrimage." *CLA Journal* 16.4 (June 1973): 475-484.
- Schneider, Sister Lucy, C.S.J. "Artistry and Instinct: Willa Cather's 'Land-Philosophy.'" *CLA Journal* 16.4 (June 1973): 485-504.
- Cash, Earl A. "The Narrators in *Invisible Man* and *Notes from Underground*: Brothers in Spirit." *CLA Journal* 16.4 (June 1973): 505-507.
- Park, Martha M. "Mark Twain's Hadleyburg: A House Built on Sand." *CLA Journal* 16.4 (June 1973): 508-513.
- Lubin, Maurice A. "An Important Figure in Black Studies: Dr. Dorothy B. Porter." *CLA Journal* 16.4 (June 1973): 514-518.
- Covo, Jacqueline. "Ralph Ellison in France: Bibliographic Essays and Checklist of French Criticism, 1954-1971." *CLA Journal* 16.4 (June 1973): 519-526.
- Farrison, W. Edward. Rev. of *Report from Part One*, by Gwendolyn Brooks. *CLA Journal* 16.4 (June 1973): 527-528.
- Palmer, R. Roderick. Rev. of *Black Insights*, ed. Nick Aaron Ford. *CLA Journal* 16.4 (June 1973): 529.
- Palmer, R. Roderick. Rev. of *Song: I Want a Witness*, by Michael S. Harper. *CLA Journal* 16.4 (June 1973): 529.
- Matheus, John F. Rev. of *University of Chicago Spanish Dictionary*, by Castillo, Bond, Garcia and Canfield. *CLA Journal* 16.4 (June 1973): 5232.

- Wilson, Leslie N. Rev. of *La Poesia Negroides en America*, by Rosa E. Valdes-Cruz. *CLA Journal* 16.4 (June 1973): 533-536.
- Faggett, Harry Lee. Rev. of *Perfiles Negroes and Perfils Noirs*, by George A. Reynolds. *CLA Journal* 16.4 (June 1973): 537.
- Furman, Marva Riley "Gwendolyn Brooks: The 'Unconditioned' Poet." *CLA Journal* 17.1 (Sept. 1973): 1-10.
- Hansell, William H. "Aestheticism versus Political Militancy in Gwendolyn Brooks's 'The Chicago Picasso' and 'The Wall.'" *CLA Journal* 17.1 (Sept. 1973): 11-15.
- Hudson, Clenora F. "Racial Themes in the Poetry of Gwendolyn Brooks." *CLA Journal* 17.1 (Sept. 1973): 16-20.
- Loff, Jon N. "Gwendolyn Brooks: A Bibliography." *CLA Journal* 17.1 (Sept. 1973): 21-32.
- Jackson, Esther M. "LeRoi Jones (Imamu Amiri Baraka): Form and the Progression of Consciousness." *CLA Journal* 17.1 (Sept. 1973): 33-56.
- Munro, C. Lynn. "LeRoi Jones: A Man in Transition." *CLA Journal* 17.1 (Sept. 1973): 57-78.
- Fetrow, Fred M. "Robert Hayden's 'Frederick Douglass': Form and Meaning in a Modern Sonnet." *CLA Journal* 17.1 (Sept. 1973): 79-84.
- O'Sullivan, Maurice J., Jr. "The Mask of Allusion in Robert Hayden's 'The Diver.'" *CLA Journal* 17.1 (Sept. 1973): 85-92.
- Russell, Mariann. "White Man's Black Man: Three Views." *CLA Journal* 17.1 (Sept. 1973): 93-100.
- Clairmonte, Glenn. "The Cup-Bearer: William Stanley Braithwaite of Boston." *CLA Journal* 17.1 (Sept. 1973): 101-108.
- Pouchet-Paquet, Sandra. "The Politics of George Lamming's *Natives of My Person*." *CLA Journal* 17.1 (Sept. 1973): 109-116.
- Spady, James G. "In Memoriam: Memorial Services for Arna Bontemps." *CLA Journal* 17.1 (Sept. 1973): 117-119.
- Farrison, W. Edward. Rev. of *The Emergence of Richard Wright: A Study in Literature and Society*, by Keneth Kinnamon. *CLA Journal* 17.1 (Sept. 1973): 120-122.
- Horry, Ruth N. Rev. of *The Poetic Influence of Victor Hugo on Louis Frechette*, by Daniel T. Skinner. *CLA Journal* 17.1 (Sept. 1973): 123.
- Hawkins, Annabel L. Rev. of *Pink Ladies in the Afternoon*, by Naomi Long Madgett. *CLA Journal* 17.1 (Sept. 1973): 124.
- Croft, Lee B. Rev. of *The Language of the Oil Fields: Examination of an Industrial Argot*, by Gerald W. Haslam. *CLA Journal* 17.1 (Sept. 1973): 125-126.
- Ward, Jerry W. Rev. of *Revolutionary Petunias and Other Poems*, by Alice Walker. *CLA Journal* 17.1 (Sept. 1973): 127-129.
- Farrison, W. Edward. "Clotel, Thomas Jefferson, and Sally Hemings." *CLA Journal* 17.2 (Dec. 1973): 147-174.
- Canaday, Nicholas, Jr. "The Antislavery Novel Prior to 1852 and Hildreth's *The Slave* (1836)." *CLA Journal* 17.2 (Dec. 1973): 175-191.
- Stone, Albert E. "Identity and Art in Frederick Douglass's *Narrative*." *CLA Journal* 17.2 (Dec. 1973): 192-213.
- Perry, Patsy Brewington. "The Literary Content of Frederick Douglass' Paper through 1860." *CLA Journal* 17.2 (Dec. 1973): 214-229.
- Cassara, Ernest. "The Rehabilitation of Uncle Tom: Significant Themes in Mrs. Stone's Antislavery Novel." *CLA Journal* 17.2 (Dec. 1973): 230-240.
- DeVries, James H. "The Tradition of the Sentimental Novel in *The Garies and their Friends*." *CLA Journal* 17.2 (Dec. 1973): 241-249.
- Fleming, Robert E. "Humor in the Early Black Novel." *CLA Journal* 17.2 (Dec. 1973): 250-262.
- Graham, Mary-Emma. "Politics in Black and White: A View of Walt Whitman's Career as a Political Journalist." *CLA Journal* 17.2 (Dec. 1973): 263-270.

- Johnson, Abby Arthur. "Old Bones Uncovered: A Reconsideration of *Robinson Crusoe*." *CLA Journal* 17.2 (Dec. 1973): 271-278.
- Rowell, Charles H. "'He Was Nodding When He did the Job': A Review Essay." *CLA Journal* 17.2 (Dec. 1973): 279-286.
- Farrison, W. Edward. Rev. of *James Weldon Johnson: Black Leader, Black Voice*, by Eugene Levy. *CLA Journal* 17.2 (Dec. 1973): 287-290.
- Brooks, Russell A. Rev. of *A Dialogue*, by James Baldwin and Nikki Giovanni. *CLA Journal* 17.2 (Dec. 1973): 291-293.
- DeCosta, Miriam. Rev. of *Poesia negra del Caribe y otras areas*, by Hortensia Fuiz del Vizo. *CLA Journal* 17.2 (Dec. 1973): 294-296.
- Hawkins, Annabel L. Rev. of *American Black Women in the Arts and Social Sciences: A Bibliographic Survey*, by Ora Williams. *CLA Journal* 17.2 (Dec. 1973): 297-298.
- Gounard, Jean-Francois. "Richard Wright as a Black American Writer in Exile." *CLA Journal* 17.3 (March 1974): 307-317.
- Everette, Mildred W. "The Death of Richard Wright's American Dream: 'The Man Who Lived Underground.'" *CLA Journal* 17.3 (March 1974): 318-326.
- Graham, Don B. "*Lawd Today* and the Example of *The Wasteland*." *CLA Journal* 17.3 (March 1974): 327-332.
- Felgar, Robert. "'The Kingdom of the Beast': The Landscape of *Native Son*." *CLA Journal* 17.3 (March 1974): 333-337.
- Fischer, Russell G. "*Invisible Man* as History." *CLA Journal* 17.3 (March 1974): 338-367.
- Scruggs, Charles W. "Ralph Ellison's Use of *The Aeneid* in *Invisible Man*." *CLA Journal* 17.3 (March 1974): 368-378.
- Mitchell, Louis D. "Invisibility-- Permanent or Resurrective." *CLA Journal* 17.3 (March 1974): 379-386.
- Kim, Kichung. "Wright, the Protest Novel, and Baldwin's Faith." *CLA Journal* 17.3 (March 1974): 387-396.
- Bell, George E. "The Dilemma of Love in *Go Tell It on the Mountain* and *Giovanni's Room*." *CLA Journal* 17.3 (March 1974): 397-406.
- Young, Ann Venture. "'La Pena' as the Protagonist of Garcia Lorca's *Romancero Gitano*." *CLA Journal* 17.3 (March 1974): 407-416.
- DeCosta, Miriam. "The Evolution of the 'Tema Negro' in the Literature of the Spanish Baroque." *CLA Journal* 17.3 (March 1974): 417-430.
- Rowell, Charles H. "In Memoriam: Melvin Arthur Butler (1938-1973)." *CLA Journal* 17.3 (March 1974): 431-433.
- Farrison, W. Edward. Rev. of *Good Morning Revolution: Uncollected Social Protest Writings by Langston Hughes*, ed. Faith Berry. *CLA Journal* 17.3 (March 1974): 434-436. Sanders, Arthrell. Rev. of *You and Your Language*, by Charlton Laird. *CLA Journal* 17.3 (March 1974): 437-339.
- Cash, Earl A. Rev. of *Water with Berries*, by George Lamming. *CLA Journal* 17.3 (March 1974): 440.
- Pryor, Dorothy J. Rev. of *Modern and Contemporary Afro-American Poetry*, ed. Bernard W. Bell. *CLA Journal* 17.3 (March 1974): 441-443.
- Kutrieh, Ahmed. Rev. of *From Apology to Protest: The Black American Novel*, by Noel Schraufnagel. *CLA Journal* 17.3 (March 1974): 444-445.
- Turner, Darwin T. "An Intersection of Paths: Correspondence between Jean Toomer and Sherwood Anderson." *CLA Journal* 17.4 (June 1974): 455-467.
- Dillard, Mabel M. "Jean Toomer-- The Veil Replaced." *CLA Journal* 17.4 (June 1974): 468-473.
- McCarthy, Daniel P. "'Just Americans': A Note on Jean Toomer's Marriage to Margery Latimer." *CLA Journal* 17.4 (June 1974): 474-479.
- Riley, Roberta. "Search for Identity and Artistry." *CLA Journal* 17.4 (June 1974): 480-485.

- Kramer, Victor A. "The 'Mid-Kingdom' of Crane's 'Black Tambourine' and Toomer's *Cane*." *CLA Journal* 17.4 (June 1974): 486-497.
- Kopf, George. "The Tensions in Jean Toomer's 'Theater.'" *CLA Journal* 17.4 (June 1974): 498-503.
- Fisher, Alice Poindexter. "The Influence of Ouspensky's *Tertium Organum* upon Jean Toomer's *Cane*." *CLA Journal* 17.4 (June 1974): 504-515.
- Blake, Susan L. "The Spectatorial Artist and the Structure of *Cane*." *CLA Journal* 17.4 (June 1974): 516-534.
- Blackwell, Louise. "Jean Toomer's *Cane* and Biblical Myth." *CLA Journal* 17.4 (June 1974): 535-542.
- Matthews, George C. "Toomer's *Cane*: The Artist and His World." *CLA Journal* 17.4 (June 1974): 543-559.
- Taylor, Estelle W. "In Memoriam: In Memory of Jason Clifton Grant, Jr." *CLA Journal* 17.4 (June 1974): 560-561.
- Farrison, W. Edward. Rev. of *Studies in Linguistics in Honor of Raven I. McDavid, Jr.*, ed. Lawrence M. Davis. *CLA Journal* 17.4 (June 1974): 562-565.
- Mason, Julian. Rev. of *East of Moonlight*, by Julia Fields. *CLA Journal* 17.4 (June 1974): 566-567.
- Cook, Mercer, trans. Rev. of *The African Origin of Civilization: Myth or Reality?*, by Cheikh Anta Diop. *CLA Journal* 17.4 (June 1974): 568-569.
- Young, Ann Venture. Rev. of *Cielo y Tierra en la Poesia Lirica de Manuel Altolaguirre*, by Maria Luisa Alvarez Harvey. *CLA Journal* 17.4 (June 1974): 570.
- Groenberg, Christina S. Rev. of *German Baroque Poetry*, by A.G. de Capua. *CLA Journal* 17.4 (June 1974): 571-572.
- Dance, Daryl C. "You Can't Go Home Again: James Baldwin and the South." *CLA Journal* 18.1 (Sept. 1974): 81-90.
- Simoneaux, Katherine G. "Color Imagery in Crane's *Maggie: A Girl of the Streets*." *CLA Journal* 18.1 (Sept. 1974): 91-100.
- Gray, Clayton, Jr. "Platonic Light and Light-Imagery in the Verse of Heinrich von Morungen." *CLA Journal* 18.1 (Sept. 1974): 101-113.
- Trieber, Marshall J. "Creation: AN African Yoruba Myth (An Adaption)." *CLA Journal* 18.1 (Sept. 1974): 114-118.
- Miller, Jeanne-Marie A. "In Memoriam: In Memory of John Lovell, Jr." *CLA Journal* 18.1 (Sept. 1974): 119-121.
- Hooper, Ann C. "In Memoriam: In Memory of James A. Hamlett." *CLA Journal* 18.1 (Sept. 1974): 122-123.
- Farrison, W. Edward. Rev. of *Marcus Garvey and the Vision of Africa*, ed. John Henrik Clarke. *CLA Journal* 18.1 (Sept. 1974): 124-127.
- Ford, Nick Aaron. Rev. of *From LeRoi Jones to Amiri Baraka*, by Theodore R. Hudson. *CLA Journal* 18.1 (Sept. 1974): 130-132.
- Matheus, John F. Rev. of *The Unfinished Quest of Richard Wright*, by Michel Fabre. *CLA Journal* 18.1 (Sept. 1974): 133-134.
- Hudson, Theodore R. Rev. of *When I Know the Power of My Black Hand*, by Lance Jeffers. *CLA Journal* 18.1 (Sept. 1974): 135.
- Groenberg, Christina S. Rev. of *German Root Lexicon*, by Howard H. Keller. *CLA Journal* 18.1 (Sept. 1974): 136.
- Pickens, William G. Rev. of *Black Studies: Threat or Challenge*, by Nick Aaron Ford. *CLA Journal* 18.1 (Sept. 1974): 136-138.
- Turner, Darwin T. "Paul Laurence Dunbar: The Poet and the Myths." *CLA Journal* 18.2 (Dec. 1974): 155-171.
- Hemenway, Robert. "Baxter's Procrustes': Irony and Protest." *CLA Journal* 18.2 (Dec. 1974): 172-185.

- Dixon, Melvin. "The Teller as Folk Trickster in Chesnutt's 'The Conjure Woman.'" *CLA Journal* 18.2 (Dec. 1974): 186-197.
- Ross, Stephen M. "Audience and Irony in Johnson's *The Autobiography of an Ex-Coloured Man*." *CLA Journal* 18.2 (Dec. 1974): 198-210.
- Feeny, Joseph J., S.J. "Greek Tragic Patterns in a Black Novel: Jessie Fauset's *The Chinaberry Tree*." *CLA Journal* 18.2 (Dec. 1974): 211-215.
- Lee, Robert A. "On Claude McKay's 'If We Must Die.'" *CLA Journal* 18.2 (Dec. 1974): 216-221.
- Kent, George E. "Claude McKay's *Banana Bottom* Reappraised." *CLA Journal* 18.2 (Dec. 1974): 222-234.
- Youman, Mary Mabel. "Nella Larsen's *Passing*: A Study in Irony." *CLA Journal* 18.2 (Dec. 1974): 235-241.
- Peplow, Michael W. "George Schuyler, Satirist: Rhetorical Devices in *Black No More*." *CLA Journal* 18.2 (Dec. 1974): 242-257.
- Copeland, Catherine H. "The Unifying Effect of Coupling in Countee Cullen's 'Yet Do I Marvel.'" *CLA Journal* 18.2 (Dec. 1974): 258-261.
- Cobb, Martha K. "Concepts of Blackness in the Poetry of Nicolas Guillen Jacques Roumain and Langston Hughes." *CLA Journal* 18.2 (Dec. 1974): 262-272.
- Dandridge, Rita B. "The Black Woman as a Freedom Fighter in Langston Hughes' 'Simple's Uncle Sam.'" *CLA Journal* 18.2 (Dec. 1974): 273-283.
- Klotman, Phyllis R. "Moral Distancing as a Rhetorical Technique in *Native Son*: A Note on 'Fate.'" *CLA Journal* 18.2 (Dec. 1974): 284-291.
- Jackson, Kennell, Jr. "Notes on the Works of Ed Bullins and *The Hungered One*." *CLA Journal* 18.2 (Dec. 1974): 292-299.
- Richmond, Merle. "Letters to the Editor: Jean Toomer and Margery Latimer." *CLA Journal* 18.2 (Dec. 1974): 300.
- Dedmond, Frederick H. "In Memoriam: In Memory of Anna Bohun-Chudyniv." *CLA Journal* 18.2 (Dec. 1974): 301-302.
- Farrison, W. Edward. Rev. of *The Short Fiction of Charles W. Chesnutt*, ed. Sylvia Lyons Render. *CLA Journal* 18.2 (Dec. 1974): 303-305.
- Farrison, W. Edward. Rev. of *Invisible Poets: Afro-Americans of the Nineteenth Century*, by Joan R. Sherman. *CLA Journal* 18.2 (Dec. 1974): 306-309.
- Ford, Nick Aaron. Rev. of *From the Dark Tower: Afro-American Writers, 1900-1960*, by Arthur P. Davis. *CLA Journal* 18.2 (Dec. 1974): 310-311.
- Warren, Dennis M. Rev. of *Odawuru*, eds. Andrew C. Denteh and Kofi Asare Opoku. *CLA Journal* 18.2 (Dec. 1974): 312-314.
- Rey, Alberto. Rev. of *Studies in Spanish Phonology*, by Tomas Navarro Tomas. *CLA Journal* 18.2 (Dec. 1974): 315-316.
- Shockley, Ann Allen. "Joseph S. Cotter, Sr.: Biographical Sketch of a Black Louisville Bard." *CLA Journal* 18.3 (March 1975): 327-340.
- Musgrave, Marian E. "Kurmann, His Wives, and 'Helen, the Mulatta' in Max Frisch's *Biografie: Ein Spiel*." *CLA Journal* 18.3 (March 1975): 341-348.
- Stone, Edward. "The Whiteness of 'The Whale.'" *CLA Journal* 18.3 (March 1975): 349-363.
- Margolies, Edward. "Melville and Blacks." *CLA Journal* 18.3 (March 1975): 364-373.
- Chaffee, Patricia. "The Kedron in Melville's *Clarel*." *CLA Journal* 18.3 (March 1975): 374-382.
- Altschuler, Glenn C. "Whose Foot on Whose Throat? A Re-examination of Melville's *Benito Cereno*." *CLA Journal* 18.3 (March 1975): 383-392.
- Kay, Donald. "Herman Melville's Literary Relationship with Evert Duyckinck." *CLA Journal* 18.3 (March 1975): 393-403.
- Foger, Sidney. "America Jewish Fiction: Local Color Movement of the Fifties." *CLA Journal* 18.3 (March 1975): 404-411.

- Bluefarb, Sam. "Pictures of the Anti-Stereotype: Leslie Fiedler's *Triptych, The Last Jew in America*." *CLA Journal* 18.3 (March 1975): 412-421.
- Lewis, Stuart A. "Rootlessness and Alienation in the Novels of Bruce Jay Friedman." *CLA Journal* 18.3 (March 1975): 422-433.
- Schatt, Stanley. "The Torah and the Time Bomb: The Teaching of Jewish-American Literature Today." *CLA Journal* 18.3 (March 1975): 434-440.
- Farrison, W. Edward. Rev. of *The Blinking Eye*, by Jacqueline Covo. *CLA Journal* 18.3 (March 1975): 441-442.
- Perry, Patsy Brewington. Rev. of *Black Poetry in America*, by Jackson and Rubin. *CLA Journal* 18.3 (March 1975): 443-449.
- Sanders, Arthrell. Rev. of *Bid the Vassal Soar*, by Merle A. Richmond. *CLA Journal* 18.3 (March 1975): 450-453.
- Matheus, John F. Rev. of *Prosatori Negri Americani del Novecento*, by Piero Boitani. *CLA Journal* 18.3 (March 1975): 454-455.
- Aguera, Helen C. Rev. of *Ruben Dario: Sus Mejores Paginas*, ed. Ricardo Gullon. *CLA Journal* 18.3 (March 1975): 456-458.
- Barksdale, Richard K. "White Triangles Black Circles." *CLA Journal* 18.4 (June 1975): 465-476.
- Warner, Keith Q. "Leopold Senghor and the West Indian." *CLA Journal* 18.4 (June 1975): 477-490.
- Racine, Marie M.B. "French Creole in the Caribbean." *CLA Journal* 18.4 (June 1975): 491-500.
- Williams, Lorna V. "Perspective in the *Memorias Postumas de Braz Cubas* by Machado De Assis." *CLA Journal* 18.4 (June 1975): 501-506.
- Farrison, W. Edward. "'The Kidnapped Clergyman' and Brown's 'Experience.'" *CLA Journal* 18.4 (June 1975): 507-515.
- Dust, Phillip. "The Sorrow of a Black Woman in a Seventeenth-Century Neo-Latin Poem." *CLA Journal* 18.4 (June 1975): 516-520.
- Miller, Carroll. "'Between Two Worlds': The Educated African in Three Novels by Mary Gaunt." *CLA Journal* 18.4 (June 1975): 521-531.
- van Lent, Peter C. "'Hantu' and the Theme of Self-Realization in Camara Laye's *L'Enfant Noir*." *CLA Journal* 18.4 (June 1975): 532-541.
- Hayden, Lucy K. "'The Man Died,' Prison Notes of Wole Soyinka: A Recorder and Visionary." *CLA Journal* 18.4 (June 1975): 542-552.
- Zanger, Jules. "'Guinea': Dialect and Stereotype." *CLA Journal* 18.4 (June 1975): 553-562.
- Hubbard, Louise J. "Foreign Language Study and the Black Student." *CLA Journal* 18.4 (June 1975): 563-569.
- Turner, Darwin T. "In Memoriam: In Memory of John Mason Brewer." *CLA Journal* 18.4 (June 1975): 570-577.
- Byrd, James W. "In Memoriam: In Memory of John Mason Brewer." *CLA Journal* 18.4 (June 1975): 578-581.
- Farrison, W. Edward. Rev. of *New Directions from Don L. Lee*, by Marlene Mosher. *CLA Journal* 18.4 (June 1975): 582-584.
- Horry, Ruth N. Rev. of *Lamartine*, by Charles M. Lombard. *CLA Journal* 18.4 (June 1975): 585-586.
- Pilkington, Tom. Rev. of *Okies*, by Gerald Haslam. *CLA Journal* 18.4 (June 1975): 587-588.
- Duth, William L. Rev. of *The Personality of the Critic*, ed. Joseph P. Strelka. *CLA Journal* 18.4 (June 1975): 589-590.
- Wolfe, Peter. Rev. of *Faulkner: A Biography*, by Joseph Blotner. *CLA Journal* 18.4 (June 1975): 591-593.
- Bache, William B. "Lear as Old Man-- Father--King." *CLA Journal* 19.1 (Sept. 1975): 1-15.
- Sadler, Lynn Veach. "The Three Guises of Lady Macbeth." *CLA Journal* 19.1 (Sept. 1975): 16-19.
- McDonald, William P. "The Blackness of Medea." *CLA Journal* 19.1 (Sept. 1975): 20-37.
- Logan, Paul E. "Gottfried Finckelthaus Rediscovered." *CLA Journal* 19.1 (Sept. 1975): 38-49.

- Marshall, Carl L. "Two Protest Poems by Albery A. Whitman." *CLA Journal* 19.1 (Sept. 1975): 50-56.
- Lombard, Charles M. "Mme De Stael's Image in American Romanticism." *CLA Journal* 19.1 (Sept. 1975): 57-64.
- Whitlow, Roger. "Animal and Human Personalities in Dickens' Novels." *CLA Journal* 19.1 (Sept. 1975): 65-74.
- Fehrenbach, Robert J. "William Edgar Easton's *Dessalines*: A Nineteenth-Century Drama." *CLA Journal* 19.1 (Sept. 1975): 75-89.
- Farrison, W. Edward. "Much Ado About Negro Fiction: A Review Essay." *CLA Journal* 19.1 (Sept. 1975): 90-100.
- Dedmond, Flossie M. "In Memoriam: In Memory of Charles Bernard Pryor." *CLA Journal* 19.1 (Sept. 1975): 101-102.
- Wilson, Leslie N. Rev. of *The Puerto Rican Poets*, eds. Alfredo Matilla and Ivan Silen. *CLA Journal* 19.1 (Sept. 1975): 103-104.
- Spiller, Hortense. Rev. of "*Get Your Ass in the Water and Swim Like Me*"; *Narrative Poetry from Oral Tradition*, ed. Bruce Jackson. *CLA Journal* 19.1 (Sept. 1975): 105-106.
- Mosher, Marlene. Rev. of *The Land of Smiles and the Land of No Smiles*, by Ethelbert Miller. *CLA Journal* 19.1 (Sept. 1975): 107-108.
- Croft, Lee B. Rev. of *America's Russian Poets*, by R.H. Morrison. *CLA Journal* 19.1 (Sept. 1975): 109-110.
- Sedlack, Robert P. "The Evolution of Charles Chesnutt's *The House Behind the Cedars*." *CLA Journal* 19.2 (Dec. 1975): 125-135.
- Andrews, William L. "A Reconsideration of *Charles Waddell Chesnutt: Pioneer of the Color Line*." *CLA Journal* 19.2 (Dec. 1975): 136-151.
- Pyne-Timothy, Helen. "Perceptions of the Black Woman in the Work of Claude McKay." *CLA Journal* 19.2 (Dec. 1975): 152-164.
- Doyle, Mary Ellen. "In Need of Folk: The Alienated Protagonists of Ralph Ellison's Short Fiction." *CLA Journal* 19.2 (Dec. 1975): 165-172.
- Allen, Shirley S. "Religious Symbolism and Psychic Reality in Baldwin's *Go Tell it on the Mountain*." *CLA Journal* 19.2 (Dec. 1975): 173-199.
- Shelton, Frank W. "Ambiguous Manhood in Ernest J. Gaines's *Bloodline*." *CLA Journal* 19.2 (Dec. 1975): 200-209.
- Weyant, Jill. "The Kelley Saga: Violence in America." *CLA Journal* 19.2 (Dec. 1975): 210-220.
- Williams, Gladys M. "Technique as Evaluation of Subject in 'A Different Drummer.'" *CLA Journal* 19.2 (Dec. 1975): 221-237.
- Harris, Trudier. "Violence in *The Third Life of Grange Copeland*." *CLA Journal* 19.2 (Dec. 1975): 238-247.
- Rigsby, Gregory. "Form and Content in Phillis Wheatley's Elegies." *CLA Journal* 19.2 (Dec. 1975): 248-257.
- Walser, Richard. "Newly Discovered Acrostic by George Moses Horton." *CLA Journal* 19.2 (Dec. 1975): 258-260.
- Jung, Udo. "Spirit-Torsos of Exquisite Strength." *CLA Journal* 19.2 (Dec. 1975): 261-267.
- O'Meally, Robert G. "An Annotated Bibliography of the Works of Sterling A. Brown." *CLA Journal* 19.2 (Dec. 1975): 268-279.
- Hull, Gloria T. "A Note on the Poetic Technique of Gwendolyn Brooks." *CLA Journal* 19.2 (Dec. 1975): 280-285.
- Farrison, W. Edward. Rev. of *The Last Ride of Wild Bill and Elven Narrative Poems*, by Sterling A. Brown. *CLA Journal* 19.2 (Dec. 1975): 286-288.
- Matheus, John F. Rev. of *A Vergil Concordance*, by Henrietta Holm Warwick. *CLA Journal* 19.2 (Dec. 1975): 289-290.

- Matheus, John F. Rev. of *The Regional French of County Beauce, Quebec*, by Raleigh Morgan, Jr. *CLA Journal* 19.2 (Dec. 1975): 291.
- Johnson, Abby Arthur. Rev. of *Theories of the Fable in the Eighteenth Century*, by Thomas Noel. *CLA Journal* 19.2 (Dec. 1975): 292-293.
- Heidemann, Robert E. Rev. of *Contextes: A College Reader*, by Jean and Sylvia Carduner. *CLA Journal* 19.2 (Dec. 1975): 294-295.
- Smith, Robert P., Jr. "Mongo Beti: The Novelist Looks at Independence and the Status of the African Woman." *CLA Journal* 19.3 (March 1976): 301-311.
- Goodley, Nancy C. "Two Levels of Meaning in Gabriel Okara's 'The Voice.'" *CLA Journal* 19.3 (March 1976): 312-317.
- Burks, Mary Fair. "The First Black Literary Magazine in American Letters." *CLA Journal* 19.3 (March 1976): 318-321.
- Williams, Ora. "Works By and About Alice Ruth (Moore) Dunbar-Nelson: A Bibliography." *CLA Journal* 19.3 (March 1976): 322-326.
- Cauley, Anne O. "A Definition of Freedom in the Fiction of Richard Wright." *CLA Journal* 19.3 (March 1976): 327-346.
- Twining, Mary Arnold. "'Heaven Bound' or 'The Devil Play': A Note on Dichotomous Predicates." *CLA Journal* 19.3 (March 1976): 347-351.
- Sun, Linda B.L. "The Ogre Figure in Four Southeast Asian Plays." *CLA Journal* 19.3 (March 1976): 352-361.
- Haslam, Gerald W. "Three Exotics: Yone Noguchi, Shiesei Tsuneishi, and Sadakichi Hartmann." *CLA Journal* 19.3 (March 1976): 362-373.
- Warner, Keith Q. "Leon Damas and the Calypso." *CLA Journal* 19.3 (March 1976): 374-381.
- Simmons, Ruth J.S. "Aime Cesaire: Colonialism and the Poetics of Authenticity." *CLA Journal* 19.3 (March 1976): 382-388.
- Miller, Bruce E. "Motives of Annihilation in Hardy's Late Novels." *CLA Journal* 19.3 (March 1976): 389-403.
- Kaye, Frances W. "Cooper, Sarmiento, Wister, and Hernandez: The Search for a New World Literary Hero." *CLA Journal* 19.3 (March 1976): 404-411.
- Boring, Phyllis Z. "Amado and Barroso: Two Novelists View Race Relations in Brazil." *CLA Journal* 19.3 (March 1976): 412-417.
- Nunes, Maria Luisa. "The Black Poetry of Jorge de Lima." *CLA Journal* 19.3 (March 1976): 418-431.
- Jones, Harry L. Rev. of *Magnolia Street*, by Tom Dent. *CLA Journal* 19.3 (March 1976): 432.
- Wilson, Leslie N. Rev. of *Literatura Afro-Hispanoamericana: Poesia y Prosa de Ficción*, by Enrique Noble. *CLA Journal* 19.3 (March 1976): 433.
- Redding, Mary E. Rev. of *Writers in Revolt: The Anvil Anthology*, eds. Jack Conroy and Curt Johnson. *CLA Journal* 19.3 (March 1976): 434.
- Taylor, Estelle W. "Shakespeare's Use of 'eth' and 'es' Endings of Verbs in the First Folio." *CLA Journal* 19.4 (June 1976): 437-458.
- Fleissner, Robert F. "Herbert's Aethiopesa and the Dark Lady: A Mannerist Parallel." *CLA Journal* 19.4 (June 1976): 468-483.
- Sims, Edna N. "Notes on the Negative Image of Woman in Spanish Literature." *CLA Journal* 19.4 (June 1976): 484-493.
- Miller, Jeanne-Marie A. "Odets, Miller and Communism." *CLA Journal* 19.4 (June 1976): 494-503.
- Daniel, Waler C. "Challenge Magazine: An Experiment that Failed." *CLA Journal* 19.4 (June 1976): 504-512.
- Henry, Patrick. "Candide as 'Etranger.'" *CLA Journal* 19.4 (June 1976): 513-523.
- Clark, Edward D., Sr. "Private Truth in 'The Sound and the Fury.'" *CLA Journal* 19.4 (June 1976): 524-532.

- Quirk, Tom and Robert E. Fleming. "Jean Toomer's Contributions to the 'New Mexico Sentinel.'" *CLA Journal* 19.4 (June 1976): 533-544.
- Tener, Robert L. "Pandora's Box: A Study of Ed Bullins' Dramas." *CLA Journal* 19.4 (June 1976): 545-558.
- Burke, William. "Bloodline: A Black Man's South." *CLA Journal* 19.4 (June 1976): 559-565.
- Jones, Norma R. "Sweetback: The Black Hero and Universal Myth." *CLA Journal* 19.4 (June 1976): 566-574.
- Boyd, Antonio Olliz. "Latin American Literature and the Subject of Racism." *CLA Journal* 19.4 (June 1976): 575-576.
- Groenberg, Christina S. Rev. of *After Babel: Aspects of Language and Translations*, by George Steiner. *CLA Journal* 19.4 (June 1976): 577-578.
- Benton, Mallard W., Jr. Rev. of *The Dark and the Feeling: Reflections on Black American Writers and Their Works*, by Clarence Major. *CLA Journal* 19.4 (June 1976): 579-580.
- Bluefarb, Sam. "The Middle-Aged Man in Contemporary Literature: Bloom to Herzog." *CLA Journal* 20.1 (Sept. 1976): 1-13.
- Patterson, Emily H. "Family and Pilgrimage Themes in Austen's *Mansfield Park*." *CLA Journal* 20.1 (Sept. 1976): 14-18.
- Cheshire, Ardner R., Jr. "Invisible Man and the Life of Dialogue." *CLA Journal* 20.1 (Sept. 1976): 19-34.
- Saunders, Pearl I. "Symbolism in Ralph Ellison's 'King of the Bingo Game.'" *CLA Journal* 20.1 (Sept. 1976): 35-39.
- Price, L. Brian. "Symbolic Temporal Prisons in Voltaire's *Zaire*." *CLA Journal* 20.1 (Sept. 1976): 40-47.
- Klotman, Phyllis R. "'Reconciliation of Contrasts' in *Tristram Shandy*." *CLA Journal* 20.1 (Sept. 1976): 48-56.
- Cutting, Rose Marie. "A Wreath for Fanny Burney's Last Novel: *The Wanderer's* Contribution to Women's Studies." *CLA Journal* 20.1 (Sept. 1976): 57-67.
- Beckman, Sabina. "Color Symbolism in *Troilus and Criseyde*." *CLA Journal* 20.1 (Sept. 1976): 68-74.
- Smith, Virginia W. and Brian J. Benson. "An Interview with Linda Brown Bragg." *CLA Journal* 20.1 (Sept. 1976): 75-87.
- Bostick, Herman F. "CLA and the Future." *CLA Journal* 20.1 (Sept. 1976): 88-93.
- Barrett, Virginia, Dorothy Evans, Lorraine Henry, Jennifer Jordan, and Vattel T. Rose. "An Annual Bibliography of Afro-American Literature, 1975, with Selected Bibliographies of African and Caribbean Literature." *CLA Journal* 20.1 (Sept. 1976): 94-131.
- Loff, John N. "In Memoriam: In Memory of Dr. Abraham Chapman." *CLA Journal* 20.1 (Sept. 1976): 132.
- Farrison, W. Edward. Rev. of *Down Home: A History of Afro-American Short Fiction from Its Beginning to the End of the Harlem Renaissance*, by Robert Bone. *CLA Journal* 20.1 (Sept. 1976): 133-140.
- Atwater, J.L. Rev. of *A Basic Course in Gulf Arabic*, by Hamdi A. Qafisheh. *CLA Journal* 20.1 (Sept. 1976): 141-142.
- Jones, Kirkland C. "Biblical Sayings, Paraphrases, and Allusions in *The Paston Letters*." *CLA Journal* 20.2 (Dec. 1976): 155-163.
- Post, Constance J. "Image and Idea in the Poetry of Robert Hayden." *CLA Journal* 20.2 (Dec. 1976): 164-175.
- Couch, William, Jr. "The Image of the Black Soldier in Selected American Novels." *CLA Journal* 20.2 (Dec. 1976): 176-184.
- Obuchowski, Mary DeJong. "Religious Threads and Themes in *The Tale of Genji*." *CLA Journal* 20.2 (Dec. 1976): 185-194.

- Jackson, Wendell. "Charles W. Chesnutt's Outrageous Fortune." *CLA Journal* 20.2 (Dec. 1976): 195-204.
- Scheick, William J. "Bryan's River Imagery." *CLA Journal* 20.2 (Dec. 1976): 205-209.
- Husni, Halil. "The Whiteness of the Wale: A Survey of Interpretations, 1851-1970." *CLA Journal* 20.2 (Dec. 1976): 210-221.
- Moses, Carole. "Melville's Use of Spenser in 'The Piazza.'" *CLA Journal* 20.2 (Dec. 1976): 222-231.
- Menchise, Don N. "LeRoi Jones and a Case of Shifting Identities." *CLA Journal* 20.2 (Dec. 1976): 232-234.
- Benston, Kimberly W. "'Cities in Beziqeu': Adrienne Kennedy's Expressionistic Vision." *CLA Journal* 20.2 (Dec. 1976): 235-244.
- Davis, Thadious M. "The Other Family and Luster in *The Sound and the Fury*." *CLA Journal* 20.2 (Dec. 1976): 245-261.
- Pratt, Louis H. "James Baldwin and 'The Literary Ghetto.'" *CLA Journal* 20.2 (Dec. 1976): 262-272.
- Arensberg, Liliane K. "Death as Metaphor of Self in 'I Know Why the Caged Bird Sings.'" *CLA Journal* 20.2 (Dec. 1976): 273-291.
- Glaser, Joseph A. "Recent Herrick Criticism: Sighting in on One of the Most Elusive of Poets." *CLA Journal* 20.2 (Dec. 1976): 292-302.
- Farrison, W. Edward. Rev. of *The Waiting Years: Essays on American Negro Literature*, by Blyden Jackson. *CLA Journal* 20.2 (Dec. 1976): 303-305.
- Rowell, Charles H. Rev. of *Poems by Blacks, Volume 3*, ed. Pinkie Gordon Lane. *CLA Journal* 20.2 (Dec. 1976): 306-309.
- Jones, Harry L. Rev. of *Hoodoo Hollerin' Bebbop Ghosts*, by Larry Neal. *CLA Journal* 20.2 (Dec. 1976): 310-312.
- Kruck, W. Rev. of *A Civil Tongue*, by Edwin Newman. *CLA Journal* 20.2 (Dec. 1976): 313.
- Burness, Donald. Rev. of *Afrique Et Politique*, by Maurice A. Lubin. *CLA Journal* 20.2 (Dec. 1976): 314.
- Warner, Keith Q. "Creole Languages and National Identity in the Caribbean." *CLA Journal* 20.3 (March 1977): 319-332.
- Williams, Lorna V. "The Image of King Christophe." *CLA Journal* 20.3 (March 1977): 333-340.
- Kelly, Ann Cline. "The Challenge of the Impossible: Ben Jonson's *Masque of Blackness*." *CLA Journal* 20.3 (March 1977): 341-355.
- Bergeron, David M. "Sickness in *Romeo and Juliet*." *CLA Journal* 20.3 (March 1977): 356-364.
- Klotman, Phyllis R. "Sin and Sublimation in the Novels of Samuel Richardson." *CLA Journal* 20.3 (March 1977): 365-373.
- Park, Martha M. "How Far from Emerson's Man of One Idea to Anderson's Grotesques?" *CLA Journal* 20.3 (March 1977): 374-380.
- Winslow, Joan D. "Language and Destruction in Faulkner's 'Dry September.'" *CLA Journal* 20.3 (March 1977): 381-386.
- Shafer, Yvonne. "Black Actors in the Nineteenth Century American Theatre." *CLA Journal* 20.3 (March 1977): 387-400.
- Farrison, W. Edward. "Horace Mann Bond's *Education for Freedom: A Review Essay*." *CLA Journal* 20.3 (March 1977): 401-409.
- Green, Dan S. "Bibliography of Writings about W.E.B. Du Bois." *CLA Journal* 20.3 (March 1977): 410-421.
- McBride, Rebecca and David McBride. "Corrections for a Richard Wright Bibliography." *CLA Journal* 20.3 (March 1977): 422-423.
- Hudson, Theodore R. Rev. of *Baraka: The Renegade and the Mask*, by Kimberly W. Benston. *CLA Journal* 20.3 (March 1977): 424-426.
- Carenas, Francisco. Rev. of *The Analysis of Hispanic Texts: Current Trends in Methodology*, eds. Ann Beck, et al. *CLA Journal* 20.3 (March 1977): 427-429.

- Bess, Reginald. Rev. of *James Joyce and the German Novel, 1922-1233*, by Breon Mitchell. *CLA Journal* 20.3 (March 1977): 430.
- Hiedemann, Robert E. Rev. of *Careers, Communications, and Culture in Foreign Language Teaching*, by Frank M. Grittner. *CLA Journal* 20.3 (March 1977): 431.
- Burke, Virginia M. "Zora Neale Hurston and Fannie Hurst as They Saw Each Other." *CLA Journal* 20.4 (June 1977): 435-447.
- Reckley, Ralph. "The Use of The Doppelganger or Double in Chester Himes' 'Lonely Crusade.'" *CLA Journal* 20.4 (June 1977): 448-458.
- Menikoff, Barry. "A House Divided: A New Reading of *The Bostonians*." *CLA Journal* 20.4 (June 1977): 459-474.
- Lay, Mary M. "Parallels: Henry James's *The Portrait of a Lady* and Nella Larsen's *Quicksand*." *CLA Journal* 20.4 (June 1977): 475-486.
- Bostick, Herman F. "New Directions: Resources for Humanistic Studies." *CLA Journal* 20.4 (June 1977): 487-493.
- Miller, Jeanne-Marie A. "Images of Black Women in Plays by Black Playwrights." *CLA Journal* 20.4 (June 1977): 494-507.
- Gruber, William E. "Chekhov's Illusion of Inaction." *CLA Journal* 20.4 (June 1977): 508-520.
- True, Warren R. "Ed Bullins, Anton Chekhov, and the 'Drama of Mood.'" *CLA Journal* 20.4 (June 1977): 521-532.
- Bayuk, Milla. "The Submissive Wife Stereotype in Anton Chekhov's 'Darling.'" *CLA Journal* 20.4 (June 1977): 533-538.
- Roundy, Nancy. "Fancies, Reflections and Things: The Imagination as Perception in 'The Piazza.'" *CLA Journal* 20.4 (June 1977): 539-546.
- Dance, Daryl C. "Tuning in the Boiler Room and the Cotton Patch: New Directions in the Study of Afro-American Folklore." *CLA Journal* 20.4 (June 1977): 547-553.
- Farrison, W. Edward. Rev. of *Langston Hughes: An Introduction to the Poetry*, by Onwuchekwa Jemie. *CLA Journal* 20.4 (June 1977): 554-557.
- Hall, Jacqueline. Rev. of *Masks: A Novel*, by Gerald Haslam. *CLA Journal* 20.4 (June 1977): 558.
- Wood, Doreen Anderson. Rev. of *Sounds of a Cowhide Drum*, by Oswald Mbuyiseni Mtshali. *CLA Journal* 20.4 (June 1977): 559-560.
- Ford, Nick Aaron. "Waters Turpin: I Knew Him Well." *CLA Journal* 21.1 (Sept. 1977): 1-18.
- Hull, Gloria T., and Posey Gallagher. "Update on 'Part One': An Interview with Gwendolyn Brooks." *CLA Journal* 21.1 (Sept. 1977): 19-40.
- Starr, Alvin. "Richard Wright and the Communist Party-- The James T. Farrell." *CLA Journal* 21.1 (Sept. 1977): 41-50.
- Moses, Edwin. "Tragic Inevitability in *The Great Gatsby*." *CLA Journal* 21.1 (Sept. 1977): 51-57.
- Donnelly, Mabel C. "The Failure of Act III of Eliot's *The Cocktail Party*." *CLA Journal* 21.1 (Sept. 1977): 58-61.
- O'Donnell, Patrick. "Zones of the Soul: Emily Dickinson's Geographical Imagery." *CLA Journal* 21.1 (Sept. 1977): 62-73.
- Beck, William J. "Flaubert's Tripartite Concept of History and *Trois Contes*." *CLA Journal* 21.1 (Sept. 1977): 74-78.
- Moore, Gerian Steve. "Richard Wright's 'American Hunger.'" *CLA Journal* 21.1 (Sept. 1977): 79-89.
- Storhoff, Gary and Linda. "A Mind of Winter' Yeast's Early Vision of Old Age." *CLA Journal* 21.1 (Sept. 1977): 90-97.
- Withrow, Dolly. "Cutting Through Shade." *CLA Journal* 21.1 (Sept. 1977): 98-99.
- Rose, Vattel T., Jennifer Jordan, Virginia Barrett, Dorothy Evans, Enid Bogle, Lorraine Henry, and Leota Lawrence. "An Annual Bibliography of Afro-American, African, and Caribbean Literature for the Year, 1976." *CLA Journal* 21.1 (Sept. 1977): 100-157.

- Farrison, W. Edward. Rev. of *Langston Hughes in the Hispanic World and Haiti*, by Edward J. Mullen. 21.1 (Sept. 1977): 158-159.
- Bostick, Herman F. Rev. of *Blacks in Hispanic Literature: Critical Essays*, by Miriam DeCosta. *CLA Journal* 21.1 (Sept. 1977): 160-161.
- Matheus, John F. Rev. of *The Blacks Image in Latin American Literature*, by Richard L. Jackson. *CLA Journal* 21.1 (Sept. 1977): 162-166.
- "Book News." *CLA Journal* 21.1 (Sept. 1977): 167.
- Fabre, Michel. "Letters to the Editor: Fabre on his Richard Wright Bibliography." *CLA Journal* 21.1 (Sept. 1977): 168-169.
- Foster, Frances S. "Briton Hammon's Narrative: Some Insights into Beginnings." *CLA Journal* 21.2 (Dec. 1977): 179-186.
- Robinson, William H. "Phillis Wheatley in London." *CLA Journal* 21.2 (Dec. 1977): 187-201.
- Taylor, Estelle W. "The Ironic Equation in Shakespeare's *Othello*: Appearances Equal Reality." *CLA Journal* 21.2 (Dec. 1977): 202-211.
- Davis, Marianna W. "Democratic Chords in the Poetry of Alexander S. Pushkin, Black Russian Writer." *CLA Journal* 21.2 (Dec. 1977): 212-217.
- Reilly, John M. "Richard Wright's Curious Thriller, 'Savage Holiday.'" *CLA Journal* 21.2 (Dec. 1977): 218-223.
- Garcia-Barrio, Constance. "The Abolitionist Novel in Nineteenth Century Cuba." *CLA Journal* 21.2 (Dec. 1977): 224-237.
- Lawrence, Leota S. "Three West Indian Heroines: An Analysis." *CLA Journal* 21.2 (Dec. 1977): 238-250.
- Jung, Udo O.H. "'Nora' is 'Calling Jesus': A Nineteenth Century European Dilemma in an Afro-American Garb." *CLA Journal* 21.2 (Dec. 1977): 251-255.
- Howard, Lillie P. "Marriage: Zora Neale Hurston's System of Values." *CLA Journal* 21.2 (Dec. 1977): 256-268.
- Hagopian, John V. "Another Ride on Jones's Subway." *CLA Journal* 21.2 (Dec. 1977): 269-274.
- Reckley, Ralph. "The Oedipal Complex and Intra-racial Conflict in Chester Himes 'The Third Generation.'" *CLA Journal* 21.2 (Dec. 1977): 275-281.
- Faulkner, Howard. "'Transformed by Steeps of Flight': The Poetry of Robert Hayden." *CLA Journal* 21.2 (Dec. 1977): 282-291.
- Davis, Frances L. "Walter Bagehot: Follower of Edmund Burke." *CLA Journal* 21.2 (Dec. 1977): 292-303.
- Powell, Bertie J. "The Black Experience in Margaret Walker's *Jubilee* and Lorraine Hansberry's *The Drinking Gourd*." *CLA Journal* 21.2 (Dec. 1977): 304-311.
- Papailler, Hubert. "Carl Brouard, the Poet of Humble Love." *CLA Journal* 21.2 (Dec. 1977): 312-320.
- Farrison, W. Edward. Rev. of *Lexicon of Black English*, by J.L. Dillard. *CLA Journal* 21.2 (Dec. 1977): 321-323.
- Butcher, Philip. Rev. of *Registration of Free Negroes Commencing September Court 1822, Book No. 2*, ed. Donald Sweig. *CLA Journal* 21.2 (Dec. 1977): 324.
- Rampersad, Arnold. Rev. of *Reading Black*, ed. Houston A. Baker, Jr. *CLA Journal* 21.2 (Dec. 1977): 325-326.
- Tate, Claudia C. Rev. of *The Song of Solomon*, by Toni Morrison. *CLA Journal* 21.2 (Dec. 1977): 327-328.
- Davis, Marianna W. Rev. of *The New Languages*, ed. Thomas H. Ohlgren and Lynn M. Beck. *CLA Journal* 21.2 (Dec. 1977): 329-330.
- Jackson, Wendell Rev. of *American Literature and the Arts Including Black Expression*, by Evelyn H. Roberts. *CLA Journal* 21.2 (Dec. 1977): 331-332.
- Atwater, J.L. Rev. of *A Short Reference Grammar of Gulf Arabic*, by Hamdi A. Qafisheh. *CLA Journal* 21.2 (Dec. 1977): 333-334.

- Cobb, Nina Kressner. "Richard Wright: Individualism Reconsidered." *CLA Journal* 21.3 (March 1978): 335-354.
- Mackey, Nathaniel. "Ishmael Reed and the Black Aesthetic." *CLA Journal* 21.3 (March 1978): 355-366.
- Valenti, Peter L. "Images of Authority in *Benito Cereno*." *CLA Journal* 21.3 (March 1978): 367-379.
- Obuchowski, Peter A. "Technique and Meaning in James's *The Turn of the Screw*." *CLA Journal* 21.3 (March 1978): 380-389.
- Roget, Wilbert J. "The Image of Africa in the Writings of Edouard Glissant." *CLA Journal* 21.3 (March 1978): 390-399.
- Stetson, Erlene. "Anne Spencer." *CLA Journal* 21.3 (March 1978): 400-409.
- Grant, Velma F. "Stephen Dedalus and Classical Daedalus: A Symbolic Analogy." *CLA Journal* 21.3 (March 1978): 410-423.
- Sims, Edna N. "Why Blacks Should Study Foreign Languages." *CLA Journal* 21.3 (March 1978): 424-434.
- Rushing, Andrea Benton. "An Annotated Bibliography of Images of Black Women in Black Literature." *CLA Journal* 21.3 (March 1978): 435-442.
- Peters, Erskine. Rev. of *American Hunger*, by Richard Wright. *CLA Journal* 21.3 (March 1978): 443-445.
- Bakerman, Jane S. Rev. of *Song of Solomon*, by Toni Morrison. *CLA Journal* 21.3 (March 1978): 446-447.
- Bess, Reginald. Rev. of *The German Novelle*, by Martin Swales. *CLA Journal* 21.3 (March 1978): 448-449.
- Davis, Marianna W. Rev. of *Urban Communication*, by William E. Arnold and Jerry Buley. *CLA Journal* 21.3 (March 1978): 450-454.
- Davis, Arthur P. "Novels of the New Black Renaissance (1960-1977): A Thematic Survey." *CLA Journal* 21.4 (June 1978): 457-490.
- Bell, Roseann P. "The Absence of the African Woman Writer." *CLA Journal* 21.4 (June 1978): 491-498.
- Fox, Linda C. "The Vision of Cain and Abel in Spani's 'Generation of 1898.'" *CLA Journal* 21.4 (June 1978): 499-512.
- Miller, Jeanne-Marie A. "Angelina Weld Grimke: Playwright and Poet." *CLA Journal* 21.4 (June 1978): 513-524.
- Croft, Lee B. "Charlie Chaplin and Olesha's *Envy*." *CLA Journal* 21.4 (June 1978): 525-537.
- Honore, Lionel P. "Othello and Phedre: The Protagonist as Deluded Victim." *CLA Journal* 21.4 (June 1978): 538-555.
- White, Ray Lewis. "Eldridge Cleaver's *Soul on Ice*." *CLA Journal* 21.4 (June 1978): 556-566.
- Logan, Paul E. Rev. of *Leo Frobenius: The Demonic Child*, by Janheinz Jahn. *CLA Journal* 21.4 (June 1978): 567-569.
- Frango, Luis Coelho. Rev. of *Fire: Six Writers from Angola, Mozambique, and Cape Verde*, by Donald Burness. *CLA Journal* 21.4 (June 1978): 570-571.
- Jackson, Blyden. Rev. of *James Baldwin: A Critical Evaluation*, ed. Therman B. O'Daniel. *CLA Journal* 21.4 (June 1978): 572-575.
- "Book Reviews." *CLA Journal* 21.4 (June 1978): 580.
- Curl, Thelma D. "Back to the Basics (or Babylon Revisited)." *CLA Journal* 22.1 (Sept. 1978): 1-5.
- Farrison, W. Edward. "Jane Edna Hunter's 'A Nickel and a Prayer.'" *CLA Journal* 22.1 (Sept. 1978): 6-13.
- Smith, Robert P., Jr. "Portrayal of Interracial Couples in the Black Novel, or French Expression." *CLA Journal* 22.1 (Sept. 1978): 14-23.
- Pfaff, Françoise. "Film and the Teaching of Foreign Languages and Cultures." *CLA Journal* 22.1 (Sept. 1978): 24-30.

- Christophe, Marc-A. "Totalitarianism and Authoritarianism in Aime Cesaire's *La Tragedie*." *CLA Journal* 22.1 (Sept. 1978): 31-45.
- Warner, Keith Q. "On Teaching African Literature to West Indian Students." *CLA Journal* 22.1 (Sept. 1978): 46-53.
- Johnson, Eloise McKinney. "Who Homer 'Really' Was." *CLA Journal* 22.1 (Sept. 1978): 54-61.
- McEwen, Homer C. "'Enchanted Village' and 'Austin Saturday': Two Poems." *CLA Journal* 22.1 (Sept. 1978): 62-63.
- Sistrunk, Albertha. Book Review: *Humanities through the Black Experience* Edited by Phyllis R. Klotman, et. al. *CLA Journal* 22.1 (Sept. 1978): 64-65.
- Dodson, Owen. Book Review: *Africa Where I Baked My Bread* (A book of poems by Lance Jeffers) *CLA Journal* 22.1 (Sept. 1978): 66-.
- Munro, C. Lynn. "Culture and Quest in the Fiction of John A. Williams." *CLA Journal* 22.2 (Dec. 1978): 71-100.
- Schultz, Elizabeth A. "The Heirs of Ralph Ellison: Patterns of Individualism in the Contemporary Afro-American Novel." *CLA Journal* 22.2 (Dec. 1978): 101-122.
- Oliver, M. Celeste. "*Invisible Man* and the Numbers Game." *CLA Journal* 22.2 (Dec. 1978): 123-133.
- Amis, Harry D. "History as Self-Serving Myth: Another Look at Styron's *The Confessions of Nat Turner*." *CLA Journal* 22.2 (Dec. 1978): 134-146.
- Hahn, H. George. "'Auburn' in Goldsmith's *The Deserted Village*: Possible Gallic Overtones?" *CLA Journal* 22.2 (Dec. 1978): 147-150.
- Martin, Dellita L. "Langston Hughes's Use of the Blues." *CLA Journal* 22.2 (Dec. 1978): 151-159.
- Willson, Robert F., Jr. "Hamlet: The Muddled Mouse-Trap." *CLA Journal* 22.2 (Dec. 1978): 160-166.
- Brady, Owen. "Wright's *Lawd Today*: The American Dream Festering in the Sun." *CLA Journal* 22.2 (Dec. 1978): 167-172.
- Carroll, Richard A. "A Review Essay." *CLA Journal* 22.2 (Dec. 1978): 173-181.
- Harris, Trudier. Book Review: *Shuckin' and Jivin': Folklore from Contemporary Black Americans* *CLA Journal* 22.2 (Dec. 1978): 182-.
- Eldridge, Richard. "The Unifying Images in Part One of Jean Toomer's *Cane*." *CLA Journal* 22.3 (March 1979): 187-215.
- Harris, Trudier. "Chesnutt's Frank Fowler: A Failure of Purpose?" *CLA Journal* 22.3 (March 1979): 216-229.
- Musgrave, Marian E. "Sexual Excess and Deviation as Structural Devices in Gunter Grass's *Blechtrommel* and Isabel Reed's *Free-Lance Pallbearers*." *CLA Journal* 22.3 (March 1979): 230-240.
- Ogundipe-Leslie, Omolara. "The Poetics of Fiction by Yoruba Writers: The Case of *Ogboju-Ode Ninu Igbo Irunmale*. Paper Presented at the Conference on Yoruba Civilisation, University of Ife, (26-31 July, 1976)." *CLA Journal* 22.3 (March 1979): 241-253.
- Chatha, Diljit K. "Major Aspects of Shakespeare's Artistry in *The Tempest*." *CLA Journal* 22.3 (March 1979): 254-263.
- Clowney, Earle D. and June M. Legge "The Status of Foreign Languages in Predominantly Black Colleges: An Attitudinal and Statistical Study, (Sponsored by the Spencer Foundation, June 23, 1978)." *CLA Journal* 22.3 (March 1979): 264-282.
- Sistrunk, Albertha. Book Review: *Modern West African Short Stories From Liberia; The Money Doubler; and The Marriage of Wisdom and Other Tales From Liberia* *CLA Journal* 22.3 (March 1979): 283-287.
- Brisbane, Robert H. Book Review: *Walter White and the Harlem Renaissance* by Edward E. Walrond *CLA Journal* 22.3 (March 1979): 288.
- Miller, Carol A. Book Review: *They Found A Way. A Biography of Lorraine Hansberry* by Catherine Sheader *CLA Journal* 22.3 (March 1979): 289-290.

- Collins, Edward F. Book Review: Imamu Amiri Baraka: A Collection of Critical Essays by Le Roi Jones, edited by Kim W. Benston *CLA Journal* 22.3 (March 1979): 291.
- Curl, Thelma D. "The Bound of Uncertainty" *CLA Journal* 22.4 (June 1979): 297-303.
- Fetrow, Fred M. "'Middle Passage': Robert Hayden's Anti-Epic." *CLA Journal* 22.4 (June 1979): 304-318.
- Clark, Michael J. "Frustrated Redemption: Jean Toomer's Women in *Cane*, Part One." *CLA Journal* 22.4 (June 1979): 319-334.
- Logan, Paul E. "'Le Signe et Le Sens' -- 'Das Mittel und der Sinn' -- The Sign and the Sense." *CLA Journal* 22.4 (June 1979): 335-343.
- Gounard, J.F. and Beverley Roberts Gounard. "Richard Wright's Savage Holiday: Use or Abuse of Psychoanalysis." *CLA Journal* 22.4 (June 1979): 344-349.
- Condit, John Hillyer. "An Urge toward Wholeness: Claude McKay and His Sonnets." *CLA Journal* 22.4 (June 1979): 350-364.
- Feeny, Joseph J., S.J. "A Sardonic, Unconventional Jessie Fauset: The Double Structure and Double Vision of Her Novels." *CLA Journal* 22.4 (June 1979): 365-382.
- Tate, Claudia C. "On White Critics and Black Aestheticians." *CLA Journal* 22.4 (June 1979): 383-389.
- Blicksilver, Edith. "The Image of Woman in Selected Short Stories by James Alan McPherson." *CLA Journal* 22.4 (June 1979): 390-401.
- De Weever, Jacqueline. "The Inverted World of Toni Morrison's *The Bluest Eye* and *Sula*." *CLA Journal* 22.4 (June 1979): 402-414.
- Fikes, Robert, Jr. "The Works of an American Writer: A James Alan McPherson Bibliography." *CLA Journal* 22.4 (June 1979): 415-423.
- Blicksilver, Edith. Rev. of *The Hindred Hand; Cultural Implications of Early African-American Fiction*, by Ariene B. Elder. *CLA Journal* 22.4 (June 1979): 424.
- Gray, Myrene. Rev. of *James Weldon Johnson and Arna Wendell Bontemps, A Critical Biography*, by Robert E. Fleming. *CLA Journal* 22.4 (June 1979): 425-428.
- Dandridge, Rita B. "Male Critics/Black Women's Novels." *CLA Journal* 23.1 (Sept. 1979): 1-11.
- Werner, Craig. "The Economic Evolution of James Baldwin." *CLA Journal* 23.1 (Sept. 1979): 12-31.
- Cox, Don Richard. "A World He Never Made: The Decline of James T. Farrell." *CLA Journal* 23.1 (Sept. 1979): 32-48.
- Blake, Susan L. "A Better Mousetrap: Washington's Program and *The Colonel's Dream*." *CLA Journal* 23.1 (Sept. 1979): 49-59.
- O'Sullivan, Maurice J., Jr. "Of Souls and Pottage: James Weldon Johnson's *The Autobiography of an Ex-Coloured Man*." *CLA Journal* 23.1 (Sept. 1979): 60-70.
- Erickson, Peter. "'Cast Out Alone/to Heal/and Re-Create/Ourselves': Family-Based Identity in the Work of Alice Walker." *CLA Journal* 23.1 (Sept. 1979): 71-94.
- Guillaume, Alfred J., Jr. "The Baudelairean Imagination: Channel of Positive Approaches to Nature." *CLA Journal* 23.1 (Sept. 1979): 95-101.
- Votta, Richard J. "The Absconding Renegade and Brierly's Bribe: Disappearance and Guilt in *Lord Jim*." *CLA Journal* 23.1 (Sept. 1979): 102-113.
- Dorsey, David F. Rev. of *Grandshire: Poems*, by Lance Jeffers. *CLA Journal* 23.1 (Sept. 1979): 114-117.
- Abbott, H. Porter "Organic Form in the Autobiography of a Convent: The Example of Malcolm X." *CLA Journal* 23.2 (Dec. 1979): 125-146.
- Cobb, Martha K. "Redefining the Definitions in Afro-Hispanic Literature." *CLA Journal* 23.2 (Dec. 1979): 147-159.
- Fleissner, Robert F. "Robert Frost, 'Once by the Pacific' The Moorish Genesis." *CLA Journal* 23.2 (Dec. 1979): 160-171.

- Hill-Lubin, Mildred A. "And the Beat Goes On...; A Continuation of the African Heritage in African-American Literature." *CLA Journal* 23.2 (Dec. 1979): 172-187.
- Julien, Eileen. "Language in Community: The Evocation of Oral Culture in *Les Contes d'Amadou Koumba*." *CLA Journal* 23.2 (Dec. 1979): 188-199.
- Corey, Stephen. "The Avengers in *Light in August* and *Native Son*." *CLA Journal* 23.2 (Dec. 1979): 200-212.
- Daniel, Waler C. "Public vs. Private Commitment in Two Plays of W.B. Yeats and Sean O'Casey." *CLA Journal* 23.2 (Dec. 1979): 213-219.
- Lawrence, Leota S. "From Cultural Ambivalence to the Celebration of the African Heritage in British West Indian Literature." *CLA Journal* 23.2 (Dec. 1979): 220-233.
- Sessions, W.A. Rev. of *Milton and the Art of Sacred Song*, eds. J. Max Patrick and Roger H. Sundell. *CLA Journal* 23.2 (Dec. 1979): 234-240.
- Mackey, Nathaniel. "Great White Hope: Jean Wagner Revisited." *CLA Journal* 23.3 (March 1980): 245-265.
- Lee, Valerie Gray. "The Use of Folktalk in Novels by Black Women Writers." *CLA Journal* 23.3 (March 1980): 266-272.
- Moon, Kenneth. "Where is Clarissa? Doris Kilman and Recoil from the Flesh in Virginia Woolf's *Mrs. Dalloway*." *CLA Journal* 23.3 (March 1980): 273-286.
- Fowler, Doreen. "Marlow's Lie: A Terrible Truth." *CLA Journal* 23.3 (March 1980): 287-295.
- Rosselot, Gerald S. "Clotel, A Black Romance." *CLA Journal* 23.3 (March 1980): 296-302.
- Levin, Susan M. "George Sand in the Sign of Leo." *CLA Journal* 23.3 (March 1980): 303-321.
- Hydak, Michael G. "Maupassant's Don Juan: *Bel-Ami*." *CLA Journal* 23.3 (March 1980): 322-335.
- McLeod, Marian B. "Claude McKay's Russian Interpretation: *The Negroes in America*." *CLA Journal* 23.3 (March 1980): 336-351.
- Smart, Ian I. "Nicolas Guillen's *Son Poem*: An African Contribution to Contemporary Caribbean Poetics." *CLA Journal* 23.3 (March 1980): 352-363.
- Lee, Dorothy H. "Denial of Time and the Failure of Moral Choice: Camus's *The Stranger*, Faulkner's *Old Man*, Wright's *The Man Who Lived Underground*." *CLA Journal* 23.3 (March 1980): 364-372.
- Kilgore, James C. Rev. of *The Mystic Female*, by Pinkie Gordon Lane. *CLA Journal* 23.3 (March 1980): 373-374.
- Shields, John C. "Phillis Wheatley and Mather Byles: A Study in Literary Relationship." *CLA Journal* 23.4 (June 1980): 377-390.
- Sistrunk, Albertha "Phillis Wheatley: An Eighteenth-Century Black American Poet Revisited." *CLA Journal* 23.4 (June 1980): 391-398.
- King, Lloyd. "Antagonism, Irony, and Death in Two Stories by Borges." *CLA Journal* 23.4 (June 1980): 399-408.
- Howard, David C. "Mind as Reality: Borges' 'The Circular Ruius' and Garcia Marquez' *One Hundred Years of Solitude*." *CLA Journal* 23.4 (June 1980): 409-415.
- Hurd, Myles. "Faulkner's Horace Benbow: The Burden of Characterization and the Confusion of Meaning in *Sanctuary*." *CLA Journal* 23.4 (June 1980): 416-430.
- Curtis, Harry, Jr. "The Year Growing Ancient: Formal Ambiguity in *The Winter's Tale*." *CLA Journal* 23.4 (June 1980): 431-437.
- Sadler, Lynn Veach. "'Meanes Blesse': Donne's *Ignatius His Conclave*." *CLA Journal* 23.4 (June 1980): 438-450.
- Delmar, Jay. "Elements of Tragedy in Charles W. Chesnutt's *The Conjure Woman*." *CLA Journal* 23.4 (June 1980): 451-459.
- Harvey, Maria Luisa Alvarez. "Lorca's Yerma: Frigid...or Mismatched?" *CLA Journal* 23.4 (June 1980): 460-469.

- Lewis, Paul. "Fearful Lessons: The Didacticism of the Early Gothic Novel." *CLA Journal* 23.4 (June 1980): 470-484.
- Garcia-Barrio, Constance. Rev. of *The Black Protagonist in the Cuban Novel*, by Pedro Barreda. *CLA Journal* 23.4 (June 1980): 485-486.
- Hammond, Thomas N. Rev. of *African Literature in French*, by Dorthy S. Blair. *CLA Journal* 23.4 (June 1980): 487-488.
- Cooke, John. "Whose Child? The Fiction of Paule Marshall." *CLA Journal* 24.1 (Sept. 1980): 1-15.
- Graham, Mary-Emma. "The Shaping of a Cause: American Romanticism and the Black Writer." *CLA Journal* 24.1 (Sept. 1980): 16-25.
- Obuchowski, Peter A. "Character and Theme in *The Marble Faun*." *CLA Journal* 24.1 (Sept. 1980): 26-41.
- Nisley, Paul W. "A Portrait of the Artist as a Young Southerner: Flannery O'Connor's 'The Enduring Chill.'" *CLA Journal* 24.1 (Sept. 1980): 42-27.
- Ramsey, Priscilla R. "Blind Eyes, Blind Quests in Richard Wright's *Native Son*." *CLA Journal* 24.1 (Sept. 1980): 48-60.
- Billick, David J. "Misogyny in Eca de Queiroz' *Cousin Bazilio*." *CLA Journal* 24.1 (Sept. 1980): 61-67.
- Koon, William. "Jonathan Swift, Lemuel Gulliver, and the English Tongue." *CLA Journal* 24.1 (Sept. 1980): 68-75.
- Christophe, Marc-A. "Sex, Racism, and Philosophy in Jean-Paul Sartre's *The Respectful Prostitute*." *CLA Journal* 24.1 (Sept. 1980): 76-86.
- Stetson, Erlene. "Songs After Sunset (1935-1936): The Unpublished Poetry of Gwendolyn Elizabeth Brooks." *CLA Journal* 24.1 (Sept. 1980): 87-96.
- Sheffey, Ruthe T. "Rhetorical Structure in Contemporary Afro-American Poetry." *CLA Journal* 24.1 (Sept. 1980): 97-107.
- Cowart, David. "Science and Arts in Pynchon's 'Entropy.'" *CLA Journal* 24.1 (Sept. 1980): 108-115.
- Thompson, Paul L. Rev. of *Africa: Melodies and Thoughts*, by Sydney Onyebrech. *CLA Journal* 24.1 (Sept. 1980): 116-118.
- Davis-Lett, Stephanie. "Blacks and *Criollismo*: A Curious Relationship." *CLA Journal* 24.2 (Dec. 1980): 131-149.
- Andrews, Larry R. "Ambivalent Clothes Imagery in Gwendolyn Brooks's 'The Sunday's of Satin-Leggs Smith.'" *CLA Journal* 24.2 (Dec. 1980): 150-163.
- Ower, John. "Neptune Taming a Sea-Horse: Theme and Symbol in 'My Last Duchess.'" *CLA Journal* 24.2 (Dec. 1980): 164-172.
- Yoder, Hilda van Neck. "Surinam's Cultural Memory: Of Crown and Knife." *CLA Journal* 24.2 (Dec. 1980): 173-183.
- Harris, Jeanette G. "Tragic Vision: 'A Stone of Hope.'" *CLA Journal* 24.2 (Dec. 1980): 184-189.
- Pollock, John J. "Eliot's Little Gidding 'Little Gidding' and Lawrence Durrell." *CLA Journal* 24.2 (Dec. 1980): 190-193.
- Aycock, Roy E. "Illusion in *Paradise Regained*." *CLA Journal* 24.2 (Dec. 1980): 194-202.
- Dulek, Ronald E. "Keat's Young Man-Poet: Shakespeare's Public-Private Man." *CLA Journal* 24.2 (Dec. 1980): 203-208.
- Pickering, Samuel F., Jr. "The Black and the American Novel for Juveniles, 1860-1900." *CLA Journal* 24.2 (Dec. 1980): 209-229.
- Dorsey, David F. Rev. of *Towards African Literary Independence: A Dialogue with Contemporary African Writers*, by Phanael Akubueze Egejuru. *CLA Journal* 24.2 (Dec. 1980): 230-232.
- Taylor, Estelle W. Rev. of *Resolved to Love: The 1952 Edition of Henry Constable's Diana*, by Robert F. Fleissner. *CLA Journal* 24.2 (Dec. 1980): 233.
- Greenberg, Robert M. "Idealism and Realism in the Fiction of Claude McKay." *CLA Journal* 24.3 (March 1981): 237-261.

- McDowell, Deborah E. "The Self in Bloom: Alice Walker's *Meridian*." *CLA Journal* 24.3 (March 1981): 262-275.
- Gaston, Karen C. "Women in the Lives of Grange Copeland." *CLA Journal* 24.3 (March 1981): 276-286.
- Thesing, William B. "Matthew Arnold and the Possibilities of the Nineteenth-Century City." *CLA Journal* 24.3 (March 1981): 287-303.
- Roget, Wilbert J. "Literature, Conscience Nationale, Ecriture aux Antilles: Entretien Avec Edouard Glissant." *CLA Journal* 24.3 (March 1981): 304-320.
- Beckman, Sabina. "Star-Gazers: The Carnival-Urban Man and the Poetic Imagination." *CLA Journal* 24.3 (March 1981): 321-328.
- Vondersmith, Bernard J. "Suppose There is an Epilogue? Dramatic Structure in *The Taming of the Shrew*." *CLA Journal* 24.3 (March 1981): 329-335.
- Pfaff, Francoise. "Myths, Traditions and Colonialism in Ousmane Sembene's *Emitai*." *CLA Journal* 24.3 (March 1981): 336-346.
- Ball, Bertrand. "Les Images Synthetisees de Saint-Exupery." *CLA Journal* 24.3 (March 1981): 347-351.
- Bruner, Charlotte. "Afro-American and African Contemporary Art and Poetry." *CLA Journal* 24.3 (March 1981): 352-368.
- Young, Carol M. "Lizard's *El Negro Sensible*." *CLA Journal* 24.3 (March 1981): 369-375.
- Khoury, Nadia. "The Clockwork and Eros: Models of Utopia in Edward Bellamy and William Morris." *CLA Journal* 24.3 (March 1981): 376-399.
- Hayden, Lucy K. "The Black Presence in Eighteenth-Century British Novels." *CLA Journal* 24.3 (March 1981): 400-415.
- Dorsey, David F. Rev. of *Black South African American Women Writers in English: A Preliminary Checklist*, comp. Amelia House. *CLA Journal* 24.3 (March 1981): 416-417.
- Royster, Philip M. "Milkman's Flying: The Scapegoat Transcended in Toni Morrison's *Song of Solomon*." *CLA Journal* 24.4 (June 1981): 419-440.
- Cobbs, John L. "George Moses Horton's *Hope of Liberty*: Thematic Unity in Early American Black Poetry." *CLA Journal* 24.4 (June 1981): 441-450.
- Satterfield, Ben. "From Romance to Reality: The Accomplishment of Private Fleming." *CLA Journal* 24.4 (June 1981): 451-464.
- Juhasz, Suzanne. "Subjective Formalism; or, the Lady and the Text." *CLA Journal* 24.4 (June 1981): 465-480.
- Ezigbo, Emeka Okeke. "Paul Laurence Dunbar: Straightening the Record." *CLA Journal* 24.4 (June 1981): 481-496.
- Ikeler, Abott. "The Philanthropic Sham: Dickens' Corrective Method in *Bleak House*." *CLA Journal* 24.4 (June 1981): 497-512.
- Fowler, Virginia C. "Faulkner's 'Barn Burning': Sarty's Conflict Reconsidered." *CLA Journal* 24.4 (June 1981): 513-521.
- Weixlmann, Joe. "Barry Beckham: A Bibliography." *CLA Journal* 24.4 (June 1981): 522-528.
- Hammond, Thomas N. Rev. of *Mhoi-Ceul*, by Bernard Dadie. *CLA Journal* 24.4 (June 1981): 529-530.
- Garren, Samuel B. Rev. of *Jean Toomer*, by Brian J. Benson and Mabel M. Dillard. *CLA Journal* 24.4 (June 1981): 531-532.
- Clayton, Lawrence. Rev. of *The Wages of Sin*, by Gerald Haslam. *CLA Journal* 24.4 (June 1981): 533-534.
- Rampersad, Arnold "The Universal and the Particular in Afro-American Poetry." *CLA Journal* 25.1 (Sept. 1981): 1-17.
- Smith, Robert P., Jr. "Chester Himes in France and the Legacy of the Roman Policier." *CLA Journal* 25.1 (Sept. 1981): 18-27.

- Semel, Jay M. "Sexual Humor and Harmony in *Lysistrata*." *CLA Journal* 25.1 (Sept. 1981): 28-36.
- Timmerman, John H. "Forgiveness in the Lair of the Lizard: Frederick Manfred's *Lord Grizzly*." *CLA Journal* 25.1 (Sept. 1981): 37-47.
- Jackson, Wendell. "Emerson and the Burden of Slavery." *CLA Journal* 25.1 (Sept. 1981): 48-55.
- Zeit, Lisa Margaret. "Biblical Allusion and Imagery in Frederick Douglass' *Narrative*." *CLA Journal* 25.1 (Sept. 1981): 56-64.
- Menchise, Donald. "Man and Quest as Evidenced in the Novels of Nathaniel West." *CLA Journal* 25.1 (Sept. 1981): 65-73.
- Sales, Estella M. "Contradictions in Black Life: Recognized and Reconciled in *How I Got Ovah*." *CLA Journal* 25.1 (Sept. 1981): 74-81.
- Root, Robert L., Jr. "The Troublesome Reformation of Penitent Brothel: Middletonian Irony and *A Mad World, My Masters*." *CLA Journal* 25.1 (Sept. 1981): 82-90.
- Traci, Phillip. "As You Like It: Homosexuality in Shakespeare's Play." *CLA Journal* 25.1 (Sept. 1981): 91-105.
- Bostick, Herman F. Rev. of *James Baldwin et son oeuvre, Etude Critique*, ed. Therman B. O'Daniel, trans. Catherine Kieffer. *CLA Journal* 25.1 (Sept. 1981): 106.
- Dorsey, David. Rev. of *Nightstar: 1973-78*, by Mari Evans. *CLA Journal* 25.1 (Sept. 1981): 107-108.
- Slade, Leonard A., Jr. Rev. of *Sartre and Flaubert*, by Hazel E. Barnes. *CLA Journal* 25.1 (Sept. 1981): 109-110.
- Reckley, Ralph. Rev. of *Exploring the Black Experience*, by Lola Jones. *CLA Journal* 25.1 (Sept. 1981): 111-116.
- Berry, Jay R. Rev. of *When Harlem Was in Vogue*, by David Levering Lewis. *CLA Journal* 25.1 (Sept. 1981): 117-120.
- Marsh, Carol P. Rev. of *The Woman's Part: Feminist Criticism of Shakespeare*, ed. Carolyn Ruth Smith. *CLA Journal* 25.1 (Sept. 1981): 121.
- Bell, Bernard W. "Black Literary Biography: Theory and Practice." *CLA Journal* 25.2 (Dec. 1981): 141-161.
- Brennan, Timothy. "Ellison and Ellison: The Solipsism of *Invisible Man*." *CLA Journal* 25.2 (Dec. 1981): 162-181.
- Woodell, Harold. "The Preacher as Villain and Fool in Nineteenth-Century Southern Fiction." *CLA Journal* 25.2 (Dec. 1981): 182-196.
- Hanley, Katherine. "Death as Option: The Heroine in Nineteenth-Century Fiction." *CLA Journal* 25.2 (Dec. 1981): 197-202.
- Elimimian, Isaac I. "Theme and Technique in Claude McKay's Poetry." *CLA Journal* 25.2 (Dec. 1981): 203-211.
- Holley, Linda T. "The Narrative Speculum in *Troilus and Criseyde*." *CLA Journal* 25.2 (Dec. 1981): 212-224.
- Merlo, Carolyn. "Chaucer's "Broun" and Medieval Color Symbolism." *CLA Journal* 25.2 (Dec. 1981): 225-226.
- McIntyre, Shirene. "Isaac Bashevis Singer and the Uses of Reincarnation." *CLA Journal* 25.2 (Dec. 1981): 227-233.
- Rushing, Andrea B. "An Annotated Bibliography of Images of Black Women in Black Literature." *CLA Journal* 25.2 (Dec. 1981): 234-262.
- Hawthorne, Lucia S. "In Memoriam: A Tribute to Nick Aaron Ford 1904-1982." *CLA Journal* 25.2 (Dec. 1981): 263-264.
- Winther, Per. "The Ending of Ralph Ellison's *Invisible Man*." *CLA Journal* 25.3 (March 1982): 267-287.
- Martin, Mike W. "*Invisible Man* and the Indictment of Innocence." *CLA Journal* 25.3 (March 1982): 288-302.

- Ogunyemi, Chikwenye Okonjo. "The Old Order Shall Pass: The Examples of 'lying Home' and 'Barbados.'" *CLA Journal* 25.3 (March 1982): 303-314.
- Rabkin, Eric S. "The Modern Criticism of Pierre Daniel Huet." *CLA Journal* 25.3 (March 1982): 315-321.
- Glaser, Joseph A. "George Herbert's *The Temple*: Learning to Read the Book of Nature." *CLA Journal* 25.3 (March 1982): 322-330.
- Berrian, Brenda F. "African Women as Seen in the Works of Flora Nwapa and Ama Ata Aidoo." *CLA Journal* 25.3 (March 1982): 331-339.
- Lewis, Paula Gilbert. "The Contemporary Relevance of the Teaching of *La Chanson de Roland*: The Christian European Mind Versus 'The Other.'" *CLA Journal* 25.3 (March 1982): 340-347.
- Grunes, Dennis. "Fraternal Hopes Dashed: Poe's 'The Man of the Crowd.'" *CLA Journal* 25.3 (March 1982): 348-358.
- Wagner, Joseph B. "*Hudibras* and the Hermaphrodite." *CLA Journal* 25.3 (March 1982): 359-364.
- Brown, Beth. Rev. of *Some One Sweet Angel Chile*, by Sherley Anne Williams. *CLA Journal* 25.3 (March 1982): 365-367.
- Tate, Claudia C. "Christian Existentialism in Richard Wright's *The Outsider*." *CLA Journal* 25.4 (June 1982): 371-395.
- Blake, Susan L. "Racism and the Classics: Teaching *Heart of Darkness*." *CLA Journal* 25.4 (June 1982): 396-404.
- Matthews, George C. "Ohio's *Beulah Land* or Plantation Blacks in the Fiction of Sherwood Anderson." *CLA Journal* 25.4 (June 1982): 405-413.
- Dammers, Richard H. "William Walsh and Richard Steele: Poems on the Death of Queen Mary." *CLA Journal* 25.4 (June 1982): 414-426.
- Matchen, David. "Daniel Defoe's Rhetorical Art in *The Review*." *CLA Journal* 25.4 (June 1982): 427-446.
- Byerman, Keith. "Intense Behaviors: The Use of the Grotesque in *The Bluest Eye* and *Eva's Man*." *CLA Journal* 25.4 (June 1982): 447-457.
- Sy, Marieme. "Dream and Language in *Dunfords Travels Everywheres*." *CLA Journal* 25.4 (June 1982): 458-467.
- Wineapple, Brenda. "*Second Skin* and the Dead Reckoning of Romance." *CLA Journal* 25.4 (June 1982): 468-475.
- Garren, Samuel B. Rev. of *Black Journals of the United States: Historical Guides to the World's Periodicals and Newspapers*, by Walter C. Daniel. *CLA Journal* 25.4 (June 1982): 476-477.
- Brown, Beth. Rev. of *Season of Hunger/Cry of Rain*, by E. Ethelbert Miller. *CLA Journal* 25.4 (June 1982): 478-481.
- Viera, Carol. "The Black Man's Burden in Anticolonial Satire." *CLA Journal* 26.1 (Sept. 1982): 1-22.
- Smith, Robert P., Jr. "Racial Imperialism as Satire and Humor: Bertene Juminer's *La Revanche de Bozambo*." *CLA Journal* 26.1 (Sept. 1982): 23-33.
- Vogele, Nancy. "The Figure of the Black *Payador* in *Martin Fierro*." *CLA Journal* 26.1 (Sept. 1982): 34-48.
- Brooker, Jewel Spears. "Poetry and Truth in Mallarme." *CLA Journal* 26.1 (Sept. 1982): 49-57.
- McDowell, Judith H. "Intellect and Imagination: The Poetry of Paul Valery and Wallace Stevens." *CLA Journal* 26.1 (Sept. 1982): 58-75.
- Rosenman, John B. "Evangelicalism in *The Way of All Flesh*." *CLA Journal* 26.1 (Sept. 1982): 76-97.
- Moore, Lewis D. "For King and Country: John Dryden's *Troilus and Cressida*." *CLA Journal* 26.1 (Sept. 1982): 98-111.
- Mosher, Marlene. "James Baldwin's Blues." *CLA Journal* 26.1 (Sept. 1982): 112-124.
- Shipley, W. Maurice. Rev. of *The Salt Eaters*, by Toni Cade Bambara. *CLA Journal* 26.1 (Sept. 1982): 125-127.

- Lewis, Richard O. "Romanticism in the Fiction of Charles W. Chesnutt: The Influence of Dickens, Scott, Tourg e, and Douglas." *CLA Journal* 26.2 (Dec. 1982): 145-171.
- Painter, Rebecca M. "From Death to Self-Knowledge: An Essay on Works by Tolstoy and Rilke." *CLA Journal* 26.2 (Dec. 1982): 172-190.
- McCluskey, John, Jr. "Healing Songs: Secular Music in the Short Fiction of Rudolph Fisher." *CLA Journal* 26.2 (Dec. 1982): 191-203.
- Williams, Gladys Margaret. "Gwendolyn Brooks's Way with the Sonnet." *CLA Journal* 26.2 (Dec. 1982): 215-240.
- Sumberg, Theodore A. "Flaubert against the Enlightenment." *CLA Journal* 26.2 (Dec. 1982): 241-250.
- Gervin, Mary A. "Developing a Sense of Self: The Androgynous Ideal in McPherson's 'Elbow Room.'" *CLA Journal* 26.2 (Dec. 1982): 251-255.
- Simson, Renate Maria. "Whoever Heard of Josephine Heard?" *CLA Journal* 26.2 (Dec. 1982): 256-261.
- Kemp, Yakini Belinda. Rev. of *From Mammies to Militants: Domesticity in Black American Literature*, by Trudier Harris. *CLA Journal* 26.2 (Dec. 1982): 262-264.
- Brooks, Russell A. "The *CLA Journal* as a Mirror of Changing Ethnic and Academic Perspectives." *CLA Journal* 26.3 (March 1983): 265-276.
- Bostick, Herman F. "Poetic Encounters: An Interview with Jean F. Brierre." *CLA Journal* 26.3 (March 1983): 277-287.
- Rahming, Melvin B. "Complacency and Community: Psychocultural Patterns in the West Indian Novel." *CLA Journal* 26.3 (March 1983): 288-302.
- Hurd, Myles. "Shakespeare's Paulina: Characterization and Craftsmanship in *The Winter's Tale*." *CLA Journal* 26.3 (March 1983): 303-310.
- Othow, Helen Chavis. "Roots and the Heroic Search for Identity." *CLA Journal* 26.3 (March 1983): 311-324.
- Marsh, Carol P. "The Plastic Arts Motif in *Roots*." *CLA Journal* 26.3 (March 1983): 325-333.
- Fleissner, Robert F. "New Light on Tennyson's Blackness." *CLA Journal* 26.3 (March 1983): 334-340.
- Satterfield, Ben. "Facing the Abyss: The Floating Opera and End of the Road." *CLA Journal* 26.3 (March 1983): 341-352.
- Malek, James S. "Comic Irony in Vanbrugh's *The Relapse*." *CLA Journal* 26.3 (March 1983): 353-361.
- Kendrick, Gerald D. Rev. of *Migrations of the Heart*, by Marita Golden. *CLA Journal* 26.3 (March 1983): 362-363.
- De Pietro, Thomas. "Vision and Revision in the Autobiographies of Frederick Douglass." *CLA Journal* 26.4 (June 1983): 384-396.
- Warner, Keith Q. "Les N gres: A Look at Genet's Excursion into Black Consciousness." *CLA Journal* 26.4 (June 1983): 397-414.
- Post, Robert M. "Journey toward Light: Athol Fugard's *Tsotsi*." *CLA Journal* 26.4 (June 1983): 415-421.
- Laryea, Doris L. "A Black Poet's Vision: An Interview with Lance Jeffers." *CLA Journal* 26.4 (June 1983): 422-433.
- Berry, Jay R. "The Achievement of William Demby." *CLA Journal* 26.4 (June 1983): 434-451.
- Chavkin, Allan. "Wordsworth's Secular Imagination and 'Spots of Time.'" *CLA Journal* 26.4 (June 1983): 452-464.
- Ducker, Dan. "'Pow!' 'Snap!' 'Pouf!' The Modes of Communication in *Who's Afraid of Virginia Woolf?*" *CLA Journal* 26.4 (June 1983): 465-477.
- Marsh, Carol P. "Kenneth Muir, *Shakespeare's Sonnets*." *CLA Journal* 26.4 (June 1983): 478-479.
- Mason, Ernest D. "Black Art and the Configurations of Experience: The Philosophy of the Black Aesthetic." *CLA Journal* 27.1 (Sept. 1983): 1 to 17.

- Bradford, Ernest. "Towards a View of the Influence of Religion on Black Literature." *CLA Journal* 27.1 (Sept. 1983): 18-29.
- Story, Ralph. "Paul Laurence Dunbar: Master Player in a Fixed Game." *CLA Journal* 27.1 (Sept. 1983): 30-55.
- Husni, Khalil. "Loomings of an Awakened Consciousness: Mardi, a Reinterpretation." *CLA Journal* 27.1 (Sept. 1983): 56-68.
- Clark, Michael. "Authorial Displacement in Herman Melville's 'The Piazza.'" *CLA Journal* 27.1 (Sept. 1983): 69-80.
- Willis, Miriam DeCosta. "Folklore and the Creative Artist: Lydia Cabrera and Zora Neale Hurston." *CLA Journal* 27.1 (Sept. 1983): 81-90.
- Kelly, Ernece B. Rev. of *The Color Purple: A Moral Tale*, by Alice Walker. *CLA Journal* 27.1 (Sept. 1983): 91-96.
- Higgins, Elizabeth J. Rev. of *Faulkner: The House Divided*, by Eric J. Sundquist. *CLA Journal* 27.1 (Sept. 1983): 97-101.
- Hovet, Grace Ann and Barbara Lounsberry. "Flying as Symbol and Legend in Toni Morrison's *The Bluest Eye*, *Sula*, and *Song of Solomon*." *CLA Journal* 27.2 (Dec. 1983): 119-140.
- Ruderman, Judith. "Milton's Choices: Styron's Use of Robert Frost's Poetry in *Lie Down in Darkness*." *CLA Journal* 27.2 (Dec. 1983): 141-151.
- Schroeder, Patricia R. "Point and Counterpoint in *Harlem Gallery*." *CLA Journal* 27.2 (Dec. 1983): 152-168.
- Hahn, H. George. "The Orchard and the Street: The Political Mirror." *CLA Journal* 27.2 (Dec. 1983): 169-186.
- Nunes, Maria Luisa. "An Artist's Identity Versus the Social Role of the Writer: The Case for Joaquim Maria Machado de Assis." *CLA Journal* 27.2 (Dec. 1983): 187-196.
- Jones-Jackson, Patricia. "The Audience in Gullah and Igbo: A Comparison of Oral Traditions." *CLA Journal* 27.2 (Dec. 1983): 197-209.
- Miller, Eugene E. "Folkloric Aspects of Wright's 'The Man Who Killed a Shadow.'" *CLA Journal* 27.2 (Dec. 1983): 210-223.
- Taylor, Edward F. Rev. of *Le Harlem de Chester Himes*, by Ambrose Kom. *CLA Journal* 27.2 (Dec. 1983): 224-225.
- Mootry-Ikerionwu, Maria K. Rev. of *Arna Bontemps-Langston Hughes: Letters: 1925-1967*, ed. Charles H. Nichols. *CLA Journal* 27.2 (Dec. 1983): 226-227.
- Higgins, Elizabeth Jean. Rev. of *The Transforming Image: A Study in Shelley's Major Poetry*, by Jean Hall. *CLA Journal* 27.2 (Dec. 1983): 228-229.
- Brown, Beth. Rev. of *Flash of the Spirit: African and Afro-American Art and Philosophy*, by Robert Farris Thompson. *CLA Journal* 27.2 (Dec. 1983): 230-234.
- Tracy, Steven C. "Simple's Great African-American Joke." *CLA Journal* 27.3 (March 1984): 239-253.
- Gomes, Emmanuel. "The Crackerbox Tradition and the Race Problem in Lowell's *The Biglow Papers* and Hughes's Sketches of Simple." *CLA Journal* 27.3 (March 1984): 254-269.
- Adams, Katherine H. "Samuel Johnson's Criticism: A Dramatist writes on the Drama." *CLA Journal* 27.3 (March 1984): 270-279.
- Grunes, Dennis. "Beast of Eden: Tennyson's 'Lancelot and Elaine.'" *CLA Journal* 27.3 (March 1984): 280-292.
- Gallagher, Kathleen. "Bigger's Great Leap to the Figurative." *CLA Journal* 27.3 (March 1984): 293-314.
- Butler, Thorpe. "What is to be Done?-- Illusion, Identity, and Action in Ralph Ellison's *Invisible Man*." *CLA Journal* 27.3 (March 1984): 315-331.
- Hammond, Thomas N. "Bebey's Courageous Market Women." *CLA Journal* 27.3 (March 1984): 332-342.

- Higgins, Elizabeth Jean. Rev. of *Tennyson and Madness*, by Ann C. Colley. *CLA Journal* 27.3 (March 1984): 343-344.
- Mootry-Ikerionwu, Maria K. Rev. of *The Color Purple*, by Alice Walker. *CLA Journal* 27.3 (March 1984): 345-347.
- Brown, Beth. Rev. of *In Search of Our Mother's Gardens: Womanist Prose*, by Alice Walker. *CLA Journal* 27.3 (March 1984): 348-352.
- Singh, Amritjit. "Richard Wright's *The Outsider*: Existentialist Exemplar or Critique?" *CLA Journal* 27.4 (June 1984): 357-370.
- Okeke-Ezigbo, Emeka. "Three Artificial Blacks: A Reexamination of Flannery O'Connor's 'The Artificial Nigger.'" *CLA Journal* 27.4 (June 1984): 371-382.
- Lupton, Mary Jane. "Bad Blood in Jersey: Jessie Fauset's *The Chinaberry Tree*." *CLA Journal* 27.4 (June 1984): 383-392.
- Milloy, Sandra D. "Faulkner's Lucas: An 'Arrogant, Intractable and Insolent' Old Man." *CLA Journal* 27.4 (June 1984): 393-405.
- Gidden, Nancy Ann. "'The Gray Wolf's Haunt': Charles W. Chesnutt's Instructive Failure." *CLA Journal* 27.4 (June 1984): 406-410.
- Miller, Lewis H., Jr. "On Keeping Watch: Robert Frost and Marianne Moore." *CLA Journal* 27.4 (June 1984): 411-418.
- Betts, Richard A. "*The Confessions of Nat Turner* and the Uses of Tragedy." *CLA Journal* 27.4 (June 1984): 419-435.
- Westney, Lizette I. "Hecuba in Sixteenth-Century English Literature." *CLA Journal* 27.4 (June 1984): 436-459.
- Holloway, Clayton G. Rev. of *Praisesong for the Widow*, by Paule Marshall. *CLA Journal* 27.4 (June 1984): 460-461.
- Tignor, Eleanor Q. "The College Language Association: 1983-1984 and Beyond." *CLA Journal* 28.1 (Sept. 1984): 1-10.
- Erickson, Peter B. "Images of Nurturance in Toni Morrison's *Tar Baby*." *CLA Journal* 28.1 (Sept. 1984): 11-32.
- Lay, Mary M. "Margaret Drabble's *The Needle's Eye*: Jamesian Perception of Self." *CLA Journal* 28.1 (Sept. 1984): 33-45.
- Ako, Edward O. "Langston Hughes and the Negritude Movement: A Study in Literary Influences." *CLA Journal* 28.1 (Sept. 1984): 46-56.
- Butler, Robert J. "Dante's *Inferno* and Ellison's *Invisible Man*: A Study in Literary Continuity." *CLA Journal* 28.1 (Sept. 1984): 57-77.
- Martin, Carol A. "Pastoral and Romance in George Eliot's *The Mill on the Floss*." *CLA Journal* 28.1 (Sept. 1984): 78-101.
- Beth Brown. Rev. of *The Broken Bowl: New and Uncollected Poems*, by James A. Emanuel. *CLA Journal* 28.1 (Sept. 1984): 102-109.
- Beth Brown. Rev. of *The Ransomed Wait*, by May Miller. *CLA Journal* 28.1 (Sept. 1984): 102-109.
- Beth Brown. Rev. of *Psalms of Redemption*, by Kiari T.h. Cheatwood. *CLA Journal* 28.1 (Sept. 1984): 102-109.
- Beth Brown. Rev. of *The Hermit Woman*, by Gayl Jones. *CLA Journal* 28.1 (Sept. 1984): 102-109.
- Beth Brown. Rev. of *Songs of Freedom*, Sarah Carolyn Reese. *CLA Journal* 28.1 (Sept. 1984): 102-109.
- Lewis, Vashti Crutcher. "The Declining Significance of the Mulatto Female as Major Character in the Novels of Zora Neale Hurston." *CLA Journal* 28.2 (Dec. 1984): 127-149.
- Walsh, Mary Ellen Williams. "*Invisible Man*: Ralph Ellison's Wasteland." *CLA Journal* 28.2 (Dec. 1984): 150-158.
- Cowan, S.A. "Philomela and Marie: A Note on *The Waste Land*." *CLA Journal* 28.2 (Dec. 1984): 159-163.

- Buncombe, Marie H. "Faire Florimell as Faire Game: The Virtuous Unmarried Woman in *The Faerie Queene* and *The Courtier*." *CLA Journal* 28.2 (Dec. 1984): 164-175.
- Kubitschek, Missy Dehn. "Eliot as Activist: Marriage and Politics in *Daniel Deronda*." *CLA Journal* 28.2 (Dec. 1984): 176-189.
- Thomas, Denis W. "Drunkeness in Thomas Hardy's Novels." *CLA Journal* 28.2 (Dec. 1984): 190-209.
- Yates, Mary Susan. "Changing Perspectives: The Vanishing 'Character' in Albee's Plays." *CLA Journal* 28.2 (Dec. 1984): 210-229.
- Smith, Robert P., Jr. "Publications by CLA Members: 1982-1983." *CLA Journal* 28.2 (Dec. 1984): 230-237.
- Fleissner, Robert F. Rev. of *The Quest for Sherlock Holmes: A Biographical Study of Arthur Conan Doyle*, by Owen Dudley Edwards. *CLA Journal* 28.2 (Dec. 1984): 238-242.
- Pyne-Timothy, Helen. "V.S. Naipaul and Politics: His View of Third World Societies in Africa and the Caribbean." *CLA Journal* 28.3 (March 1985): 247-262.
- Morris, Inez R. "African Sculpture Symbols in *Women in Love*." *CLA Journal* 28.3 (March 1985): 263-280.
- Smart, Ian I. "The Literary World of Quince Duncan: An Interview." *CLA Journal* 28.3 (March 1985): 281-298.
- Spector, Judith. "James Joyce's *Ulysses*: The Complete Masculine Aesthetic." *CLA Journal* 28.3 (March 1985): 299-313.
- Ajala, John D. "Similarities Between J.M. Synge's *Riders to the Sea* and F.G. Lorca's *Blood Wedding*." *CLA Journal* 28.3 (March 1985): 314-325.
- Coleman, James W. "Going Back Home: The Literary Development of John Edgar Wideman." *CLA Journal* 28.3 (March 1985): 326-343.
- Brathwaite, Rudolph L. "Samuel Johnson's *Life of Savage* and the Language of Reprieve." *CLA Journal* 28.3 (March 1985): 344-353.
- Kendrick, Gerald D. Rev. of *A Gathering of Old Men*, by Ernest J. Gaines. *CLA Journal* 28.3 (March 1985): 354-356.
- Duncan, Charles. Rev. of *Milton's Eve*, by Diane Kelsey McColley. *CLA Journal* 28.3 (March 1985): 357-360.
- Daniel, Walter C. Rev. of *Melvin B. Tolson, 1898-1966: Plain Talk and Poetic Prophecy*, by Robert M. Farnsworth. *CLA Journal* 28.3 (March 1985): 361-362.
- Middleton, Victoria. "*Sula*: An Experimental Life." *CLA Journal* 28.4 (June 1985): 367-381.
- Shelton, Frank W. "Alienation and Integration in Alice Walker's *The Color Purple*." *CLA Journal* 28.4 (June 1985): 382-392.
- Gray, Garry. "Iago's Metamorphosis." *CLA Journal* 28.4 (June 1985): 393-403.
- Cardullo, Bert. "The Friar's Flaw, the Play's Tragedy: The Experiment of *Romeo and Juliet*." *CLA Journal* 28.4 (June 1985): 404-414.
- Hodges, John O. "An Apprenticeship to Life and Art: narrative Design in Wright's *Black Boy*." *CLA Journal* 28.4 (June 1985): 415-433.
- Fleming, Robert E. "O'Neill's *The Hairy Ape* as a Source for *Native Son*." *CLA Journal* 28.4 (June 1985): 434-443.
- Jackson, Edward M. "Rabbit is Racist." *CLA Journal* 28.4 (June 1985): 444-451.
- Hearn, Rosemary. "Form as Argument in Edwards' 'Sinners in the Hands of an Angry God.'" *CLA Journal* 28.4 (June 1985): 452-459.
- Perry, Patsy B. "In Memoriam: A Tribute to W. Edward Farrison (1902-1985)." *CLA Journal* 28.4 (June 1985): 460-463.
- DeCosta-Willis, Miriam. Rev. of *No Crystal Stair: Visions of Race and Sex in Black Women's Fiction*, by Gloria Wade-Gayles. *CLA Journal* 28.4 (June 1985): 464-467.

- Mootry-Ikerionwu, Maria K. Rev. of *The Mojio Hands Call, I Must Go*, by Sterling D. Plump. *CLA Journal* 28.4 (June 1985): 468-472.
- Scott, Linda E. Rev. of *Drumbeats, Masks, and Metaphor*, by Genevieve Fabre. *CLA Journal* 28.4 (June 1985): 473-476.
- Higgins, Elizabeth J. Rev. of *Thomas Hardy and Women*, by Penny Boumelha. *CLA Journal* 28.4 (June 1985): 477-479.
- Booker, Coretta R. Rev. of *To Mister or Sarah Jean: Love Story*, by Rayfer Earle Mainor. *CLA Journal* 28.4 (June 1985): 480-483.
- Young, Ann Venture. "College Language Association Convention 1985: A Call to Celebrate." *CLA Journal* 29.1 (Sept. 1985): 1-8.
- Henry, Keith S. "An Assessment of Austin Clarke, West Indian-Canadian Novelist." *CLA Journal* 29.1 (Sept. 1985): 9-32.
- Bamikunle, Aderemi. "The Harlem Renaissance and White Critical Tradition." *CLA Journal* 29.1 (Sept. 1985): 33-51.
- Koprince, Susan J. "Femininity and the Harlem Experience: A Note on James Weldon Johnson." *CLA Journal* 29.1 (Sept. 1985): 52-56.
- Sharp, Richard D. "War and Pacifism in the Novels of Herman Melville." *CLA Journal* 29.1 (Sept. 1985): 57-81.
- Sisney, Mary F. "The Power and Horror of Whiteness; Wright and Ellison Respond to Poe." *CLA Journal* 29.1 (Sept. 1985): 82-90.
- Engel, Leonard W. "Identity and Enclosure in Edgar Allan Poe's 'William Wilson.'" *CLA Journal* 29.1 (Sept. 1985): 91-99.
- Brooks, A. Russell. Rev. of *The Sage in Harlem: H.L. Mencken and the Black Writers of the 1920's*, by Charles Scruggs. *CLA Journal* 29.1 (Sept. 1985): 100-105.
- Sistrunk-Krakue, Albertha. "Althea Romeo-Mark, *Two Faces, Two Phases*." *CLA Journal* 29.1 (Sept. 1985): 106-109.
- Lewis, Richard O. "Literary Conventions in the Novels of William Wells Brown." *CLA Journal* 29.2 (Dec. 1985): 129-156.
- Sekora, John. "Comprehending Slavery: Language and Personal History in Douglass' Narrative of 1845." *CLA Journal* 29.2 (Dec. 1985): 157-170.
- Bell, Ilona. "Ben Jonson's 'On My First Sonne.'" *CLA Journal* 29.2 (Dec. 1985): 171-184.
- Shaheen, Abdel-Rhman. "Two Beasts Talking Theology: John Dryden's *The Hind and the Panther*." *CLA Journal* 29.2 (Dec. 1985): 185-196.
- Clark, Michael. "James Baldwin's 'Sonny's Blues': Childhood, Light and Art." *CLA Journal* 29.2 (Dec. 1985): 197-205.
- Sheffey, Ruthe T. "Zora Neale Hurston's *Moses, Man of the Mountain*: A Fictionalized Manifesto of the Imperatives of Black Leadership." *CLA Journal* 29.2 (Dec. 1985): 206-220.
- Golden, Kenneth L. "Jung, Modern Dissociation, and Forster's *Howards End*." *CLA Journal* 29.2 (Dec. 1985): 221-231.
- Bostick, Herman F. "A Survey of Foreign Language Leadership in Predominantly Black Colleges and Universities." *CLA Journal* 29.2 (Dec. 1985): 232-242.
- Smith, Robert P., Jr. "Publications by CLA Members: 1984." *CLA Journal* 29.2 (Dec. 1985): 243-247.
- Ridge, George Ross Ridge. Rev. of *The Four Novels of Chinua Achebe*, by Benedict Chiaka Njoku. *CLA Journal* 29.2 (Dec. 1985): 248-249.
- Brown, Beth. Rev. of *The Watermelon Dress*, by Paulette Childress White, *Breaking Camp*, by Jill Witherspoon Boyer, *Elegies for Patrice*, by Kiari T.H. Cheatwood, and *Now is the Thing to Praise*, by Dolores Kendrick. *CLA Journal* 29.2 (Dec. 1985): 250-256.
- Smith, Gary. "A Hamlet Rives Us: The Sonnets of Melvin B. Tolson." *CLA Journal* 29.3 (March 1986): 261-275.

- Potter, Vilma R. "Race and Poetry: Two Anthologies of the Twenties." *CLA Journal* 29.3 (March 1986): 276-287.
- Noyes, Sylvia G. "A Particular Patriotism in Jean Toomer's 'York Beach.'" *CLA Journal* 29.3 (March 1986): 288-294.
- Wyatt, Bryant N. "Cooper's Leatherstocking: Romance and the Limits of Character." *CLA Journal* 29.3 (March 1986): 295-308.
- Kearney, Martin F. "Hawthorne's Beatrice Rappaccini: Unlocking Her Paradoxical Nature with a Shelleyean Key." *CLA Journal* 29.3 (March 1986): 309-317.
- McCully, Michael. "Beyond 'The Convent and the Cottage': A Reconsideration of Disraeli's *Sybil*." *CLA Journal* 29.3 (March 1986): 318-335.
- Bartsch, Friedemann K. "Brother to Dragons: The Burden of Innocence." *CLA Journal* 29.3 (March 1986): 336-351.
- Feldman, Robert L. "In Defense of Reverend Hightower: It is Never too Late." *CLA Journal* 29.3 (March 1986): 352-367.
- Higgins, Elizabeth J. Rev. of *Charlotte Bronte: The Self Conceived*, by Helene Moglen. *CLA Journal* 29.3 (March 1986): 368-371.
- Berry, Jay R. Rev. of *Countee Cullen*, by Alan R. Shucard. *CLA Journal* 29.3 (March 1986): 372-377.
- Brown, Beth. Rev. of *A Daughter's Geography*, by Ntozake Shange. *CLA Journal* 29.3 (March 1986): 378-386.
- Brown, Beth. Rev. of *Black Women Writers at Work*, by Claudia Tate. *CLA Journal* 29.3 (March 1986): 378-386.
- Brown, Beth. Rev. of *Our Nig; Or, Sketches from the Life of a Free Black*, by Harriet E. Wilson, ed. Henry Louis Gates. *CLA Journal* 29.3 (March 1986): 378-386.
- Young, Ann Venture. "The College Language Association: Past, Present, Future Perfect." *CLA Journal* 29.4 (June 1986): 391-399.
- Barksdale, Richard K. "Castration Symbolism in Recent Black American Fiction." *CLA Journal* 29.4 (June 1986): 400-413.
- Varsava, Jerry A. "Escape from Lethe: 'Unforgetting' in H. Boll's *Billiards at Half-Past Nine*." *CLA Journal* 29.4 (June 1986): 414-423.
- Burrison, William. "Another Look at *Laud Today*: Richard Wright's Tricky Apprenticeship." *CLA Journal* 29.4 (June 1986): 424-441.
- Rice, Herbert W. "An Incomplete Circle: Repeated Images in Part Two of *Cane*." *CLA Journal* 29.4 (June 1986): 442-461.
- Welch, Dennis M. "Queen Mab and *An Essay on Man*: Scientific Prophecy versus Theodicy." *CLA Journal* 29.4 (June 1986): 462-482.
- Sheffey, Ruthe T. "In Memoriam: A Tribute to Professor Robert A. Smith (October 22, 1909-February 18, 1986)." *CLA Journal* 29.4 (June 1986): 483-485.
- Fleissner, Robert F. Rev. of *...And Ladies of the Club*, by Helen Hooven Santmyer. *CLA Journal* 29.4 (June 1986): 486-489.
- Higgins, Elizabeth J. Rev. of *Vision in Spring*, Introduction by Judith Sensibar, by William Faulkner. *CLA Journal* 29.4 (June 1986): 490-492.
- Higgins, Elizabeth J. Rev. of *The Origin of Faulkner's Art*, by Judith Sensibar. *CLA Journal* 29.4 (June 1986): 490-492.
- Warner, Keith Q. Rev. of *Street Life: Afro-American Culture in Urban Trinidad*, by Michael Lieber. *CLA Journal* 29.4 (June 1986): 493-496.
- Crosta, Suzanne. Rev. of *An Introduction to the French Caribbean Novel*, by Beverley Ormerod. *CLA Journal* 29.4 (June 1986): 497-500.
- Harris, Norman. "The Black Universe in Contemporary Afro-American Fiction." *CLA Journal* 30.1 (Sept. 1986): 1-13.

- Washington, Gladys J. "A World Made Cunningly: A Closer Look at Ann Petry's Short Fiction." *CLA Journal* 30.1 (Sept. 1986): 14-29.
- Turner, Doris J. "Black Theater in a 'Racial Democracy': The Case of the Brazilian Black Experimental Theater." *CLA Journal* 30.1 (Sept. 1986): 30-45.
- Smith, Robert P., Jr. "Rereading *Banjo*: Claude McKay and the French Connection." *CLA Journal* 30.1 (Sept. 1986): 46-58.
- Bauman, Michael E. "Heresy in Paradise and the Ghosts of Readers Past." *CLA Journal* 30.1 (Sept. 1986): 59-68.
- Ohayon, Ruth. "Rousseau's Julie; or, the Maternal Odyssey." *CLA Journal* 30.1 (Sept. 1986): 69-82.
- Goldfarb, Russell M. "Rosamond Vincy of *Middlemarch*." *CLA Journal* 30.1 (Sept. 1986): 83-99.
- Sheffey, Ruthe T. "In Memoriam: A Tribute to Dr. Therman B. O'Daniel in Behalf of the College Language Association." *CLA Journal* 30.1 (Sept. 1986): 100-101.
- Alston, Francis M. "In Memoriam: A Tribute to Dr. Therman B. O'Daniel in Behalf of the Zora Neal Hurston Society." *CLA Journal* 30.1 (Sept. 1986): 102-103.
- Mitchell, Louis D. Rev. of *The Life of Jane Austen*, by John Halperin, and *Letters to Alice: On First Reading Jane Austen*, by Fay Weldon. *CLA Journal* 30.1 (Sept. 1986): 104-106.
- Abanime, E.P. "Ideologies of Race and Sex in Literature: Racism and Antiracism in the African-Francophone Novel." *CLA Journal* 30.2 (Dec. 1986): 125-143.
- Hawkins, Hunt "Aime Cesaire's Lesson About Decolonization in *La Tragedie du Roi Christophe*." *CLA Journal* 30.2 (Dec. 1986): 144-153.
- Jackson, Richard L. "The Human Legacy of Black Latin-American Literature." *CLA Journal* 30.2 (Dec. 1986): 154-170.
- Noguchi, Rei R. "Linguistic Description and Literary Interpretation." *CLA Journal* 30.2 (Dec. 1986): 171-183.
- Mustazza, Leonard. "To Hear New Utterance Flow: Human Language Before the Fall in Milton's *Paradise Lost*." *CLA Journal* 30.2 (Dec. 1986): 184-209.
- Wheeler, David M. "John Dennis and the Religious Sublime." *CLA Journal* 30.2 (Dec. 1986): 210-218.
- Ikeler, A. Abbott. "That Peculiar Book: Critics, Common Readers, and *The Way We Live Now*." *CLA Journal* 30.2 (Dec. 1986): 219-240.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1985-1986." *CLA Journal* 30.2 (Dec. 1986): 241-251.
- Higgins, Elizabeth J. Rev. of *The Transitive Vampire: A Handbook of Grammar for the Innocent, the Eager and the Damned*, by Karen Elizabeth Gordon. *CLA Journal* 30.2 (Dec. 1986): 252-253.
- Dorsey, David F., Jr. Rev. of *Newspaper Columns*, by W.E.B. Du Bois, comp. and ed. Herbert Aptheker. *CLA Journal* 30.2 (Dec. 1986): 254-258.
- Hansell, William H. "The Uncommon Commonplace in the Early Poems of Gwendolyn Brooks." *CLA Journal* 30.3 (March 1987): 261-277.
- Mootry, Maria K. "'Chocolate Mabbie' and 'Pearl May Lee': Gwendolyn Brooks and the Ballad Tradition." *CLA Journal* 30.3 (March 1987): 278-293.
- Slotkin, Alan R. "The Language of social Interactions: The Idiolect of Willie Stark in Robert Penn Warren's *All the King's Men*." *CLA Journal* 30.3 (March 1987): 294-306.
- Nilsen, Helge N. "Saul Bellow and Transcendentalism: From *The Victim to Herzog*." *CLA Journal* 30.3 (March 1987): 307-327.
- Hubbard, Dolan. "The Black Preacher Tale as Cultural Biography." *CLA Journal* 30.3 (March 1987): 328-342.
- Ferebee, Steve. "Bridging the Gulf: The Reader In and Out of Virginia Woolf's Literary Essays." *CLA Journal* 30.3 (March 1987): 343-361.
- Marsh-Lockett, Carol. "Ben Jonson's *Haddington Masque* and *The Masque of Queenes*: Stuart England and the Notion of Order." *CLA Journal* 30.3 (March 1987): 362-378.

- Evans, Robert C. "Literature as Equipment for Living: Ben Jonson and the Poetics of Patronage." *CLA Journal* 30.3 (March 1987): 379-394.
- Goggans, William J. Rev. of *The World of Toni Morrison*, by Bessie W. Jones and Audrey L. Vinson. *CLA Journal* 30.3 (March 1987): 395-398.
- Walker, Robbie J. "Coping Strategies of the Women in Alice Walker's Novels: Implications for Survival." *CLA Journal* 30.4 (June 1987): 401-418.
- Buncombe, Marie H. "Androgyny as Metaphor in Alice Walker's Novels." *CLA Journal* 30.4 (June 1987): 419-427.
- Condit, John H. "Pulling a Chesnutt Out of the Fire: 'Hot-Foot Hannibal.'" *CLA Journal* 30.4 (June 1987): 428-437.
- Burnette, R.V. "Charles W. Chesnutt's *The Conjure Woman* Revisited." *CLA Journal* 30.4 (June 1987): 438-453.
- Brabham, Robin. "To the 'Tip-Top Belles' of Mecklenburg County: Two Acrostics by George Moses Horton." *CLA Journal* 30.4 (June 1987): 454-460.
- Allen, Alma C. "Remarques sur *Beatrice du Congo* de Bernard Dadie." *CLA Journal* 30.4 (June 1987): 461-471.
- Kolin, Phillip C. "Cars and Traveling in *The Death of Bessie Smith*." *CLA Journal* 30.4 (June 1987): 472-480.
- Viguers, Susan T. "Art and Reality in George Peele's *The Araygnement of Paris* and *David and Bethsabe*." *CLA Journal* 30.4 (June 1987): 481-500.
- Higgins, Elizabeth J. Rev. of *Dickens and Women*, by Michael Slater. *CLA Journal* 30.4 (June 1987): 501-508.
- Tracy, Steven C. Rev. of *A Companion to Melville Studies*, ed. John Bryant. *CLA Journal* 30.4 (June 1987): 509-514.
- Kelly, Ernece B. Rev. of *Dessa Rose*, by Sherley Anne Williams. *CLA Journal* 30.4 (June 1987): 515-518.
- Buncombe, Marie H. "Legacy from the Past, Agenda for the Future: The College Language Association, 1937-1987." *CLA Journal* 31.1 (Sept. 1987): 1-11.
- Bruce, D. Dickson, Jr. "The South in Afro-American Poetry, 1877-1915." *CLA Journal* 31.1 (Sept. 1987): 12-30.
- Umeh, Marie A. "A Comparative Study of the Idea of Motherhood in Two Third World Novels." *CLA Journal* 31.1 (Sept. 1987): 31-43.
- Chambers, Kimberly R. "Right on Time: History and Religion in Alice Walker's *The Color Purple*." *CLA Journal* 31.1 (Sept. 1987): 44-62.
- Mudimbe-Boyi, M. Elisabeth. "Quest and Spiritual Itinerary in the Francophone-African Novel." *CLA Journal* 31.1 (Sept. 1987): 63-76.
- Parsons, Robert A. "Mirror Symbolism in Carlos Fuentes' *Terra nostra*." *CLA Journal* 31.1 (Sept. 1987): 77-86.
- Law, Joe K. "The Prima Donnas of *Vanity Fair*." *CLA Journal* 31.1 (Sept. 1987): 87-110.
- Dorsey, David F. "Romance and Revolution in Three African Novels." *CLA Journal* 31.2 (Dec. 1987): 131-153.
- Mason, Julian. "James Weldon Johnson: A Southern Writer Resists the South." *CLA Journal* 31.2 (Dec. 1987): 154-169.
- Harty, Kevin J. "Ionesco and Semiramis." *CLA Journal* 31.2 (Dec. 1987): 170-177.
- Gervin, Mary A. "Don Quixote as an Existential Hero." *CLA Journal* 31.2 (Dec. 1987): 178-188.
- Carr, Glynis. "Storytelling as *Bildung* in Zora Neale Hurston's *Their Eyes Were Watching God*." *CLA Journal* 31.2 (Dec. 1987): 189-200.
- Aldridge, June M. "Benin to Beal Street: African Art in the Poetry of Margaret Danner." *CLA Journal* 31.2 (Dec. 1987): 201-209.

- Klotman, Phyllis R. "A Harrowing Experience: Frank Yerby's First Novel to Film." *CLA Journal* 31.2 (Dec. 1987): 210-222.
- Mitchell, Louis D. "Command Performances During the Reign of George II." *CLA Journal* 31.2 (Dec. 1987): 223-239.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1986-87." *CLA Journal* 31.2 (Dec. 1987): 240-245.
- Smith, Robert P., Jr. "An Exemplary Life: A Tribute to Will Mercer Cook (1903-1987)." *CLA Journal* 31.2 (Dec. 1987): 246-249.
- Higgins, Elizabeth J. "George Ross Ridge and Benedict Chiaka Njoku, *The Christian Tragic Hero in French and English Literature*." *CLA Journal* 31.2 (Dec. 1987): 250-255.
- Reed, Dennis. "Toni Morrison, *Beloved*." *CLA Journal* 31.2 (Dec. 1987): 256-258.
- Thornton, Jerome E. "'Goin' on de Muck': The Paradoxical Journey of the Black American Hero." *CLA Journal* 31.3 (March 1988): 261-280.
- Wessling, Joseph H. "Narcissism in Toni Morrison's *Sula*." *CLA Journal* 31.3 (March 1988): 281-289.
- Harper, Mary T. "From Sons to Fathers: Ernest Gaines' *A Gathering of Old Men*." *CLA Journal* 31.3 (March 1988): 299-308.
- Chase, Dennis. "Pass the Peek Freans, Please: Some Food for Thought in Composition Classes." *CLA Journal* 31.3 (March 1988): 309-323.
- Bruner, Charlotte H. "First Novels of Girlhood." *CLA Journal* 31.3 (March 1988): 324-338.
- Pfaff, Francoise. "Enchantment and Magic in Two Novels by Aminata Sow Fall." *CLA Journal* 31.3 (March 1988): 339-359.
- Coleman, Arthur. "Hawthorne's Pragmatic Fantasies." *CLA Journal* 31.3 (March 1988): 360-372.
- Coles, Robert A. "Richard Wright's Synthesis." *CLA Journal* 31.4 (June 1988): 375-393.
- German, Norman. "Imagery in the 'Battle Royal' Chapter of Ralph Ellison's *Invisible Man*." *CLA Journal* 31.4 (June 1988): 394-399.
- Shaw, Brenda R. "An Interview with Richard K. Barksdale." *CLA Journal* 31.4 (June 1988): 400-411.
- Diedrich, Maria. "The Characterization of Native Americans in the Antebellum Slave Narrative." *CLA Journal* 31.4 (June 1988): 412-435.
- Bush, Roland E. "Old World Sinners, New World Penitents: Gide, Sartre, Alejo Carpentier and the Tradition of Confessional Narrative." *CLA Journal* 31.4 (June 1988): 436-454.
- Obuchowski, Peter A. "Technique and Meaning in Melville's *Israel Potter*." *CLA Journal* 31.4 (June 1988): 455-471.
- Billigheimer, Rachel V. "The Living in Joyce's 'The Dead'." *CLA Journal* 31.4 (June 1988): 472-483.
- Reckley, Ralph, Sr. "The Vinculum Factor: 'Seventh Street' and 'Robert' in Jean Toomer's *Cane*." *CLA Journal* 31.4 (June 1988): 484-419.
- Estes-Hicks, Onita. Rev. of *The Lives of Jean Toomer: A Hunger for Wholeness*, by Cynthia Earl Kerman and Richard Eldridge. *CLA Journal* 31.4 (June 1988): 420-498.
- Buncombe, Marie H. "CLA's Second Half-Century: Language and Literature in the Black Diaspora." *CLA Journal* 32.1 (Sept. 1988): 1-9.
- Garren, Samuel B. "Playing the Wishing Game: Folkloric Elements in William Attaway's *Blood on the Forge*." *CLA Journal* 32.1 (Sept. 1988): 10-22.
- Meyer, William E.H., Jr. "American and English Literature: Vision and Lyricism in Internecine Warfare." *CLA Journal* 32.1 (Sept. 1988): 23-37.
- Warner, Keith Q. "Emasculation on the Plantation: A Reading of Joseph Zobel's *La Rue Cases-Negres*." *CLA Journal* 32.1 (Sept. 1988): 38-44.
- Smith, Arlette M. "Maryse Condé's *Hérémakhonon*: A Triangular Structure of Alienation." *CLA Journal* 32.1 (Sept. 1988): 45-54.
- Tracy, Steven C. "'Midnight Ruffles of Cat-Gut Lace': The Boogie Poems of Langston Hughes." *CLA Journal* 32.1 (Sept. 1988): 55-68.

- Bieganowski, Ronald. "James Baldwin's Vision of Otherness in "Sonny's Blues" and *Giovanni's Room*." *CLA Journal* 32.1 (Sept. 1988): 69-80.
- Hall, Joan W. "Loving Brothers' and 'Excellent Lords': The 'Epistles Dedicatorie' to Bacon's *Essays*." *CLA Journal* 32.1 (Sept. 1988): 81-90.
- Rogal, Samuel J. "The Earl of Rochester: 'Why Am I No Poet of the Times?'" *CLA Journal* 32.1 (Sept. 1988): 91-102.
- Thorpe, Annette P. Rev. of *Alice Malsenior, An Annotated Bibliography: 1968-86*, by Lois and Darnell Pratt. *CLA Journal* 32.1 (Sept. 1988): 103-104.
- Slade, Leonard A., Jr. Rev. of *Octavia and Other Poems*, by Naomi Long Madgett. *CLA Journal* 32.1 (Sept. 1988): 105-106.
- MacKethan, Lucinda H. "Black Boy and Ex-Colored Man: Version and Inversion of the Slave Narrator's Quest for Voice." *CLA Journal* 32.2 (Dec. 1988): 123-147.
- Peters, Erskine. "The Theme of Madness in the Plays of Derek Walcott." *CLA Journal* 32.2 (Dec. 1988): 148-169.
- Schultz, Elizabeth A. "The Illumination of Darkness Affinities Between *Moby Dick* and *Invisible Man*." *CLA Journal* 32.2 (Dec. 1988): 170-200.
- Fleissner, Robert F. "On Straightening Out Yeats's 'Rough Beast.'" *CLA Journal* 32.2 (Dec. 1988): 201-208.
- Hassan, Dolly Z. "The Messianic Leader in V.S. Naipaul's West Indian Works." *CLA Journal* 32.2 (Dec. 1988): 209-224.
- Herry, Jay R., Jr. "Poetic Style in Amiri Baraka's *Black Art*." *CLA Journal* 32.2 (Dec. 1988): 225-234.
- Austin, Addell P. "The Opportunity and Crisis Literary Contests, 1924-1927." *CLA Journal* 32.2 (Dec. 1988): 235-246.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1987-88." *CLA Journal* 32.2 (Dec. 1988): 247-255.
- Higgins, Elizabeth J. Rev. of *Arthur Miller*, ed. Harold Bloom, and *James Baldwin*, ed. Harold Bloom. *CLA Journal* 32.2 (Dec. 1988): 256-262.
- "In Memoriam." *CLA Journal* 32.2 (Dec. 1988): 263.
- Berret, Anthony J. "Toni Morrison's Literary Jazz." *CLA Journal* 32.3 (March 1989): 267-283.
- Story, Ralph D. "Patronage and the Harlem Renaissance: You Get What You Pay For." *CLA Journal* 32.3 (March 1989): 284-295.
- LeSeur, Geta J. "Claude McKay's Romanticism." *CLA Journal* 32.3 (March 1989): 296-308.
- Santora, Patricia B. "The Life of Kenneth Felnxner Fearing (1902-1961)." *CLA Journal* 32.3 (March 1989): 309-322.
- Abamine, E.P. "German-French Sexual Encounters of the Franco-Prussian War Period in the Fiction of Guy de Maupassant." *CLA Journal* 32.3 (March 1989): 323-334.
- Croft, Lee B. "Spontaneous Human Combustion in Literature: Some Examples of the Literary Use of Popular Mythology." *CLA Journal* 32.3 (March 1989): 335-347.
- Gamble, David E. "Pragmatic Sympathy in Austen and Eliot." *CLA Journal* 32.3 (March 1989): 348-360.
- Rauls, Margie. "The Image of Echo and Reverberation in *Macbeth*." *CLA Journal* 32.3 (March 1989): 361-372.
- Bostick, Herman F. "Slim Numbers Getting Slimmer: Declining Enrollment of Black Americans in Graduate Education." *CLA Journal* 32.3 (March 1989): 373-378.
- Barksdale, Richard K. Rev. of *Another Black Voice: A Different Drummer*, by Leonard A. Slade. *CLA Journal* 32.3 (March 1989): 379-381.
- Davis, James J. Rev. of *Poems of Exile and Other Concerns: A Bilingual Selection of the Poetry Written by Dominicans in the United States*, by Daisy Cocco de Fillipis and Emma Jane Robinett. *CLA Journal* 32.3 (March 1989): 382-384.

- Holloway, Clayton G. Rev. of "De Lawd": *Richard B. Harrison and the Green Pastures*, by Walter C. Daniel. *CLA Journal* 32.3 (March 1989): 385-389.
- Smith, Gary. "The Literary Ballads of Sterling A. Brown." *CLA Journal* 32.4 (June 1989): 393-409.
- Courage, Richard A. "James Baldwin's *Go Tell It on The Mountain*: Voices of a People." *CLA Journal* 32.4 (June 1989): 410-425.
- Fleming, Robert E. "Ellison's Black Archetypes: The Founder, Bledsoe, Ras, and Rinehart." *CLA Journal* 32.4 (June 1989): 426-432.
- Okafor, Clement A. "Chinua Achebe His Novels and the Environment." *CLA Journal* 32.4 (June 1989): 433-442.
- Sedlak, Valerie F. "'A World of Their Own': Narrative Distortion and Fictive Exemplification in the Portrayal of Women in *Heart of Darkness*." *CLA Journal* 32.4 (June 1989): 443-465.
- Masure-Williams, Monique. "In Defense of Henry de Montherlant's *Don Juan*." *CLA Journal* 32.4 (June 1989): 466-483.
- Hunt, Maurice. "Love, Disguise, and Knowledge in *Twelfth Night*." *CLA Journal* 32.4 (June 1989): 484-493.
- Barnett, Carol H. "The 'Children of the Brain' and 'All Devouring' Time: Swift on Books." *CLA Journal* 32.4 (June 1989): 494-512.
- Higgins, Elizabeth J. Rev. of *British Modernist Fiction, 1920 to 1945*, ed. Harold Bloom. *CLA Journal* 32.4 (June 1989): 513-520.
- Andrews, Larry R. "Black Sisterhood in Gloria Naylor's Novels." *CLA Journal* 33.1 (Sept. 1989): 1-25.
- Bryan, Violet H. "The Sense of Place in Naipaul's *A House for Mr. Biswas* and *Guerrillas*." *CLA Journal* 33.1 (Sept. 1989): 26-35.
- Mason, Ernest D. "Attraction and Repulsion: Huck Finn, 'Nigger' Jim, and Black Americans Revisited." *CLA Journal* 33.1 (Sept. 1989): 36-48.
- Gougeon, Len. "Thoreau and Emerson as Prose Stylists: A Computer Analysis." *CLA Journal* 33.1 (Sept. 1989): 49-57.
- Mason, David. "The Allure of Milton's 'Lycidas.'" *CLA Journal* 33.1 (Sept. 1989): 58-72.
- Bogus, S. Diane. "An Authorial Tie-Up: The Wedding of Symbol and Point of View in Toni Morrison's *Sula*." *CLA Journal* 33.1 (Sept. 1989): 73-80.
- Alexander, Harriet S. "Toni Morrison: An Annotated Bibliography of Critical Articles and Essays, 1975-1984." *CLA Journal* 33.1 (Sept. 1989): 81-93.
- Dorn, Alfred. Rev. of *Ascending the Prufrockian Stair: Studies in a Dissociated Sensibility*, by Robert F. Fleissner. *CLA Journal* 33.1 (Sept. 1989): 94-100.
- Fetrow, Fred M. "Minority Reporting and Psychic Distancing in the Poetry of Robert Hayden." *CLA Journal* 33.2 (Dec. 1989): 117-129.
- Espulgas, Celia. "*Winesburg, Ohio*: An Existential Microcosm." *CLA Journal* 33.2 (Dec. 1989): 130-144.
- Cooper, Barbara E. "Milkman's Search for Family in Toni Morrison's *Song of Solomon*." *CLA Journal* 33.2 (Dec. 1989): 145-156.
- De Arman, Charles. "The Black Image in the Black Mind; Or, *Flight to Canada*." *CLA Journal* 33.2 (Dec. 1989): 157-177.
- Husni, Khalil. "*White Jacket*: The Double Identity of the Hero-Narrator." *CLA Journal* 33.2 (Dec. 1989): 178-188.
- Hattenhauer, Darryl. "The Confident Man: The Narrator of Melville's 'The Lightning-Rod Man.'" *CLA Journal* 33.2 (Dec. 1989): 189-202.
- Larrier, Renee. "Haitian Writers and the American Occupation: Literary Responses to a Political Crisis." *CLA Journal* 33.2 (Dec. 1989): 203-214.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1988-89." *CLA Journal* 33.2 (Dec. 1989): 215-225.

- Mitchell, Louis D. Rev. of *De Toqueville: A Biography*, by Andre Jardin, trans. Andre Davis. *CLA Journal* 33.2 (Dec. 1989): 226-228.
- Higgins, Elizabeth J. Rev. of *Poetry in the Age of Democracy: The Literary Criticism of Matthew Arnold*, by Mary Willis Schneider. *CLA Journal* 33.2 (Dec. 1989): 229-232.
- Johnson, Robert C. and Heanon M. Wilkins. "A Tribute to Marian Musgrave (1923-1988)." *CLA Journal* 33.2 (Dec. 1989): 233-235.
- Wilson, Matthew. "The Circles of History in John Edgar Wideman's *The Homewood Trilogy*." *CLA Journal* 33.3 (March 1990): 239-259.
- Butler, Robert J. "The Plunge into Pure Duration: Bergsonian Visions of Time in Ellison's *Invisible Man*." *CLA Journal* 33.3 (March 1990): 260-279.
- Graham, Maryemma. "Bearing Witness in Black Chicago: A View of Selected Fiction by Richard Wright, Frank London Brown, and Ronald Fair." *CLA Journal* 33.3 (March 1990): 280-287.
- Castellitto, George P. "Paradise in Wallace Stevens' 'Sunday Morning' and 'Esthetique du Mal.'" *CLA Journal* 33.3 (March 1990): 298-307.
- Breslaw, Elaine G. "An Affirmation of Scottish Nationalism: The Eighteenth-Century Easy Club." *CLA Journal* 33.3 (March 1990): 308-329.
- Howard, H. Wendell. "A Rereading of Ben Jonson's 'Song to Celia.'" *CLA Journal* 33.3 (March 1990): 330-341.
- Kraft, Eugene. Rev. of *Inspiring Influences: Tradition, Revision, and Afro-American Women's Novels*, by Michael Awkward. *CLA Journal* 33.3 (March 1990): 342-346.
- Miller, Jeanne-Marie A. "Georgia Douglas Johnson and May Miller: Forgotten Playwrights of the New Negro Renaissance." *CLA Journal* 33.4 (June 1990): 349-366.
- Buckner, B. Dilla. "Folkloric Elements in Margaret Walker's Poetry." *CLA Journal* 33.4 (June 1990): 367-377.
- Bryant, Earle V. "The Transfiguration of Personality in Richard Wright's 'The Man Who Lived Underground.'" *CLA Journal* 33.4 (June 1990): 378-393.
- Derakhshesh, Derayeh. "Les Noirs' Dans Les Oeuvres de Paul Morand." *CLA Journal* 33.4 (June 1990): 394-401.
- Gogol, Miriam. "The 'Genius': Dreiser's Testament to Convention." *CLA Journal* 33.4 (June 1990): 402-414.
- Daniel, Walter C. "W.E.B. Du Bois' First Efforts as a Playwright." *CLA Journal* 33.4 (June 1990): 415-427.
- Christophe, Marc-A. "Jeanne Duval: Baudelaire's Black Venus or Baudelaire's Demon?" *CLA Journal* 33.4 (June 1990): 428-439.
- Chavkin, Allan. "The Failure of Unity in Coleridge's 'The Eolian Harp.'" *CLA Journal* 33.4 (June 1990): 440-447.
- Monteiro, George. Rev. of *A Rose by Another Name: A Survey of Literary Flora from Shakespeare to Eco*, by Robert F. Fleissner. *CLA Journal* 33.4 (June 1990): 448-450.
- Higgins, Elizabeth J. Rev. of *Orchid*, by George Onakkoor, trans. K.C. Eapen. *CLA Journal* 33.4 (June 1990): 451-453.
- Pfaff, Françoise. "Myriam Warner-Vieyra, Femme echouees." *CLA Journal* 33.4 (June 1990): 454-458.
- Lambo, John A. "Wole Soyinka's 'Idanre': A Study in the Archetypal Image of the Woman and God." *CLA Journal* 34.1 (Sept. 1990): 1-23.
- Sistrunk-Krakue, Albertha. "The Significance of Female Characters in *Invisible Man*." *CLA Journal* 34.1 (Sept. 1990): 23-31.
- Grigsby, John L. "The Poisonous Snake in the Garden: Racism in the Agrarian Movement." *CLA Journal* 34.1 (Sept. 1990): 32-43.
- Taylor, Willene P. "The Blindness Motif in Richard Wright's *Native Son*." *CLA Journal* 34.1 (Sept. 1990): 44-58.

- Estes-Hicks, Onita. "The Quest for a Place in Two Mississippi Autobiographies: *Black Boy* and *Coming of Age in Mississippi*." *CLA Journal* 34.1 (Sept. 1990): 59-67.
- Chauhan, P.S. "Rereading Claude McKay." *CLA Journal* 34.1 (Sept. 1990): 68-80.
- Bush, Roland E. "Tragic Versus Comic Vision: Joseph Conrad's *Heart of Darkness* and Camara Laye's *Le Regard du Roi*." *CLA Journal* 34.1 (Sept. 1990): 81-98.
- Hurd, Myles R. "Chaucer and the Imagery of Woe: The Blind Briton and the Veiled Child in the 'Man of Law's Tale.'" *CLA Journal* 34.1 (Sept. 1990): 99-107.
- Kraft, Eugene. Rev. of *The Philosophy of Alain Locke: Harlem Renaissance and Beyond*, ed. Leonard Harris. *CLA Journal* 34.1 (Sept. 1990): 108-111.
- Shipley, Maurice. Rev. of *The Beauty of Blackness*, by Leonard Slade. *CLA Journal* 34.1 (Sept. 1990): 112-117.
- Higgins, Elizabeth J. Rev. of *Victorian Fiction*, by Harold Bloom. *CLA Journal* 34.1 (Sept. 1990): 118-121.
- Ajala, John D. "The Beggars' Strike: Aminata Sow Fall as a Spokeswoman for the Underprivileged." *CLA Journal* 34.2 (Dec. 1990): 137-152.
- Fracasso, Evelyn E. "Exploring the "Nightmare Landscape": Didion's Use of Technique in *Play It as It Lays*." *CLA Journal* 34.2 (Dec. 1990): 153-160.
- Centola, Steven R. "Redefining the American Dream: Ann Beattie and the Pursuit of Happiness." *CLA Journal* 34.2 (Dec. 1990): 161-173.
- Smyth, William D. "Water: A Recurring Image in Frederick Douglass' *Narrative*." *CLA Journal* 34.2 (Dec. 1990): 174-187.
- Joseph, Mary. "Suicide in Henry James's Fiction: A Sociological Analysis." *CLA Journal* 34.2 (Dec. 1990): 188-211.
- Orlov, Paul A. "Psychology, Style, and the Cityscape in Stephen Crane's *George's Mother*." *CLA Journal* 34.2 (Dec. 1990): 212-227.
- Beck, William J. "The Obscure Montaigne: The Quotation, The Addition, and the Footnote." *CLA Journal* 34.2 (Dec. 1990): 228-252.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1989-90." *CLA Journal* 34.2 (Dec. 1990): 253-261.
- Davis, James J. and James Earl Norman. "A Tribute to Leslie N. Wilson (1923-1988)." *CLA Journal* 34.2 (Dec. 1990): 262-264.
- Davies, Carole Boyce. "Private Selves and Public Spaces: Autobiography and the African Woman Writer." *CLA Journal* 34.3 (March 1990): 267-289.
- Collins, Grace E. "Narrative Structure in *Linden Hills*." *CLA Journal* 34.3 (March 1990): 290-300.
- Lewis, Marvin A. "Contemporary Afro-Dominican Poetry: The Example of Blas R. Jimenez." *CLA Journal* 34.3 (March 1990): 301-316.
- Carlton-Alexander, Sandra. "Arna Bontemps: The Novelist Revisited." *CLA Journal* 34.3 (March 1990): 317-330.
- Faulkner, Howard J. "*Mules and Men*: Fiction as Folklore." *CLA Journal* 34.3 (March 1990): 331-339.
- Hansell, William H. "Miss Lonelyhearts: A Sculptor Grown Angry with His Clay." *CLA Journal* 34.3 (March 1990): 340-353.
- Pribeck, Thomas. "A Note on the Winds of Walden." *CLA Journal* 34.3 (March 1990): 354-363.
- Braxton, Phyllis Natalie. "Magnetism in Shakespeare's *Merchant of Venice*." *CLA Journal* 34.3 (March 1990): 364-370.
- Priest, Dale G. "'Or Else This Is a Dream': Ambivalence and Madness in *Twelfth Night*." *CLA Journal* 34.3 (March 1990): 371-383.
- Boldridge, Effie J. Rev. of *Homespun Images: An Anthology of Black Memphis Writers and Artists*, eds. Miriam DeCosta-Willis, Fannie Delk, and Phillip Dotson. *CLA Journal* 34.3 (March 1990): 384-388.
- Babihha, Thaddeo K. "In Defense of Medza's Father." *CLA Journal* 34.4 (June 1991): 391-413.

- Meyer, William E.H., Jr. "Ernest J. Gaines and the Black Child's Sensory Dilemma." *CLA Journal* 34.4 (June 1991): 414-425.
- Friedman, Lawrence S. "Puritan Self-Fashioning in *The Needle's Eye*." *CLA Journal* 34.4 (June 1991): 426-435.
- Moore, John D. "Emphasis and Suppression in Stevenson's *Treasure Island*: Fabrication of the Self in Jim Hawkins' Narrative." *CLA Journal* 34.4 (June 1991): 436-452.
- Montgomery, Maxine L. "Racial Armageddon: The Image of Apocalypse in Richard Wright's *Native Son*." *CLA Journal* 34.4 (June 1991): 453-466.
- Singh, Brijraj. "Pope's Belinda: A Feminist Rereading." *CLA Journal* 34.4 (June 1991): 467-485.
- Scales, Jean Norris. "The Ironic Smile: Pushkin's 'The Queen of Spades' and James' 'The Aspern Papers.'" *CLA Journal* 34.4 (June 1991): 486-490.
- Higgins, Elizabeth J. Rev. of *Edwardian and Georgian Fiction, 1880-1914*, ed. Harold Bloom. *CLA Journal* 34.4 (June 1991): 491-497.
- Ojaide, Tanure. "The Half Brother of the Black Jew: The Poet's Persona in the Poetry of Syl Cheney-Coker." *CLA Journal* 35.1 (Sept. 1991): 1-14.
- Smart, Ian I. "*Changó, El Gran Putas* as Liberation Literature." *CLA Journal* 35.1 (Sept. 1991): 15-30.
- Fetzer, Glenn W. "Women's Search for Voice and the Problem of Knowing in the Novels of Mariama Ba." *CLA Journal* 35.1 (Sept. 1991): 31-41.
- Hurd, Myles Raymond. "Between Blackness and Bitonality: Wright's 'Long Black Song.'" *CLA Journal* 35.1 (Sept. 1991): 42-56.
- Jackson, Fleda Brown. "Reconciliation and Optimism in Twain's 'Mysterious Stranger' Manuscripts." *CLA Journal* 35.1 (Sept. 1991): 57-71.
- Blann, Robinsnson. "Flirting with Freedom While Dodging the Censor: How Byron Got *Don Juan* Started." *CLA Journal* 35.1 (Sept. 1991): 72-92.
- Loggins, Vernon P. "Rhetoric and Action in *Troilus and Cressida*." *CLA Journal* 35.1 (Sept. 1991): 93-108.
- Kraft, Eugene. Rev. of Anne, *the White Woman in Contemporary African-American Fiction: Archetypes, Stereotypes, and Characterizations*, by Anna Maria Chupa. *CLA Journal* 35.1 (Sept. 1991): 109-114.
- "A Tribute to the Masque of George Bass." *CLA Journal* 35.1 (Sept. 1991): 115-119.
- Sinnwell, Armin P. "Peter Palangyo's *Dying in the Sun*: The Political Subtext of an African Novel." *CLA Journal* 35.2 (Dec. 1991): 137-149.
- Blakely, Carolyn F. "Narrative Technique in Brautigan's *In the Watermelon Sugar*." *CLA Journal* 35.2 (Dec. 1991): 150-158.
- Ogbaa, Kalu. "Protest and the Individual Talents of Three Black Novelists." *CLA Journal* 35.2 (Dec. 1991): 159-184.
- Budd, John M. "Law and Morality in *Billy Budd* and *The Ox-Bow Incident*." *CLA Journal* 35.2 (Dec. 1991): 185-197.
- Austen, Zelda. "Factories and Fairy Palaces." *CLA Journal* 35.2 (Dec. 1991): 198-209.
- Clark, Beatrice S. "European Concepts of the Non-Western World as Portrayed in an Eighteenth-Century French Play." *CLA Journal* 35.2 (Dec. 1991): 210-223.
- Surles, Robert L. "Juan De Valdés' *El Diálogo de la Lengua*: The Erasmian Humanism of a Spanish Expatriate." *CLA Journal* 35.2 (Dec. 1991): 224-235.
- Coleman, Hildy. "Lost in Translation: Hemingway's 'Cat in the Rain.'" *CLA Journal* 35.2 (Dec. 1991): 236-241.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1990-91." *CLA Journal* 35.2 (Dec. 1991): 242-251.
- Boldridge, Effie J. Rev. of *Bigger Thomas*, ed. Harold Bloom. *CLA Journal* 35.2 (Dec. 1991): 252-257.
- Davis, James J. "A Tribute to George W. Jackson (1912-1991)." *CLA Journal* 35.2 (Dec. 1991): 258-259.

- Thompson, Thelma B. "Character Education for the Twenty-First Century: Possibilities of a Humanistic Curriculum." *CLA Journal* 35.3 (March 1992): 263-274.
- Gasster, Susan. "Constructive Criticism: The Roman de Moeurs in the West African Francophone Novel of the Eighties." *CLA Journal* 35.3 (March 1992): 275-287.
- Hubbard, Dolan. "In Quest of Authority: Toni Morrison's *Song of Solomon* and the Rhetoric of the Black Preacher." *CLA Journal* 35.3 (March 1992): 288-302.
- Iyasere, Solomon O. "Okonkwo's Participation in the Killing of His 'Son' in Chinua Achebe's *Things Fall Apart*: A Study of Ignoble Decisiveness." *CLA Journal* 35.3 (March 1992): 303-315.
- Jones, Evora W. "The Pastoral and the Picaresque in Zora Neale Hurston's 'The Gilded Six-Bits.'" *CLA Journal* 35.3 (March 1992): 316-324.
- Vick, Marsha C. "'Defamiliarization' and the Ideology of Race in *Moby-Dick*." *CLA Journal* 35.3 (March 1992): 325-338.
- Grunes, Dennis. "Wordsworth's Wandering in 'Resolution and Independence.'" *CLA Journal* 35.3 (March 1992): 339-352.
- Johnson, Lonnell E. "Shylock's Daniel: 'Justice More Than Thou Desir'st.'" *CLA Journal* 35.3 (March 1992): 353-366.
- Higgins, Elizabeth J. Rev. of *D.H. Lawrence and the Trembling Balance*, by James E. Cowan. *CLA Journal* 35.3 (March 1992): 367-371.
- Lewis, Vashti Crutcher. "Mulatto Hegemony in the Novels of Jessie Redmon Fauset." *CLA Journal* 35.4 (June 1992): 375-386.
- Smith, Robert P., Jr., and Robert J. Hudson. "Evoking Caliban: Cesaire's Response to Shakespeare." *CLA Journal* 35.4 (June 1992): 387-399.
- Hawkins, Hunt. "Joyce as a Colonial Writer." *CLA Journal* 35.4 (June 1992): 400-410.
- Becker, Elizabeth C. "Harriet Jacobs's Search for Home." *CLA Journal* 35.4 (June 1992): 411-421.
- Samkutty, E.C. "The Promised Land in Afro-American Poetic Vision." *CLA Journal* 35.4 (June 1992): 422-431.
- Hayden, Lucy K. "Classical Tidings from the Afric Muse: Phillis Wheatley's Use of Greek and Roman Mythology." *CLA Journal* 35.4 (June 1992): 432-447.
- Durant, Jack D. "*Religio Laici*: The Poem as Product." *CLA Journal* 35.4 (June 1992): 448-466.
- Young, Ann Venture. "Nick Aaron Ford: Teacher, Critic, Scholar, Writer 'Seeking A Newer World.'" *CLA Journal* 35.4 (June 1992): 467-487.
- Kneece, Ray F. Rev. of *Capturing the Magic of Fiction Writing*, by Jack Creed. *CLA Journal* 35.4 (June 1992): 488-490.
- Montgomery, Maxine L. "The Fathomless Dream: Gloria Naylor's Use of the Descent Motif in *The Women of Brewster Place*." *CLA Journal* 36.1 (Sept. 1992): 1-11.
- Poole, Robert. "Robert Frost, William Carols Williams, and Wallace Stevens: Reality and Poetic Vitality." *CLA Journal* 36.1 (Sept. 1992): 12-23.
- Fleming, Robert E. "James Weldon Johnson's *God's Trombones* as a Source for Faulkner's Rev'un Shegog." *CLA Journal* 36.1 (Sept. 1992): 24-30.
- Fleissner, Robert F. "Reverberations of Prufrock's Evening Performance in Aiken's 'Morning Song of Senlin.'" *CLA Journal* 36.1 (Sept. 1992): 31-40.
- Yancy, George D. "Larry Neal: Phenomenological Facets." *CLA Journal* 36.1 (Sept. 1992): 41-51.
- Brooks, Christopher. "Nekayah's Courage and Female Wisdom." *CLA Journal* 36.1 (Sept. 1992): 52-72.
- Kates, Carolyn J. "'Arcadia in Every Thing': Smollett's Use of the Pastoral in *Humphry Clinker*." *CLA Journal* 36.1 (Sept. 1992): 73-84.
- Rosenbaum, David. "New Credit to Queen Victoria as Author: Also Wrote *Alice Books*." *CLA Journal* 36.1 (Sept. 1992): 85-100.
- Higgins, Elizabeth J. Rev. of *Madame Bovary*, by Rosemary Lloyd. *CLA Journal* 36.1 (Sept. 1992): 101-104.

- Hamner, Robert D. "Overseas Male Austin Clarke's *Growing up Stupid under the Union Jack*." *CLA Journal* 36.2 (Dec. 1992): 123-133.
- Lyles, Lois F. "Time Motion, Sound and Fury in *The Sea Birds*." *CLA Journal* 36.2 (Dec. 1992): 134-144.
- Mitchell, Susan K. "To Tell You the Truth..." *CLA Journal* 36.2 (Dec. 1992): 145-156.
- Griffin, Barbara J. "Claude McKay: The Evolution of a Conservative." *CLA Journal* 36.2 (Dec. 1992): 157-170.
- Morrison, Ronald D. "Hardy's Pilgrimage Poems of 1887 and the Anxiety of Influence." *CLA Journal* 36.2 (Dec. 1992): 171-190.
- Box, Terry. "Irony and Objectivity in the Plot of *Tamburlaine*." *CLA Journal* 36.2 (Dec. 1992): 191-205.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1991-92." *CLA Journal* 36.2 (Dec. 1992): 206-217.
- Trammell, Jerry P. Rev. *I Fly Like a Bird*, by Leonard A. Slade, Jr. *CLA Journal* 36.2 (Dec. 1992): 218-222.
- Welty, Ward P. Rev. *Jazz*, by Toni Morrison. *CLA Journal* 36.2 (Dec. 1992): 223-227.
- Hubbard, Dolan. Rev. of *Black Ice*, by Lorene Cary. *CLA Journal* 36.2 (Dec. 1992): 228-231.
- Higgins, Elizabeth J. Rev. of *Scheherazade in the Marketplace: Elizabeth Gaskell and the Victorian Novel*, by Hilary M. Schor. *CLA Journal* 36.2 (Dec. 1992): 232-235.
- Bell, Bernard W. Rev. of *Praisesong of Survival: Lectures and Essays, 1957-89*, by Richard K. Barksdale. *CLA Journal* 36.2 (Dec. 1992): 236-239.
- Bostick, Herman F. "A Tribute to Albert H. Berrian (1925-1989)." *CLA Journal* 36.2 (Dec. 1992): 240-243.
- Wolkomir, Michelle J. "Moral Elevation and Egalitarianism: Shades of Gray in Chesnutt's *The Marrow of Tradition*." *CLA Journal* 36.3 (March 1993): 245-259.
- Cassidy, Thomas. "Janie's Rage: The Dog and the Storm in *Their Eyes Were Watching God*." *CLA Journal* 36.3 (March 1993): 260-269.
- Ochillo, Yvonne H. "*Weep Not Child* and the Need to Believe." *CLA Journal* 36.3 (March 1993): 270-279.
- Christophe, Marc-A. "*The Color Purple: An Existential Novel*." *CLA Journal* 36.3 (March 1993): 280-290.
- Spencer, Susan A. "James Dickey's American Cain." *CLA Journal* 36.3 (March 1993): 291-306.
- Gaudry-Hudson, Christine. "La Narratrice de *Marianne* et la Subversion du Genre Romanesque." *CLA Journal* 36.3 (March 1993): 307-317.
- Fracasso, Evelyn E. "Images of Imprisonment in Two Tales of Edith Wharton." *CLA Journal* 36.3 (March 1993): 318-326.
- Barr, Alan P. "From Eden to the Haymarket: The Spoiled Garden in Rossetti's 'Jenny.'" *CLA Journal* 36.3 (March 1993): 327-338.
- Chamblee, Angela E. "Slim's Heaven and Hell." *CLA Journal* 36.3 (March 1993): 339-342.
- Hubbard, Dolan. Rev. of *Moorings and Metaphors: Figures of Culture and Gender in Black Women's Literature*, by Karla F.C. Holloway. *CLA Journal* 36.3 (March 1993): 343-346.
- Butler, Robert. "Visions of Southern Life and Religion in O'Connor's *Wise Blood* and Walker's *The Third Life of Grange Copeland*." *CLA Journal* 36.4 (June 1993): 349-370.
- Crocker, Michael W. and Robert C. Evans. "Faulkner's 'Barn Burning' and O'Connor's 'Everything that Rises Must Converge.'" *CLA Journal* 36.4 (June 1993): 371-383.
- Bauer, Margaret D. "The Sterile New South: An Intertextual Reading of *Their Eyes Were Watching God* and *Absalom, Absalom!*" *CLA Journal* 36.4 (June 1993): 384-405.
- Bienvenu, Germain J. "The People of Delany's *Blake*." *CLA Journal* 36.4 (June 1993): 406-429.
- Wheeler, David M. "After the Restoration: David Garrick's *The Country Girl*." *CLA Journal* 36.4 (June 1993): 430-439.

- Brooks, Christopher. "The Family and "Familiar" in *Clarissa*: Dictators and Scribes." *CLA Journal* 36.4 (June 1993): 440-457.
- Black, Moishe. "Identites as a Component of Literature Testing." *CLA Journal* 36.4 (June 1993): 458-468.
- Kneece, Ray F. Rev. of *Thurgood Marshall: Justice for All*, by Roger Goldman and David Gallen. *CLA Journal* 36.4 (June 1993): 469-473.
- Prescott, Jeryl J. Rev. of *Playing in the Dark: Whiteness and the Literary Imagination*, by Toni Morrison. *CLA Journal* 36.4 (June 1993): 474-476.
- Higgins, Elizabeth J. Rev. of *Literature in The Modern World: Critical Essays and Documents*, ed. Dennis Walder. *CLA Journal* 36.4 (June 1993): 477-480.
- Toombs, Charles P. "The Confluence of Food and Identity in Gloria Naylor's *Linden Hills*: 'What We Eat is Who We Is.'" *CLA Journal* 37.1 (Sept. 1993): 1-18.
- McElaney-Johnson, Ann. "The Place of the Woman or the Woman Displaced in Mariama Ba's *Une Si Longue Lettre*." *CLA Journal* 37.1 (Sept. 1993): 19-28.
- Centola, Steven R. "Family Values in *Death of a Salesman*." *CLA Journal* 37.1 (Sept. 1993): 29-41.
- Box, Terry. "Shakespeare's *Twelfth Night*: 'The Miller's Tale' Revisited." *CLA Journal* 37.1 (Sept. 1993): 42-54.
- Fleissner, Robert F. "If Dickinson Did Not See a Moor, She at Least Read of *the Moor*." *CLA Journal* 37.1 (Sept. 1993): 55-63.
- Angyal, Andrew J. "The 'Complex Fate' of Being an American: The African-American Essayist and the Quest for Identity." *CLA Journal* 37.1 (Sept. 1993): 64-80.
- Gaither, Renoir W. "The Moment of Revision: A Reappraisal of Wallace Thurman's Aesthetics in *The Blacker the Berry and Infants of the Spring*." *CLA Journal* 37.1 (Sept. 1993): 81-93.
- Dewberry, Nita M. "Sleep Images in Gabriela Mistral's 'Canciones de Cuna.'" *CLA Journal* 37.1 (Sept. 1993): 94-103.
- Schmudde, Carol E. "Knowing When to Stop: A Reading of Toni Morrison's *Beloved*." *CLA Journal* 37.2 (Dec. 1993): 121-135.
- Jablon, Madelyn. "Rememory, Dream Memory, and Revision in Toni Morrison's *Beloved* and Alice Walker's *The Temple of My Familiar*." *CLA Journal* 37.2 (Dec. 1993): 136-144.
- Coleman, Alisha R. "One and One Make One: A Metacritical and Psychoanalytic Reading of Friendship in Toni Morrison's *Sula*." *CLA Journal* 37.2 (Dec. 1993): 145-155.
- Lynch, Michael F. "The Everlasting Father: Mythic Quest and Rebellion in Baldwin's *Go Tell It on the Mountain*." *CLA Journal* 37.2 (Dec. 1993): 156-175.
- Prescott, Jeryl J. "Liberty for Just [us]: Gender and Race in Hemingway's *To Have and Have Not*." *CLA Journal* 37.2 (Dec. 1993): 176-188.
- Hunt, Maurice. "The Religion of *Twelfth Night*." *CLA Journal* 37.2 (Dec. 1993): 189-203.
- Zare, Bonnie. "*Jane Eyre*'s Excruciating Ending." *CLA Journal* 37.2 (Dec. 1993): 204-220.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1992-93." *CLA Journal* 37.2 (Dec. 1993): 221-230.
- Shuman, R. Baird. Rev. of *The Whipping Song*, by Leonard A. Slade, Jr. *CLA Journal* 37.2 (Dec. 1993): 231-234.
- Anthony, Booker T. Rev. of *A Lesson Before Dying*, by Ernest J. Gaines. *CLA Journal* 37.2 (Dec. 1993): 235-242.
- "In Memoriam." *CLA Journal* 37.2 (Dec. 1993): 243.
- Garren, Samuel B. "'He Had Passion': William Attaway's Screenplay Drafts of Irving Wallace's *The Man*." *CLA Journal* 37.3 (March 1994): 245-260.
- Reed, Brian K. "The Iron and the Flesh: History as Machine in Ellison's *Invisible Man*." *CLA Journal* 37.3 (March 1994): 261-273.
- Faulkner, Howard J. "A Vanishing Race." *CLA Journal* 37.3 (March 1994): 274-292.

- Peters, Pearl M. "‘Ah Got the Law in My Mouth’: Black Women and Assertive Voice in Hurston’s Fiction and Folklore." *CLA Journal* 37.3 (March 1994): 293-302.
- Vickers, Anita M. "The Reaffirmation of African-American Dignity through the Oral Tradition in Zora Neale Hurston’s *Their Eyes Were Watching God*." *CLA Journal* 37.3 (March 1994): 303-315.
- Smith, Robert P., Jr. "The Political Voice of African Youth in Williams Sassine’s *Le Jeune Homme de Sable*." *CLA Journal* 37.3 (March 1994): 316-327.
- Staunton, Cheryl Wall. "Mariama Ba: Pioneer Senegalese Woman Novelist." *CLA Journal* 37.3 (March 1994): 328-335.
- Heglar, Charles J. "Rhoda Swartz in *Vanity Fair*: A Doll Without Admirers." *CLA Journal* 37.3 (March 1994): 336-347.
- Morphet, Fiona. "Playing with *The Professor*." *CLA Journal* 37.3 (March 1994): 348-357.
- Hubbard, Dolan. "A Tribute to Richard Kenneth Barksdale (1915-1993)." *CLA Journal* 37.3 (March 1994): 358-361.
- Slade, Leonard A., Jr. "Richard Barksdale." *CLA Journal* 37.3 (March 1994): 362.
- Robson, Andrew E. "The Use of English in Achebe’s *Anthills of Savannah*." *CLA Journal* 37.4 (June 1994): 365-376.
- Adell, Sandra. "The Big E(llison)’s Texts and Intertexts: Eliot, Burke, and the Underground Man." *CLA Journal* 37.4 (June 1994): 377-401.
- Brigham, Cathy. "The Talking Frame of Zora Neale Hurston’s Talking Book: Storytelling as Dialectic in *Their Eyes Were Watching God*." *CLA Journal* 37.4 (June 1994): 402-419.
- Crosland, Andrew. "The Text of Zora Neale Hurston: A Caution." *CLA Journal* 37.4 (June 1994): 420-424.
- de Vroom, Theresia. "Mediating Myth: The Art of Marlowe’s *Hero and Leander*." *CLA Journal* 37.4 (June 1994): 425-442.
- Butler, George F. "New Light on Samson’s Darkness: *Samson Agonistes* and Suicide in the Seventeenth Century." *CLA Journal* 37.4 (June 1994): 443-452.
- Davidson, Elizabeth. "A *Sentimental Journey*, Volume I: Yorick’s Apprenticeship of Manners." *CLA Journal* 37.4 (June 1994): 453-466.
- Smith, Arlette M. Rev. of *Entretiens avec Maryse Conde*, by Françoise Pfaff. *CLA Journal* 37.4 (June 1994): 467-472.
- Ndomele, Simon. Rev. of *Possessing the Secret of Joy*, by Alice Walker. *CLA Journal* 37.4 (June 1994): 473-476.
- Higgins, Elizabeth J. Rev. of *Heathcliff and Willy Loman*, ed. Harold Bloom. *CLA Journal* 37.4 (June 1994): 477-480.
- Thundy, Zacharias P. Rev. of *T.S. Eliot and the Heritage of Africa: The Magus and the Moor as Metaphor*, by Robert F. Fleissner. *CLA Journal* 37.4 (June 1994): 481-484.
- Brooks, A. Russell. "A Tribute to Maggie Crowne Daniel." *CLA Journal* 37.4 (June 1994): 485-486.
- Dutch, William L. "A Tribute to Stella Brewer Brookes, Folklorist (1903-1993)." *CLA Journal* 37.4 (June 1994): 487-490.
- Bass, Margaret Kent. "Alice’s Secret." *CLA Journal* 38.1 (Sept. 1994): 1-10.
- Eckard, Paula Gallant. "The Interplay of Music, Language, and Narrative in Toni Morrison’s *Jazz*." *CLA Journal* 38.1 (Sept. 1994): 11-19.
- Deena, Seodial. "The Irrationality of Bigger Thomas’s World: A Frightening View for the Twenty-First Century Urban Population." *CLA Journal* 38.1 (Sept. 1994): 20-30.
- Horton, Merrill. "Blackness, Betrayal, and Childhood: Race and Identity in Nella Larsen’s *Passing*." *CLA Journal* 38.1 (Sept. 1994): 31-45.
- Clemmen, Yves W. A. "Travel Fiction and the Cross-Cultural Celine and Tournier Experiencing the Other." *CLA Journal* 38.1 (Sept. 1994): 46-58.

- Hayman, Bruce. "How Old is Prufrock? Does he Want to Get Married?" *CLA Journal* 38.1 (Sept. 1994): 59-68.
- Button, Marilyn D. "Reclaiming Mrs. Frances Trollope: British Abolitionist and Feminist." *CLA Journal* 38.1 (Sept. 1994): 69-86.
- Gonzalez, Alexander G. "Antithesis and Resolution in the Character of Andrew Marvell's Cromwell and Fairfax." *CLA Journal* 38.1 (Sept. 1994): 87-96.
- Datta, Pradip K. "The Paradox of Greatness and the Limits of Pragmatism in Shakespeare's *Coriolanus*." *CLA Journal* 38.1 (Sept. 1994): 97-107.
- Berry, Jay R., Jr. Rev. of *A Jean Toomer Reader: Selected Unpublished Writings*, ed. Frederick L. Rusch. *CLA Journal* 38.1 (Sept. 1994): 108-111.
- Kraft, Eugene. Rev. of *Death and the Invisible Powers: The World of Kongo Belief*, by Simon Bockie. *CLA Journal* 38.1 (Sept. 1994): 112-114.
- Smith, Robert P., Jr. Rev. of *Richard Wright, Daemonic Genius, A Portrait of a Man: A Critical Look at His Work*, by Margaret Walker. *CLA Journal* 38.1 (Sept. 1994): 115-120.
- Henderson, Carl E. "Requiescat in Pace: A Tribute to Helen Goff LeBlanc Disher." *CLA Journal* 38.1 (Sept. 1994): 121-122.
- Korenman, Joan S. "African-American Women Writers, Black Nationalism, and the Matrilineal Heritage." *CLA Journal* 38.2 (Dec. 1994): 143-161.
- Sanders, Mark A. "The Ballad, the Hero, and the Ride: A Reading of Sterling A. Brown's *The Last Ride of Wild Bill*." *CLA Journal* 38.2 (Dec. 1994): 162-182.
- Marx, Jo Ann. "Myth and Meaning in Martin R. Delany's *Blake; Or The Huts of America*." *CLA Journal* 38.2 (Dec. 1994): 183-192.
- Doreski, C.K. "Living Through History: Sam Cornish's *Generations*." *CLA Journal* 38.2 (Dec. 1994): 193-210.
- Alsen, Eberhard. "Toward the Living Sun: Richard Wright's Change of Heart from *The Outsider* to *The Long Dream*." *CLA Journal* 38.2 (Dec. 1994): 211-227.
- Graves, Mark A. "A World Based on Brotherhood: Male Bonding, Male Representation, and the War Novels of John Dos Passos." *CLA Journal* 38.2 (Dec. 1994): 228-246.
- Kulii, Elon A. "Poetic License and Chesnutt's Use of Folklore." *CLA Journal* 38.2 (Dec. 1994): 247-253.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1993-94." *CLA Journal* 38.2 (Dec. 1994): 254-260.
- Pratt, Louis Hill. Rev. of *Ann Petry: A Bio-Bibliography*, by Hazel Arnett Ervin. *CLA Journal* 38.2 (Dec. 1994): 261-264.
- Davis, James J. "Redefining and Assessing the Pedagogy of Humanism." *CLA Journal* 38.3 (March 1995): 267-275.
- Elimimian, Isaac I. "Language and Meaning in Gabriel Okara's Poetry." *CLA Journal* 38.3 (March 1995): 276-289.
- Ebot, Wilson Atem. "Individual Awareness and Traditional Disintegration in Ngongwikuo's *Taboo Love and Taboo Kingdom*." *CLA Journal* 38.3 (March 1995): 290-307.
- Cassimjee, Farida. "Pragmatizing the Discourse of Race and Class: Evidence from South African Lexicography and Texts." *CLA Journal* 38.3 (March 1995): 308-321.
- Cook, Emily Walker. "But She Won't Set Foot/ In His Turtledove Nash: Gender Roles and Gender Symbolism in Rita Dove's *Thomas and Beulah*." *CLA Journal* 38.3 (March 1995): 322-330.
- Fetzer, Glenn W. "Memory, Absence, and the Consciousness of Self in the Novels of Mehdi Charef." *CLA Journal* 38.3 (March 1995): 331-341.
- Derakhshesh, Derayeh. "Baudelaire, La Mort: Couleurs Ou Lumiere." *CLA Journal* 38.3 (March 1995): 342-351.
- Bush, Roland E. Rev. of *Imagining the World: Mythical Belief*, by O.R. Dathorne. *CLA Journal* 38.3 (March 1995): 352-359.

- Ingersoll, Earl G. Rev. of *Colored People: A Memoir*, by Henry Louis Gates, Jr. *CLA Journal* 38.3 (March 1995): 360-364.
- Estes-Hicks, Onita. "A Tribute to Kirkland Charles Jones: Renaissance Man from Texas (October 16, 1938-July 25, 1993)." *CLA Journal* 38.3 (March 1995): 365-368.
- Mullen, Edward. "Afro-Hispanic and Afro-American Literary Historiography: Comments on Generational Shifts." *CLA Journal* 38.4 (June 1995): 371-389.
- DeCosta-Willis, Miriam. "Southern Folk Roots in the Slave Poetry of Elma Stuckey." *CLA Journal* 38.4 (June 1995): 390-403.
- Sullivan, Megan. "Folk Plays, Home Girls, and Back Talk: Georgia Douglas Johnson and Women of the Harlem Renaissance." *CLA Journal* 38.4 (June 1995): 404-419.
- Gardner, Laurel J. "The Progression of Meaning in the Images of Violence in Richard Wright's *Uncle Tom's Children* and *Native Son*." *CLA Journal* 38.4 (June 1995): 420-440.
- Hogue, W. Lawrence. "Problematizing History: David Bradley's *The Chaneyville Incident*." *CLA Journal* 38.4 (June 1995): 441-460.
- Washington, Edward T. "Tragic Resolution in Shakespeare's *Titus Andronicus*." *CLA Journal* 38.4 (June 1995): 461-479.
- Jelinski, Jack B. "Mario as Biblical Analogue in Miguel Delibes' *Cinco horas con Mario*." *CLA Journal* 38.4 (June 1995): 480-489.
- Furnish, Shearle. "Loving Grading Writing." *CLA Journal* 38.4 (June 1995): 490-504.
- Oxford, Jeffrey. Rev. of *The Zea Mexican Diary*, by Kamau Brathwaite. *CLA Journal* 38.4 (June 1995): 505-507.
- Oxford, Jeffrey. Rev. of *Black Butterflies*, by Sandra Carlton-Alexander. *CLA Journal* 38.4 (June 1995): 508-510.
- Hubbard, Dolan. "Virtuality and Rumors of Reality: The Humanist in an Interactive Age." *CLA Journal* 39.1 (Sept. 1995): 1-17.
- Conde, Maryse P. "Language and Power: Words as Miraculous Weapons." *CLA Journal* 39.1 (Sept. 1995): 18-25.
- Pfaff, Francoise. "Conversations with Myriam Warner-Vieyra." *CLA Journal* 39.1 (Sept. 1995): 26-48.
- LeSeur, Geta. "The Monster-Machine and the White Mausoleum: Paule Marshall's Metaphors for Western Materialism." *CLA Journal* 39.1 (Sept. 1995): 49-61.
- Johanyak, Debra. "Poesian Feminism: Triumph or Tragedy." *CLA Journal* 39.1 (Sept. 1995): 62-70.
- Zheng, Da. "Twain's and Warner's *The Gilded Age*: The Economy of Insanity." *CLA Journal* 39.1 (Sept. 1995): 71-93.
- Shaw, Mary N. "Apprehending the Mystery in Stephen Crane's 'A Mystery of Heroism.'" *CLA Journal* 39.1 (Sept. 1995): 94-103.
- Meyer, William E.H., Jr. "Faulkner's Aural Evangelism: An Essay in Religious Aestheticism." *CLA Journal* 39.1 (Sept. 1995): 104-115.
- Akpadomoye, Laurent P. "Sembene Ousmane: Heritier Critique de la Technique Romanesque Occidentale." *CLA Journal* 39.1 (Sept. 1995): 116-125.
- Thomas, H. Nigel. "The Bad Nigger Figure in Selected Works of Richard Wright, William Melvin Kelley, and Ernest Gaines." *CLA Journal* 39.2 (Dec. 1995): 143-164.
- Williams, Bettye J. "Nella Larsen: Early Twentieth-Century Novelist of Afrocentric Feminist Thought." *CLA Journal* 39.2 (Dec. 1995): 165-178.
- Bartholomaeus, Craig. "What Would You Be? Racial Myths and Cultural Sameness in *Incidents in the Life of a Slave Girl*." *CLA Journal* 39.2 (Dec. 1995): 179-194.
- Nielsen, Aldon L. "Nostalgia and the Racial Epiphany." *CLA Journal* 39.2 (Dec. 1995): 195-207.
- Al-Ghalith, Asad. "Overlooked Prominence: Two Short Stories of Paul Bowles." *CLA Journal* 39.2 (Dec. 1995): 208-218.

- Sheasby, Ronald E. "Dual Reality: Echoes of Blake's Tiger in Cullen's Heritage." *CLA Journal* 39.2 (Dec. 1995): 219-227.
- Little, Ila Dawson. "Allusions to Garden Design in Poems of Goldsmith." *CLA Journal* 39.2 (Dec. 1995): 228-242.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1994-95." *CLA Journal* 39.2 (Dec. 1995): 243-250.
- Shipley, W. Maurice. Rev. of *Fire Burning*, by Leonard A. Slade, Jr., *Vintage: New and Selected Poems*, by Leonard A. Slade, Jr., and *Black Essays*, by Leonard A. Slade, Jr. *CLA Journal* 39.2 (Dec. 1995): 251-257.
- Tita, Charles A. Rev. of *The Sermon and the African American Literary Imagination*, by Dolan Hubbard. *CLA Journal* 39.2 (Dec. 1995): 258-262.
- Heredia, Aida. Rev. of *Trazas del Iirondo*, by Hjose Kozer. *CLA Journal* 39.2 (Dec. 1995): 263-265.
- Higgins, Elizabeth J. Rev. of *Clarissa Dalloway*, ed. Harold Bloom, and *Hester Prynne*, ed. Harold Bloom. *CLA Journal* 39.2 (Dec. 1995): 266-270.
- McCaskill, Barbara. "The Folklore of the Coasts in Black Women's Fiction of the Harlem Renaissance." *CLA Journal* 39.3 (March 1996): 273-301.
- Ojaide, Tanure. "Orality in Recent West African Poetry." *CLA Journal* 39.3 (March 1996): 302-319.
- Ross, Cheri Louise. "(Re)Writing the Frontier Romance: Catharine Maria Sedgwick's *Hope Leslie*." *CLA Journal* 39.3 (March 1996): 320-340.
- Engling, Ezra S. "Thematic and Narrative Strategies in Lydia Vega's 'Pollito Chicken.'" *CLA Journal* 39.3 (March 1996): 341-356.
- Shannon, Sandra G. "Manipulating Myth, Magic, and Legend: Amiri Baraka's *Black Mass*." *CLA Journal* 39.3 (March 1996): 357-368.
- Jones, Evora. "Ascent and Immersion: Narrative Expression in *Their Eyes Were Watching God*." *CLA Journal* 39.3 (March 1996): 369-379.
- Murayama, Kiyohiko. "'Two Mothers Were Weeping and Praying': A Formula Recycled in Theodore Dreiser's Fiction." *CLA Journal* 39.3 (March 1996): 380-393.
- Walther, Malin LaVon. Rev. of *Playing the Changes: From Afro-Modernism to the Jazz Impulse*, by Craig Hansen Werner. *CLA Journal* 39.3 (March 1996): 394-389.
- Roof, Maria. "W.E.B. Du Bois, Isabel Allende, and the Empowerment of Third World Women." *CLA Journal* 39.4 (June 1996): 401-416.
- Splawn, P. Jane. "New World Consciousness in the Poetry of Ntozake Shange and June Jordan: Two African-American Women's Response to Expansionism in the Third World." *CLA Journal* 39.4 (June 1996): 417-431.
- Williams, Lorna V. "The Revolutionary Feminism of Nancy Morejon." *CLA Journal* 39.4 (June 1996): 432-453.
- Clark, Beatrice Stith. "Who Was Mayotte Capecia? An Update." *CLA Journal* 39.4 (June 1996): 454-457.
- Ingersoll, Earl G. "Sexuality in the Stories of Bessie Head." *CLA Journal* 39.4 (June 1996): 458-467.
- Husni, Khalil. "The Metaphysics of Light, Colors, and Darkness in Melville's *Pierre*: Narrator Versus Hero." *CLA Journal* 39.4 (June 1996): 468-488.
- Obuchowski, Peter A. "Melville's *Pierre*: Plinlimmon as a Satirist Satirized." *CLA Journal* 39.4 (June 1996): 489-497.
- Rhodes, Barbara C. Rev. of *Voodoo Dreams: A Novel of Marie Laveau*, by Jewell Parker Rhodes. *CLA Journal* 39.4 (June 1996): 498-503.
- Sanders, Arthrell D. Rev. of *Suicide in Henry James's Fiction*, by Mary J. Joseph. *CLA Journal* 39.4 (June 1996): 504-509.
- Heldrich, Phillip. Rev. of *Transbluesency: The Selected Poems of Amiri Baraka/LeRoi Jones (1961-1995)*, by Amiri Baraka/LeRoi Jones. Ed. Paul Vangelisti. *CLA Journal* 39.4 (June 1996): 510-514.

- Akpadomonye, Laurent P. "Leon-Francois Hoffmann, *Haiti: lettres et l'etre*." *CLA Journal* 39.4 (June 1996): 515-518.
- Hubbard, Dolan. "Slipping into Darkness CLA and Black Intellectual Formation." *CLA Journal* 40.1 (Sept 1996): 1-20.
- Page, Philip. "Living with Abyss in Gloria Naylor's *Bailey's Café*." *CLA Journal* 40.1 (Sept 1996): 21-45.
- Deena, Seodial. "Colonial and Canonical Marginalization and Oppression on the Basis of Gender." *CLA Journal* 40.1 (Sept 1996): 46-59.
- Mitchell, Verner D. "Reading 'Race' and 'Gender' in Crane's *The Red Badge of Courage*." *CLA Journal* 40.1 (Sept 1996): 60-71.
- Todd, Bonnie E. "Racine's Use of Typology in *Athalie*." *CLA Journal* 40.1 (Sept 1996): 72-81.
- Loggins, Vernon P. "Herbert's Architectural Temple: A Reconsideration." *CLA Journal* 40.1 (Sept 1996): 82-89.
- Chick, Nancy. "The Broken Clock: Time, Identity, and Autobiography in Jamaica Kincaid's *Lucy*." *CLA Journal* 40.1 (Sept 1996): 90-103.
- Williams, Emily Allen. "Whose Words Are These? Lost Heritage and Search for Self in Edward Brathwaite's Poetry." *CLA Journal* 40.1 (Sept 1996): 104-108.
- Miller, Jeanne-Marie A. "A Tribute to Dr. Arthur P. Davis (1904-1996)." *CLA Journal* 40.1 (Sept 1996): 109-111.
- Bostick, Herman F. Rev. of *The Myth of New Orleans in Literature: Dialogues of Race and Gender*, by Violet Harrington Bryan. *CLA Journal* 40.1 (Sept 1996): 112-115.
- Rhodes, Barbara C. Rev. of *Tricksterism in Turn-of-the-Century American Literature*, ed. Elizabeth Ammons and Annette White-Parks. *CLA Journal* 40.1 (Sept 1996): 116-118.
- Higgins, Elizabeth J. Rev. of *The Oxford Book of Essays*, ed. John Gross. *CLA Journal* 40.1 (Sept 1996): 119-121.
- Dorsey, David F. "Yusuf Dawood's Pastel Paradise." *CLA Journal* 40.2 (Dec. 1996): 141-163.
- Romain, Guerda. "La Solidarite du Sang: Antoine Innocent's *Mimola* in the Haitian Literary Context." *CLA Journal* 40.2 (Dec. 1996): 164-177.
- Allen, Caffilene. "The Caged Bird Sings: The Ellison-Dunbar Connection." *CLA Journal* 40.2 (Dec. 1996): 178-190.
- Grayson, Sandra M. "The Yellow Crane/Agbigbo: A Critique of Black Slaveholders." *CLA Journal* 40.2 (Dec. 1996): 191-196.
- Roark, Chris. "Hurston's Shakespeare: 'Something Like A King, Only Bigger and Better.'" *CLA Journal* 40.2 (Dec. 1996): 197-213.
- Knudsen, Janice L. "The Tapestry of Living: A Journey of Self-Discovery in Hurston's *Their Eyes Were Watching God*." *CLA Journal* 40.2 (Dec. 1996): 214-229.
- Rand, William E. "The Structure of the Outsider in the Short Fiction of Richard Wright and F. Scott Fitzgerald." *CLA Journal* 40.2 (Dec. 1996): 230-245.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1995-96." *CLA Journal* 40.2 (Dec. 1996): 246-252.
- King, Lovalerie. Rev. of *Parable of the Sower*, by Octavia Butler. *CLA Journal* 40.2 (Dec. 1996): 253-259.
- Griffin, Erica L. Rev. of *Pure Light: Book of Poems*, by Leonard A. Slade, Jr. *CLA Journal* 40.2 (Dec. 1996): 260-263.
- Kraft, Eugene. Rev. of *Aaron Douglas: Art, Race, and the Harlem Renaissance*, by Amy Helene Kirschke. *CLA Journal* 40.2 (Dec. 1996): 264-267.
- "In Memoriam." *CLA Journal* 40.2 (Dec. 1996): 268.
- Young, Mary E. "Anita Scott Coleman: A Neglected Harlem Renaissance Writer." *CLA Journal* 40.3 (March 1997): 271-87.

- White, Mark Bernard. "Sharing the Living Light: Rhetorical, Poetic, and Social Identity in Lucille Clifton." *CLA Journal* 40.3 (March 1997): 288-304.
- Morris, Robert J. "Zora Neale Hurston's Ambitious Enigma: Moses, Man of the Mountain." *CLA Journal* 40.3 (March 1997): 305-335.
- White, Jeannette S. "Is Black So Base a Hue? Shakespeare's Aaron and the Politics and Poetics of Race." *CLA Journal* 40.3 (March 1997): 336-366.
- Harding, Desmond. "The Power of Place: Richard Wright's Native Son." *CLA Journal* 40.3 (March 1997): 367-379.
- Haley, Marjorie Hall; Warner, Keith Q. "Joseph Zobel and Technology: From Novel to Film to Classroom." *CLA Journal* 40.3 (March 1997): 380-391.
- Rivers, Lou. Rev. of *A Flea in Your Ear*, by Jane Lee Ball. *CLA Journal* 40.3 (March 1997): 392-395.
- Higgins, Elizabeth J. Rev. of *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall. *CLA Journal* 40.3 (March 1997): 396-399.
- Wakefield, Richard. Rev. of *Frost's Road Taken*, by Robert F. Fleissner. *CLA Journal* 40.3 (March 1997): 400-403.
- Souris, Stephen. "Multiperspectival Consensus: Alice Walker's Possessing the Secret of Joy, the Multiple Narrator Novel, and the Practice of 'Female Circumcision.'" *CLA Journal* 40.4 (June 1997): 405-431.
- Anderson, Douglas. "Saying Goodbye to the Past: Self Empowerment and History in Joe Turner's Come and Gone." *CLA Journal* 40.4 (June 1997): 432-457.
- Clemmen, Yves W. A. "Nella Larsen's Quicksand: A Narrative of Difference." *CLA Journal* 40.4 (June 1997): 458-466.
- Fowler, Shelli B. "Marking the Body, Demarcating the Body Politic: Issues of Agency and Identity in Louisa Picquet and Dessa Rose." *CLA Journal* 40.4 (June 1997): 467-478.
- Nakuma, Constancio. "Associative Discourse in Scientific Onomastics: Abuse of the Prefix 'Africanized.'" *CLA Journal* 40.4 (June 1997): 479-496.
- Fracasso, Evelyn E. "Martin Cunningham: Saviour of Leopold Bloom in Joyce's Ulysses." *CLA Journal* 40.4 (June 1997): 497-507.
- Caton, Lou. "Doing the Right Thing with Moll Flanders: A 'Reasonable' Difference between the Picara and the Penitent." *CLA Journal* 40.4 (June 1997): 508-516.
- Ervin, Hazel Arnett. Stephen E. Henderson (1925-1997): In Memoriam *CLA Journal* 40.4 (June 1997): 517-520.
- Bush, Roland E. Rev. of *Comparative Literature: A Critical Introduction*, by Susan Bassnett. *CLA Journal* 40.4 (June 1997): 521-531.
- "Hugh M. Gloster Honored as Founder of CLA." *CLA Journal* 40.4 (June 1997): 532-533.
- Ramsey, Priscilla R. "John Edgar Wideman's First Fiction: Voice and the Modernist Narrative." *CLA Journal* 41.1 (Sept. 1997): 1 to 23.
- Zongo, Opportune. "Cartographies of Power in Colonial African Literature: Ferdinand Oyono's The Old Man and the Medal." *CLA Journal* 41.1 (Sept. 1997): 24-43.
- Oxford, Jeffrey. "Revelations of Language: Mimetic, Artistic, and Coincidental Parallels of Women's Voices." *CLA Journal* 41.1 (Sept. 1997): 44-54.
- Blish, Mary. "The Whiteness of the Whale Revisited." *CLA Journal* 41.1 (Sept. 1997): 55-69.
- Walker, F. Patton. "The Narrator's Editorialist Voice in The Autobiography of an Ex-Coloured Man." *CLA Journal* 41.1 (Sept. 1997): 70-92.
- Phillips, Betty S. "Chaucer's Voices." *CLA Journal* 41.1 (Sept. 1997): 93-103.
- Hammond, Thomas N. "Paris--New York: Venues of Migration and the Exportation of African-American Culture." *CLA Journal* 41.2 (Dec. 1997): 135-146.
- Tidwell, John Edgar. "Alternative Constructions to Black Arts Autobiography: Frank Marshall Davis and 1960s Counterculture." *CLA Journal* 41.2 (Dec. 1997): 147-160.

- Grayson, Sandra M. "Encoding and Decoding: The Ifa Worldview in 'The King Buzzard' and 'Transmigration.'" *CLA Journal* 41.2 (Dec. 1997): 161-173.
- Eckard, Paula Gallant. "Decoding Black and White: Race, Gender, and Language in Crossing Blood." *CLA Journal* 41.2 (Dec. 1997): 174-184.
- Durham, Carolyn Richardson. "Space and Time: Afro Brazilian History in the Poetry of Miriam Alves." *CLA Journal* 41.2 (Dec. 1997): 185-196.
- Branam, Jane. "Feijóo's Views on the Writing of History." *CLA Journal* 41.2 (Dec. 1997): 197-203.
- Pérez, Francisco R. "El infierno social y personal del marginado: El homosexual en la ciudad de México." *CLA Journal* 41.2 (Dec. 1997): 204-212.
- Monye, Laurent P. "L'Individu et ses masques dans Le Tambour de Günter Grass et La Plaisanterie de Milan Kundera." *CLA Journal* 41.2 (Dec. 1997): 213-220.
- De Santis, Christopher C. "Southern Reconstruction and the Rhetoric of Enlightened Paternalism in Rebecca Harding Davis's Waiting for the Verdict." *CLA Journal* 41.3 (March 1998): 249-268.
- Yancy, George. "The Nullification of the Black Male Voice in April Sinclair's Coffee Will Make You Black." *CLA Journal* 41.3 (March 1998): 269-271.
- Randle, Gloria T. "Knowing When to Stop': Loving and Living Small in the Slave World of Beloved." *CLA Journal* 41.3 (March 1998): 279-302.
- Garabedian, Deanna M. "Toni Morrison and the Language of Music." *CLA Journal* 41.3 (March 1998): 303-318.
- Brooks, Christopher K. "Goldsmith's Commercial Vicar: Spectacles and Speculation." *CLA Journal* 41.3 (March 1998): 319-334.
- Xiaojing, Zhou. "Othello's Color in Shakespeare's Tragedy." *CLA Journal* 41.3 (March 1998): 335-348.
- Saur, Pamela S. "The Place of Asian Literature in Translation in American Universities." *CLA Journal* 41.3 (March 1998): 349-364.
- Brooks, Neil. "We Are Not Free! Free! Free!: Flight and the Unmapping of American Literary Studies." *CLA Journal* 41.4 (June 1998): 371-386.
- Hurley, E. Anthony. "Choosing Her Own Name, or Who Is Carbet?" *CLA Journal* 41.4 (June 1998): 387-404.
- Dandridge, Rita B. "Debunking the Motherhood Myth in Terry McMillan's Mama." *CLA Journal* 41.4 (June 1998): 405-416.
- Lattin, Patricia Hopkins. "Naylor's Engaged and Empowered Narrative." *CLA Journal* 41.4 (June 1998): 452-269.
- Brown, Kevin. "Structural Devices in John Barth's The Last Voyage of Somebody the Sailor." *CLA Journal* 41.4 (June 1998): 470-476.
- Perkins, Margo V. "The Achievement and Failure of Nigger Heaven: Carl Van Vechten and the Harlem Renaissance." *CLA Journal* 42.1 (Sept. 1998): page 1-23.
- Chandler, Karen M. "Nella Larsen's Fatal Polarities: Melodrama and Its Limits in Quicksand." *CLA Journal* 42.1 (Sept. 1998): 24-47.
- Thomas, H. Nigel. "Patronage and the Writing of Langston Hughes's Not without Laughter: A Paradoxical Case." *CLA Journal* 42.1 (Sept. 1998): 48-70.
- Cardullo, Bert. "Whose Town Is It, Anyway? A Reconsideration of Thornton Wilder's Our Town." *CLA Journal* 42.1 (Sept. 1998): 71-86.
- Conway, Richard. "A Rose for Hedda (Faulkner)." *CLA Journal* 42.1 (Sept. 1998): 87-90.
- Derakhshesh, Derayah. "Un Chant écarlate: The Song of an Exile." *CLA Journal* 42.1 (Sept. 1998): 91-102.
- Pennington, Eric. "Vestiges of Empire: Toward a Contrapuntal Reading of Borges." *CLA Journal* 42.1 (Sept. 1998): 103-117.
- Helton, Tina L. "What Was Said and What Was Left Unsaid': Black Boy as Survival Guide for a Black Man and Artist." *CLA Journal* 42.2 (Dec. 1998): 147-163.

- Spencer, Suzette A. "Swerving at a Different Angle and Flying in the Face of Tradition: Excavating the Homoerotic Subtext in Home to Harlem." *CLA Journal* 42.2 (Dec. 1998): 164-193.
- McFatter, Susan. "From Revenge to Resolution: The (R)Evolution of Female Characters in Chesnut's Fiction." *CLA Journal* 42.2 (Dec. 1998): 194-211.
- Grayson, Sandra M. "Spirits of Asona Ancestors Come': Reading Asante Signs in Haile Gerima's Sankofa." *CLA Journal* 42.2 (Dec. 1998): 212-227.
- Anderson, David R. "The Co-Opted Voice: Politics, History, and Self-Expression in James Baldwin's 'Journey to Atlanta.'" *CLA Journal* 42.3 (March 1999): 273-289.
- Dieke, Ikenna. "Anagogic Symbolism in Wilson Harris's Palace of the Peacock." *CLA Journal* 42.3 (March 1999): 290-308.
- Williams, Dana A. "Making the Bones Live Again: A Look at the 'Bones People' in August Wilson's Joe Turner's Come and Gone and Henry Dumas's 'Ark of Bones.'" *CLA Journal* 42.3 (March 1999): 309-319.
- Mori, Aoi. "Embracing Jazz: Healing of Armed Women and Motherless Children in Toni Morrison's Jazz." *CLA Journal* 42.3 (March 1999): 320-330.
- Morgan, Stacy. "'The Strange and Wonderful Workings of Science': Race Science and Essentialism in George Schuyler's Black No More." *CLA Journal* 42.3 (March 1999): 331-352.
- Johanyak, Debra. "Romanticism's Fallen Edens: The Malignant Contribution of Hawthorne's Literary Landscapes." *CLA Journal* 42.3 (March 1999): 353-363.
- Italia, Paul G. "Henry James's The American: The House of Bellegarde and the House of Atreus." *CLA Journal* 42.3 (March 1999): 364-369.
- Monye, Laurent P. "L'Historiographie dans Les Raisins de la colère de Steinbeck." *CLA Journal* 42.3 (March 1999): 370-380.
- Griffin, Erica L. "Leonard A. Slade, *Neglecting the Flowers: Book of Poems*." *CLA Journal* 42.3 (March 1999): 381-387.
- DeCosta-Willis, Miriam. "Charles L. Blockson, 'Damn Rare': *The Memoirs of an African-American Bibliophile*." *CLA Journal* 42.3 (March 1999): 388-394.
- Rhodes, Barbara C. "Jewell Parker Rhodes, *Magic City*." *CLA Journal* 42.3 (March 1999): 395-400.
- Wade, Carl A. "African-American American Aesthetics and the Short Fiction of Eric Walrond: Tropic Death and the Harlem Renaissance." *CLA Journal* 42.4 (June 1999): 403-429.
- Holladay, Hilary. "I Am Not Grown Away from You': Lucille Clifton's Elegies for Her Mother." *CLA Journal* 42.4 (June 1999): 430-444.
- Wright, David. "No Hiding Place: Exile 'Underground' in James Baldwin's 'This Morning, This Evening, So Soon.'" *CLA Journal* 42.4 (June 1999): 445-461.
- Jones, Jacqueline C. "Finding a Way to Listen: The Emergence of the Hero as an Artist." *CLA Journal* 42.4 (June 1999): 462-482.
- Wardi, Anissa J. "The Scent of a Sugarcane: Recalling Cane in The Women of Brewster Place." *CLA Journal* 42.4 (June 1999): 483-507.
- Sangster, Minnie B. "Imagination and Reality in the Works of the Saint-Pierraise Writer Andrée Lebailly." *CLA Journal* 42.4 (June 1999): 508-516.
- Thomas, H. Nigel. "Some Aspects of Blues Use in George Elliot Clarke's *Whydah Falls*." *CLA Journal* 43.1 (Sept. 1999): 1-18.
- Simmons, Ryan. "Naming Names: Clotel and Behind the Scenes." *CLA Journal* 43.1 (Sept. 1999): 19-37.
- Jones, Evora W. "Booker T. Washington as Pastoralist: Authenticating the Man at Century's End." *CLA Journal* 43.1 (Sept. 1999): 38-53.
- Coles, Robert. "Pushkin's Black Consciousness." *CLA Journal* 43.1 (Sept. 1999): 54-72.
- McCabe, Beverly A. "Eve: Victim, Villain, or Vehicle? The Forewarnings and Prefiguration of the Fall in *Paradise Lost*." *CLA Journal* 43.1 (Sept. 1999): 73-88.

- Rand, William E. "Historical Perspectives on Herman Melville, an Early Civil Rights Advocate." *CLA Journal* 43.1 (Sept. 1999): 89-103.
- Gasster-Carriere, Susan. "Figures of Exile in the Novels of Tierno Monénembo." *CLA Journal* 43.1 (Sept. 1999): 104-119.
- Bland, Sterling L., Jr. "Plain Truth and Narrative Design in Harriet Jacobs's *Incidents in the Life of a Slave Girl*." *CLA Journal* 43.2 (Dec. 1999): 149-166.
- Nakuma, Constanco. "Cognitive Dissonance Reduction Strategies by Black Intellectuals in the Diaspora: A psycholinguistic Exploration of Negritude." *CLA Journal* 43.2 (Dec. 1999): 167-180.
- Bryant, Earle V. "Johnny's American Hunger: Metaphor and Meaning in Richard Wright's *Rite of Passage*." *CLA Journal* 43.2 (Dec. 1999): 181-193.
- Walker, Daniel E. "Pleading the Blood: Storefront Pentecostalism in James Baldwin's 'Sonny's Blues.'" *CLA Journal* 43.2 (Dec. 1999): 194-206.
- Braxton, Phyllis N. "The Hue and Crime of Shakespeare's Aaron." *CLA Journal* 43.2 (Dec. 1999): 207-228.
- Wakefield, Richard. "'Two Look at Two': What We Bring and What We Find." *CLA Journal* 43.2 (Dec. 1999): 229-242.
- Hudson, Robert J. and Robert P. Smith, Jr. "Publications by CLA Members: 1998-99." *CLA Journal* 43.2 (Dec. 1999): 243-250.
- Grayson, Sandra M. Rev. of *Elizabeth and Other Poems*, by Leonard A. Slade, Jr. *CLA Journal* 43.2 (Dec. 1999): 251-253.
- West, Elizabeth J. Rev. of *African Literary Criticism, 1773 to 2000*, by Hazel Arnett Ervin. *CLA Journal* 43.2 (Dec. 1999): 254-258.
- Holmes, David G. "The Fragmented Whole: Ralph Ellison, Kenneth Burke, and the Cultural Literacy Debate." *CLA Journal* 43.3 (March 2000): 261-275.
- Byrne, K. B. Conal. "Under English, Obeah English: Jamaica Kincaid's New Language." *CLA Journal* 43.3 (March 2000): 276-298.
- Yancy, George. "The Black Self within a Semiotic Space of Whiteness: Reflections on the Racial Deformation of Pecola Breedlove in Toni Morrison's *The Bluest Eye*." *CLA Journal* 43.3 (March 2000): 299-319.
- Walcott, Ronald. "Calling the Names and Centering the Call in Robert Hayden's American Journal." *CLA Journal* 43.3 (March 2000): 320-327.
- Viguers, Susan. "The Storm in King Lear." *CLA Journal* 43.3 (March 2000): 338-366.
- Fleissner, Robert F. "The Most Difficult, 'Mortall Moone,' Sonnet: The Elizabeth-and-Essex Conjunction Reaffirmed." *CLA Journal* 43.3 (March 2000): 367-377.
- Watson, Reginald. "Mulatto as Object in Zora Neale Hurston's *Their Eyes Were Watching God* and John O. Killens's *The Cotillion*." *CLA Journal* 43.3 (March 2000): 383-406.
- Ford, Sarah. "Necessary Chaos in Hurston's *Their Eyes Were Watching God*." *CLA Journal* 43.3 (March 2000): 407-419.
- Xiaojing, Zhou. "'Constant Readjustment': 'Experience-Time' in Elizabeth Bishop's Poems." *CLA Journal* 43.4 (June 2000): 420-442.
- Reid, Robert. "The Powers of Darkness in 'Sonny's Blues.'" *CLA Journal* 43.4 (June 2000): 443-453.
- Lindsay, Creighton. "Hemingway's Nexus of Pastoral and Tragedy." *CLA Journal* 43.4 (June 2000): 454-478.
- Orr, Leonard. "The Utopian Disasters of J. G. Ballard." *CLA Journal* 43.4 (June 2000): 479-493.
- Edison, Tomás Wayne. "Humor and Satire: Ammunition in Carlos Guillermo Wilson's *Resistance Novel, Chombo*." *CLA Journal* 43.4 (June 2000): 494-511.
- Hogue, W. Lawrence. "Disrupting the White/Black Binary: William Melvin Kelley's *A Different Drummer*." *CLA Journal* 44.1 (Sept. 2000):1-42.

- Rand, Lizabeth A. "I Am I: Jean Toomer's Vision beyond Cane." *CLA Journal* 44.1 (Sept. 2000): 43-64.
- Pollard, Deborah Smith. "African American Holyground in another Good Loving Blues." *CLA Journal* 44.1 (Sept. 2000): 65-87.
- LeSeur, Geta. "'Read Your History, Man': Bridging Racism, Paternalism, and Privilege in Paule Marshall's *The Chosen Place, the Timeless People*." *CLA Journal* 44.1 (Sept. 2000): 88-110.
- Waters, Mark V. "Dudley Randall and the Liberation Aesthetic: Confronting the Politics of 'Blackness.'" *CLA Journal* 44.1 (Sept. 2000): 111-132.
- Collins, Janelle. "'Like a Collage': Personal and Political Subjectivity in Alice Walker's *Meridian*." *CLA Journal* 44.2 (Dec. 2000): 161-188.
- Fetrow, Fred M. "Reading the Man: Robert Hayden and the Legacy of Frederick Douglass." *CLA Journal* 44.2 (Dec. 2000): 189-203.
- Bockting, Margaret. "Satire and Romanticism in the Work of Djuna Barnes." *CLA Journal* 44.2 (Dec. 2000): 204-230.
- Jeremiah, Milford A. "Baltimore Speech: Evidence from Phonology." *CLA Journal* 44.2 (Dec. 2000): 231-242.
- Crosta, Suzanne. "Dans l'ambivalente ruse de la parole dormante: Entrevue avec Jacqueline Beaugé-Rosier." *CLA Journal* 44.2 (Dec. 2000): 243-263.
- Ricciardi, Gabriella. "Villes éclatés dans *Les Petits enfants du siècle* de Christiane Rochefort et *La Jeune fille au balcon* de Leila Sebbar." *CLA Journal* 44.2 (Dec. 2000): 264-281.
- Buma, Pascal P. "Paule Marshall's *Brown Girl, Brownstones*: A Nexus between the Caribbean and the African-American Bildungsroman." *CLA Journal* 44.3 (March 2001): 303-316.
- Roark, Chris. "Hurston's *Hamlet*: 'My Own Bathtub Singing.'" *CLA Journal* 44.3 (March 2001): 317-340.
- Rand, Lizabeth A. "'We All That's Left': Identity Formation and the Relationship between *Eva* and *Sula*." *CLA Journal* 44.3 (March 2001): 341-349.
- Walters, Tracey L. "Gwendolyn Brooks' *The Anniad* and the Interdeterminacy of Genre." *CLA Journal* 44.3 (March 2001): 350-366.
- Fleissner, Robert F. "The 'Kubla Khan'/Ku Klux Klan Affinity: Real or Reworked?" *CLA Journal* 44.3 (March 2001): 367-372.
- Garren, Samuel B. "The 'Too Long Unjoin'd Chain': Gilbert Adair's Use of Edgar Allan Poe in his Translation of Georges Perec's *La Disparition*." *CLA Journal* 44.3 (March 2001): 373-382.
- Sheasby, Ronald E. "The Black Veil Lifted: A Note on Eliot and Hawthorne." *CLA Journal* 44.3 (March 2001): 383-390.
- Glasrud, Bruce A.; Champion, Laurie. "'No Land of the Free': Chester Himes Confronts California." *CLA Journal* 44.3 (March 2001): 391-416.
- Nejako, Alexander. "Bigger's Choice: The Failure of African-American Masculinities in *Native Son*." *CLA Journal* 44.4 (June 2001): 423-441.
- Rand, William E. "Chester Himes as a Naturalistic Writer in the Tradition of Richard Wright and Theodore Dreiser." *CLA Journal* 44.4 (June 2001): 442-450.
- Watson, Reginald. "Images of Blackness in the Works of Charlotte and Emily Bronte." *CLA Journal* 44.4 (June 2001): 451-470.
- Shaw, Mary Neff. "Responses to God's Grace: Varying Degrees of Doubt in Flannery O'Connor's Character Types." *CLA Journal* 44.4 (June 2001): 471-479.
- Bush, Roland E. "A Hermeneutic of Power: Manuel Zepata Olivella's *En Chimá* nace un santo and the 'Millenarian Dream.'" *CLA Journal* 44.4 (June 2001): 480-491.
- Debo, Annette. "Power, Destiny, and Individual Choice: Gloria Naylor's *Naturalism*." *CLA Journal* 44.4 (June 2001): 492-521.
- Grandt, Jürgen E. "A Life and Power Far beyond the Letter: Life and Times of Frederick Douglass and the Authentic Blackness of Autobiography." *CLA Journal* 45.1 (Sept. 2001): 1-25.

- Duboin, Corinne "Race, Gender, and Space: Louise Meriwether's Harlem in Daddy Was a Number Runner." *CLA Journal* 45.1 (Sept. 2001): 26-40.
- Delgado-Norris, Evelynne. "Alternations of the African Epic in Nafissatou Diallo's Le Fort Maudit." *CLA Journal* 45.1 (Sept. 2001): 41-52.
- Smith, Robert P., Jr. "Black Like That: Paulette Nardal and the Negritude Salon." *CLA Journal* 45.1 (Sept. 2001): 53-68.
- Sanders, Arthrell D. "The Student: Matters of Publication." *CLA Journal* 45.1 (Sept. 2001): 69-86.
- Hadley, Karen. "'The Wealth of Nation,' or 'The Happiness of Nations'? Barbauld's Malthusian Critique in 'Eighteen Hundred and Eleven.'" *CLA Journal* 45.1 (Sept. 2001): 87-97.
- Monye, Laurent; Swanson, Kenneth A. "Convergences thématiques et narratives dans La Rue Cases-Nègres de Joseph Zobel et L'Enfant noir de Camara Laye." *CLA Journal* 45.1 (Sept. 2001): 97-113.
- James, Cynthia. "Reconnecting the Caribbean-American Diaspora in Paule Marhsall's *Brown Girl, Brownstones* and Erna Brodber's *Louisiana*." *CLA Journal* 45.2 (Dec. 2001): 151-170.
- Descas, Marie-Josèphe. "Transgressive Identities: What Creoleness Leaves Out-Teaching and Experiencing the Caribbean." *CLA Journal* 45.2 (Dec. 2001): 171-186.
- Jackson, Tommie L. "The Canine in Ngugi's *A Grain of Wheat* and Nadine Gordimer's *A World of Strangers*: A Metaphor for the Master-Slave Relationship between the Colonizer and the Colonized." *CLA Journal* 45.2 (Dec. 2001): 187-206.
- Rose, Jane E. "Expanding Woman's Sphere, Dismantling Class, and Building Community: The Feminism of Elizabeth Oakes Smith." *CLA Journal* 45.2 (Dec. 2001): 207-230.
- Raynor, Sharon D. "The World of Female Knowing according to Georgia Douglas Johnson, Playwright." *CLA Journal* 45.2 (Dec. 2001): 231-242.
- Belén Cambeira, Alán. "La denuncia socio-política en la novela over del escritor dominicano Ramón Marrero Aristy." *CLA Journal* 45.2 (Dec. 2001): 243-254.
- Hudson, Robert J.; Smith, Robert P., Jr. "Publications by CLA Members 2000-2001." *CLA Journal* 45.2 (Dec. 2001): 255-259.
- Thompson, Carlyle V. "From a Hog to a Black Man: Black Male Subjectivity and Ritualistic Lynching in Ernest J. Gaines's *A Lesson before Dying*." *CLA Journal* 45.3 (March 2002): 279-310.
- Lewis, Nghana. "'We Must Speak with the Same Weapons': Re-Inscribing Resistance in Zora Neale Hurston's *Dust Tracks on a Road*." *CLA Journal* 45.3 (March 2002): 311-328.
- Lee, Kun Jong. "The African-American Presence in Younghill Kang's *East Goes West*." *CLA Journal* 45.3 (March 2002): 329-359.
- Cooper, Barbara T. "Jules Barbier's *Cora, ou l'esclavage*: A French Anti-Slavery Drama Set against the Backdrop of the American Civil War." *CLA Journal* 45.3 (March 2002): 360-378.
- Alsen, Eberhard. "New Light on the Nervous Breakdowns of Salinger's *Sergeant X* and *Seymour Glass*." *CLA Journal* 45.3 (March 2002): 379-387.
- Lutzkanova-Vassileva, Albena. "Trauma, Media Technology, and Psychic Restoration in the Contemporary British Novel: The Testimonies of J.G. Ballard's *The Atrocity Exhibition*." *CLA Journal* 45.3 (March 2002): 388-404.
- Stevenson, Pascha A. "Of One Blood, of One Race: Pauline E. Hopkins' Engagement of Racialized Science." *CLA Journal* 45.4 (June 2002): 422-443.
- Bryant, Jacqueline. "Postures of Resistance in Ann Petry's *The Street*." *CLA Journal* 45.4 (June 2002): 444-459.
- Johnson, Beverly A. "Revolutionary Solutions: Challenging Colonialist Attitudes in the Works of Paule Marshall." *CLA Journal* 45.4 (June 2002): 460-476.
- Fragd, Lulamae. "Reading Your Self Home: Myriam Warner-Viery's *Juletane*." *CLA Journal* 45.4 (June 2002): 477-496.

- Bausch, Susan. "Inevitable or Remediabile? The Historical Connection between Slavery, Racism, and Urban Degradation in Paul Laurence Dunbar's *The Sport of the Gods*." *CLA Journal* 45.4 (June 2002): 497-522.
- DeCosta-Willis, Miriam. "Martha K. Cobb and the Shaping of Afro-Hispanic Literary Criticism." *CLA Journal* 45.4 (June 2002): 523-541.
- LeSeur, Geta. "Moving beyond the Boundaries of Self, Community, and the Other in Toni Morrison's *Sula* and *Paradise*." *CLA Journal* 46.1 (Sept. 2002): p 1-20.
- Story, Ralph D. "Sacrifice and Surrender: Sethe in Toni Morrison's *Beloved*." *CLA Journal* 46.1 (Sept. 2002): 21-29.
- Young-Minor, Ethyl A. "Staging Black Women's History: May Miller's Harriet Tubman as Cultural Artifact." *CLA Journal* 46.1 (Sept. 2002): 30-47.
- Watson, Reginald. "The Tragic Mulatto Image in Charles Chesnutt's *The House behind the Cedars* and Nella Larsen's *Passing*." *CLA Journal* 46.1 (Sept. 2002): 48-71.
- Rahming, Melvin B. "'Goodbye to All That!' Engaging the Shift of Sensibility between John Webster's *The White Devil* and Amiri Baraka's *Dutchman*." *CLA Journal* 46.1 (Sept. 2002): 72-97.
- Norment, Nathaniel, Jr. "Quantitative and Qualitative Analyses of Textual Cohesion in African American Students' Writing in Narrative, Argumentative, and Expository Modes." *CLA Journal* 46.1 (Sept. 2002): 98-132.
- King, Lovalerie. Rev. of *The Wind Done Gone*, by Alice Randall. *CLA Journal* 46.1 (Sept. 2002): 133-138.
- Bryant, Jacqueline. Rev. of *Tough Notes*, Haki R. Madhubuti. *CLA Journal* 46.1 (Sept. 2002): 139-141.
- Martin-Ogunsola, Dellita. "Heritage and Homage: Navigating Our Cultural Legacy." *CLA Journal* 46.2 (Dec. 2002): 159-167.
- Green, Tara T. "The Virgin Mary, Eve, and Mary Magdalene in Richard Wright's Novels." *CLA Journal* 46.2 (Dec. 2002): 168-193.
- Hampton, Gregory J. "Black Men Fenced in and a Plausible Black Masculinity." *CLA Journal* 46.2 (Dec. 2002): 194-206.
- Tillis, Antonio D. "Native Son's Bigger and Las estrellas son negras' Irra: Two Post-Colonial Subjects of Literature of the African Diaspora." *CLA Journal* 46.2 (Dec. 2002): 207-225.
- Agy, Diana Marie. "Belinda, Another Eve." *CLA Journal* 46.2 (Dec. 2002): 226-236.
- Ryan, Barbara. "Service after Slavery: 'Talented Tenth' Thoughts on African American Attendance." *CLA Journal* 46.2 (Dec. 2002): 237-269.
- Butler, Robert J. "The Structure of Ralph Ellison's *Juneteenth*." *CLA Journal* 46.2 (Dec. 2002): 291-311.
- Mills, Fiona. "Creating a Resistant Chicana Aesthetic: The Queer Performativity of Ana Castillo's *So Far from God*." *CLA Journal* 46.3 (March 2003): 312-336.
- Bockting, Margaret. "Traffic with Others." *CLA Journal* 46.3 (March 2003): 337-348.
- Datta, Pradip K. "Alienation, Figures, and Discourse: A Deconstructive Reading of Joseph Conrad's 'The Secret Sharer.'" *CLA Journal* 46.3 (March 2003): 349-361.
- Warren, Nagueyalti. "Echoing Zora: Ansa's Other Hand in *The Hand I Fan With*." *CLA Journal* 46.3 (March 2003): 362-382.
- Norgaisse, Jean. "L'idéologie et la révolte dans l'oeuvre d'Edris Saint-Amand." *CLA Journal* 46.3 (March 2003): 383-407.
- N'gom, M'baré. "L'Oralité filmique comme plateforme narrative chez Ousmane Sembène: *Guelwaar*." *CLA Journal* 46.3 (March 2003): 408-424.
- Plant, Deborah G. "The Benedict-Hurston Connection." *CLA Journal* 46.4 (June 2003): 435-456.
- Hawkins, Alfonso W. "The Nurture of African American Youth in the Fiction of Ann Petry, Alice Childress, and Gloria Naylor." *CLA Journal* 46.4 (June 2003): 457-477.

- Gaudry-Hudson, Christine M.M. "‘Raising Cane’: A Feminist Rewriting of Joseph Zobel’s Novel *Sugar Cane Alley* by Film Director Euzhan Palcy." *CLA Journal* 46.4 (June 2003): 478-493.
- Griffin, Barbara L.J. "Harold Jackman: The Joker in the Harlem Renaissance Deck." *CLA Journal* 46.4 (June 2003): 494-511.
- Fleissner, Robert F. "T.S. Eliot’s Appropriation of Black Culture: A Dialogical Analysis." *CLA Journal* 46.4 (June 2003): 512-520.
- Watkins, Patricia D. "Rape, Lynching, Law and Contending Forces: Pauline Hopkins-Forerunner of Critical Race Theorists." *CLA Journal* 46.4 (June 2003): 521-542.
- Keita, Mamadi. "Critique de l’état-nation dans L’Enracinement de Simone Weil." *CLA Journal* 46.4 (June 2003): 543-561.
- Collins, Janelle. "‘Intimate History’: Storyteller and Audience in Gayl Jones’s *Corregidora*." *CLA Journal* 47.1 (Sept. 2003): p 1-31.
- Dworkin, Ira. "‘The Evading Eye’: The Transgeneric Prose of Gwendolyn Brooks." *CLA Journal* 47.1 (Sept. 2003): 32-54.
- Walton, James E. "Death of a Salesman’s Willy Loman and Fence’s Troy Maxson: Pursuers of the Elusive American Dream." *CLA Journal* 47.1 (Sept. 2003): 55-65.
- Reed, Brian K. "Behold the Woman: The Imaginary Wife in Octavia Butler’s *Kindred*." *CLA Journal* 47.1 (Sept. 2003): 66-74.
- Saur, Pamela S. "Proto-Christian Heroines and the Beginnings of National Literatures in Europe." *CLA Journal* 47.1 (Sept. 2003): 75-92.
- Harris, Will. "Okonkwo in Exile: Lessons from the Underworld." *CLA Journal* 47.1 (Sept. 2003): 93-104.
- Thompson, Carlyle V. "‘Circles and Circles of Sorrow’: Decapitation in Toni Morrison’s *Sula*." *CLA Journal* 47.2 (Dec. 2003): 137-174.
- Harding, Jennifer Riddle. "Gagged Petitions and Unanswered Prayers: James M. Whitfield’s *Anxious America*." *CLA Journal* 47.2 (Dec. 2003): 175-182.
- Zoggyie, Haakayoo N. "Subversive Tales, Transgressive Laughs: Reading Carlos Guillermo Wilson’s *Chombo* as Satire." *CLA Journal* 47.2 (Dec. 2003): 193-211.
- Hunt, Maurice. "Visionary Christianity in Shakespeare’s Late Romances." *CLA Journal* 47.2 (Dec. 2003): 212-230.
- Argall, Nicole. "A Rib from My Chest: Cynara’s Journey as an African Womanist." *CLA Journal* 47.2 (Dec. 2003): 231-243.
- Dance, Daryl C. "A Conversation with Velma Pollard." *CLA Journal* 47.3 (March 2004): 259-298.
- Carson, Warren J. "‘They Don’t Look So Good, Mistah’: Realities of the South in Richard Wright’s *Black Boy* and Selected Short Fiction." *CLA Journal* 47.3 (March 2004): 299-309.
- Williams, Bettye J. "Glimpsing Parody, Language, and Post-Reconstruction Themes in Alice Randall’s *The Wind Done Gone*." *CLA Journal* 47.3 (March 2004): 310-325.
- Fambrough, Preston. "A Carnival Tortilla Flat." *CLA Journal* 47.3 (March 2004): 326-342.
- Pooson, Sylvain B. "Entre Tango y Payada: The Expression of Blacks in Nineteenth-Century Argentina." *CLA Journal* 47.3 (March 2004): 343-365.
- Othow, Helen Chavis. "Comedy in Morrison’s *Terrestrial Paradise*." *CLA Journal* 47.3 (March 2004): 366-373.
- Wood, Jacqueline. "‘To Wash My Ego in the Needs... of My People’: Militant Womanist Rhetoric in the Drama of Sonia Sanchez." *CLA Journal* 48.1 (Sept. 2004): p 1-33.
- Thompson, Gordon E. "Methodism and the Consolation of Heavenly Bliss in Phillis Wheatley’s *Funeral Elegies*." *CLA Journal* 48.1 (Sept. 2004): 34-50.
- Rossetti, Gina M. "Out of the Gene Pool: Primitivism and Ethnicity in Frank Norris’s *McTeague*." *CLA Journal* 48.1 (Sept. 2004): 51-70.
- Butler, Robert. "The Postmodern City in Colson Whitehead’s *The Colossus of New York* and Jeffrey Renard Allen’s *Rails under My Back*." *CLA Journal* 48.1 (Sept. 2004): 71-87.

- Demirtürk, Lâle. "Postcolonial Reflections on the Discourse of Whiteness: Paule Marshall's *The Chosen Place, the Timeless People*." *CLA Journal* 48.1 (Sept. 2004): 88-102.
- Davidson, Adenike Marie. "Double Leadership, Double Trouble: Critiquing Double Consciousness and Racial Uplift in Sutton Griggs's *Imperium in Imperio*." *CLA Journal* 48.2 (Dec. 2004): 127-155.
- Watson, Reginald. "The Power of the 'Milk' and Motherhood: Images of Deconstruction in Toni Morrison's *Beloved* and Alice Walker's *The Third Life of Grange Copeland*." *CLA Journal* 48.2 (Dec. 2004): 156-182.
- Thompson, Mark C. "The God of Love: Fascism in George S. Schuyler's *Black Empire*." *CLA Journal* 48.2 (Dec. 2004): 183-199.
- Ako, Edward O. "Ernest Hemingway, Derek Walcott, and *Old Men of the Sea*." *CLA Journal* 48.2 (Dec. 2004): 200-212.
- Norgaisse, Jean. "Perceptions identitaires dans le langage." *CLA Journal* 48.2 (Dec. 2004): 213-235.
- Kemp, Yakini B. "Text Messaging or Messaging the Text: Literature and the Construction of Identity." *CLA Journal* 48.3 (March 2005): 245-252.
- Ryan, Marveta. "Overlooked Images: Black Women in Two Nineteenth-Century Hispanic Caribbean Poems." *CLA Journal* 48.3 (March 2005): 253-273.
- Gervin, Mary A. "The Monodrama *Maud*: Tennyson's *Little Hamlet*." *CLA Journal* 48.3 (March 2005): 274-289.
- Ashford, Tomeiko R. "Marginal Black Feminist Religiosity: Ann Shockley's Construction of the Divine Heroine in *Say Jesus and Come to Me*." *CLA Journal* 48.3 (March 2005): 290-307.
- Barnwell, Cherron A. "A Prison Abolitionist and Her Literature: Angela Davis." *CLA Journal* 48.3 (March 2005): 308-335.
- Robinson, Angelo R. "The Other Proclamation in James Baldwin's *Go Tell It on the Mountain*." *CLA Journal* 48.3 (March 2005): 336-351.
- Norment, Nathaniel, Jr. "Addison Gayle, Jr.: 'The Consummate Black Critic.'" *CLA Journal* 48.4 (June 2005): 353-386.
- Black, Daniel P. "Literary Subterfuge: Early African American Writing and the Trope of the Mask." *CLA Journal* 48.4 (June 2005): 387-403.
- Pennington, Eric. "The City as Order and Empire in Blasco Ibáñez's *La Bodega*." *CLA Journal* 48.4 (June 2005): 404-414.
- Ruffin, Kimberly N. "Mourning in the 'Second Middle Passage': Visual and Verbal Praxis in John Edgar Wideman's *Two Cities*." *CLA Journal* 48.4 (June 2005): 415-439.
- Carter, Sybil Jackson. "Mayotte or Not Mayotte?" *CLA Journal* 48.4 (June 2005): 440-451.
- Lucy, Robin. "Fables of the Reconstruction: Black Women on the Domestic Front in Ann Petry's *World War II Fiction*." *CLA Journal* 49.1 (Sept. 2005): p 1-27.
- Watson, Sonja Stephenson. "The Use of Language in Melva Lowe de Goodin's *De/From Barbados a/to Panamá: A Construction of Panamanian West Indian Identity*." *CLA Journal* 49.1 (Sept. 2005): 28-44.
- Demirtürk, Lâle. "Mapping the Interstitial Space of 'Black' and 'Western': Richard Wright's *White Man, Listen!*" *CLA Journal* 49.1 (Sept. 2005): 45-55.
- Hampton, Gregory J. "Migration and Capital of the Body: Octavia Butler's *Parable of the Sower*." *CLA Journal* 49.1 (Sept. 2005): 56-73.
- Gardner Corbett, Colena. "Escaping the Colonizer's Whip: The Binary Discipline." *CLA Journal* 49.1 (Sept. 2005): 74-92.
- Mitchell, Angelyn. "Arthur P. Davis: The Literary Anthologist as Cultural Conservator and Cultural Worker." *CLA Journal* 49.2 (Dec. 2005): 127-143.
- Okonkwo, Christopher N. "Of Caul and Response: Baby of the Family, Ansa's Neglected Metafiction of the Veil of Blackness." *CLA Journal* 49.2 (Dec. 2005): 144-167.

- Dickson-Carr, Darryl. "The Projection of the Beast: Subverting Mythologies in Toni Morrison's Jazz." *CLA Journal* 49.2 (Dec. 2005): 168-183.
- Cash, Wiley. "'Those Folks Downstairs Believe in Ghosts': The Eradication of Folklore in the Literature of Charles W. Chesnutt." *CLA Journal* 49.2 (Dec. 2005): 184-204.
- Norgaisse, Jean. "Profil du langage et du style chez Edris Saint-Amand." *CLA Journal* 49.2 (Dec. 2005): 205-238.
- Johns, Gillian. "Reading for the Comic and the Tragic in Modern Black Fiction; or, Reflections on Richard Wright's Change of Heart from Lawd Today! to Native Son." *CLA Journal* 49.3 (March 2006): 249-282.
- Story, Ralph D. "The Dissonant Chord: Chester Himes' Lonely Crusade." *CLA Journal* 49.3 (March 2006): 283-304.
- Cheung, Floyd. "The Language of Mourning in Lois-Ann Yamanaka's Blue's Hanging." *CLA Journal* 49.3 (March 2006): 305-312.
- Watson, Reginald. "Derogatory Images of Sex: The Black Woman and Her Plight in Toni Morrison's Beloved." *CLA Journal* 49.3 (March 2006): 313-335.
- Ramsay, Paulette A. "The Politics of Resistance and Agency in Shirley Campbell's and Jesús Cos Causse's Homage to the Afro-Cuban Poet Nicolás Guillén." *CLA Journal* 49.3 (March 2006): 336-353.
- Monye, Laurent P. "Le Passé colonial français: Résurgence d'un débat sur l'articulation entre loi, histoire, mémoire et littérature." *CLA Journal* 49.3 (March 2006): 354-365.
- Chander, Harish. "The Politics of Exclusion in *A Passage to India* and *Native Son*." *CLA Journal* 49.3 (March 2006): 366-372.
- Brown-Guillory, Elizabeth. "'Feet, Don't Fail Me Now': Place and Displacement in Black Women's Plays from the United States, South Africa, and England." *CLA Journal* 49.4 (June 2006): 383-405.
- Alsen, Eberhard. "Racism and the Film Version of Eugene O'Neill's *The Emperor Jones*." *CLA Journal* 49.4 (June 2006): 406-422.
- Mohr, Janet. "Charles Chesnutt's Women." *CLA Journal* 49.4 (June 2006): 423-445.
- Dagbovie, Sika Alaine. "Long Live Babar! Long Live Bourgeois Imperialism! Racist Elitism in *The Travels of Babar*." *CLA Journal* 49.4 (June 2006): 446-462.
- Ghasemi, Parvin and Elham Mansooji. "Nature and Man in Robert Frost." *CLA Journal* 49.4 (June 2006): 462-481.
- Jeremiah, Milford A. "Language and Politics: Lexical Choices Observed in Discussing Hurricane Katrina." *CLA Journal* 50.1 (Sept. 2006): p 1-19.
- Dance, Daryl Cumber. "Who Was Cock Robin? A New Reading of Erna Brodber's *Jane and Louisa Will Soon Come Home*." *CLA Journal* 50.1 (Sept. 2006): 20-36.
- Hawkins, Alfonso W., Jr. "A Nonnegotiable Blues Catharsis in Character: Billie Holiday in *Lady Sings the Blues* and *Ursa Corregidora* in *Corregidora*." *CLA Journal* 50.1 (Sept. 2006): 37-63.
- Kolin, Philip C. "'Milena's Wedding,' 'Paragraphs [and] Passages,' and the Formation of Adrienne Kennedy's Canon." *CLA Journal* 50.1 (Sept. 2006): 64-83.
- Bourassa, Alan. "Wharton's Aesthetics and the Ethics of Affect." *CLA Journal* 50.1 (Sept. 2006): 84-106.
- Parascandola, Louis and Maria McGarrity. "'I'm a ... Naughty Girl': Prostitution and Outsider Women in James Joyce's 'The Boarding House' and Eric Walrond's 'The Palm Porch'." *CLA Journal* 50.1 (Sept. 2006): 141-161.
- Hampton, Gregory J. "Beauty and the Exotic: Writing Black Bodies in Nella Larsen's *Quicksand*." *CLA Journal* 50.2 (Dec. 2006): 162-174.
- Van Thompson, Carlyle. "Miscegenation as Sexual Consumption: The Enduring Legacy of America's White Supremacist Culture of Violence in John Oliver Killens' *Youngblood*." *CLA Journal* 50.2 (Dec. 2006): 174-206.

- LeSeur, Geta. "Head, Schwarz-Bart, and Kincaid: Refashioning Alternative Landscapes." *CLA Journal* 50.2 (Dec. 2006): 207-218.
- Aldrich, Abigail J. "The Hamilton Family and the Trials of Job: The Clash of Faith and Fate in Paul Lawrence Dunbar's *The Sport of the Gods*." *CLA Journal* 50.2 (Dec. 2006): 219-237.
- Rodriguez-Cabral, Cristina. "Postmodernismo y postcolonialismo en El fusilamiento del diablo de Manuel Zapata Olivella." *CLA Journal* 50.2 (Dec. 2006): 238-251.
- Dieke, Ikema. "Paradoxes of Carnality and the Moral Topography of Baraka's *The System of Dante's Hell*." *CLA Journal* 50.2 (Dec. 2006): 263-278.
- Demirtürk, Lâle. "The Politics of Racelessness in Richard Wright's *The Outsider*." *CLA Journal* 50.2 (Dec. 2006): 279-297.
- Jackson, Tommie Lee. "The Symbolic Implications of the Portmanteau in Jamaica Kincaid's *Annie John*." *CLA Journal* 50.3 (March 2007): 298-311.
- Fleissner, Robert F. "Onto the Road Not Taken-Via Wordsworth, Edward Thomas, and Thereby Robert Frost." *CLA Journal* 50.3 (March 2007): 312-322.
- Simpson, LaJuan. "Transforming the Prison: Outrageous and Bodacious Behavior in Angela Davis: *An Autobiography*." *CLA Journal* 50.3 (March 2007): 323-339.
- Garren, Samuel B. "Food for Thought: Bread and Cultural Critique in Thoreau's *Walden* and Orwell's *The Road to Wigan Pier*." *CLA Journal* 50.3 (March 2007): 340-347.
- Dauterich, Edward, IV. "Time, Communication, and Prophecy: Prodigious Unity in *Almanac of the Dead*." *CLA Journal* 50.3 (March 2007): 348-363.
- Monye, Laurent P. "La Cérémonie du 14 juillet ou l'épécentre unificateur dans *Le Vieux nègre et la médaille de Ferdinand Oyono*." *CLA Journal* 50.3 (March 2007): 364-373.
- Heglar, Charles J. "Literary Portraits of Zora Neale Hurston and the Forgotten Image of Laura Burroughs in Bucklin Moon's *Without Magnolias*." *CLA Journal* 50.4 (June 2007): 379-394.
- Harrell, Willie J., Jr. "'We Hold These Truths to Be Self-Evident': Characteristics of African-American Jeremiadic Discourse, 1770-1850." *CLA Journal* 50.4 (June 2007): 395-417.
- Esquilín, Mary Ann Gosser. "Puerto Ricans Searching for Their Roots: Afro-Caribbean Routes in *Olga Nolla*." *CLA Journal* 50.4 (June 2007): 418-435.
- Bryant, Cynthia Downing. "'How I Got Over': Negotiating Whiteness in J. California Cooper's *Family*." *CLA Journal* 50.4 (June 2007): 436-457.
- Afolabi, Niyi. "Cool Pose: Masculinity as Regenerative Impulse in Nathan McCall's *Makes Me Wanna Holler*." *CLA Journal* 50.4 (June 2007): 458-472.
- Afagla, Ruben Kodjo. "Vers une nouvelle philosophie de rapprochement Afrique-Amérique Noire: Une Etude de Migrations of the Heart de Marita Golden." *CLA Journal* 50.4 (June 2007): 473-495.
- Leggett, Carleen S. "A Tribute to Dr. Sandye Jean McIntyre, II (September 18, 1923-October 8, 2006)." *CLA Journal* 50.4 (June 2007): 496-501.
- "CLA Creative Writing Contest Winners 2007." *CLA Journal* 50.4 (June 2007): 502-503.
- Anthony, Booker T. "Religion and Spirituality in Literature." *CLA Journal* 51.1 (Sept. 2007): 1-13.
- del Río, Carmen M. "The Virgin of Guadalupe Revisited: Religion, Culture and Sexuality in the Works of Chicana/Latina Writers." *CLA Journal* 51.1 (Sept. 2007): 14-25.
- Tignor, Eleanor Q. "The Emerging August Wilson-- From Poet to Playwright." *CLA Journal* 51.1 (Sept. 2007): 26-38.
- Bennett, Consuela. "Death to the Author! Expunging the Authorial Presence from Tennessee Williams's *Short Stories*." *CLA Journal* 51.1 (Sept. 2007): 39-60.
- Lassiter, Linda E. "Spanish-Speakers, Command Spanish, and You: Foreign Languages for Professionals at SUBR." *CLA Journal* 51.1 (Sept. 2007): 61-76.
- Carson, Jack, Jr. Rev. of *Equiano, The African: Biography of a Self-Made Man*, by Vincent Carretta. *CLA Journal* 51.1 (Sept. 2007): 77-84.

- Brown-Guillory, Elizabeth. "Race, Gender and Social Politics in Alice Childress's *A Short Walk*." *CLA Journal* 51.2 (Dec. 2007) 109-132.
- Leticée, Marie. "My Body, My Land: Redefining and Rediscovering the Guadeloupean Creole Woman." *CLA Journal* 51.2 (Dec. 2007) 133-154.
- Salvatore, Anne T. "Against Platonic Authority: Collective vs. Absolute Truth in Barbara Kingsolver's *The Poisonwood Bible*." *CLA Journal* 51.2 (Dec. 2007) 155-169.
- Squint, Kirstin L. "Vodou and Revolt in Literature of the Haitian Revolution." *CLA Journal* 51.2 (Dec. 2007) 170-185.
- Frazier, Valerie. "King Kong's Reign Continues: King Kong as Sign Shifting Racial Politics." *CLA Journal* 51.2 (Dec. 2007) 186-205.
- Nunez, Elizabeth. "Banquet Address on the Theme of the CLA Conference: Religion and Spirituality in Literature." *CLA Journal* 51.2 (Dec. 2007) 206-220.
- Norment, Nathaniel, Jr. Rev. of *Blonde Faith*, Walter Mosley. *CLA Journal* 51.2 (Dec. 2007) 221-225.
- Demirtürk, Lâle. "Narrativizing Africa Within the Discourse of Modernity: Richard Wright's *Black Power*." *CLA Journal* 51.3 (March 2008): 227-247.
- Janis, Michael. "Remembering Sembène: The Grandfather of African Feminism." *CLA Journal* 51.3 (March 2008): 248-264.
- Greene, Raquel. "Othello Meets Don Juan: Shakespeare, Pushkin, and *The Stone Guest*." *CLA Journal* 51.3 (March 2008): 265-283.
- Ghasemi, Parvin. "Violence, Rage, and Self-Hurt in Sylvia Plath's Poetry." *CLA Journal* 51.3 (March 2008): 284-303.
- McGarrity, Maria. "Hell's Kitchen as Contact Zone: The Essentialized African in Jim Sheridan's *In America*." *CLA Journal* 51.3 (March 2008): 304-323.
- Christian, Shawn Anthony. Rev. of *They Tell Me of a Home*, by Daniel Black. *CLA Journal* 51.3 (March 2008): 324-328.
- Maha, Marouan. "The Stillness that Comes After: African Traditions and the Meaning of Death in David Bradley's *The Chaneyville Incident*." *CLA Journal* 51.4 (June 2008): 331-355.
- Raub, Bonnie. "'The Light that Insists on Itself in the World': Lucille Clifton and African American Consciousness." *CLA Journal* 51.4 (June 2008): 356-377.
- Knutson, April A. "The Others' Others: The Perception of Women in Caribbean Literature." *CLA Journal* 51.4 (June 2008): 378-393.
- Coleman, Kendric L. "Black Male Politicization: Same Script, Different Cast." *CLA Journal* 51.4 (June 2008): 394-406.
- Yu, Su-Lin. "The Return of the Sister: Sisterhood and Black Female Subjectivity in Toni Morrison's *Beloved*." *CLA Journal* 51.4 (June 2008): 407-423.
- Newson-Horst, Adele S. "A Conversation with Zee Edgell." *CLA Journal* 51.4 (June 2008): 424-433.
- Ball, Jane L. Rev. of *Remembering Crawford Square, Savannah, Georgia*, by Lou Rivers. *CLA Journal* 51.4 (June 2008): 434-435.
- Anthony, Booker T. "(Re)Roots and (Re)Routes: Transatlantic Connections in Language and Literature." *CLA Journal* 52.1 (Sept. 2008): 1-12.
- West, Elizabeth J. "Conflicting Epistemological Selves in the Narratives of Frederick Douglass." *CLA Journal* 52.1 (Sept. 2008): 13-37.
- Jeremiah, Milford A. "Linguistic Insights from Slave Narratives." *CLA Journal* 52.1 (Sept. 2008): 38-54.
- Butler, Robert. "Signifying and Self-Portraiture in Richard Wright's *A Father's Law*." *CLA Journal* 52.1 (Sept. 2008): 55-73.
- Hampton, Gregory J. "Vampires and Utopia: Reading Racial and Gender Politics in the Fiction of Octavia Butler." *CLA Journal* 52.1 (Sept. 2008): 74-91.
- Mitchell, Verner D. Rev. of *Pauline Elizabeth Hopkins: Black Daughter of the Revolution*, by Lois Brown. *CLA Journal* 52.1 (Sept. 2008): 92-95.

- Samuel, Kameelah Martin. "Rethinking Ishmael Reed's *Mumbo Jumbo*: Neo-Hoodoo Womanist Text?" *CLA Journal* 52.2 (Dec. 2008): 111-131.
- Demirtürk, Lâle. "Exploring Memory Spaces as Alternative Urban Discourse: City Imaginaries in African American Urban 'Memory' Novels, 1990s-Present." *CLA Journal* 52.2 (Dec. 2008): 132-152.
- Montgomery, Maxine L. "Finding Peace in the Middle: Authority, Resistance, and the Legend of Sapphira Wade in Gloria Naylor's *Mama Day*." *CLA Journal* 52.2 (Dec. 2008): 153-169.
- Pfaff, Françoise. "Dakar in Djibril Diop Mambety's *Contras' City*." *CLA Journal* 52.2 (Dec. 2008): 170-186.
- Harrell, Willie J., Jr. "'I am on the Coloured Side': The Rhetoric of Passing in Jessie Redmon Fauset's *Plum Bun: A Novel without a Moral*." *CLA Journal* 52.2 (Dec. 2008): 187-208.
- Henry, Lorraine M. "In Memoriam: Lettie Jane Austin." (March 21, 1925 - April 4, 2008) *CLA Journal* 52.2 (Dec. 2008): 209-213.
- Woodworth, Christine. Rev. of *Contemporary African American Women Playwrights: A Casebook*, ed. Philip C. Kolin. *CLA Journal* 52.2 (Dec. 2008): 214-219.
- Ramsay, Paulette. "On Page and on Screen: An Examination of Gerardo Fullea Leon's *Placido* (1982) and Its Cinematic Representation." *CLA Journal* 52.3 (March 2009): 221-237.
- Douglass-Chin, Richard. "Landscapes of the Interior: Liberian-American Diaspora in Foundational and Twenty-First Century Writings of Exploration and Nation." *CLA Journal* 52.3 (March 2009): 238-255.
- Hyman, Ramona L. "Peecola Breedlove: The Sacrificial Iconoclast in *The Bluest Eye*." *CLA Journal* 52.3 (March 2009): 256-264.
- Ali, Munir Muztaba. "A Look into the Frequency and Fairness of Shakespeare's Treatment of the East in His Plays." *CLA Journal* 52.3 (March 2009): 265-278.
- Corry, Jennifer M. "Miguel Mihura's *Milagro en Casa de los Lopez*: A Play on Perspectives." *CLA Journal* 52.3 (March 2009): 279-299.
- Lawo-Sukam, Alain. "Identite Noire, Contition Feminine et (de) Construction Socio-Nationale dans *Sab et la Migration des Coeurs*." *CLA Journal* 52.3 (March 2009): 300-317.
- Andrews, Larry. "Two Black Women in Russia: Tacit Racial Identity and the Entrepreneurial Spirit." *CLA Journal* 52.4 (June 2009): 327-352.
- Brooks, Christopher. "'To Make Seclusion Pleasant': Censorship and Subordination in *Rasselas*." *CLA Journal* 52.4 (June 2009): 353-366.
- Fleissner, Robert F. "Defending Coleridge on the Charge of Being Fragmentary and Racist." *CLA Journal* 52.4 (June 2009): 367-381.
- Goodspeed-Chadwick, Julie. "Sexual Politics in *The Waste Land*: Treatment of Women and Their Bodies in 'A Game of Chess' and 'The Fire Sermon.'" *CLA Journal* 52.4 (June 2009): 382-392.
- Davis, Cynthia and Verner D. Mitchell. "Eugene Gordon, Dorothy West, and the Saturday Evening Quill Club." *CLA Journal* 52.4 (June 2009): 393-408.
- Ikard, David. "Ruthless Individuality and the Other(ed) Black Women in Zora Neale Hurston's *Their Eyes Were Watching God*." *CLA Journal* 53.1 (Sept. 2009): 1-22.
- Marzette, Delinda. "Who Measures the Power of Woman in Spoons and Scales? Women's Worth in Tess Onwueme's *Tell It to Women*." *CLA Journal* 53.1 (Sept. 2009): 23-47.
- Washington, Edward T. "A Matter of Policy: Reassessing Aaron's Sexual Role in *Titus Andronicus*." *CLA Journal* 53.1 (Sept. 2009): 48-74.
- Oforlea, Aaron N. "The Ambiguous Performance of Black Male Subjectivity in James Baldwin's *Tell Me How Long the Train's Been Gone*." *CLA Journal* 53.1 (Sept. 2009): 75-98.
- Pierre, Alix. "Transgression Sexuelle et sanction Communautaire." *CLA Journal* 53.1 (Sept. 2009): 99-112.
- Norment, Nathaniel, Jr. Rev. of *Perfect Peace*, by Daniel Black. *CLA Journal* 53.1 (Sept. 2009): 113-117.

- Valdés, Vanessa K. "'There Is No Incongruence Here': Hispanic Notes in the Works of Ntozake Shange." *CLA Journal* 53.2 (Dec. 2009): 131-144.
- Pfaff, Françoise. "Translating Maryse Condé's Caribbeanness into English." *CLA Journal* 53.2 (Dec. 2009): 143-161.
- Jackson, Tommie L. "Slave Patrols in Edward P. Jones' *The Known World*." *CLA Journal* 53.2 (Dec. 2009): 162-177.
- Robertson, Vida A. "Chester Himes's Racial Pharmakon: The Politics of Black Albinism in *The Heat's On*." *CLA Journal* 53.2 (Dec. 2009): 178-199.
- Rose, Stephany. "Miscegenated Nation: Adam Mansbach's *Angry Black White Boy*." *CLA Journal* 53.2 (Dec. 2009): 200-228.
- Carson, Warren J. Rev. of *Wench*, by Dolen Perkins-Valdez, and *The Book of Night Women*, by Marlon James. *CLA Journal* 53.2 (Dec. 2009): 229-233.
- Ghasemi, Parvin. "Negotiating Black Motherhood in Toni Morrison's Novels." *CLA Journal* 53.3 (March 2010): 235-253.
- Brooks, Jennifer G. "Amiri Baraka's Conversion to Leninist Marxism as an Extension of the Black Arts Movement." *CLA Journal* 53.3 (March 2010): 254-266.
- Ndulute, Clement L. "Urban Malaise and the Poetic Imagination: New York and Four Expatriate Poets." *CLA Journal* 53.3 (March 2010): 267-285.
- Fambrough, Preston. "The Sexual Landscape of D.H. Lawrence's 'The Princess.'" *CLA Journal* 53.3 (March 2010): 286-301.
- Norment, Nathaniel, Jr. "Some Discourse Features of Haitian Creole Students' Written English." *CLA Journal* 53.3 (March 2010): 302-324.
- Castillón, Catalina T. Rev. of *Afro-Caribbean Poetry and Ritual*, by Paul A. Griffith. *CLA Journal* 53.3 (March 2010): 325-330.
- Medine, Carolyn M. "'Who or What is the Negro?' Mrs. N.F. Mossell's *The Work of the Afro-American Woman* and African American 'Universal Histories' (1874-1920)." *CLA Journal* 53.4 (June 2010): 333-355.
- Simmons, Washella T. "The Limitations of Color: Inferiority and Superiority Complexes in the Works of W.E.B. Du Bois and Jessie Fauset." *CLA Journal* 53.4 (June 2010): 356-372.
- Butler, Robert. "Richard Wright's 'Between the World and Me' and the Chapel Scene in Crane's *The Red Badge of Courage*: A Literary Relationship." *CLA Journal* 53.4 (June 2010): 373-386.
- Marcoux, Jean-Philippe. "Tropings and Groupings: Jazz Artistry, Activism and Cultural Memory in Langston Hughes's *Ask Your Mama*." *CLA Journal* 53.4 (June 2010): 387-409.
- Stinchcomb, Dawn F. "Las Mascaras en el Teatro Puertorriqueño como Modo." *CLA Journal* 53.4 (June 2010): 410-436.
- Ramsay, Paulette. Rev. of *Caribe Africano en Despertar/Caribbean African Upon Awakening*, by Blas Jiménez. *CLA Journal* 53.4 (June 2010): 437-441.
- Watson, Reginald Wade. "Twentieth-Century Mulatto Image: Novels of Passing, Protest, and the Black Bourgeoisie." *CLA Journal* 54.1 (Sept. 2010): 1-18.
- Blount, Eleanor J. "Beloved Autonomy: Selfhood and Tragedy in African American and Ancient Greek Female Narratives." *CLA Journal* 54.1 (Sept. 2010): 19-35.
- Montgomery, Maxine L. "Don't Look B(l)ack: Spectatorship and Toni Morrison's *Tar Baby*." *CLA Journal* 54.1 (Sept. 2010): 36-52.
- Ryan, Barbara Therese. "Violations of Servitude: Leong, Hurston, Oyono." *CLA Journal* 54.1 (Sept. 2010): 53-76.
- Hines, Marion E. "Onomastic Resemblances and the Use of Names in Faiza Guene's *Kiffe Demain*." *CLA Journal* 54.1 (Sept. 2010): 77-106.
- Wattley, Ama S. "August Wilson's Visibly Scarred Characters." *CLA Journal* 54.2 (Dec. 2010) 121-138.
- Walker, Antiwan D. "Sexuality in the City: Remapping a Bisexual Geography to Self-Acceptance in E. Lynn Harris's *Invisible Life*." *CLA Journal* 54.2 (Dec. 2010) 139-161.

- Gilliam, David Akbar "Bantu Eye for the Western Eco-Critic: Looking at Two Contemporary Literary Works from Equatorial Guinea." *CLA Journal* 54.2 (Dec. 2010) 162-175.
- Myree-Mainor, Joy. "'The Story of Race Relations': Revising Black Nationalism in Ann Petry's *The Narrows*." *CLA Journal* 54.2 (Dec. 2010) 176-197.
- Arana, R. Victoria. "Clues Linking Francis E.W. Harper and George Herbert." *CLA Journal* 54.2 (Dec. 2010) 198-217.
- Miller, R. Baxter. "In Memory of a Friend: Jimmy L. Williams (1940-2010)." *CLA Journal* 54.2 (Dec. 2010) 218-220.
- Evans, Robert C. "'Abortions Will Not Let You Forget': A Close Reading of Gwendolyn Brooks's 'The Mother.'" *CLA Journal* 54.3 (March 2011): 223-238.
- Dandridge, Rita B. "Exclusionary Tactics of Intra-Racial Prejudice in Wallace Thurman's *The Blacker Berry*." *CLA Journal* 54.3 (March 2011): 239-256.
- Cardullo, Robert J. "On the Road to Tragedy: George Milton's Agon in *Of Mice and Men*." *CLA Journal* 54.3 (March 2011): 257-267.
- Grandt, Jürgen E. "Into a Darker Past: James Baldwin's *Giovanni's Room* and the Anxiety of Authenticity." *CLA Journal* 54.3 (March 2011): 268-293.
- Zauditu-Selassie, K. "Every Goodbye Ain't Gone: Using Adinkra Symbols to Frame Critical Agenda in African Diasporic Literature." *CLA Journal* 54.3 (March 2011): 294-314.
- Dandridge, Rita B. "In Memoriam: Carl L. Garrott (1949-2011)." *CLA Journal* 54.3 (March 2011): 315-316.
- Carson, Warren J. Rev. of *The Beautiful Struggle*, by Ta-Nehisi Coates, *A Question of Freedom: A Memoir of Learning Survival, and Coming of Age in Prison*, by R. Dwayne Betts, *Losing My Cool: How A Father's Love and 15,000 Books Beat Hip-Hop Culture*, by Thomas Chatterton Williams, and *The Other Wes Moore: One Name, Two Fates*, by Wes Moore. *CLA Journal* 54.3 (March 2011): 317-320.
- Young, Sandra Archer. "Coercion or Concern? Letter Writing and the Martial Woes of Paul Laurence Dunbar and Alice Walker." *CLA Journal* 54.4 (June 2011): 323-336.
- Crosby, Shelby L. "The Body Politic and Cultural Miscegenation in Sedgwick's *Hope Leslie: Or, Early Times in the Massachusetts*." *CLA Journal* 54.4 (June 2011): 337-363.
- Harrington, Brooksie. "The Invisible Thread: Authorial Integrity and the Trope of the Child Slave in *Uncle Tom's Cabin*, *Adventures of Huckleberry Finn*, and *Nightjohn*." *CLA Journal* 54.4 (June 2011): 364-386.
- Rose, Jane E. "Negotiating Work in the Novels of Ana Castillo: Social Dis-ease and the American Dream." *CLA Journal* 54.4 (June 2011): 387-409.
- Diala-Ogamba, Blessing. "Gothic Elements in Toni Morrison's *Beloved* and Elechi Amadi's *The Concubine*." *CLA Journal* 54.4 (June 2011): 410-424.
- Fraser, Rhone. Rev. of *The Addison Gayle Jr. Reader*, ed. Nathaniel Norment, Jr. *CLA Journal* 54.4 (June 2011): 425-429.
- Gant, John Eric. "Eurocentric Virtues in the Seventeenth-Century Cuban Epic." *CLA Journal* 55.1 (Sept. 2011): 1-17.
- Zoggie, Haakayoo Nobui. "Languages and Identity in Carlos Guillermo Wilson's *Los Mosquitos de Orixa Chango*." *CLA Journal* 55.1 (Sept. 2011): 18-42.
- Gervin, Mary A. "*Illumination and Night Glare: Carson McCullers' Sardonic Swan Song*." *CLA Journal* 55.1 (Sept. 2011): 43-69.
- Boulos, Tara and Carmen Canete Quesada. "Masculinidad e Identidad Híbrida en Yunior, Oscar y otros Tigueros Dominicanos de Junot Díaz." *CLA Journal* 55.1 (Sept. 2011): 70-86.
- Lee, Mary E. "Race Consciousness in the Dominican Republic: A Comparison of Three Dominican Poets-- Past, Present, and Future." *CLA Journal* 55.1 (Sept. 2011): 111-117.
- Carson, Warren J. Rev. of *African Spirituality in Black Women's Fiction: Threaded Visions of Memory, Community, Nature, and Being*, by Elizabeth J. West. *CLA Journal* 55.1 (Sept. 2011): 118-121.

- Ramsay, Paulette A. "Towards a New Vista: Shirley Campbell's Representation of Her Afro-Centric Caribbean Cultural Heritage." *CLA Journal* 55.2 (Dec. 2011): 123-139.
- Thompson-Cager-Strand, Chezia. "Walking Between Worlds: Egalitarian Paradigms in Paula Gunn Allen's *Life is a Fatal Disease* and Gerald Vizenor's *Heirs of Columbus*." *CLA Journal* 55.2 (Dec. 2011): 140-157.
- Ghasemi, Parvin and Sara Tavassoli. "Influence of August Strindberg on Harold Pinter: Entrapment in Relationships." *CLA Journal* 55.2 (Dec. 2011): 158-172.
- Kim, Kwangsoon. "Edna's Psychological Dilemma: Lacanian Reading of Kate Chopin's *The Awakening*." *CLA Journal* 55.2 (Dec. 2011): 173-190.
- Creque-Harris, Leah. "The Route of Spiritual Prowess in the Novels of Elizabeth Nunez." *CLA Journal* 55.2 (Dec. 2011): 191-208.
- Carson, Jack. Rev. of *A Companion to African American Literature*, by Gene Andrew Jarrett. *CLA Journal* 55.2 (Dec. 2011): 209-212.
- Henderson, Carol E. "A Kiss to Resurrect the Dead: Sex, Murder, and Womanhood in Bebe Moore Campbell's *Your Blues Ain't Like Mine*." *CLA Journal* 55.3 (March 2012): 225-243.
- Cardullo, Robert J. "The Business of Art and the Art of Business: W. S. Gilbert's Engaged Reconsidered." *CLA Journal* 55.3 (March 2012): 244-261.
- Hampton, Gregory. "Lost Memories: Memory as a Process of Identity in the Fiction of Octavia Butler." *CLA Journal* 55.3 (March 2012): 262-278.
- Lewis, Nghana. "Plantation Performance in Langston Hughes' *Mulatto*." *CLA Journal* 55.3 (March 2012): 279-295.
- Dahl, Anthony G. "Los afrochilenos de Arica y del Valle de Azapa." *CLA Journal* 55.3 (March 2012): 296-311.
- Carson, Warren J. "Presidential Address on the Occasion of the Seventy-Fifth Anniversary of the College Language Association in Atlanta, Georgia, March 29, 2012." *CLA Journal* 55.4 (June 2012): 315-319.
- Montgomery, Maxine L. "Re-Membering the Forgotten War: Memory, History, and the Body in Toni Morrison's *Home*." *CLA Journal* 55.4 (June 2012): 320-334.
- Ghasemi, Parvin and Behnam M. Fomeshi. "Defusing the Controversy over *Uncle Tom's Cabin: A New Historical Approach*." *CLA Journal* 55.4 (June 2012): 335-351.
- Milne, Leah. "Choosing Africa: The Importance of Naming in *Beloved* and *The Poisonwood Bible*." *CLA Journal* 55.4 (June 2012): 352-369.
- Monye, Laurent P. "Louis IX: Saint Roi et Politicien Perspicace." *CLA Journal* 55.4 (June 2012): 370-380.
- Dandridge, Rita B. "In Memoriam: Arthenia Jackson Bates Millican (1920-2012)." *CLA Journal* 55.4 (June 2012): 381-384.
- Davis, James J. Robert P. Smith, Jr. (1923-2012): A CLA Officer and a Gentleman *CLA Journal* 55.4 (June 2012): 385-388.
- Carson, Warren J. Rev. of *Literary Sisters; Dorothy West and Her Circle, A Biography of the Harlem Renaissance*, by Verner D. Mitchell and Cynthia Davis. *CLA Journal* 55.4 (June 2012): 389-391.
- Martin, Kameelah L. Rev. of *Tipping on a Tightrope: Divas in African American Literature*, by Aisha Damali Lockridge. *CLA Journal* 55.4 (June 2012): 392-396.
- Hogue, W. Lawrence. "The Blues, Individuated Subjectivity, and James Baldwin's *Another Country*." *CLA Journal* 56.1 (Sept. 2012): 1-29.
- Butler, Robert. "Richard Wright's Signifying on Joseph Conrad's *Heart of Darkness* in *Black Power*." *CLA Journal* 56.1 (Sept. 2012): 30-53.
- Walker, Antiwan. "Queering Black Nationalism: History Geopolitics, and Sexual Identity in Randall Kenan's *A Visitation of Spirits*." *CLA Journal* 56.1 (Sept. 2012): 54-81.
- Hooper, M. Clay. "'Othello's Occupation Was Gone': Tragic Anachronism and the Philosophy of Frederick Douglass's *Life and Times*." *CLA Journal* 56.1 (Sept. 2012): 82-104.

- Badiane, Mamadou. Rev. of *The Changing Face of Afro-Caribbean Cultural Identity: Negrismo and Negritude*, by Mamadou Badiane. *CLA Journal* 56.1 (Sept. 2012): 105-108.
- Williams, Dana A. "Moving Forward, Looking Back: Celebrating CLAs 75th Year." *CLA Journal* 56.2 (Dec. 2012): 111-115.
- Relerford, Jimisha. "Looking Back in Composition Studies: What a Narrative History of Composition at HBCUS Can Contribute to the Field Today." *CLA Journal* 56.2 (Dec. 2012): 116-128.
- Francis, Kela Nnarka. "From Old World Gods to New World Ritual: Kamau Brathwaite's *Islands*." *CLA Journal* 56.2 (Dec. 2012): 129-148.
- Selassie, K. Zauditu. "Step and Fetch It: Zora Neale Hurston's Reclamation of African Ontology in *Their Eyes Were Watching God*." *CLA Journal* 56.2 (Dec. 2012): 149-169.
- West, Elizabeth J. "The Enigmatic 'Clear Black' in William Wells Brown's *Clotel*." *CLA Journal* 56.2 (Dec. 2012): 170-183.
- Editor, the. "Note from the Editor." *CLA Journal* 56.3 (March 2013): 186-187.
- Harris, Trudier. "Peace in the War of Desire: Richard Wright's 'Long Black Song'." *CLA Journal* 56.3 (March 2013): 188-208.
- Griffin, Barbara L.J. "A Candid Conversation with Carl Cowl: Claude McKay's Last Literary Agent." *CLA Journal* 56.3 (March 2013): 209-223.
- Austin, Tiffany. "'Nothing but Onions and Peppermint': A Comparative Look at the Blues in Luz Argentina Chiroboga's *Drums under My Skin* and Gayl Jones's *Corregidora*." *CLA Journal* 56.3 (March 2013): 224-250.
- Bryant, Ceron L. "Seeking Peace: The Application of Third Space Theory in Toni Morrison's *Sula*." *CLA Journal* 56.3 (March 2013): 251-266.
- Del Guercio, Gerardo. Rev. of *Home*, by Toni Morrison. *CLA Journal* 56.3 (March 2013): 267-269.
- Brooks de Vita, Novella. Rev. of *Til Death or Distance Do Us Part: Love and Marriage in African America*, by Frances Smith Foster. *CLA Journal* 56.3 (March 2013): 270-271.
- Alvarez-Ogbesor, Jacqueline. Rev. of *Adalberto Ortiz from Margin to Center*, by Marvin A. Lewis. *CLA Journal* 56.3 (March 2013): 272-275.
- Brooks de Vita, Alexis. Rev. of *Spectrality in the Novels of Toni Morrison*, by Melanie R. Anderson. *CLA Journal* 56.3 (March 2013): 276-279.
- Shannon, Sandra. "Note from the Editor." *CLA Journal* 56.4 (June 2013): 282-283.
- Chandler, Mario. "Pathways and Porticos: Martin Delany's *Blake* and the Politics of Being." *CLA Journal* 56.4 (June 2013): 284-289.
- Danticat, Edwidge. "A Portal Moment for Portal Writers and Scholars." *CLA Journal* 56.4 (June 2013): 290-297.
- Martin, Kameelah L. "Caroline Nightmare: The Skeleton Key as Visual Echo of Charles Chesnutt's *Conjure Tales*." *CLA Journal* 56.4 (June 2013): 298-314.
- Sairsingh, Marie. "Diasporic Connections: Erna Brodber and Toni Morrison's Literary Explorations of Black Existentiality." *CLA Journal* 56.4 (June 2013): 315-319.
- Lamont, Corey. "Bangarang at the Border: Surveillance and the 'Suspicious' (Im)migrant Body in Makeda Silvera's 'Caribbean Chameleon.'" *CLA Journal* 56.4 (June 2013): 320-343.
- Henderson, Carol E. "Ancestral Life Boat: The Cost of Progress in *Down in the Delta*." *CLA Journal* 56.4 (June 2013): 344-355.
- Benson, Michon A. Rev. of *SOS – Calling All Black People: A Black Arts Movement Reader*, eds. John H. Bracey, Sonia Sanchez, and James Smethurst. *CLA Journal* 56.4 (June 2013): 356-362.
- Vrana, Laura. Rev. of *Freedom Time: The Poetics and Politics of Black Experimental Writing*, by Anthony Reed. *CLA Journal* 56.4 (June 2013): 363-366.
- Temple, Christel. Rev. of *As I Run toward Africa*, by Molefi Kete Asante. *CLA Journal* 56.4 (June 2013): 367-369.

Call for Book Reviews and Book Reviewers

The *CLAJ* is currently considering unsolicited book reviews for publication and sending books out to qualified members for solicited reviews. If you wish to submit a book review or receive a review assignment, please follow these guidelines:

To send a query:

If you would like to submit an unsolicited book review, suggest a book for review, or request to become a reviewer, please send an email to the *CLAJ* Book Review Editor, Kameelah Martin, at martink@savannahstate.edu. If, after a week, you have not received an acknowledgment of your query or submission, please query again or write to the senior editor of the *CLAJ* at editor@clascholars.org. Please write “Book Review Query” or “Book Review Submission” in the subject line of the email as applicable.

To write a book review:

The book review should include a brief summary of the book’s central argument and an assessment of its contribution to the existing literature in its field. *CLAJ* expects our reviewers to provide a frank evaluation of the book’s strengths and weaknesses; *CLAJ* also expects reviewers to maintain a collegial and constructive tone. Book reviews should adhere to MLA style guidelines and should be 500-2000 words in length. Send completed book reviews as a .doc file in Times New Roman, 12-point font.

Please include a brief bio at the end of your review. The bio should list your name, your highest degree completed or in progress, and your academic affiliation.

We at *CLAJ* look forward to working with you to keep our scholarly community apprised of new, cutting-edge publications in language, literature, and cultural studies.

—Kameelah L. Martin
Book Review Editor, *CLAJ*

CLA 2014 STANDING COMMITTEE CHAIRS

Archives - Chair: Dr. Dolan Hubbard, Morgan State University

Awards - Chair: Dr. Emma Waters Dawson, Florida A & M University

Black Studies - Chair: Dr. Thabiti Lewis, Washington State University-Vancouver

CLA & Historically Black Colleges and Universitie - Chair: Dr. Paula Barnes, Hampton University

CLA & Historically White Colleges and Universities - Dr. Xavia Harrington-Chate, University of Southern Indiana

Constitution - Chair: Dr. Warren J. Carson, University of South Carolina Upstate

Creative Writing - Chair: Dr. Ramona Hymon, Loma Linda University

Curriculum: English - Chair: Dr. Aaron Oforlea, Washington State University

Curriculum: Foreign Languages - Chair: Dr. Leroy T. Hopkins, Millersville University

Membership - Chair: Dr. Yvonne McIntosh, Florida A & M University

Research - Chair: Dr. Venetria Patton, Purdue University

Nominations: - Chair: Dr. Geneva Baxter, Spelman College

OFFICERS OF THE COLLEGE LANGUAGE ASSOCIATION (2014-2016)
HUGH M. GLOSTER, FOUNDER

DANA A. WILLIAMS, *President*

Howard University
Department of English
2441 6th Street, N.W.
248 Locke Hall
Washington, DC 20059
202-806-6730/ 5371 (office)
202-806-6731
d_williams@howard.edu

CLEMENT A. AKASSI, *Vice President*

Howard University
Department of World Language and Cultures
2441 6th Street, NW,
330 Locke Hall
Washington, DC 20059
202-806-4590 (office)
240-481-3978 (cell)
202-806-6760 (fax)
cakassi@howard.edu
animancement@yahoo.com

REGINALD A. BESS, *Secretary*

605 Winslow Way
Columbia, SC 29229-8582
Bess_reginald@yahoo.com

YVONNE McINTOSH, *Assistant Secretary*

Florida A & M University
Department of English and Modern Languages
214 Tucker Hall
Tallahassee, FL 32307
850-599-3430 (office)
850-561-2290 (fax)
yvonne.mcintosh@famou.edu

YAKINI B. KEMP, *Treasurer*

Florida A & M University
P. O. Box 38515
Tallahassee, FL 32315
850-599-3737/ 561-2608 (office)
850-561-2976 (fax)
yakini.kemp@famu.edu

ELIZABETH J. WEST, *Assistant Treasurer*

Georgia State University
Department of English
University Plaza
Atlanta, GA 30303
404-413-5866 (office)
404-413-5830 (fax)
ewest@gsu.edu

SANDRA G. SHANNON, *Editor*

College Language Association Journal
Howard University
Department of English
2441 6th Street, N.W.
230 Locke Hall
Washington, DC 20059
202-806-5443 (office)
202-806-6708 (fax)
editor@clascholars.org
sshannon@howard.edu

EXECUTIVE COMMITTEE

2014-2016

*The Executive Committee consists of the officers of
The College Language Association and the following Members-at-Large*

MARIO A. CHANDLER, *Immediate Past President*

Oglethorpe University
4484 Peachtree Rd., N.E.
Atlanta, Georgia 30319
404-364-8382 (office)
678-698-4312 (cell)
404-228-2562 (fax)
mchandler@oglethorpe.edu
mariochand@gmail.com

DONNA A. HARPER, *English Area Representative*

Spelman College
Department of English
350 Spelman Lane
P.O. Box 745
Atlanta, GA 30314
404-270-5588
dharper@spelman.edu

MARGARET MORRIS, *Foreign Language Area Representative*

South Carolina State University
Department of English and Modern Languages
Room 357 Turner Hall, D Wing
Orangeburg, SC 29115
803-536-8847
mmorris1@scsu.edu