

APPENDIX

PROCEEDINGS OF THE THIRTY-NINTH MEETING OF THE
MODERN LANGUAGE ASSOCIATION OF AMERICA
HELD ON THE INVITATION OF
THE UNIVERSITY OF PENNSYLVANIA AT PHILADELPHIA,
PENNSYLVANIA,
DECEMBER 28, 29, 30, 1922

MINUTES OF THE TWENTY-SEVENTH ANNUAL MEETING
OF THE
CENTRAL DIVISION OF THE ASSOCIATION
HELD AT
CHICAGO, ILLINOIS
DECEMBER 28, 29, 30, 1922

MINUTES OF THE TWENTY-FOURTH ANNUAL MEETING
OF THE
PHILOLOGICAL ASSOCIATION OF THE PACIFIC COAST
HELD AT
SAN FRANCISCO, CALIFORNIA,
DECEMBER 1 AND 2, 1922

ADDRESS BY THE CHAIRMAN OF THE CENTRAL DIVISION,
WILLIAM A. NITZE,
"MODERN LANGUAGE SCHOLARSHIP: AN ENQUIRY."

"THE MARKET FOR THE SCHOLARLY BOOK,"
BY DR. ALEXANDER GREEN

"AUTHOR VS. PUBLISHER,"
BY PROFESSOR JAMES GEDDES, JR.

THE MODERN LANGUAGE ASSOCIATION OF AMERICA

The thirty-ninth meeting of the MODERN LANGUAGE ASSOCIATION OF AMERICA was held under the auspices of the University of Pennsylvania at Philadelphia, December 28, 29, 30, 1922. All the sessions were held in the buildings of the University of Pennsylvania.

FIRST SESSION, THURSDAY MORNING, DECEMBER 28

The first session of the Association was devoted to Group Meetings, which were held in two Divisions, those of the First Division from 9:30 until 11 o'clock, and of the Second from 11:30 until 1 o'clock.

FIRST DIVISION 9:30 A. M.

(*General Topics III*) General Problems in Æsthetics, *Chairman*, Professor Fred N. Scott.

Mr. F. W. Peterson (University of Michigan) was elected Secretary of the Group.

The following papers were read and discussed:

1. "Art for Art's Sake," by Professor Rose F. Egan.
2. "The Laws of Sentence and Paragraph Length," by Professor Theodore T. Stenberg.
3. "The Concept of Utility in Art," by Dr. Charles E. Whitmore.

[See "Two Notes on Esthetics" in *Journal of Philosophy* for December 21, 1922.]

On account of his intention of being abroad next year, Professor Scott declined re-election as chairman. Sixteen persons were present.

FRED N. SCOTT, *Chairman*.

(*Comparative Literature II*) Popular Literature. *Chairman*, Professor Arthur Beatty.

The following papers were read and discussed informally:

1. "The Ballad Collection of Anthony Wood," by Professor Hyder E. Rollins.
2. "The Conditions of Ballad Making," by Professor G. H. Gerould.
3. "The Term 'Communal' and Folk-Song," by Professor Louise Pound.

It was decided to continue the Group and to prepare a program for the meeting at Ann Arbor. Professor Pound was elected Chairman for the coming year with the power to appoint a Secretary.

ARTHUR BEATTY, *Chairman*.

(*English I*) Middle English Language. *Chairman*, Professor Howard R. Patch.

A paper entitled "An Essay on Middle English Projects" was presented by Professor O. F. Emerson. The paper was discussed by Professors Samuel Moore, Wm. E. Mead, and Dr. Henry B. Hinckley.

Particular interest was expressed in the project of a Middle English dictionary and on the motion of Professor Moore it was voted to appoint a committee to coöperate in the project and in particular to make suggestions concerning the plan of the proposed dictionary. The Chairman appointed as this committee, Professors O. F. Emerson (Chairman), Thomas A. Knott, R. J. Menner, Samuel Moore, James F. Royster, and J. S. P. Tatlock.

A paper on "Problems and Methods in the Investigation in Early English Morphology" was read by Professor Samuel Moore and discussed by Professors Emerson, Menner and the Chairman.

It was voted that the present officers of the Group be continued.

ROBERT J. MENNER, *Secretary*.

(*English VI*) Philosophy and Literature in the Classical Period. *Chairman*, Professor James W. Tupper. Professor Percy H. Houston having resigned the Secretaryship, Professor Henry M. Dargan was appointed Acting Secretary.

The following papers were read:

1. "The Uses of Philosophy in the Study of Neo-Classical Literature," by Professor F. B. Kaye.
2. "Dryden's Miscellany as a Barometer of the Tastes and Interests in the Classical Period," by Professor R. D. Havens.
3. "A Change in Prepossession towards a Study of the Eighteenth Century," by Professor R. H. Griffith.

The Chairman requested all those present at the meeting to hand their names to the Acting Secretary together with lists of topics in which they were specially interested, so that a bulletin might be prepared and sent to members of the Group showing the range of interests and the research in progress in this field.

In the discussion that followed, it was moved, by Professor Ronald Crane, and carried:

That philosophic ideas and aspects in literature between 1660 and 1750 be regarded as the dominant interest in the joint activities of the Group.

This resolution was interpreted as a means of crystallizing the general feeling of the membership in favor of a definite program for the work of the Group as a whole; it was pointed out, however, that the resolution was not so phrased as to limit the natural scope of research in the period or to restrict the topics for presentation at future meetings.

It was voted that the present officers of the Group be continued, with the duty of preparing bulletins and arranging the programme.

H. M. DARGAN, *Acting Secretary*.

(*English X*) The Study of Contemporary Literature.

No report of the meeting of this Group has been received.

(*French IV*) Nineteenth Century French Literature. *Chairman*, Professor Christian Gauss. Professor Geoffroy Atkinson was appointed Secretary.

The following papers were presented:

1. "What is Realism?" by Professor Olin H. Moore.

2. "The Balzac Collection at Chantilly," by Dr. Walter S. Hastings. Dr. Hastings placed a complete copy of the catalogue of the Lovenjoul Balzac Collection at the disposal of the members of the Group.

The attendance was in the neighborhood of sixty. Professor Gilbert Chinard was elected Chairman for the coming year.

CHRISTIAN GAUSS, *Chairman*.

(*German II*) New Work on Goethe. *Chairman*, Gustav Gruener.

The following papers were read:

1. "An Ovidian Prototype of a Character in *Wilhelm Meister*," by Dr. F. Stanton Cawley (Harvard University).

2. "Faustiana in the Yale University Library," by Dr. William A. Speck, Curator of the Yale University Library.

3. "Konrat Ziegler's *Gedanken über Faust II*," by Professor J. F. L. Raschen.

4. "Der Streit für und wider das Joseph-Gedicht," by Professor Carl F. Schreiber.

The Group was unusually well attended. Professor J. F. L. Raschen was appointed Chairman and Professor Schreiber was continued as Secretary for the coming year.

CARL F. SCHREIBER, *Secretary*.

SECOND DIVISION, 11:30 A. M.

(*General Topics I*) Poetic Form (Metrics). *Chairman*, Professor Morris W. Croll, *Princeton University*.

Professor Alden described a method of study by which he thinks that it is possible to arrive at some laws governing the relation of phrasal division and metrical division. Prof. Kenyon of Hiram College read a paper on the word-accent and how they affect the rhythm of verse. Prof. A. R. Morris of Michigan reported the results of his laboratory studies in the relation of time, pitch, and stress in verse-rhythm. Dr. Henry Savage of Princeton presented an abstract of Professor Leonard's views concerning the rhythmic

law of the long alliterative line in Anglo-Saxon and Middle-English.

The discussion of all these papers was unfortunately truncated by time-limitations. It was generally agreed that the program for next year should consist of the discussion of the discussion of a single topic of proper magnitude.

The Chairman reported the result of the study of metrical notation ordered last year. It was moved and unanimously ordered that the following resolution be presented to the Association:

That a committee of five be appointed by the Association to consider the present state of metrical notation, and to recommend, if possible, a single uniform method of notation, or, if necessary, two alternative methods, for use in books and schools.

This resolution was presented at the Thursday afternoon session of the Association and adopted without dissent.

The number in attendance was forty-five. The present chairman was re-elected and authorized to prepare the program for next year.

MORRIS W. CROLL, *Chairman*.

(*English IV*) New Work on Shakespeare. *Chairman*, Professor Lewis F. Mott.

A paper, "M. Abel Lefranc's Recent Work on Shakspeare," was presented by Professor Oscar J. Campbell. Professor Ashley H. Thorndike discussed informally "Recent Textual Theories," and Professor Tucker Brooke discussed "Shakspeare's Plots."

Professor Tucker Brooke was appointed Chairman for the coming year.

LEWIS F. MOTT, *Chairman*.

(*English VII*) Literary Tendencies in the Second Half of the XVIIIth Century. *Chairman*, Professor R. S. Crane; *Secretary*, Professor John W. Draper.

The following papers were read, all dealing with the sources, methods, and general results of investigations now in progress: E. A. Aldrich, "Scottish Literary Centers in the later XVIIIth Century"; Paul Kaufman, "The Rise and

Influence of the Conception of 'Original Genius'; B. S. Allen, "Some Relations between Literature and the Theory of Design in the later xviiith Century."

Professor J. L. Lowes made a vigorous plea for a more active study of the periodicals of the later xviiith century especially from the point of view of their bearing on the preparation for Romanticism.

In the course of the discussion which followed Professor F. B. Kaye announced that he is engaged, in collaboration with the Chairman of the group, in the preparation of a bibliography of English and European periodicals to the end of the xviiith century.

It was voted that the present officers be continued for another year.

The Chairman announced that he proposed to issue two further numbers of the group *Bulletin* during the coming year, and that copies would be sent to any persons who would inform him of their desire to receive them.

R. S. CRANE, *Chairman*.

(*French II*) French Mediaeval Literature. *Chairman*, Professor George L. Hamilton.

A paper on "The Possibilities and Limitations in the Construction of Manuscripts Themes," by Professor Charles H. Livingston was presented. The paper was discussed by Professors Raymond Weeks, E. C. Armstrong, D. S. Blondheim and the Chairman.

Professor D. S. Blondheim was elected Chairman for the coming year.

GEORGE L. HAMILTON, *Chairman*.

(*German III*) German Literature from a Social Point of View. *Chairman*, Professor Albert B. Faust.

Four carefully prepared papers were read, as follows:

1. "German Literature from the Point of View of Sociology," by Professor Camillo von Klenze.

2. "Social Questions in German Literature of the xviiith Century, by Dr. Edwin H. Zeydel.

3. "Hebbel's Conception of the Drama as a Function of Social Self Consciousness," by Professor T. Moody Campbell.

4. "Heyse and Æsthetic Indifference toward the Social Question," by Professor McBurney Mitchell.

In the succeeding discussion, participated in to the limit of time by a large attendance, additional bibliography was presented and the following topics were introduced and debated: (1) "Social conditions as reflected in the works of Gerhart Hauptmann and modern authors," (2) "The antithesis between the social point of view and the purely artistic point of view of literature."

The business of providing for the next year's meeting of the Group was postponed.

ALBERT B. FAUST, *Chairman.*

(*Slavonic I*) Slavonic Languages and Literatures. *Chairman*, Dr. Clarence A. Manning.

This Group met for the purposes of organization; it is the first attempt to organize Slavonic scholars of this country as a component part of one of the American Learned Societies. There was, unfortunately, a small attendance, but the Chairman announced that he had received assurances of support from Professors George R. Noyes (University of California), Samuel N. Harper (University of Chicago), and other Slavonic scholars, who were unable to be present. It was voted to continue the Group in the expectation that sufficient membership would be secured to justify its permanent organization.

CLARENCE A. MANNING, *Chairman.*

(*Spanish II*) Spanish Literature since the Renaissance. *Chairman*, Professor J. P. W. Crawford.

A paper on "The 'Who's Who' in poetry of the xvth century" was read by Professor R. Hayward Keniston and was discussed by Professors Crawford, Solalinde, and Marden.

It was voted that the Group be continued and that the subject for the coming year be in the field of the Golden Age.

It was voted that Professor Keniston be the representative of the Group for next year and that he arrange the program in consultation with the Group representative of the Central Division. There were thirty-six persons in attendance.

LOUIS IMBERT, *Secretary*.

At one o'clock the members of the Association were the guests of the University of Pennsylvania at a luncheon given in Houston Hall.

SECOND SESSION, THURSDAY AFTERNOON, DECEMBER 28

AUDITORIUM, HOUSTON HALL

The Association was called to order by the President, Professor RAYMOND WEEKS, at 2:40 p. m. The Association was welcomed to Philadelphia by DR. JOSIAH H. PENNIMAN, Provost of the University of Pennsylvania.

The Secretary of the Association, Professor Carleton Brown, presented as his formal report Vol. XXXVII of the *Publications* of the Association. He called attention to the fact that during the year the number of pages in the *Publications* devoted to papers amounted to 739, an increase of 72 over the preceding year. The membership of the Association had also shown a gratifying increase: as compared with the 1649 members reported at Baltimore the number on the roll at the date of this report was 1906, and in addition twenty other persons had paid in membership fees to date from January 1, 1923. The Secretary also announced that Professor Alexander Hohlfeld, one of the Trustees of the Permanent Fund, had resigned his office, and that the Executive Council had elected as his successor Professor George H. Nettleton, Acting President of Vassar College.

It was voted to accept the Secretary's report.

The following report was submitted on behalf of the Trustees of the Permanent Fund by Mr. LeRoy E. Kimball, Managing Trustee:

REPORT OF THE TRUSTEES OF THE PERMANENT FUND FOR THE YEAR ENDING DECEMBER, 27, 1922

RECEIPTS

Balance with the Central Trust Company, Cambridge, Mass., as of December 27, 1921.....	\$ 763.62
Interest received from the Central Trust Company for the period ending December 31, 1921.....	14.37
Interest received from the Central Trust Company for the period ending June 30, 1922.....	19.08
Cash contra for capital account.....	16.00
Life Membership payments from seventeen members received from the Treasurer.....	560.00
November 15, 1922 interest on \$8,300. Liberty Bonds at 4¼%.....	176.36
Interest received from the Guaranty Trust Company for the period ending November 30, 1922.....	8.87
Total.....	\$1,558.30

DISBURSEMENTS AND BALANCES

To Carleton Brown, Treasurer, Central Trust Company interest payments.....	\$ 33.45
United States Trust Company of New York for the purchase of \$550.00 Fourth 4¼% Liberty Bonds due 1938.....	547.42
Guaranty Trust Company interest.....	8.87
Liberty Bond Interest.....	176.36
Uninvested funds in the hands of the United States Trust Company.....	28.58
Deposit with the Central Trust Company.....	763.62
Total.....	\$1,558.30

PERMANENT FUND

\$8,300. United States Second L. L. Bonds 4¼% Converted due 1942.....	\$7,171.38
\$550. United States Fourth L. L. Bonds 4¼% due 1938.....	547.42
Liberty Bond interest converted to capital account....	176.36
Uninvested funds with U. S. Trust Company.....	28.58
Deposit with the Central Trust Company which will be invested after the interest for the six months ending December 31, 1922 has been earned.....	763.62
Total of the endowment account.....	\$8,687.36

BRIGHT-VON JAGEMANN SPECIAL TRUST FUND

RECEIPTS

From Carleton Brown, Treasurer \$5,175.48

DISBURSEMENTS

To the United States Trust Company of New York for
the purchase of \$5,000. New York Central 5% Bonds
due 2013 \$4,912.36

To the United States Trust Company of New York for
the purchase of \$250. Fourth L. L. 4¼% bonds due
1938 248.82

Uninvested funds in the hands of the United States
Trust Company 14.30

Total \$5,175.48

Respectfully submitted,

LEROY E. KIMBALL,
EDWARD C. ARMSTRONG,
GEORGE H. NETTLETON.

The Treasurer of the Association, Professor Carleton
Brown, presented the following report:

A. RECEIPTS AND EXPENDITURES

RECEIPTS

Balance on hand December 31, 1921 \$ 1,971.15

From members, for 1908-1918 \$ 40.50

“ “ “ 1919 12.00

“ “ “ 1920 65.50

“ “ “ 1921 322.67

“ “ “ 1922 6,301.63

“ “ “ 1923 171.00

“ “ “ 1924 4.00

“ Life memberships 560.00

\$7,477.30

From Libraries for XXXV \$ 2.70

“ “ “ XXXVI 23.75

“ “ “ XXXVII 370.00

“ “ “ XXXVIII 200.70

“ “ “ XXXIX 1.80

“ Foreign Subscribers 72.90

\$ 671.85

“ Sales of *Publications* 338.55

" Sales of Index Volume.....	10.90
" Sale of Committee Reports.....	.50
" C. Bertram Lewis for typing MS.....	11.00
" Sale of List of Members.....	1.00
" Sale of 2-drawer Card Cabinet.....	4.00
" Adjustment of overcharge.....	1.09
" Extra Reprints.....	3.78
" Postage for forwarding.....	1.00
" Membership fees, M. H. R. A.....	8.00
" Subscriptions to <i>Mod. Lang. Review</i>	33.75
" Advertisers.....	421.00
" Interest on Current Funds.....	59.87
" " " Permanent Fund.....	209.84
" Contributions to Rotograph Fund.....	75.00

\$11,299.58

EXPENDITURES

To Secretary for Salary.....	\$ 750.00
" " " Clerical Assistance.....	363.60
" " " Postage.....	130.21
" " " Telegrams.....	8.53
" " " Expressage.....	18.93
" " " Printing.....	45.75
" " " Mimeographing.....	2.75
" " " 4-drawer Card Cabinet....	16.00
" " Supplies.....	14.25
" " Notary fees.....	2.00

\$1,342.02

To Secretary Central Division

for salary.....	\$ 100.00
" expenses attending annual meeting....	80.95
" travelling expenses, arranging program.	25.97
" stenography.....	20.00
" envelopes.....	7.50
" telegrams.....	1.70

\$ 236.12

To LeRoy E. Kimball, Managing Trustee

Life Membership Fees.....	560.00
Transferred to Bright-von Jagemann Fund..	595.47
Transferred to Rotograph Fund.....	75.00

\$1,230.47

To Mary Rhys, for typing MS.	11.10	
“ “ “ postage, expenses, supplies.	13.21	
“ Rotograph Committee for expenses.	63.40	
“ Collection of foreign and Canadian checks	1.04	
“ M. H. R. A. for membership fees.	8.00	
“ Camb. Univ. Press, subscriptions to <i>M. L. R.</i>	30.53	
“ Am. Council of Learned Soc. for dues.	82.50	
“ Am. Council on Education, dues.	10.00	
“ Banta Co., circulars for Coffman's Group	7.80	
“ refund excess payment, membership fee.97	
“ Carriage on <i>Publications</i> , Menasha to Bryn Mawr.	18.38	
“ Purchase of <i>Publications</i>	30.73	
“ Bryn Mawr Trust Co., Safety deposit box.	1.50	
		\$ 279.16
To J. H. Furst Co., for printing XXXVI.4.	\$1,504.46	
To Banta Publishing Co. for printing XXXVII.1.	802.84	
“ “ XXXVII.2.	777.30	
“ “ XXXVII.3.	821.70	
“ paper for XXXVII and XXXVIII.	1871.32	
“ reprints, XXXVII.1.	50.12	
“ “ XXXVII.2.	66.28	
“ “ XXXVII.3.	52.05	
		\$5,946.07
“ postage on returned copies.88	
“ stencilling addressograph list.	47.28	
“ programs etc. for Baltimore and Iowa City meetings.	293.55	
To expressage on programs to Phila.	2.00	
		\$ 343.71 \$9,377.55
Balance on hand December 27, 1922.	1,922.03	
		\$11,299.58

B. BRIGHT-VON JAGEMANN FUND

At the beginning of the year this Fund was invested for the most part in 4¼% U. S. Liberty Bonds, as follows:

One \$100 bond, First issue, par value	\$ 100.00
Three \$1,000 bonds, Second Issue, par value.	3,000.00
One \$500 bond, Second Issue, par value.	500.00

PROCEEDINGS FOR 1922

Three \$100 bonds, Second Issue, par value.....	300.00
One \$500 bond, Third Issue, par value.....	500.00
Total.....	<u>\$4,400.00</u>

The operations for the year 1922 were as follows:

	Dr	Cr
Balance in Bryn Mawr Trust Co. Dec. 31, 1921.....	\$ 41.54	
Interest on Liberty Bonds.....	104.15	
Income from Permanent Fund.....	195.47	
Transferred from Current Funds.....	400.00	
Interest Bryn Mawr Trust Co.....	12.66	
Proceeds from Sale of Bonds (Oct. 17).....	4,421.66	
Tranferred to LeRoy E. Kimball, Managing Trustee...		\$5,175.48
	<u>\$5,175.48</u>	<u>\$5,175.48</u>

C. BALANCE SHEET

	Decrease*	Increase
Current Funds.....	\$49.12	
Bright-von Jagemann Fund.....		\$ 733.94
Added to Permanent Fund.....		560.00
	<u>\$49.12</u>	<u>\$1,293.94</u>
Net increase.....		\$1,244.82

*This decrease is apparent rather than actual. After deducting from the balance on hand as reported last year the unpaid bills for XXXVI.4 and the Programs, there remained a surplus of \$213.14. After deducting from this year's balance the bills for XXXVII.4 and the Programs there remains a surplus of \$839.26. Accordingly the Current Fund really made a gain of \$626.12.

In connection with this report the Secretary-Treasurer called attention to additional departments which should be included in the *Publications* in order to increase their usefulness to the members of the Association. Perhaps the most urgent need was for separate numbers, besides the quarterly instalments now printed, to be devoted to bibliography and reviews. The present resources of the Association were sufficient to cover the additional cost of printing this ma-

terial; the only fundamental obstacle consisted in the lack of an adequate administrative staff for handling the increasing burden of editorial and business detail. It was impossible to undertake new departments, however great their promised usefulness, until provision could be found for adequate administrative staff. The only permanent solution of the problem was by building up a considerable endowment fund, the income from which might be used for administrative expenses. It was time, in his opinion, for the Association to consider the advisability of a vigorous endowment campaign, thereby following the example which had recently been set by several other learned societies. The growth and prosperity which the Modern Language Association is now enjoying make the present time the more opportune for laying secure foundations, sufficiently ample to provide for present necessities and to make future expansion possible.

It was voted to refer the report of the Treasurer to the Auditing Committee.

President Frank Aydelotte, Chairman of the Committee on Rotographs of MSS. and Rare Books, presented the following report.

REPORT OF THE COMMITTEE ON REPRODUCTION OF MSS. AND EARLY PRINTED BOOKS

The Committee on Reproduction of Manuscripts and Early Printed Books has to report that, on April 15, 1922, a printed announcement of the plan was mailed to the members of the Association and to all the colleges and universities in the United States. This announcement contained a request that colleges which were interested should undertake to participate in the plan by contributing \$25 each per year for this purpose. The following colleges and individuals have contributed for 1922:

Brown University	Mount Holyoke College
Bryn Mawr College	New York University
Carleton College	Northwestern University
Catholic Univ. of America	Pomona College
Colorado College	Princeton University
Dartmouth College	Radcliffe College
De Pauw University	Reed College
Goucher College	Simmons College
Grinnell College	Smith College
Johns Hopkins University	State University of Iowa
Leland Stanford Jr. University	Swarthmore College

Tulane University (Newcomb College)	University of Wisconsin
University of California	Vassar College
University of Chicago	Washington and Lee University
University of Georgia	Washington University
University of Kansas	Wellesley College
University of North Carolina	Wells College
University of Notre Dame	Western Reserve University (Adelbert College)
University of Pennsylvania	Yale University
University of Pittsburgh	Newberry Library, Chicago
University of Southern California	President Frank Aydelotte
University of Texas	Ginn & Company (\$100)
University of Washington	

This gives the Association a fund of \$1,200 for the first year's work. The plan adopted by the Committee is to use for each year's budget the money collected during the preceding calendar year. We shall accordingly begin on January 1, 1923 to spend the money collected during 1922 and shall issue a second request for contributions in 1923 to be spent in 1924.

Subscribing institutions have been asked to indicate the material which would be most immediately useful to them for purposes of research. These requests have been referred to a sub-committee on selections, consisting of

Professor Frederic Ives Carpenter, Chairman, University of Chicago.
 Professor W. A. Nitze, University of Chicago.
 Professor Carleton Brown, Bryn Mawr College.
 Professor J. S. P. Tatlock, Leland Stanford University.
 Professor Robert K. Root, Princeton University.
 Mr. H. H. B. Meyer, Library of Congress.
 Professor Charles R. Baskervill, University of Chicago.
 Professor C. F. Tucker Brooke, Yale University.
 Professor George L. Hamilton, Cornell University.
 J. A. Herbert, Esq., Assistant Keeper of Manuscripts, British Museum
 (Advisory member).

The work of the Sub-committee on Selections has been in active progress for about three months, and the first rotographs will be ordered early in January.

The first task of the Sub-committee on Selections is to study conditions and perfect arrangements for securing rotographs as economically as possible. Certain delays in securing material are to be expected in the first year of the operation of the scheme. It will be the general policy of the Sub-committee on Selections to restrict themselves to the reproduction of complete works so far as this is possible and so far as it is consistent with what seems to be the best interests of the subscribing institutions. In addition to the material which it is possible to reproduce this year, the Committee will undertake to make a list of desiderata. Suggestions for this list will be welcomed at any time. Any extra funds that may be left from year to year will be employed in procuring material from this list.

Definite regulations for the use of the rotograph material have been discussed by the Committee but have not yet been definitely formulated.

Probably it will be best to defer the issue of such rules until we have some experience on which to base them. In general, it will be the policy of the Committee to make the conditions for the use of such material as liberal and convenient as is consistent with the safety of the material and its widest utilization.

So far as selections are concerned, the Committee has adopted the policy of caring first for the expressed needs of subscribing institutions, at least up to the limit of their contribution. Any margin of funds after these needs are attended to will be used for carrying out a more comprehensive program. Suggestions for this program and for the general conduct of the work of the Committee will be welcome at any time.

Cordial interest expressed by institutions and individuals throughout the country in the plan seems to promise its success. Most of the subscribers are colleges or universities, but a few are individuals. Since material procured under this plan is first of all available to the individual selecting it, since the rotographs come into the Library of Congress free of duty, and since the charges for administration are all borne by the Modern Language Association or by the Library of Congress so that all funds contributed go into rotographs themselves, it is quite clear that an individual who wishes manuscripts reproduced can make his money go very much farther by contributing it to this scheme than he could by having the rotographs made on his own account. The only stipulation is that the rotographs must belong eventually to the Library of Congress, which stipulation in no wise interferes with the usefulness of the material to a given person since he can obtain it for work in his own study at any time.

The thanks of the Association are due to Ginn & Company of Boston for a generous contribution of \$100 toward the work of the Committee.

FRANK AYDELOTTE, *Chairman.*

December 28, 1922.

It was voted to adopt the report and to confirm the action of the Committee in nominating a special Committee on the selection of MSS. to be rotographed.

The Secretary of the Association read a communication, dated Dec. 22, from Professor Wm. G. Hale, Chairman of the Joint Committee on Grammatical Nomenclature. Professor Hale stated that the revised Report of the Committee had gone through two proofs but its actual appearance had been delayed by typographical errors which had developed in the handling of the type. It was essential that every precaution should be taken to secure complete accuracy. He asked, therefore, that the representation of the Modern

Language Association on the Joint Committee be continued. It was so voted.

The Secretary of the Association reported that the Executive Council had by its ballot nominated to the Association the following scholars for election as Honorary Members: Edmund K. Chambers, author of *The Mediæval Stage*, Sir. Israel Gollancz, Director of the Early English Text Society, and Professor W. A. Craigie of Oxford University.

It was voted to elect the persons named as Honorary Members of the Association.

President Raymond Weeks announced the appointment of the following committees:

On the Nomination of Officers: Professors George L. Hamilton of Cornell University (Chairman), Raymond M. Alden of Stanford University, Charles H. Handschin of Miami University, Charles C. Marden of Princeton University, and Ashley H. Thorndike of Columbia University.

On Resolutions: Professor C. H. C. Wright of Harvard University (Chairman), President W. W. Comfort of Haverford College, and Professor Allen W. Porterfield of Randolph-Macon Woman's College.

To Audit the Treasurer's Report: Professors Raymond D. Havens of the University of Rochester (Chairman), John P. Hoskins of Princeton University, and Albert Schinz of Smith College.

The Secretary of the Association read a telegram from Professor John M. Manly regretting that he had been prevented from attending the meeting and asking that he be relieved from the Chairmanship of the General Committee on Groups for the coming year.

On motion of Professor H. C. Lancaster it was voted that Professor Edwin Greenlaw be made Chairman of the Committee on Groups for 1923.

Professor Ashley Thorndike called the attention of the members of the Association to the Conference of British and American Professors of English, which is to be held at Columbia University in June, and expressed the hope that the

American colleges and universities would be widely represented.

Professor Morris W. Croll, of Princeton University, reported a minute adopted by the Group on Poetic Form setting forth the desirability of reaching some understanding as to the methods employed in metrical notation. He moved that the Association appoint a committee of five to investigate the subject of metrical notation and to recommend a method (or alternative methods) to be adopted in textbooks used in the schools. It was so voted.

[The President appointed as this committee, Professors Morris W. Croll (Chairman), R. M. Alden of Stanford University, Felix E. Schelling of the University of Pennsylvania, Fred N. Scott of the University of Michigan, and Paul F. Baum of Trinity College, North Carolina.]

Professor André Morize of Harvard University announced that he had brought with him a collection of several thousand reference cards relating to French Literature which he would place in one of the side rooms of Houston Hall where they could be consulted by those who were interested.

Professor Fred N. Scott of the University of Michigan explained to the Association the origin and purpose of the organization of a joint Committee of British and American scholars to consider the promotion of pure English, as recently announced in the *Literary Review*. [See the issue for Dec. 16.] He moved that the Association express its interest in the movement for pure English and its approval of the steps which had thus far been taken toward this end. It was so voted.

The remainder of the session was devoted to an

AUTHOR-PUBLISHER SYMPOSIUM

The following papers were presented:

1. "The Market for the Scholarly Book."¹ By Dr. Alexander Green, Modern Language Editor, D. C. Heath and Company.

¹ Printed in full at the end of the Proceedings, pp. xxxv, ff.

2. "The Scholar and the Introductory Text-Book." By Dr. Will D. Howe, of the Editorial Staff, Charles Scribner's Sons.

3. "Coöperation between Author and Publisher from the Point of View of the Author."² By Professor James Geddes, Jr., of *Boston University*.

4. "The Author and the Reviewer." By Dr. Henry Seidel Canby, Editor of the *Literary Review*.

5. "Cooperation between Author and Publisher from the Point of View of the Publisher." By J. Franklin Brown, of the Educational Editorial Department, The Macmillan Company.

During the reading of the last paper the Chair was occupied by Professor Fred N. Scott. On the conclusion of these papers there was brief discussion by Professors Howard J. Savage and T. Moody Campbell.

On Thursday evening of December 28, at 6:30 o'clock, in Bennett Hall, the ladies of the Association were entertained informally at dinner by Louise H. Snowden, Advisor of Women, of the *University of Pennsylvania*. About seventy-five ladies were present.

At eight o'clock in the evening of Thursday, December 28, the President of the Association, Professor Raymond Weeks, of *Columbia University*, delivered an address entitled: "The Poets and Nature"³ in the Auditorium, Houston Hall.

After this address there was an informal reception for the members and guests of the Association.

THIRD SESSION, FRIDAY, DECEMBER 29

For the third session the Association met in three sections devoted, respectively, to English, Romance, and Germanic Philology.

² Printed in somewhat abridged form at the end of the Proceedings, pp. xcv, ff.

³ This address, in somewhat abridged form, will shortly be published in *Scribner's Magazine*.

ENGLISH SECTION

AUDITORIUM, HOUSTON HALL

Chairman, Professor Lane Cooper, of *Cornell University*.

The following papers were read:

6. "The Organizing Ideas in *Piers the Plowman*." By Henry W. Wells, of *Columbia University*.

The paper was discussed by Professors O. F. Emerson, Samuel Moore, and the author.

7. "Theodore of Tarsus and Gislenuus of Athens." By Professor Albert S. Cook, of *Yale University*. In the absence of Professor Cook, the paper was read by the Chairman. It was discussed by Dr. H. B. Hinckley.

8. "Keats, Rabelais, and Diodorus Siculus." By Professor John L. Lowes, of *Harvard University*.

The paper was discussed by Professors A. H. Gilbert, W. E. Peck, and the author.

9. "A Forgotten Johnsonian." By Professor Charles G. Osgood, of *Princeton University*.

10. "The Term 'Communal.'" By Professor Louise Pound, of the *University of Nebraska*.

The paper was read by Professor Arthur Beatty. It was discussed by Professors Raymond Alden, J. L. Lowes, and the Chairman.

11. "*Love's Labour's Lost*" and the "Earl of Southampton." By Professor Austin K. Grey, of *Haverford College*.

On the motion of Professor G. H. Gerould, the Section voted that the chairman appoint a committee of five to coöperate with the committee of the American Library Association in regard to the project of distributive buying by American libraries. [The Chairman later appointed the following committee: Professors R. K. Root (Chairman), A. C. Baugh, Edwin Greenlaw, C. S. Northup, and R. J. Menner.]

R. J. MENNER, Yale University, *Secretary*.

ROMANCE SECTION

ROOM 314, ENGINEERING BUILDING

Chairman, Professor C. H. C. Wright, of *Harvard University*.

The following papers were read:

12. "La Société du Directoire et La Comédie de Moeurs." By Professor Louis Allard, of *Harvard University*.

13. "Madame d'Houdetot et ses amitiés américaines." By Professor G. Chinard, of *Johns Hopkins University*.

14. "The Psychology of Napoleon Worship in French Literature." By Professor A. L. Guerard, of *The Rice Institute*.

15. "The Theory of 'Natural Goodness' in Rousseau's *Confessions*." By Professor George R. Havens, of the *Ohio State University*.

16. "Le Jongleur Gautier Le Leu." By Professor Charles H. Livingston, of *Bowdoin College*.

17. "Realistic 'objectivity' versus Classical 'objectivity'." By Professor F. A. Waterhouse, of *Hamilton College*.

Professor Havens' paper was discussed by Professor Schinz and Dr. Walter L. Bullock; Professor Livingston's by Professor Armstrong. The other papers met with no comment.

SHIRLEY GALE PATTERSON, of *Dartmouth College*,
Secretary.

GERMANIC SECTION

ROOM 313, ENGINEERING BUILDING

Chairman, Professor T. Moody Campbell, of *Wesleyan University*.

The following papers were read:

18. "A Problem in Modern German Verb-Rection." By Professor Albert Wilhelm Boesche, of *Cornell University*.

The paper was discussed by Professors Prokosch and Kellogg, Dr. Starck, and the author.

19. "The Mystic Brotherhood in German Literature of the Eighteenth Century, with special reference to Goethe's *Die Geheimnisse*." By Dr. Edwin H. Zeydel, of the Carnegie Endowment, Washington, D. C.

The paper was discussed by Professors Faust and Fife.

20. "Remnants of a Middle Low German Bible Translation," By Professor Adriaan J. Barnouw, of *Columbia University*.

The paper was discussed by Professors Shumway, Vos, Kurrelmeyer, and the author.

21. "Schiller's Attitude toward England." By Professor John Alexander Kelly, of *Haverford College*.

The paper was discussed by Professor Vos.

The Section then proceeded to consideration of the reports of committees.

Professor Schreiber reported progress of the Committee on the formulation of plans for the commemoration of the one hundredth anniversary of Goethe's death. The committee was continued.

Professor von Klenze, as chairman, told of the activities of the Committee on the formulation of plans for the collecting and preserving of German literature written and published in the United States. On the motion of Professor Faust a committee with Professor von Klenze as chairman was authorized to take in hand the further organization and the collection of German books written in this country. The selection of the members of the committee was left to the Chairman.

Dr. Taylor Starck, of Harvard University, reported for the Committee on the collecting of funds to assist in publishing the remaining portions of Grimm's *Wörterbuch*. Investigations of the committee showed that of the \$120 necessary for publishing one fascicle of the Dictionary it would be necessary to rely upon outside help for \$30 and an additional \$10 for *Mitarbeiter*, or \$240 a year, if publication were to continue at the rate of six fascicles a year. Dr. Starck reported \$342 collected up to the date of the meeting. The report was

accepted and the committee continued with the power to enlarge if deemed necessary.

In the absence of Professor Heuser, Chairman of the Committee on the collection and the publication of a list of important German periodicals in American libraries, the report was read by Professor Thayer. The committee had found that before it could intelligently undertake the work in this country, it would be necessary to make a survey of the important libraries in Germany. The committee recommended that a volume be published listing the periodicals to be found in the more important German libraries; the work to be entrusted to a German, selected by an advisory committee of German scholars, and to be financed by soliciting advance subscriptions. The report was accepted and the committee was continued with power.

Professor Gustav Gruener, of Yale University, was elected Chairman of the Section for the next meeting.

PAUL H. CURTS, Wesleyan University, *Secretary*.

At one o'clock the members of the Association were the guests of the University of Pennsylvania at luncheon in Weightman Hall.

FOURTH SESSION, FRIDAY AFTERNOON, DECEMBER 29

The fourth session of the Association was devoted to Group Meetings, which were held in two Divisions, those of the First Division from 2 o'clock until 3:30 and those of the Second from 4 o'clock until 5:30.

FIRST DIVISION, 2 P. M.

(*General Topics II*) The Critical Study of Romanticism.
Chairman, Professor Stanley P. Chase.

The following papers were presented:

"Early Conceptions of Romantic Scenery," by Professor Edward E. Hale, (read by the Chairman in Professor Hale's absence).

"Romanticism in Seventeenth Century Literature," by Professor Morris W. Croll.

"The Romantic Essay," by Professor Robert Withington.

All of these papers were highly suggestive and stimulated discussion.

The following papers were read by title:

"Romantic Psychology," by Professor Percy H. Houston.

"English Interpretations of the Romantic in the Early 19th Century," by Professor Paul Kaufman.

Letters were read from various members reporting investigations in progress. The following list of topics for investigation was presented and was adopted as a working program. According to this plan the Group will select each year the special topic for the ensuing year.

1. Definition of the term "romanticism."
2. Connection of romanticism with philosophy.
3. Connection of romanticism with religion.
4. Connection of romanticism with politics and the writing of history.
5. Connection of romanticism with the types of literature.
6. Romanticism in Greek literature.
7. Romanticism in Latin literature.
8. Romanticism in mediæval literature.
9. Romanticism in Renaissance Literature.
10. Romanticism in the so-called romantic period, with special study of the comparative chronology of its flourishing in the various literatures.

It was voted that the Group should undertake the publication, annually or from time to time, of a small book of some six or seven essays on related aspects of a central topic, such as one of the above. For carrying out this plan, it was voted further that a small editorial committee should be appointed, and the Chairman was empowered to choose such a committee. It was voted to select "The Interpretation of the Term Romanticism" as the subject of investigation for the ensuing year.

Dr. C. E. Whitmore of Northampton, Mass., was elected Chairman and Professor Paul Kaufman, of American University, Secretary.

About fifty persons were present.

PAUL KAUFMAN, *Secretary*.

(*English III*) Present Status of Work on Chaucer. *Chairman*, Professor Edgar F. Shannon.

The following papers were presented:

"Realism in the Description of the Canterbury Pilgrims." By Professor Howard R. Patch. Discussed by Professors R. K. Root and Samuel Moore and Dr. Henry B. Hinckley.

"Further Suggestion on Dating the *House of Fame* and the *Tale of Constance*." By Professor O. F. Emerson. Discussed by Professors John L. Lowes, William E. Mead, G. H. Gerould, and R. K. Root.

"England's Discovery of the *Decameron*." By Professor W. E. Farnham. Discussed by Professor Samuel Moore and Dr. Henry B. Hinckley.

"French Influences on Chaucer's Knowledge of the Classics." By Professor John L. Lowes. The speaker invited the cooperation of the members of the Group in this investigation. It was voted that those interested in studying various aspects of this problem should communicate with Professor Lowes so that he may introduce some organization into the general work.

Professor Shannon declined reelection as Chairman, and Professor Root was elected as his successor. Professor Patch was reelected Secretary.

HOWARD R. PATCH, *Secretary*.

(*English VIII*) The Bibliography of English Fiction, 1660-1800. *Chairman*, Professor Helen Sard Hughes.

The main business of the meeting was the discussion of the report of the chairman of the Editorial Committee, Professor R. S. Crane, with a view to defining the scope of the work, the methods of distribution of individual tasks, and technical specifications for the guidance of workers.

As most of the members present were especially interested in research in the period 1740-1800, that section of the work was chiefly discussed. Members were asked to indicate in writing the type of task they might most readily undertake: the collection of the bibliography of minor fiction in one decade or more, the bibliography of some major novelist, or the collection of items in certain periodicals or other sources. It was agreed that the Editorial Committee should prepare for immediate distribution to workers a list of technical specifications in accordance with the standards agreed upon at this meeting.

HELEN SARD HUGHES, *Chairman*.

(*English XI*) American Literature. *Chairman*, Professor Arthur H. Quinn.

The Chairman in his opening remarks outlined the program for the meeting. Professor Percy H. Boynton read a paper on *A Proper Critical Attitude to American Literature*, in which he discussed the growth of national consciousness and the decline of literary self-consciousness.

Professor Henry S. Canby spoke on *Some Standards of Criticism*. He advocated a criticism by planes, with no relaxation of standards. Pointing out the fact that criticism of American writers has been too good-natured as well as too unsympathetic, he urged that it be made more rigorous and scholarly.

A lively discussion of several statements made by Professors Quinn, Boynton, and Canby followed, involving Miss Amy Reed, Dr. Walter L. Bullock, Mr. Harry T. Baker, the Secretary, and other unidentified members.

Mr. John Valente announced that he was making a *Concordance to Walt Whitman*, and that if the proper coöperation of the libraries of the country could be secured, Mr. Wilson, the publisher of *The Reader's Guide*, would publish it and assume a risk to the amount of three thousand dollars.

Professor Boynton was elected to succeed Professor Quinn.

FRANCIS A. LITZ, *Secretary*.

(*French III*) French Literature of the xvii and xviii Centuries. *Chairman*, Professor Albert Schinz.

The meeting was devoted to a belated celebration of Molière's Tercentenary. The Chairman sketched the history of Molière's fame, especially at the times of the first and second centenaries. He also mentioned some of the most significant contributions to our knowledge of Molière that were offered at the occasion of the celebration of the tercentenary.

Professor H. Carrington Lancaster called attention to a Don Juan play in France which had remained unknown to scholars.

Professor André Morize summarized the episode of the Molière-Corneille Controversy, started in 1920 by Pierre Louys, and took occasion to lay down some rules that ought to be observed in approaching problems of literary history.

Professor Colbert Searles was elected Chairman of the Group for the coming year.

ALBERT SCHINZ, *Chairman*.

(*German I*) Historical Grammar and Linguistics. *Chairman*, Professor Eduard Prokosch.

The following papers were read and discussed:

"A Century of Grimm's Law," by Professor Hermann Collitz.

"Sound Change and Meaning," by Professor H. Kurath.

The discussion of the nature of sound laws and phonetic tendencies promised in the program had to be abandoned for lack of time.

The following officers were elected for the coming year: Professor A. F. J. Remy, of *Columbia University*, Chairman; Professor A. Busse, of *Hunter College*, Secretary.

HANS KURATH, *Secretary*.

(*Scandinavian I*) Scandinavian Literature. *Chairman*, Professor Adolph B. Benson. Professor Josef Wiehr was elected Secretary.

The following papers were read:

"The Personal Elements in the Works of Strindberg," by Dr. Axel J. Uppvall. Discussion and comment by Professor Porterfield, Weigand, and Fife.

"Is the *Gibbonsaga* a Reflection of *Partonopeus*," by Dr. Henry G. Leach, who answered the question in the negative. Discussion by Professor Fife and Dr. Uppvall.

"The Poetry of Viktor Rydberg," by Dr. Charles Wharton Stork.

Lack of time prevented any discussion of this paper. The attendance at this meeting was surprisingly large.

Professor George T. Flom, of the University of Illinois, was elected Chairman of the Group for 1923 and the choice of a Secretary was left to him.

JOSEF WIEHR, *Secretary*.

(*Spanish I*) Spanish Language. *Chairman*, Professor C. Carroll Marden.

Professor Frederick Courtney Tarr read a paper on "Some Characteristics Uses of the Noun Clause in Modern Spanish" which provoked interesting and fruitful discussion. The Group voted unanimously to hold a similar meeting next year, and Professor Marden was reelected Chairman. The Chairman then brought up the question of coöperation towards obtaining in this country organized files of Spanish periodicals—scientific and semi-scientific journals, literary reviews, newspapers, etc.—with the hope of avoiding duplication and at the same time widening the range of material available, as well as making such files really accessible when needed. Some fifteen persons, representing as many colleges and universities, agreed to report to the Chairman what periodicals, reviews, etc. were available in their respective institutions. From these persons the following committee was appointed to put the periodical plan into effect: Professors R. H. Keniston (Chairman), F. B. Luquiens, and C. C. Marden. It is hoped that other eastern institutions which desire to coöperate and are willing to add to their lists of

Spanish journals, will communicate with Professor Keniston.
The attendance was about thirty-five.

H. G. DOYLE, *Secretary*.

SECOND DIVISION, 4 P. M.

(*General Topics IV*) Phonetics. *Acting Chairman*, Professor Robert J. Kellogg.

Owing to conflicts with other Group Meetings held at the same hour, only ten persons were present. However, lists were passed for signature by those desiring to be enrolled as members of the Group and some one hundred and fifty signatures were obtained. The organization of the Group was effected by electing Professor James L. Barker Chairman for the coming year and Dr. Elliott A. White (Dartmouth), Chairman of a sub-Group on Experimental Phonetics, each being empowered to appoint such assistants and committees as might be needed.

The following topics were presented and discussed:

1. Methods of Teaching Pronunciation with and without the International Phonetic Alphabet by Professors Kellogg, Cardon, Downer and others.
2. Differences between French and English Enunciation, by Professors Barker, Cardon, and others.
3. Possible Plans for Experimental Phonetics.
4. Plans for the Establishment for a Journal of Phonetics.

ROBERT J. KELLOGG, *Acting Chairman*.

(*Comparative Literature I*) Influence of Latin Culture on Mediæval literature. *Chairman*, Professor G. H. Gerould. In the absence of Secretary Coffman, Professor G. H. McKnight was elected Secretary *pro tempore*.

The simplification of the title of the Group to "Mediæval Latin" was proposed and adopted.

The Chairman announced that a survey of the state of studies in Mediæval Latin throughout the United States was in progress, and that Professor Tatlock would issue a report on the findings of the committee.

The Chairman read letters from Professors E. K. Rand (Harvard) and G. B. Adams (Yale) favoring the affiliation of the Group with the committee of the Council of Learned Societies in charge of projects of interest to the Group. On motion of Professor O. F. Emerson it was voted that "through our committee we coöperate with the Council of Learned Societies in projects they have undertaken."

The proposed new edition of *Ducange* was discussed, and it was the sense of the Group that to undertake a single thorough-going revision of *Ducange*, or a new and comprehensive dictionary, would be much more worth while than to compile a set of special vocabularies. To that end the members present promised hearty coöperation.

The Chairman introduced for discussion the plan of the American Library Association for the distributive buying of books. It was agreed that a committee be appointed by the officers of the Group to confer with librarians and to assist in blocking out divisions for which particular libraries might undertake to hold themselves responsible in the field of mediæval Latin. Those desiring to assist the committee in its work were invited to send contributions of one dollar each to the Chairman or to Professor Coffman to be used in defraying expenses.

The Chairman presented for consideration the tentative table of contents for a mediæval Latin primer by Professor C. H. Beeson of Chicago. The discussion which followed led to agreement in regard to the following points:

- (1) It was thought that very short selections were undesirable—that they should be longer, even though they covered a less wide range.
- (2) Any arrangement except a chronological one seemed impossible.
- (3) The present contents appear too largely anecdotal in character.
- (4) A grammatical introduction would be desirable, but only a short one. Perhaps five pages would be the maximum length necessary. Brief notes would also be useful.

Professor Gerould was elected Chairman of the Group for the coming year.

G. H. MCKNIGHT, *Secretary pro tempore*.

(*English II*) Present-Day English. *Chairman*, Professor James F. Royster.

The proposal to take means to establish a Central Bureau for recording and distributing specimens of American speech was discussed and enthusiastically approved. The discussion was led by Professor J. L. Barker and was continued by the following persons (among others): Professors Fred N. Scott, H. M. Ayres, and Samuel Moore.

It was voted that the Chairman be empowered to appoint a committee to formulate a plan and to seek means for collecting and distributing specimens of the American Language. The Chairman of the Group has named Professor J. L. Barker as Chairman of the Committee and will later name the other members of the Committee. It was further voted to leave the appointment of a Group Chairman to the General Group Committee.

There were twenty members in attendance.

JAMES F. ROYSTER, *Chairman*.

(*English V.*) Spenser and Milton. *Chairman*, Professor Edwin Greenlaw.

The Chairman announced plans for a complete Variorum edition of Spenser, under collaborative authorship; approval of the undertaking was voted. He announced that the Spenser bibliography compiled by Dr. F. I. Carpenter is ready for the printer.

Plans for a Milton bibliography were discussed. It was voted that a bibliography be undertaken, in coöperation with Professor Stevens, who should be one member of a committee appointed to carry out the plan. The Chair appointed Professors R. D. Havens, D. H. Stevens, and J. H. Hanford (chairman).

Extension of the scope of the group, possibly to include non-dramatic literature of the 16th and 17th centuries, was discussed. The question was referred to a committee to be appointed.

The Chairman announced that his resignation was necessitated by his new work as chairman of the Committee on

Groups. Professor J. H. Hanford was elected chairman for the ensuing period. Professor H. E. Sandison was elected Secretary-Treasurer.

Professor Havens suggested the publishing of a mimeographed bulletin, at intervals during the year, recording research in progress, bibliography, questions, etc. After discussion of the value and expense of such publication it was voted that 50c dues be established for active membership in the group, to be spent by the Secretary-Treasurer on mimeographing and postage. All present so desiring signed a list of active members. All members of the Association wishing to join in the work of the group are asked to send their names to the Secretary, Professor Helen E. Sandison, Vassar College, Poughkeepsie, N. Y.

Reports of work in progress were made to the Secretary: edition, with translation, of Milton's Latin poems, Mr. Walter MacKellar; Browne and Nineteenth Century prose, Professor Stuart Robertson. Any other such reports may be sent to the Secretary.

Papers were then read as follows:

1. Problems in the Moral Allegory of the *Faerie Queene*, Charles G. Osgood.
2. A Note on Spenser's Theory of Narrative Technique, John W. Draper.
3. Milton Problems: (a) Milton's Library, J. Holly Hanford; (b) Seventeenth Century Biographies of Milton, Allen R. Benham; (c) A Detail of Milton's Cosmology, Allan H. Gilbert.

HELEN E. SANDISON, *Secretary-Treasurer*.

(*English IX*) Wordsworth and his Contemporaries. *Chairman*, Professor George MacLean Harper.

The following papers were read:

"The Wordsworth-Coleridge Complex," by Professor Harper.

"A Review of Professor Arthur Beatty's book, *William Wordsworth: his Doctrine and Art in their Historical Relations*," by Professor S. F. Gingerich.

Professor Beatty replied to his critic and a spirited discussion developed in which many persons participated.

Professor J. E. Wells read a list of principal publications in this field during the year. Professor O. J. Campbell presented the report of the committee on Publications and called attention to the following as works most needed by students and teachers: (1) a reissue of *The Letters of the Wordsworth Family*, (2) A new and better edition of Dorothy Wordsworth's *Journals*, (3) A new edition of Wordsworth's *Prose Works*, (4) an annotated edition of the *Complete Poems*, adapted particularly for American colleges, (5) a complete and definitive Wordsworth bibliography.

The organization of the Group was continued without change for another year. Sixty-seven members were present.

OSCAR J. CAMPBELL, *Secretary*.

(*French I*) Romance Linguistics. *Chairman*, Professor Henry A. Todd.

The following papers were presented:

1. "Some Etymologies." (dealing with OF *adenz*, Fr *chassie*, Sard. *nuraghe*, Sp. *pedazo* and Sp. *cenceno*), by Professor D. S. Blondheim. Discussed by the Chairman.

2. "The Passive Voice in Vulgar Latin," by Professor Henri F. Muller.

The discussion of questions relating to the organization of the Group led to the adoption of the following resolutions:

I. That a vote of thanks be given to the Chairman for the valuable services he had rendered the Group.

II. That a committee of three be chosen to nominate a Chairman for the next meeting, the committee to consist of Professors D. S. Blondheim, C. Gilli and O. Müller.

III. That the Secretary should continue in office during the following year.

OTTO MÜLLER, *Secretary*.

(*German IV*) Romanticism in Contemporary German Literature. *Chairman*, Professor Allen W. Porterfield.

The Chairman in his opening remarks called attention to literary currents and interests prevailing in Germany today.

There is a marked tendency on the part of German scholars toward research on Goethe, as shown by the numerous books now appearing on various aspects of Goethe's life and works. Schiller, on the other hand, is being neglected.

Professor Otto Manthey-Zorn read a paper on "Romanticism in the Contemporary German Drama," giving his impressions of the German drama of today gained on a trip to Germany two years ago. He emphasized the unpropitiousness of the times to great dramatic work and discussed the *Volksbühne* and its campaign against commercialism and for higher art.

Professor Camillo von Klenze spoke on "Romanticism, the World-War and the Philosophy of Tomorrow." He compared the present age with that of Plato immediately after the Peloponnesian War. Writers are now attempting to represent all life and to transcend it. Disregarding the past, they are, like Nietzsche, looking to the future. A groping and a blending of experience (reality) and aspiration (mysticism) characterize the present period. A new dawn in literature seems to be breaking at this very time.

The following resolution, moved by Professor Hauch and seconded by Professor Busse, who had been its original sponsor, was adopted:

That the Chairman name a committee to draw up an appropriate congratulatory message to be transmitted to Gerhart Hauptmann as an expression of the sentiment of the Group on the occasion of his recent sixtieth birthday.

The Chairman appointed as members of this committee Professors Gruener, Fife and von Klenze.

EDWIN H. ZEYDEL, *Acting Secretary.*

(*Italian I*) Italian Literature. *Chairman*, Professor James E. Shaw. Professor Mary Vance Young was elected Secretary.

Professor E. Goggio reported for the Committee on means for advancing the study of Italian. Letters received from instructors in various institutions indicated a preference for

dealing with modern literature in the first year, reserving the older literature for the more advanced year; recommended the extension of Italian studies over several years and that public lectures be given, prizes offered, clubs founded, the support of the Italian government invoked, and that university instructors be organized.

Discussion by Professors Pugh, Riddell, Bullock, Camera, Cavicchia, Geddes, Goggio and others led to the conclusion that matters mentioned in the report should be studied by an association to be formed of university instructors. It was voted that a committee be appointed by the Chairman to consider the formation of such an association, in harmony with the members of the Central Division of the M. L. A., and bearing in mind the existence of the *Association of Italian Teachers*, of New York, and of other societies especially that of the *Figli d'Italia*.

Dr. Charles E. Whitmore read a paper on "The Present Status of Work on Early Italian Poetry."

Professor G. Cavicchia made a report on "Short Stories in Contemporary Italian Literature," with regard to their use in instruction.

Professor D. Vittorini made an address on "The Contemporary Novel," classifying and criticising the production of the last half century.

Professor A. Riddell was unfortunately unable to make her report on "Contemporary Periodicals," since she was obliged to leave early.

It was voted to defer the permanent organization of the Group.

MARY VANCE YOUNG, *Secretary*.

At seven o'clock Friday evening, a subscription dinner was served to members of the Association in Weightman Hall.

All members of the Association were entertained at a smoker in Weightman Hall, at half-past eight o'clock. The Smoke-talk was given by Mr. A. EDWARD NEWTON.

FIFTH SESSION, SATURDAY MORNING, DECEMBER 30

AUDITORIUM, HOUSTON HALL

The session was called to order by the President of the Association at 9:40 a.m.

Professor R. D. Havens, Chairman of the Committee to audit the report of the Treasurer, being obliged to return home the previous evening, left a statement signed by the members of the Committee certifying that the report had been examined and found correct, whereupon it was voted to accept the Treasurer's report.

Professor C. H. C. Wright, Chairman of the Committee on Resolutions, after calling attention to the recent action of the A. L. A. Council protesting against certain provisions in the Bill now pending in Congress to amend the Copyright Law, offered the following resolution:

Resolved, that the Modern Language Association of America endorse the resolutions of the Council of the American Library Association with regard to the proposed copyright measures sponsored by the Authors' League.

The resolution was adopted.

Professor Wright also presented the following resolution:

Whereas, The *Thesaurus Linguae Latinae* is perhaps the most important scholarly undertaking of our day, at least after the Oxford English Dictionary; and whereas the *Thesaurus Linguae Latinae* is at present in extreme pecuniary distress; and whereas a movement is on foot in America to find ways and means of saving the *Thesaurus Linguae Latinae* for the world of scholarship and for civilization:

Resolved, that the Modern Language Association of America heartily endorse any wise effort that may be made to obtain funds for the said *Thesaurus* as a matter of deep concern to all scholars of this and future generations.

The resolution was adopted.

Professor Wright also presented the following resolution:

Resolved, that the Modern Language Association of America in convention assembled hereby express its sincere thanks for the hospitality extended to it by the Provost and authorities of the University of Pennsylvania, and its most grateful appreciation of the courtesy and kindness of all concerned in the entertainment of its members.

The resolution was adopted by a rising vote.

In the absence of Professor George L. Hamilton, Chairman, the report of the Committee on the Nomination of Officers was presented by Professor Charles C. Marden, as follows:

For President of the Association: Professor Oliver F. Emerson, of Western Reserve University.

For Vice-Presidents: Professors T. Moody Campbell, of Wesleyan University, Arthur H. Quinn, of the University of Pennsylvania, and James E. Shaw, of the University of Toronto.

For member of the Executive Council to fill Professor Emerson's unexpired term: Professor Karl Young, of the University of Wisconsin.

It was voted that the Secretary be instructed to cast one ballot for the nominees and they were declared elected.

Professor John L. Lowes, of Harvard University, presented the following motion which had been drawn up and unanimously endorsed at a meeting of the Trustees, and members of the Executive Council in attendance at the present session:

That the Executive Council be authorized to appoint an Assistant Secretary for the year 1923 at a salary which shall not exceed \$800. It is understood that this does not affect the appropriation of a sum not to exceed \$600 for clerical assistance, already voted by the Association.

It was so voted.

Professor Robert J. Kellogg, of the University of Pennsylvania, presented the following motion:

That a Committee of the Modern Language Association be appointed to confer with representatives of (1) other linguistic Associations in the United States and Canada, (2) graduate and research institutions, libraries, commercial or industrial organizations concerned with linguistic investigations, (3) leading publishing houses issuing linguistic and philological works, in order to consider with them and report to this Association plans and means for dealing with the following matters:

I. The discovery, encouragement and co-ordination of competent scholarly research and preparation of text-books along literary, linguistic, philological, and directly related lines.

II. The guidance of investigators in preparing studies, monographs, larger works, or journals, embodying worthwhile results of such investigations.

III. The development of a permanent demand and sustaining constituency for such works.

IV. Plans of publication, advertising, and distribution.

V. The securing of sustaining patrons, endowed funds, or other necessary facilities for such research, publication, advertising and distribution.

VI. Provision for permanent coöperation of publishers, institutions, associations and patrons to the above ends.

After some general discussion the motion was put and it was so voted.

Professor Raymond M. Alden, speaking as the representative of the Philological Association of the Pacific Coast, presented a message of greeting from that Association to the Modern Language Association of America.

Professor Fred N. Scott moved that the General Group Committee be asked to make a report of progress at the next annual meeting. It was so voted.

Professor James F. Royster of the University of North Carolina offered the following resolution:

Resolved, that the Executive Council be requested to consider a proposal to arrange the program of the next meeting of the Association so that one session shall be devoted entirely to the presentation of two or three papers of general interest by scholars of distinction, chosen either from within or without the Association, and to appoint a committee of three, of which the Secretary of the Association shall be a member, to invite such persons of distinguished scholarly position as it may choose to prepare papers for this part of next year's program.

The resolution was adopted.

The reading of papers was then resumed.

22. "Position and Movement in Phonetics." By Professor James L. Barker, of the *University of Utah*.

The paper was discussed with much interest by Professors Robert J. Kellogg, H. Carrington Lancaster, and J. S. Kenyon.

23. "The Earl of Essex on the Stage." By Professor Winifred Smith, of *Vassar College*.

The paper was discussed by Professor H. Carrington Lancaster.

24. "The Contribution of Longinus' *De Sublimitate*." By Professor Charles Sears Baldwin, of *Barnard College*.

25. "Satanism in French Romanticism." By Professor Maximilian Rudwin, of *Swarthmore College*.

The paper was discussed by Professor André Morize.

26. "Pater, Heine, and the Old Gods of Greece." By Professor John S. Harrison, of *Butler College*.

27. "Some Russian Versions of *Don Juan*." By Dr. Clarence A. Manning, of *Columbia University*.

At 12:40 p. m. the Association adjourned.

PAPERS READ BY TITLE

28. "Jane Austen, the Critic." By Professor Annette B. Hopkins, of *Goucher College*.
29. "Moralist and Novel-Reader in Eighteenth Century England." By Professor Alan D. McKillop, of *Rice Institute*.
30. "Shakspeare's 'lead apes in hell.'" By Professor Ernest P. Kuhl, of *Goucher College*.
31. "Aminadab and the World." By Professor E. K. Maxfield, of *Washington and Jefferson College*.
32. "The Subterranean Grail-Paradise in *Don Quixote*." By Professor Philip S. Barto, of the *Carnegie Institute of Technology*.
33. "Keats' Use of Sound." By Professor Elizabeth Nitchie, of *Goucher College*.
34. "The Technique of Charles Sealsfield." By Dr. Bernard Stroer, of the *College of the City of New York*.
35. "A Criticism of the German Language and Literature by a German of the Eighteenth Century." By Dr. Edwin H. Zeydel, of the *Carnegie Endowment*, Washington, D. C.
36. "Erasmus Learns Greek." By Professor Howard J. Savage, of *Bryn Mawr College*.
37. "Doctor Johnson and 'Mur.'" By Professor Joseph M. Beatty, Jr., of *Goucher College*.
38. "Notes on Gilbert Imlay, Early American writer." By Professor O. F. Emerson, of *Western Reserve University*.
39. "La condition sociale des écrivains du seizième siècle." By Dr. Hélène Harvitt.
40. "Critical Essays Falsely Attributed to Goldsmith. A study of the *Belles Lettres* series of essays first published in the *British Magazine*

- (1761-1763) and included in the 1802 edition of Goldsmith's Works." By Dr. Caroline F. Tupper, of the *University of Illinois*.
41. "Is Shelley's *Prometheus Unbound* an Allegory?" By Newman I. White, of *Trinity College* (N. C.)
 42. "English Opinions of French Poetry, 1660-1750." By Miss Rose Heylbut Wollstein, of *Columbia University*.
 43. "Notes on the Metre of the Old Spanish Epic Verses." By Professor E. C. Hills, of the *University of California*.
 44. "Walter Savage Landor and William Wordsworth." By Professor Finley, M. K. Foster, of the *University of Delaware*.
 45. "The Validity of Literary Definitions." By Dr. Charles E. Whitmore, of Northampton, Massachusetts.
 46. "A New Biography of Sir George Etherege." By Professor Dorothy Foster, of *Mount Holyoke College*.
 47. "The Choice of Reading Texts for Modern Language Classes." By Professor C. H. Handschin, of *Miami University*.
 48. "Hazlitt as Critic of Art." By Professor Stanley P. Chase, of *Union College*.

MEETING OF THE CENTRAL DIVISION, 1922

The twenty-seventh meeting of the *Central Division* was held at Chicago upon the invitation of the University of Chicago and Northwestern University, December 28, 29, 30, 1922. The register showed the unusual attendance of 208, with ten or more from universities of Chicago 26; Iowa 16; Indiana 13; Wisconsin 12; Illinois 10; Northwestern 10.

The meeting was carried out on the plan suggested in 1920, making Chicago the regular meeting place every second year with a minimum expense to the hosts. It was nevertheless an occasion of unusual cheer owing to the brilliant dinner arranged by the local committee and other admirable arrangements. Reduced rates on the railroads, conceded at the last moment, were secured by a majority of the delegates from a distance, an encouragement for attendance in the future.

FIRST SESSION, THURSDAY, DECEMBER 28

The meeting of the first day, held at the Auditorium Hotel at 2:30 p.m., was divided into four sessions, as below. Opinion was general, however, that the first session should be a general meeting for inauguration of the work as a whole and for general organization.

THE FRENCH NOVEL

Chairman: Professor D. H. Carnahan, University of Illinois.

Secretary: Professor George I. Dale, Washington University.

"Discrepancies in the Work of Balzac." Professor A. Odebrecht, Denison University.

This paper was discussed by the Chairman.

"Balzac's Method of Revision." Professor E. Preston Dargan.

This paper, embodying the results of examination of Balzac's original manuscripts, attracted much attention.

"Maupassant and the Supernatural." Professor Ernest G. Atkin.

ENGLISH, EARLIER

Chairman: Professor Charles Read Baskervill, University of Chicago.

"Astrologising the Gods," Professor Walter Clyde Curry.

"The Passionate Shepherd," a Further Study. Professor Robert S. Forsythe.

"Shakespeare's Use in the Merchant of Venice of the Conventional Friendship—Love Theme." Dr. Laurens Joseph Mills, Indiana University.

"Bunyan's Mr. Badman and the Picaresque Novel." Professor J. B. Wharey, University of Texas.

ENGLISH, LATER

Chairman: Professor Robert L. Ramsay, University of Missouri.

"The Significance of Shaftesbury in English Speculation." Professor William E. Alderman.

"Wordsworth's Unacknowledged Debt to Macpherson's *Ossian*." Professor John Robert Moore, Indiana University.

"Early Critics of Shelley." Professor Walter Graham.

GERMAN

Chairman: Professor Hermann Almstedt, University of Missouri.

"Elizabethan Ghosts and Herzog Heinrich Julius of Braunschweig." Professor M. Blakemore Evans.

This paper proved to be one of general interest, appealing to scholars in other fields than the Germanic.

"Goethe's Conception of the Poet's Calling." Professor William A. Cooper, Stanford University.

"Some Definitions of German Naturalism." Professor Mayfield.

8:00 P.M.: The Chairman of the Division, Professor William A. Nitze of the University of Chicago, gave the Annual Address, entitled: "Modern Language Scholarship: An Enquiry."*

This Address, which was voted one of the most brilliant and thoughtful in the annals of the Division, was followed by an informal reception.

The following committees were named at this session: On New Officers: Kenneth MacKenzie, A. C. L. Brown, Algernon Coleman and A. R. Hohlfeld. On Time and Place of Next Meeting: Hardin Craig, Tom Peete Cross, George I. Dale and Robert Lee Ramsay. On Resolutions: D. H. Carnahan and Oscar Burkhardt.

SECOND SESSION, DECEMBER 29, 9:30 A. M.

UNIVERSITY OF CHICAGO

RESEARCH GROUPS

These meetings were devoted to the discussion of research topics, with free participation. In some, the discussion was based upon formal papers; in some, the discussion was conducted along certain designated lines, without formal papers. The leading papers dealt with problems of present interest in a particular field in various literatures, or discussed special fields of work that might be undertaken by groups of scholars. The research groups are in process of evolution and experiment. Members who desire to branch out in new lines in 1923 are urged to canvass the subject and report to the Secretary the result of their efforts.

HISTORICAL GRAMMAR AND LINGUISTICS

Chairman: Professor Guido Stempel, Indiana University.

Secretary: Professor W. F. Bryan, Northwestern University.

"The Trend of English Sound-Changes." Professor C. M. Lotspeich, University of Cincinnati.

This paper was discussed by Messrs. Curme, Belden, Jenkins, Purin, Baker, and Knott.

* For the full text of this Address see page lxvi.

"The Evolution of *patois* as a Device in French Literature from the Classic to the Romantic Periods—A Survey." Professor A. H. Schutz, Iowa State Teachers College.

This paper was discussed by Messrs. Jenkins and Stempel.

Report on the Development of Linguistic Consciousness in the American Student. Professor Thomas A. Knott, State University of Iowa.

Thomas A. Knott was elected chairman for 1923, and W. F. Bryan, secretary. The attendance was twenty-five.

RENAISSANCE

Chairman: Professor Hardin Craig, State University of Iowa.

"Manuscripts and Early Printed Books of Interest to Renaissance Scholars." A list with a brief consideration of the principles of choice in the selection of material for photographic reproduction.

This subject was discussed, with the presentation of additional suggestions, by Dr. Frederic Ives Carpenter, of Chicago, and others.

"Luis Vives and Rabelais' Pedagogy." Mr. G. L. Michaud, University of Michigan.

"Outlines of the 16th Century Latin Drama." Professor Craig.

"Report on the Cataloguing of Rotographs." Professor H. S. V. Jones.

Members interested in the field of renaissance literature and having problems of general interest were invited to make brief statements of their investigations. Subject with ramifications through the whole field and those on which cooperation would be practicable were particularly followed. Announcements of theses in progress on Renaissance subjects were also made. The attendance was forty-five.

MOLIÈRE COLLABORATORS

Chairman: Professor Casimir Zdanowicz, University of Wisconsin.

Secretary: Professor Stephen H. Bush, State University of Iowa.

This was a meeting of great interest in honor of the Tercentenary of Molière. It was attended by fifty persons or more.

"Molière's Means of Producing Comic Effect Studied in Connection with Bergson's Theory of Laughter." Professor Zdanowicz.

"The Enemies of Molière." Professor Edward M. Greene, University of South Dakota.

Review: "The Tercentenary Literary Offering to Molière," Professor B. E. Young.

This paper was discussed by Professors H. A. Smith, Moraud and Searles, and Mrs. Charlotte Condé Hughes, of Grand Rapids, Michigan.

Owing to the illness of Professor Gustave van Roosbroeck, his keenly anticipated paper on "François Hugues Molière d'Essertines," was not presented.

Professor Colbert Searles read a brief satirical paper on "What we read into Molière" that was itself hailed as real literature.

The same officers were elected for 1923, and a permanent committee consisting of Messrs. Nitze, Searles and Young, was appointed. It is hoped that this group of workers, brought together at the three-hundredth anniversary of the author, will result in a continuing collaboration, with contributions of permanent value in the literature of the subject.

CHAUCER

Chairman: Professor H. S. V. Jones, University of Illinois.

Secretary: Professor Walter Clyde Curry, Vanderbilt University.

"Yesterday and Tomorrow." Professor J. R. Hulbert, University of Chicago.

"Some notes on Chaucer and Some Conjectures." Professor O. F. Emerson, Western Reserve University. (Read in his absence.)

"Chaucer's Science and Art." Professor Curry.

"Observations on Recent Chaucer Literature." Professor Jones.

Professor Hulbert was elected Chairman for 1923 and Professor Robert A. Law, Secretary. (See below for plan of work proposed). The attendance was thirty-five.

MEDIAEVAL LATIN

Chairman: Professor George R. Coffman, Grinnell College.

Secretary: Mr. Clark Harris Slover of the University of Chicago.

The chairman reported as part of the activity of the Group for the past year:

1. Effecting a national organization with E. K. Rand as advisory chairman, G. H. Gerould as chairman for the eastern section, J. S. P. Tatlock as chairman for the western section, and G. R. Coffman as chairman for the central section and as executive secretary of the Group.

2. Completing a nation-wide survey relative to conditions in mediaeval Latin in the graduate colleges and universities. (Professor Tatlock will study the situation as revealed in data and present recommendations later.)

3. Establishing unofficial relations with representatives of history, classics, and the American Council of Learned Societies, and with the Modern Humanities Research Association.

4. Encouraging as the concrete project of the year Professor Beeson's *Mediaeval Latin Primer*.

Summary of action at the meeting:

1. Professor T. P. Cross was appointed to receive contributions of \$1.00 from any wishing to assist in the work.

2. Resolution passed to change the name of the Group to "The Group on Mediaeval Latin Culture."

3. Resolution passed favoring new mediaeval Latin dictionary; formal recommendation deferred pending further information about revision of *Du Cange*.

4. Resolution passed favoring Professor Gerould's recommendation for co-operation among libraries relative to mediæval Latin books.

5. Discussion of Mediaeval Latin Primer. Professor Beeson explained that the first part of his text was intended to give the student an opportunity to recover familiarity with Latin, that the selections were arranged in order of increasing difficulty in the first part, and chronological sequence in the second, and that a brief grammatical introduction would be included with the text.

6. Professor Beeson was elected by the group as its official representative to the Commission for the Revision of *Du Cange*.

ROMANTICISM

Chairman: Professor B. V. Crawford, State University of Iowa.

Leader of discussion on the romantic movement in modern literatures: Professor Richard Foster Jones, Washington University.

Discussion of the French side, Professor Lander MacClintock; of the English, Professor B. V. Crawford; of the German, Mr. Peter Hazboldt, of the Francis Parker High School, Chicago.

Owing to the lateness of the hour, the timely paper of Professor Angelo Lipari, on Francesco de Sanctis and romantic criticism in Italy, was not presented.

The attendance was sixty-five. Regret was expressed for the illness and absence of Professor Charles Young, who prepared the program. Professor Crawford was elected Chairman for 1923.

ITALIAN LITERATURE

Chairman: Professor Ernest H. Wilkins, University of Chicago.

"D'Annunzio as Poet." Professor Rudolph Altrocchi, University of Chicago.

"Giovanni Papini." Professor Ruth Shepard Phelps.

"Pirandello and I Groteschi." Professor Lander MacClintock.

Professor Kenneth MacKenzie was elected chairman for 1923. The attendance was fifteen.

CONTEMPORARY LITERATURE

Chairman: Professor H. M. Jones, University of Texas.

Subject: "The Rhythm of Free Verse."

Discussion: Miss Edith Rickert, leader; Mr. Raymond D. Jameson, Mr. H. F. Fore and others.

"Shaksperean Influence in Strindberg's Historical Plays."

Professor Harry V. E. Palmblad, Phillips University.

The same officers were elected for 1923.

The members were entertained at lunch by the modern language faculties of the University of Chicago at the Quadrangle Club.

THIRD SESSION, FRIDAY, DECEMBER 29, 2 P. M.

UNIVERSITY OF CHICAGO

RESEARCH GROUPS (*Continued*)

SPANISH LITERATURE

Chairman: Professor E. W. Olmsted, University of Minnesota.

1. Informal discussion of suggested research topics by Professor Joseph E. Gillet, University of Minnesota and others.

2. Paper: "Lisardo Pseudonym of Mira de Amescua." Professor C. E. Anibal, Indiana University.

3. Paper: "Lope de Vega's *Ver y no creer*." Professor George I. Dale.

4. Paper: "Cervantes' Attitude Toward Honor." Professor George Tyler Northup.

5. Paper: "The Reputation and Influence of Torres Naharro in the Sixteenth Century." Professor Gillet.

6. Paper: "Moreto's *El desdén con el desdén* compared with suggested sources." Miss Mabel M. Harlan, Indiana University.

Professor Northup was elected chairman for 1923, and Professor John Van Horne, University of Illinois, secretary. The attendance was fifty.

AMERICAN DIALECT SOCIETY

Chairman: Professor T. P. Cross, University of Chicago.

Remarks were made by the Chairman on the history and purpose of the Society.

"Dialect and Vocabulary." Professor F. A. Wood.

"Consonant Addition in American Dialect Speech." Miss Amy Armstrong, University of Minnesota.

"*Shall* and *Will* in American English." Professor C. C. Fries, University of Michigan.

"New Devices in Dialect Writing." Professor Robert L. Ramsay.

The attendance was twenty-five.

METRICS

Chairman: Professor H. M. Belden, University of Missouri.

"Monosyllables and Algebraic Diction in English Poetry." Professor Belden.

"The Syllabic Basis of Rhythm." Professor J. Hubert Scott.

"Quantity and Stress in English Verse." Professor A. R. Morris.

"The Elizabethan Hexametrists." Professor B. M. Hollowell, Nebraska Wesleyan University.

Professor J. Hubert Scott offered a resolution requesting the Central Division to "express its approval of an attempt to effect through a committee of the whole Association the standardizing of metrical nomenclature." This resolution was adopted. The same officers were elected for 1923. The attendance was thirty.

ARTHURIAN ROMANCES

Chairman: Professor Arthur C. L. Brown.

Secretary: Professor T. Atkinson Jenkins.

Professor J. D. Bruce read his paper: "Desiderata in the Investigation of the Old French Prose Romances." In discussion, it was urged that this paper be published, and that more coöperation among Arthurian scholars is needed. H. O. Sommer's labors would have been more fruitful had he had the active support of a committee or council. A new edition of Wace's *Roman de Brut* would be very welcome.

The Chairman read Foster E. Guyer's paper on Chrestien's *Yvain*. Guyer finds in Ovid and in Vergil (the Dido story) precedents for the treatment of the tale of Laudine by Chrestien de Troyes. The discussion was carried on by Professors Brown, Nitze, Bruce, Cross, Pietsch and Parry.

T. P. Cross was elected chairman for next year and L. E. Winfrey secretary. Attendance 26.

FRENCH LITERATURE, GENERAL

A meeting devoted to regular papers in several fields, not to research groups.

Chairman: Professor Hugh A. Smith, University of Wisconsin.

"The Legend of Amicus and Amelius." Professor Alexander H. Krappe.

"La Chanson de Roland et la Chançon de Willame." Professor Lucy M. Gay.

"The French Renaissance Conception of Poetic Genius." Professor Martin W. Storn.

"Newly Discovered Plays by Louis de Boissy." Professor Anthony Constans.

"Le Prétendu Mariage de Chateaubriand." Professor Robert Fouré.

"Le Suicide dans le drame français contemporain." Professor Maurice Baudin.

FRIDAY, DECEMBER 29, 3:30 P. M.

DEPARTMENTAL CONFERENCES ON
INSTRUCTION

These sessions were devoted to three departmental meetings, English, German and Romance, for the discussion of problems of instruction.

ENGLISH

Chairman: Professor Franklyn B. Snyder, Northwestern University.

Secretary: Professor H. W. Robbins, University of Minnesota.

"The Teachers' Course in English." Professor George B. Woods.

"English and the Business Man." Professor Walter K. Smart.

"The Able Student in English Composition Courses." Professor George C. Clancy.

"A Neglected Feature in English Composition." Professor Rollo LuVerne Lyman.

Discussion: "The Sophomore Course in English Literature." Representatives of various institutions.

GERMAN

Chairman: Professor Oscar Burkhard, University of Minnesota.

Secretary: Dr. Richard Jente, Washington University.

"Some Questions in German Instruction." Professor M. D. Baumgartner.

(Interest in German in the colleges is reviving slowly but encouragingly. Students can be attracted by good teachers, therefore teachers should be trained well and perform their work conscientiously. More attention could be paid to choice of reading material and "unglad" stories should be avoided. Student German clubs should be developed.)

"Our Present Problems in German Instruction." Professor B. Q. Morgan.

(No change in method necessary. Teaching should be of the highest grade. Students must find pleasure in the work. The class and curriculum

problems are the same as ever, but courses in translation should be offered for a cultural acquaintance with the literature. Classes now have to be formed in some of the universities to provide for the graduate students in other departments who need German. The falling off of interest in languages in the high schools has had an effect in the colleges not only on German. Language is dropping out of the school consciousness. All language instruction will suffer eventually unless there is coöperation among the language teachers for an improvement of the situation.)

“Curriculum Changes to meet our Present Problems.”
Professor E. H. Lauer.

(With the revival of German in the high school courses and methods here must be better correlated to the college work than heretofore. Such a course of four years presented in detail.)

“Economy in the Teaching of Elementary German.”
Professor Charles Goettsch.

(Numerous practical suggestions were offered in clear outline for the teaching of elementary and second year courses.)

General discussion led by Professor B. J. Vos.

(No attempt has been made in first year German grammars to use a monogeneous fundamental stock of words. Students using different primers have therefore acquired a surprisingly dissimilar preparation in vocabulary. At present 23 different grammars are used in over 100 of our better colleges. The sum of words used by these 23 grammars together amounts to more than 3500 words; the common stock of words found in each one of these grammars amounts to only 227 words. Attempts have been made by different people to set down a list of the most common German words. Wheelock and Méras have put up some very impractical compilations of words; Bierwirth's list, the best of all, is antiquated. The author of this paper presented his own standardized vocabulary as a remedy to the present situation in vocabulary. His list is composed of 900 passive and 666 active words, based on the 23 grammars and elementary texts at present used in over 100 colleges and universities. A text-book using these 900 words will appear this fall.)

Professor B. Q. Morgan was elected chairman for 1923, and empowered to appoint a secretary. The attendance was twenty-five.

ROMANCE LANGUAGES

This section was divided into two groups, one for French and the other for Spanish. It was voted to continue the

same arrangement in future, and to schedule the two meetings at different hours. The attendance on both groups was seventy-five.

(1) FRENCH GROUP

Chairman: Professor Harry Kurz, Knox College.

"The Purpose and Organization of a Survey Course in French Literature." Professor Charles E. Young.

Owing to the illness of Professor Young his paper was read by Professor Bush.

Outstanding points: The survey course is unavoidable for a wide view. Some careful translation at the beginning of the text. The rest more rapidly. Survey class not a place for oratory or lectures, nor fine points. Not a place for grammar review, nor a basis for conversation. Better skip Pascal and Bossuet. Corneille and Racine and Molière should not be read by selections. Better to read a few plays. Three outstanding aims are linguistic, aesthetic and historic.

There was discussion by Messrs. MacClintock, Brush and Bovée. In the absence of Miss Helen Bidal of Carleton College her paper discussing the same subject was read by the Chairman.

"The Four-Foot Shelf of the High School Teacher of French." Professor Russell P. Jameson.

This paper presented an interesting and useful bibliography for students preparing to teach French and for young teachers. His bibliography includes dictionaries, grammars, histories of literature, art, music, general histories, linguistics, and pronunciation.

This last paper exhausted the remaining time, and it was a matter of regret that Professor F. E. Bedford, Ball Teachers College, who was to discuss this paper, and Professor George D. Morris, who offered a paper on "Lesson Planning for First-Year French Classes," could not be heard from. Professor Jameson will be chairman for French for the next year, and Professor Bovée secretary.

(2) SPANISH GROUP

Chairman: Professor Ralph E. House, State University of Iowa.

"The Survey Course in Spanish Literature." The whole program was given to an interesting general discussion of this subject led by Professor G. T. Northup.

The following officers were appointed to prepare the program for 1923 for the Spanish group: Chairman, Professor Dale; Secretary, Professor Arthur L. Owen.

At 6:30 P.M., there was a subscription dinner in the quarters of the Traffic Club, Hotel La Salle. Professor Nitze acted as Toastmaster. The chief speakers of the evening were Professor J. F. A. Pyre, University of Wisconsin, and Provost Gordon Lang, University of Toronto. Professors Henri David, University of Chicago, and Alfonso de Salvio, Northwestern University, gave an admirable presentation of a scene from Molière's "Avare." Professor Arthur Bovée gave some excellent music.

FOURTH SESSION, SATURDAY, DECEMBER 30, 9 A. M.

ROOM 401 NORTHWESTERN LAW BUILDING

BUSINESS MEETING

The business meeting was called to order by Chairman W. A. Nitze. The Secretary reviewed the minutes of 1921 and called attention to several items of unfinished business.

The Secretary read a letter of greeting to the people of the Central Division from the Secretary of the Modern Language Association of America, Professor Carleton Brown.

The Secretary called the roll of the research groups, asking for the names of officers appointed, the attendance, etc.

The Division proceeded to the discussion of the research groups. In this participated Messrs. Knott, Arthur Brown, Craig, Faurot, Kurz, B. E. Young, Nitze, H. S. V. Jones, Coffman, Brush, Hohlfeld, J. H. Scott, H. A. Smith, McKenzie, Morgan, Baskervill and others.

Professor Knott's plan for the Chaucer Research Group of 1923 was much favored. It is as follows:

"The Chairman, with coöperation of other members, will survey the research output of the past three years, and will determine the most promis-

ing two or three fields or subjects for research. Two of these will be assigned early in the year to two or three persons each, in order that they may prepare five or ten minute talks on proposals for the most advantageous research. The object is to organize in advance an effective type of round table—one that will have an objective or two and that will progress towards that objective. The objective is to open up more research work.”

Professors Arthur Brown and H. S. V. Jones suggested having very few papers and bringing in critical literature for discussion. Professor Nitze spoke of the value of a syllabus with a definite program to follow, as preferred by Professor Coffman. The latter was called upon to describe the successful plan used by him in mediaeval Latin.

Miss Fredericks Blankner proposed a group in French Metrics.

Professor H. A. Smith offered the following resolution which was adopted:

“*Resolved*, That it be the sense of this meeting that we lengthen the present time for program by a half day, probably by using the morning of the first day, but giving the Secretary power to decide this matter.”

Professor Knott asked for an expression of opinion on the usefulness of the sections on instruction. In the discussion that followed, by Messrs. Faurot, Kurz, Craig, Young and Nitze, the feeling seemed to be that these sections were exceedingly useful for French and German where elementary courses must be taught, but less necessary in English.

The report of the Committee on Grammatical Nomenclature, to the effect that the work of the committee was practically completed, was made by Professor E. H. Wilkins. The report was accepted and it was voted to cooperate in the continuation of the committee.

Secretary Young read an appeal from the League of Nations on behalf of the Austrian universities. Professor Smith moved indorsement of it and it was so voted.

Professor Hugh A. Smith called up again his resolution of the 1920 meeting, as follows:

Whereas, The salary paid at present to the Secretary of the Central Division affords him little margin over the expense of attending the annual meetings, therefore, be it

Resolved, That we recommend to the Executive Council that the Secretary's vouchers for annual necessary expenses in attending the meetings and for clerical assistant in carrying on the work of the Division be allowed, to an amount not exceeding \$100 additional to his present salary."

As it appeared that the Executive Council, for fear of a possible deficit, postponed this allowance until 1922, and as it appeared that the said deficit failed to occur, Professor Smith moved that his resolution be readopted, with its provisions to apply from the original date. With an amendment by Professor Thomas A. Knott, making the action still more definite, "retroactive and to include back payment for 1921," the resolution was readopted and the Secretary was instructed to communicate this action to the proper authorities.

Professor McKenzie offered the following resolution:

Whereas, the Central Division of the Modern Language Association, originally formed for the benefit of members who could not conveniently attend the annual meetings in the East, has at present no voice in the transaction of the business of the Association as a whole or in the election of the general officers, except at union meetings,

Resolved, That it is the sentiment of the Central Division that henceforth the Modern Language Association ought to be organized as two or more coordinate and autonomous Divisions, each with its own program and territory, and each electing its own President, Secretary and other officers for the conduct of its affairs; and that officers whose duties concern the Association as a whole should be elected only at union meetings,

Resolved, That the Secretary of the Central Division be instructed to bring this matter to the attention of the Executive Council of the Association with a view to the possibility of presenting amendments to the Constitution at the Union Meeting of 1923, or for such other action as the Council may deem suitable."

This resolution was discussed by Messrs. Knott, Morgan, Baskervill, Smith, Hohlfeld, Young and Faurot. Upon the motion of the latter the resolution was adopted, the Executive Committee being instructed to improve the phraseology if necessary.

The Committee on Nomination of New Officers, Professor McKenzie, Chairman, brought in the following nominations: George O. Curme, Northwestern University, for Chairman; Hugh Thieme, University of Michigan, and Walter C. Curry, Vanderbilt University, for Vice Chairmen; Bert E. Young, Indiana University, for Secretary; Executive Committee: T. P. Cross, University of Chicago (term expiring in 1923); B. J. Vos, Indiana University (1924); A. C. L. Brown, Northwestern University (1925); C. D. Zdanowicz, University of Wisconsin, (1926); W. A. Nitze, University of Chicago (1927), and the Chairman and the Secretary, *ex officio*. The Secretary cast the ballot of the Division for these nominees.

The Committee on Resolutions, Professor Carnahan, Chairman, offered the following resolution of thanks:

Resolved, That we express our sincere appreciation of the hospitality extended to us, as members of the Central Division of the Modern Language Association, by the University of Chicago and Northwestern University; that we thank the presidents and faculties of these universities for their kindly welcome, and that we express our appreciation to the members of the local committee for the fine entertainment which they have furnished us, under the able leadership of Professors A. Coleman and W. F. Bryan.

This resolution was adopted by a rising vote.

SPECIAL SESSION

The business meeting was followed by a session at eleven devoted to talks on the educational opportunities under present conditions in foreign countries.

FOREIGN STUDY

Chairman: Professor Hardin Craig, State University of Iowa.

"The Present Opportunities for University Work in Germany." Professor A. R. Hohlfeld.

"Opportunities for Advanced Study and Research in the Italian Universities." Professor Kenneth McKenzie. Exchange Professor, Italian Universities, 1921-22.

"The Possibilities for American Students in the Summer School in Mexico City, the National Archives and Their National Library." Professor William Oliver Farnsworth, Delegate, 1922, to the National University of Mexico. Adjournment.

PAPERS PRESENTED
(To be read by Title only)

"Gay's 'Polly' in Relation to Dramatic Censorship and Literary Satire." Professor George R. Coffman.

"Chauntecleer and Pertelote on Dreams," by Professor W. C. Curry.

"A Practical Modern Bibliography of French Literature of the Sixteenth Century." Professor Harry Kurz, *Knox College*.

"The Adventures of Gilbert Imlay." Professor R. L. Rusk, *Indiana University*.

"Voltaire and Spain." Professor A. de Salvio, *Northwestern University*.

"Voltaire and Gacon." Mr. George B. Watts, *University of Minnesota*.

**MEETING OF THE PHILOLOGICAL ASSOCIATION
OF THE PACIFIC COAST**

The Twenty-fourth Annual Meeting of the Philological Association of the Pacific Coast was held at the Hotel Bellevue, San Francisco, December 1 and 2, 1922, President Monroe E. Deutsch presiding at all sessions. The following business was transacted:

The minutes of the last annual meeting were approved as printed in the *Publications of the Modern Language Association* and to be printed in the *Transactions* of the American Philological Association.

The Treasurer made the following report for the year 1921-1922:

RECEIPTS	
Balance on hand Dec. 7, 1921.....	\$218.30
Interest.....	3.88
Dues.....	540.80
	\$762.98
EXPENDITURES	
Hotel St. Francis (room for 1921 meeting).....	\$10.00
University Club (waiters' gratuity).....	5.00
Printing.....	72.50
Postage, carfare and expressage.....	10.74
Typing and mimeographing.....	6.50
Dues to Modern Language Association.....	255.71
Dues to American Philological Association.....	155.00
Balance on hand Dec. 1, 1922.....	247.53
	\$762.98

On motion the report was accepted and referred to the Auditing Committee.

The appointment of the following committees was announced by the President:

Nominating: Professors Schilling, Nutting, Johnston.

Auditing: Professors Elmore, Bruce.

Social: Professors Hart, Richardson, Tatlock.

The Secretary's report consisted chiefly of statistics of membership for the past year, and notice of the election of 36 new members.

It was moved and seconded that the nominating committee be made permanent, one member to be elected each year. By vote of the members present further consideration of the motion was deferred until Saturday morning.

The report of the nominating committee was read and accepted, and by vote the following officers were elected for the ensuing year:

President: C. G. Allen.

Vice-Presidents: A. P. McKinlay, B. O. Foster.

Secretary: A. G. Kennedy.

Treasurer: W. L. Schwartz.

Executive Committee: The above-named officers and R. M. Alden, R. Schevill, E. A. Wicher, C. Paschall.

The Auditing Committee reported that the accounts and vouchers of the Treasurer were correct and in order. On motion the report was accepted and approved.

The Association then voted that the nominating committee shall consist henceforth of three members, shall be appointed by the President, and each member shall hold office for three years, the respective terms of office to expire in successive years. In case of the absence of any member of the committee from the annual meeting, the President shall fill the vacancy with a temporary appointment. To initiate this system, the incoming President shall select two members from the nominating committee of the present session and add a third, indicating the terms of office of these members as of 1, 2 and 3 years.

On motion a vote of thanks was extended to the University Club for hospitality and the Treasurer was authorized to pay \$10.00 to the "Christmas Box" for the waiters of the Club.

It was also voted that the President be authorized to appoint each year certain members whose duty it should be to carry to the American Philological Association and the

Modern Language Association of America the greetings of the Philological Association of the Pacific Coast, the choice to be made from those members likely to be in attendance at the annual meetings of the Eastern associations.

By motion the President was authorized to appoint a committee of three to represent the Association and assist it in keeping in touch with the movement started at the last annual meeting of the Modern Language Association of America for the promotion of the study of medieval Latin literature. It was further voted that the Philological Association of the Pacific Coast recommend the appointment of Professor E. K. Rand as the American representative on the committee having in charge the publication of a new medieval Latin dictionary.

Professor R. M. Alden called the attention of the members to the desirability of coöperating with and supporting the Modern Humanities Research Association.

The attendane at the four sessions numbered 50, 50, 40 and 38 respectively.

ARTHUR G. KENNEDY, *Secretary*.

PROGRAM

FIRST SESSION

Friday, December 1, at 10 a.m.

1. The Ballad of *Ebbe Skammelsön* and the English *King Horn*, by Professor Arthur G. Brodeur, of the University of California.
2. The Poems of the Appendix Vergiliana, by Professor H. R. Fairclough, of the Leland Stanford Junior University.
3. William Blake and Gilchrist's Remarkable Coterie of Advanced Thinkers by Professor Harold Bruce, of the University of California.
4. Some Recent Criticisms of the Communal Theory of Ballad Origins, by Professor Robert W. Gordon, of the University of California.

SECOND SESSION

Friday, December 1, at 2 p.m.

5. Annual Address of the President of the Association, Professor Monroe E. Deutsch, of the University of California: Caesar's Triumphs.

6. Conference in Mediaeval Latin Literature and Its Relation:

a. To Mediaeval Culture in General, by Professor L. J. Paetow, of the University of California.

b. To Classical Latin Literature, by Professor Max Radin, of the University of California.

c. To Mediaeval Vernacular Literature, by Professor E. C. Hills, of the University of California.

d. To Modern Literature, by Professor W. D. Briggs, of the Leland Stanford Junior University.

e. The Work and Plans of the Section on Mediaeval Latin, of the Modern Language Association of America, by Professor J. S. P. Tatlock.

THIRD SESSION

Saturday, December 2, at 10 a.m.

7. An Early American Poet, by Professor Howard J. Hall, of the Leland Stanford Junior University.

8. A Possible Origin of Duodecimal Counting, by Professor Clarence Paschall, of the University of California.

9. Marionettes in the Time of Shakespeare, by Professor Mathurin Dondo, of the University of California.

10. Mediaeval Interest in the Origin of Idolatry and Classical Paganism, by Professor John D. Cooke, of the University of Southern California.

FOURTH SESSION

Saturday, December 2, at 2 p.m.

11. D'Avenant and Thomas Heywood: A New Source for the *Siege of Rhodes*, by Professor Alwin Thaler, of the University of California.

12. *Hamlet*, and the Anti-Elizabethan Reaction, by Professor Thomas K. Whipple, of the University of California.

13. The Attic Libel Law and Freedom of Speech, by Professor Max Radin, of the University of California.

14. The Infant Alexander, by Professor Willard H. Durham, of the University of California.

15. Swift in the Twentieth Century, by Professor Guy Montgomery, of the University of California.

16. Two Brief Papers on the New Testament, by Professor Edward A. Wicher of the San Francisco Theological Seminary.

a. The use of δ ϵ in Mark 12:20. A discussion of the primacy of Judas Iscariot in the company of the twelve disciples.

b. Ἐπιόσιον in the Lord's Prayer.

17. Classical Traditions in Mediaeval Irish Literature, by Professor Edward G. Cox, of the University of Washington.

MODERN LANGUAGE SCHOLARSHIP:
AN ENQUIRY**By* WILLIAM ALBERT NITZE*Por la costume maintenir**De vostre fontainne deffandre.—Yvain, 1348 ff.*

In choosing this text from my favorite Old French poet, I have no designs on my audience. Be undisturbed; the Red Knight of Arthurian romance shall not obtrude his countenance here and it is indifferent to me—on this occasion—whether there are fairy-mistresses or not. Nor am I, as some of you might think, making the ambitious attempt of defending anew the Pierian Spring. Poetry today needs no defence, unless it be the *défense d'imprimer*, which applies to us all, poets and philologs alike, when our knowledge and inspiration lag, and the product is not worthy of the producer. My task is at once more prosaic and more definite. I propose merely to stand my ground, as a Modern Language teacher and scholar; to state, in my own way, what I think we are about, as one convinced of the value of our profession in itself and to others—despite the blight of misgivings and protests, from one quarter and another, which periodically threatens us with ruin. This, then, is the Spring which your Chairman—like so many Chairmen before him—would defend and, if possible, protect against contamination.

In many respects, the position of the Modern Language profession has never been more favorable than it is today. We have come through the period of the Great War, like the rest of mankind seared perhaps as to our hopes, but on the whole with our consciences clear and our opportunities for work and services greater than before. In making this statement, I do not overlook the fact that our growth has been accompanied by considerable disproportion. The

* The Chairman's Address, delivered on Thursday, December 28, 1922, at Chicago, Ill., at the Twenty-seventh Annual Meeting of the Central Division of the Modern Language Association of America.

German language (and literature) does not yet re-occupy the position to which it is entitled in our school and college curricula, nor is it receiving the attention it should in the field of research. Whatever the causes of this continued neglect may be, and they are not one but many, our German brethren should be encouraged to pursue their subject with some of their old-time ardor—mindful of Schiller's advice:

Immer strebe zum Ganzen, und, kannst Du selber kein Ganzes werden, als dienendes Glied schliess' an ein Ganzes Dich an.

But it takes faith to move scholars as well as mountains, and until we believe that German is needed to accomplish our common task worthily, until it dawns on us that without German the Romance and the English scholar is bound in the long run to err, it may be futile to expect a readjustment. Meantime, let us rejoice in the fact that French, Spanish and even Italian flourish space and that English occupies a philological stronghold which not even Mr. Bryan can profitably assail despite the circumstance that its curve is evolutionary in the highest degree. Call to mind the history of the last hundred years, and you will realize how from the rallying cry of Schlegel—*Pour faire avancer la philologie du moyen âge, il faut y appliquer les principes de la philologie classique*, our "science" has come to occupy the foreground in humanistic studies, to the detriment alas! of that classical philology which we were urged humbly to follow but which no one imagined we should so soon outdistance. I remember hearing the great Gildersleeve say: "How sad it is that I should live to see Greek considered as an Oriental language." And a classical colleague of mine¹ recently stated in a public address: "There was a time when the classics and moderns were arrayed against one another. How childish that debate seems as we look back upon it! It should now be fully recognized that the cause of the one is the cause of the other; that if classical philology goes, all philology will go. They must stand together, as the main bulwark of humanistic

¹ Professor Gordon Laing, *University [Chicago] Record*, VIII.

culture." Coming from a classicist, who is also a distinguished administrator, this *vox clamantis* should not go unheeded.

Thus, admitting that the mantle of the classics has fallen on the shoulders of the moderns, the question is: Are we equal to the occasion? Can the literary and linguistic culture of the ages be safely entrusted to our keeping? Or shall we, as another speaker before this Association once trenchantly said, "Nero-like fiddle away our time while the flame of a misguided ambition consumes the city of our hopes?"

There should be no delay in making two observations: First, we cannot and should not, as the guardians of culture, set our minds primarily on being what is called "practical." Secondly, it is not "practical" to neglect scholarship, for it can be shown that every advance in linguistic and literary teaching has been preceded by an advance in linguistic and literary scholarship.

Let me not be misunderstood. As one of the founders of our *National Federation of Modern Language Teachers*, I should be the last person to minimize the importance of the "art" of teaching. In the language field especially, "the traditional or conventional value of a subject is not sufficient to make it acceptable if it is not well taught" (Ogden in *MLJ* V, 354). Every experienced person knows how difficult is the art of teaching a language in such a country as ours, in which definiteness and continuity of purpose are so rarely obtainable. Where, for example, should the high school leave off and the college begin—in subjects like French and Spanish? If training in the "recognition" of foreign sounds and sentences be the Open Sesame of the language methodists today, at what particular point of instruction does "reproduction" begin? If Phonetics is an essential aid in teaching modern foreign languages, who will design for us a graded course in Phonetics, suited to our national needs? These and a host of other questions the writers for our *Modern Language Journal* are endeavoring to answer, and far be it from me to disparage the worthiness of

their efforts. Let them have all the encouragement they deserve. At the same time, in this swing of the pendulum toward the "practical," there is danger, I believe, of putting the cart before the horse. If we need teachers, still more do we need scholars and the opportunities for scholarship. Or am I, in the terms of the French adage, knocking at an open door?

Let us stop a moment to consider. Those who drew up the Constitution of the Modern Language Association were wisely liberal as to its provisions. They did not exclude from our program, the pedagogy of our subjects, yet they indicated clearly where the chief emphasis of the Association was to be placed. Our object, they said, is "the advancement of the study of the Modern Languages and their Literatures through the promotion of friendly relations among scholars"—and having given this sop to Cerberus—they continued: "through the publication of results of investigation by members, and through the presentation and discussion of papers at an annual meeting." To this general program we have clung tenaciously for nearly forty years, making but two changes in it, each of a subsidiary character. The Central Division has devoted a fraction of its meetings to pedagogical discussions, and last year a program was worked out by Professor Manly to stimulate investigation according to methods which are at once sounder and more comprehensive than those of the past. Thus not only has the Modern Language Association been true to its tenets but it has been progressive in meeting new opportunities. Nevertheless, how do we stand today as measured by the demon, Success? How do we appear to the more intelligent members of the public, whose interests we may be supposed to serve? What recognition and encouragement are legitimately ours?

I need not go so far afield as to interrogate our iconoclastic Menckens for an answer. There are voices, nearer home, ready with a reply if we will but listen to them. Ask any of your respective Boards of Trustees, Overseers or Regents as

to their opinion of our purposes and attainments. "Professor," said a janitor to one of my colleagues the other day, "I did not see your name in the President's bibliography." Surely, where janitors are solicitous, trustees and presidents will know that we have contributed not only pebbles but brick and stone to the building of the *Oxford Dictionary*, the Cambridge *Histories of Literature*, the first complete edition of Cervantes' work, etc., not to dwell on the fact that several of our number have done their share in restoring Irish learning to the literary map of Europe. Undeceive yourselves. Few, if any, of our trustees and presidents, know anything of the kind; and did they, there are other more important matters to engage their attention. What they probably are sadly aware of is that some particular professor of Modern Languages did not enable them to chatter glibly in French or German, overlooking, as Professor Shorey has said, that none of these gentlemen would distinguish himself now "if examined on mediaeval history, conic sections, organic chemistry, or whatever else he happened to elect when in college."² Or to quote again the words of George Eliot, "the depth of middle-aged gentlemen's ignorance will never be known for want of public examinations in this branch." There are of course many reasons why so few of our college graduates learn to speak foreign languages. I need not bore you tonight with an enumeration of them. The fact is that more and more of our college students are learning to *speak* a foreign language and I for my part hope and expect to see their numbers grow. But the mere ability to *speak* a foreign language is here beside the point, and the really lamentable thing for America in general is that so small a number of college graduates have a knowledge of foreign civilizations as reflected in European science, literature and art. Wherever a university trustee or president is himself actively engaged in reading foreign literature of one type or another, you can count upon him to understand and further the

² *School Review*, XVIII, 589.

teaching—and even research—of that branch; but *absit omen*, I am not aware that any such is making himself vociferously heard in our behalf. While the Rockefellers give to Medicine, the Carnegies to History and Economics, and Colonel Thompson lavishes \$10,000,000 on fundamental research in Botany, we, the purveyors of Modern Culture, have practically been left to our own resources.

Professor Spingarn, surveying the scene from his ivory-tower of discontent, would join the ranks of the extremists by questioning whether America has any scholarship to encourage. As a contributor to an enquiry on American Civilization,³ the title of which might properly have been "My Country Right or Wrong, and Mostly Wrong," he glibly *gives us the once over* and concludes: "All is shell, mask, and a deep inner emptiness. We have scholars without scholarship, as there are churches without religion." "No great work of classical learning has ever been achieved by an American scholar," and "a very characteristic academic product is the professor who writes popular articles, sometimes clever, sometimes precious, sometimes genteel and refined, sometimes commonplace, but almost always devoid of real knowledge or stimulating thought."

To the solidier qualities of Professor Spingarn's essay I shall return presently. Nor is there now time to defend our cause, as it deserves, *pugnis et calcibus, unguibus et rostro*. Yet I must observe that America has no monopoly on the unscholarly scholar—he flourishes in other climes as well as ours. Shorey's phrase about "the triple sawdust of Stemp-linger's Horaz"—whether justified or not—should put us on our guard against the assumption that European scholarship is prevailingly "stimulating." And I should only be heaping coals or fire on Professor Spingarn's head if I observed that *A History of Literary Criticism in the Renaissance* is a pioneer scholarly work of the first order, by an American. If—as our critic affirms—Gilbert Murray, Croiset, and Wilamowitz are

³ *Civilization in the United States*, 1922, pp. 93-108.

European scholars with whom "it would be unfair to suggest comparison," what about Whitney, Child, Gummere, Kittredge and Shorey? Are not these names significant enough to challenge comparison? Or is there an inherent difference in scholarship, according to whether it has the European or American trade-mark? Frankly I believe the profession is far better off than Professor Spingarn will admit. Young as America is, it has an honorable scholarly tradition, based on adequate ideals and considerable genuine achievement. But as compared with Europe, our scholars are scattered over a vast territory and—except for occasions like the present—we are forced to toil alone without the zest that springs from companionship and a ready, personal exchange of ideas. Moreover let us not forget that in certain fields of research the larger problems of investigation had necessarily to await the solution of minor problems of editing. This is particularly true of Spanish, for instance, where serviceable school and college texts had for a long time to be the first consideration. Yet it may not be amiss to remind our critic that Bonilla y San Martin in the preface to a long forgotten Spanish novel has a *diablo cojuelo* lift the roofs from Spanish book-shops filled with enviable American editions of Spanish Classics. Professor Spingarn knows that Ticknor's *History of Spanish Literature* was a pioneer work in its field, but apparently he does not know that Fitzmaurice-Kelly acknowledges his debt to many an American monograph for the improvement he has made on Ticknor.

The fact is—and it needs a lot of reiteration in this age of journalistic slapdash—that scholarship is a meticulous undertaking. It cannot be conjured into being merely by good-will or what is called inspiration or brilliancy. Doubtless great scholars are born, just like poets. Still more are they made, like journeymen. "La psychologie historique," says Gaston Paris, thus designating the sum total of our humanistic endeavor, "ne se développe que grâce à une infinité de recherches extrêmement précises et souvent extrêmement ténues; elle est peut-être, à l'heure qu'il est, la plus arriérée

des sciences, et cela s'explique par son importance et sa complexité mêmes: l'anthropologie, l'éthnographie, la géographie, l'histoire des faits, celle des lois, des moeurs, des religions, des philosophies, des sciences, des arts, des lettres, doivent d'abord lui apporter leurs résultats . . . Grâce à la minutieuse exactitude, à la méthode sévère, à la critique à la fois large et rigoureuse qu'on exige maintenant de ceux qui font de l'histoire littéraire, celle-ci pourra bientôt présenter à la science dont elle dépend . . . un tribut vraiment utile et prêt à être utilisé."⁴ The great French scholar wrote these words in 1885. Since then much water, both clear and muddy, has flowed beneath the philological bridge. Yet the essential tenets of Gaston Paris are true today. Eloquence—*Beredsamkeit*—is not the same thing as scholarship. Time, which is our best ally because it is so merciless to the rhetorician, will inevitably draw the distinction. Or to carry out the eschatology of the metaphor: "In my opinion," said Gildersleeve to an audience at the University of Chicago, "the sawdust of learning will make a hotter fire than the shavings of rhetoric."⁵ And from the same powerful personality came long ago the exhortation: "It is better to be a plodding man of science than a mouthing and phrasing rhetorician; and we have every right to show impatience with literary *bric-a-brac* in our calling, and to insist on technical training for the critic of Plato and the eulogist of Demosthenes."⁶

But it is time for us to *restourner à nos moutons* whom we left straying outside of Professor Spingarn's stronghold. To take arms against the bogey of the "practical" in our scholarship—as so many others have done before me—would be idle repetition unless it amounted to something more than saying:

The sin I impute to each frustrate ghost
Is the lamp unlit and the ungirt loin.

⁴ *Poésie du moyen âge*, p. xii.

⁵ *University Record*, VI, 53.

⁶ *Johns Hopkins University Circular*, no. 150, p. 11.

For if our scholarship is good and our faith is sound—as I venture to affirm they are—then they must contain within themselves the means of stirring a public whose dormant inner life has not yet been roused. It remains, however, to state what these means are and how to make them effective.

First, and above all, let us practice patience. It is the teacher's virtue—it is also the scholar's. But, in so doing, let us be conscious of the rôle we have to play; the liberty of the scholar, like all other liberties, is born of the union of consciousness and strength. The well-known *Sitzfleiss* of the Germans has achieved victories which the Germans might well have taken to heart when other things than scholarship were at stake. America has yet to learn that valuable discoveries are not made overnight. The remedy, in my estimation, is not to cultivate erudition less but to apply it more assiduously to the problems we have in hand. A glance at tomorrow's program will show how numerous they are. Whether or not they will become "vital" to a larger circle than our own, will depend primarily upon our own attitude. Yet we know beforehand that no one of the topics under discussion will amount to much unless we have the patience to bring the whole weight of our scholarship to bear upon it and then to await the verdict of Time. The most significant work on the Old French epic—Bédier's *Légendes épiques*—was not the product of a single year or of a single mind; it was the result rather of a long period of exploration in which the true path had been blazed independently by an Austrian and an American investigator. Thus, as Professor Armstrong so aptly reminds us: *Tout vient à point à qui sait attendre* ("There's always a right moment comes to him who is canny in waiting"), and unless I read the present horoscope amiss we shall not, as a body, have to wait so very long. Such essays as Professor Spingarn's should fill us with new hope. Certainly, the materialism of the masses is getting some rude buffets. Our so-called young radicals are ruffling not only shallow waters but also

the deeper streams of our national complacency. In every direction, there is among our youth a current of protest against our spiritual shyness, our tendency to conform, our trust—born of fear—that our intellectual progress depends on “organization and administration as opposed to individual effort.” All of which receives a fitting climax in Mr. Piccoli’s quotal on from a Chinese friend that “an American university is an athletic association in which certain opportunities for study are provided for the feeble-bodied.” It is hopeful, I say, when we thoughtfully swallow such a gibe from a foreigner, while, at the same time, we bend our efforts to mend our ways.

Thus, I optimistically see signs that we are preparing for better days. Is not one of America’s best-sellers, Van Wyck Brook’s *Gilded Age*, an indication, that, as a nation, we are not only able but also ready to measure the average American outlook on life by genuine humanistic standards? *Main Street* and Haldeman-Julius’ *Dust* may seem like freshets as compared with the sociological ocean of a Balzac or a Dickens, but again they are a promise of a brighter future in which our literature—and with it our art and our scholarship—shall be energized into a pulsating national culture.

Meantime, patience appears to me to be the scholar’s primal asset in this era of change and uncertainty; provided always patience is not made synonymous with indolence or with self-interest. But where everybody, the ignorant and hasty as well as the wise and learned, is ready to pronounce judgment, it is well to have a few solid souls who, unlike La Fontaine’s reed, do not bend to every wind that blows. The true scholar knows that certain things said by Plato and Aristotle, by Dante and Aquinas, by Goethe and Herder, by Gaston Paris, and Lanson, are eternally true. The point of view may change, the emphasis may shift, but the scholar’s aim is to see things *sub specie aeternitatis*—and, as an ideal, anything short of this is failure.

But are we, one may ask, always actively engaged in putting our patience to the tests? At present our colleges

and universities are experimenting with a course on Contemporary Civilization. Columbia, Amherst, Dartmouth, and a host of other institutions, alarmed at the undergraduate's lack of interest in study are seeking to stimulate it anew. Your distinguished chairman of last year expressed his well-grounded doubts as to the wisdom of resorting to such a palliative—for palliative it necessarily is when we relegate to a group of teachers what should have been the business of each one of them. "To see all in the one" is the concern of every teacher, of every scholar, carrying the enthusiasm for his calling with him; and who has—or should have—a closer contact with "life" than the teacher of Modern Languages? Yet no argument can dam a stream of tendency. If then the "general course" is a certainty, just as Wells' *Outline of History* and Van Loon's *The Story of Mankind* are certainties, let us not take a stand against this new benevolence. On the contrary, seeing what patience may achieve, let us contribute our moiety toward doing the thing well—as well as, under the circumstances, it can be done. The scholar will at least know what is feasible and what not, whether there is a sincere probing of the world's problems, whether such a course is a demonstration of real knowledge, or a grand and delightful gesture like Cyrano's in the play. This is a service that scholarship can render and, rendering it, fulfill its function.

My second specific, though no less hortatory, is a bit more critical. And it amounts to saying: Let the scholar stand up for his ideals.

Nothing of course is so blatant as advertising, and I very much doubt whether the *Selbstanzeige* of the *Germanisch-romanische Monatschrift*, if transplanted to this country, would raise us in the public esteem, let alone sell our books. But, if I may use a homely image, the American scholar is not unlike the canine in Rabelais' *Prologue* who, finding a bone filled with marrow, keeps its precious contents to himself:

Si veu l'avez—says Rabelais—vous avez peu noter de quelle devotion il le guette, de quel soin il le garde, de quel ferveur il le tient, de quel pru-

dence il l'entomme, de quel affection il le brise, et de quel diligence il le sugce.

American scholarship is still largely on the defensive. The scholar, as a rule, is too easily silenced with a pittance and a few hours of leisure for what is generously called his "research work" in order to make the collective headway he should either in his community or in his nation. By and large, we encourage our universities, through our own humility, to recruit their faculties with "harmless and guileless" teachers rather than with forceful and original personalities. Most American universities now recognize research in the humanities as a *desideratum*, an ornament so-to-speak of the scholar, a fringe on the lingerie of learning; but that it is a necessity, without which universities are such only in name, is not, I maintain, commonly held. To be sure, there are always notable exceptions; and other organizations besides our own are alive to the perils of the case. For if research in the humanities is necessary, then it is worth doing well and should be backed by all the resources the universities can command. This would require considerable division of labor, a clearer recognition than we now have of what is a graduate school, a definite apportionment of professors to it, etc. In short, the scholar would have to be rewarded for scholarship, and primarily for nothing else. The American Association of University Professors has recently published some interesting observations on the subject. Yet illuminating as these are, they will be as effective as a fly caught in amber, unless, somehow or other, our administrators will take them to heart. And here surely the laissez-faire attitude will get us nowhere.

What scholarship really needs, I think, is a judicious and well-directed offensive: in behalf of its ideals, its personnel, and its service to society. And the more concrete the instances, the more useful our offensive will prove. For example, when in the *New Republic* (XXXI, 336) P. L. points the finger of scorn at A List of American Doctoral Dissertations Printed in 1920 and then includes in his de-

riser Oliver Towles' *Prepositional Phrases of Asseveration and Adjuration in Old and Middle French*, we might as well join in the laughter. Certainly, a defense of Towles, at this late date, would be worse than useless. However, who is to blame for this quixotic thrust at the grist-mill of our Ph.D.'s? We cannot condemn P. L., for irony is part of his job. To my humble thinking, it is not the system that is here at fault, but the fact that we have never taken the trouble to explain intelligently to the American mind what that system is. To judge merely by titles, a dissertation on *Vergil's Influence on the Renaissance*, if it did not win P. L.'s approval might at least have escaped his scorn—for it is quite clear that P. L. knows and appreciates the Classics. Nevertheless, as a dissertation-subject such a choice would have courted dangers that any specialist who has any inkling of the field could at once have pointed out.

This is only one instance of the misconception that even the best of outsiders has of our function. Because of our silence, the layman does not know that a dissertation is primarily an exercise in scientific accuracy, a symbol that the dissertator is able to wield his tools, a demonstration of a merciless objective method—perhaps alas! the only such demonstration the candidate will have the stoicism to make—rather than a real enrichment of human knowledge, which in any case is reserved for the few to achieve and for which such training in accuracy is the only preparation humanly conceivable. I have no illusions about the value of dissertations as a class. I will grant you that the archetype has not yet been found and that meanwhile there is room, plenty of it, for improvement. We might even, like the Curate and the Barber in *Don Quijote*, make a *donoso y grande escrutinio* of all the dissertations in our libraries. Only I venture to predict solemnly that before we applied the torch to so much printing, we would take ample and careful notes on this point or that, on the Inchoative Function of the French Past Absolute, on just what parts of the Body survived in Later Germanic Dialects, on why Sir Percival resembles a

Great Fool, on which assonances in the *Roland* are *echt-nachweisbar* and which not, etc., etc.—lest these and a host of other detailed problems assail us at an inopportune moment and put us to shame.

For the Modern Language teacher knows, though he may not always admit the fact, that his teaching is a constant test of his scholarship. To the first-year graduate student a course in Old French may seem futile, especially when his heart longs for Modern English fiction, but place him in a high-school class in English and let a pupil ask him why "veal" is not called "calf" and "beef" is not called "ox," and his longing may be reversed. The layman may think it a waste of time to investigate end-consonants in French, ask him to pronounce one and he may learn to appreciate Professor Barker's discovery that they must be sounded as if "initial." Such examples all of us here could multiply a hundredfold, each from the wealth of his own experience.

That being the case, has not the time come for less modesty and more asseveration and adjuration on our own part? Why leave this rôle to the French prepositions or to H. L. Mencken's oscillations in *American Philology*? The abusive controversies of Renaissance scholars had at least the value that they let no one forget that scholarship was alive, whereas there is sober fact in Professor Spingarn's statement that the American University of today is "timid and anaemic because it lacks that quixotic fire which inheres in every act of faith." Biologically speaking, the scholar needs the refreshment of direct action. He also needs the encouragement that comes from legitimate recognition. If the public lack enlightenment, why not tell them our story, as the scientists are telling theirs, in a series of popular manuals which the average person can understand. Here is a task that some of our University Presses can legitimately undertake. In the long run it might prove far more useful—and certainly more remunerative—than the multiplication of existing types of journals and monographs, which in themselves may be excellent but because of their number and

diversity are already a serious problem to our libraries and bibliographers, not to mention subscribers. If the sciences have their "romance," what shall we say of philology? The progress that has been made in the various fields of syntax, etymology, semantics, literary history, etc. would make a fascinating account, if properly sifted and presented. As can be seen from the recent monumental work of Jespersen, *Language, its Nature, Development and Origin*, there are countless respects in which the history of language abounds in matters of general human interest. And owing to phonetics, the phonologies of the past can be made as vivid as the "thin Irish pronunciation" that survives in the old lines:

Poor Lucinda
 Was burnt to a cinder,
 And that was the end of "she";
 For once she was tender,
 But now she is tinder,—
 How that poor girl suffered for me!

"I began," says Gildersleeve, "as a literary aspirant. I have wound up as a statistical syntactician." "Yet," continues this veteran of the philological guild, "I would reiterate the confession of my faith in the formulae of my youth, my belief in the wider conception of philological work, in the necessity of bringing all our special training into relation with the whole of philological truth, the life of the world, the life of humanity."

But my conscience tells me that I should exhort less and demonstrate more or my audience will be justified in imitating Panurge, who "sans autre chose dire, jette en pleine mer son mouton criant et bellant." Still I should not be true to my exordium if I did not insist, as my third and last point, that our teaching should be made to rest firmly on our scholarship.

As has been said over and over again, teaching is to scholarship as "art" is to "science." In the exercise of our profession we may pursue the one without the other, but if we do so I cannot help thinking that it is an imperfect thing that

we pursue. My colleagues in the University of Chicago assure me that Michelson is such a great scientist because he is also an excellent teacher: one who knows how to demonstrate simply the discoveries he has made. Such a man you will say is exceptional, but there is no exception to the rule that a good teacher must be scholarly. While teaching is a talent, yet it is one that does not utterly elude analysis; and one of the basic principles of good teaching is that it springs full-armed from the mind of the person who knows his subject thoroughly. Knowing a subject well, it is a comparatively simple matter to devise methods for its presentation, provided of course we really take the time and the pains to do so intelligently. I am by no means blind to the fact that—at least, in our over-stocked college-classes—we generally do neither; that if the teaching of language and literature were as serious a matter as, let us say, the teaching of engineering or dentistry, we should long ago have made our colleges remedy an intolerable situation; whereas here we are struggling on, year after year, with unwieldy classes of ill-assorted students, trusting more to fortune than to forethought that somehow our difficulties will iron themselves out.

However that may be, nothing can be gained by the assumption that in the Modern Language classes we need teachers and not scholars. Substitute “method” for “knowledge,” and you will commit the fallacy that underlies most of the cheap educationalism of modern times. Professor Dewey, who chides us for “sending out men to meet the exigencies of contemporary life clothed in the chain-armor of antiquity,”⁷ recently asked: “What will happen if teachers become sufficiently courageous and emancipated to insist that education means the creation of the discriminating mind, a mind that prefers not to dupe itself or to be the dupe of others?” His answer is: “They will have to cultivate the habit of suspended judgment, of scepticism, of desire

⁷ *New Republic*, XXXII, 140.

for evidence, of appeal to observation rather than sentiment, discussion rather than bias, inquiry rather than conventional idealizations." Exactly, one may add, the teacher must return to his scholarship, and it may turn out after all that the "chain-armor of antiquity" is for some people a safer garment than the rolled stocking of modernity. All of which amounts to saying with Brunot: "Il faut enseigner des choses *vraies*"; even in French Grammar, that nightmare of the methodists, this is the case.

At the same time, there is a difficulty in this connection which inheres perhaps more in the Modern Languages than, for example, in Physics or History, and which, in all of our discussions, we are prone to overlook. The teacher of physics or history, assuming that he is something more than a makeshift or a propagandist, will capitalize the results of research in such a way that they will be directly reflected in his teaching. The physicist who knows nothing about "relativity" is simply not a physicist and be he ever so good an expositor of his subject. The historian who has not considered objectively the evidence he presents to his class, cannot hope nowadays to hold anybody's interest. In the case of Modern Philology, however, research and teaching are not related in the same *obvious* way. Who cares whether X is an authority on the Peasant Vocabulary of George Sand, if the works of George Sand are never the subject of his teaching? Of what value to others is my knowledge of the Arthurian Cycle, unless I am giving a course on Geoffrey of Monmouth, Chrétien de Troyes, or Tennyson? And my college or university may never be able to give me that opportunity. The argument is of course specious, as we all know, but that does not prevent it from bobbing up time and again, and at the most awkward moments.

I have not time to answer it here in detail; nor is that at all necessary before this audience. But I should like to point out that—in my estimation—there are at least two reasons why the teaching of Modern Languages so often fails to produce in our students those higher results which

we had so fondly expected, and why it does not obtain from the college-graduate and his associates the support and encouragement our efforts seem to merit. In the first place, it is simply because we do not stir the student's imagination through the fruits of our scholarship. And, secondly, culture, of which we are—for better or for worse—the chief purveyors cannot be directly taught; it must be felt or experienced. The two things are so closely related that they amount to the same thing. For we do not aim to make the undergraduate primarily a scholar; that is the work of our graduate schools. What we are aiming to do is to awaken and cultivate the undergraduate's taste, his judgment, his love of truth, his hate of sham—and, if we succeed in our attempt, we give him culture. It is our privilege to do this through the *medium* of language and literature; the lives that men have led, the thoughts they have had, the words they have spoken—all this and more is open to us for interpretation. Obviously we cannot interpret it all. But each of us can seek the truth at some point, infinitesimal as it may seem, and with the experience thus gained he can illuminate in an ever-widening circle more and more material; and, above all, he can lead others to follow his example—which is the recompense of all good teaching, graduate or undergraduate. In the final analysis, the teacher is only a leader. Some of you will express these things differently, many of you will express them better; but the fact remains, I believe—and I am now speaking “practically”—that it matters little in what channels our scholarship moves. The chief consideration is that it does move and thereby enables us to move others; for “men will work for the joy of comprehension, for the joy of beauty, for the joy of creative construction, as they will not work for less inspiring ends.”

The same British Report on *Modern Studies* (p. 46) from which I have just quoted sums up my main contention as follows:

All study has some moral values; Modern Studies are the study of man in all his higher activities, and thus may have a special moral value; but

we need say no more of that. We are, and must be, concerned with Modern Studies as an instrument of culture, and by culture we mean that training which tends to develop the higher faculties, the imagination, the sense of beauty, and the intellectual comprehension.

One object of scholarship, everyone admits, is to add to the world's knowledge. Its other object—just as real, but not so generally admitted—is to make the teacher a truer, and therefore a better, exponent of culture. As for the Modern Languages, scholarship may do something more, but it should do nothing less.

Thus, as I pull in my reins before coming to a full stop, I would re-affirm my faith in the ideals for which this Association has stood for nearly half a century. Scholarship, like art and science, takes time, whereas life is notoriously short. I know that I am repeating a platitude. Yet in a country like the United States, where railroads have been built in a fortnight and cities have arisen in a generation, one cannot expect thoroughness to be regarded as a virtue or haste as a vice. Therefore a profession like ours is still necessarily at a discount. But for this very reason we Modern Language scholars should gather strength from our past achievements, and hope from our present opportunities, confident that the truth is our goal and that only the truth can set men free. "An educated man," said Lord Morley in a moment of Aristotelian optimism, "is one who knows when a thing is proved and when it is not. An uneducated man does not know." This is at once a challenge and a promise to Modern Language scholarship of the future. It rests with us to make it a realization.

THE MARKET FOR THE SCHOLARLY BOOK*

The publication and distribution of books possessing a scholarly rather than a mercantile value present problems that are particularly adapted as subjects of consideration by the Modern Language Association and upon the solution of which the academic investigator and the educational publisher may quite properly take counsel with each other. The entire question is also of more than timely importance not only for the advancement of pure scholarship but by reason of the fact that the unprecedented increase in our College and University enrollment and the interest manifested by students in the pursuit of Modern Languages have brought the teacher face to face with the opportunity of expanding his advanced and graduate classes and, consequently, with the need of supplying his courses with adequate and attractive tools of instruction. What is the actual state of affairs? Where does the scholar at present obtain serious books of this character? Where can he arrange for the publication of such books? What are the difficulties that confront the publishers? What remedies may be applied to conditions now prevailing? These questions can best be answered by means of a frank interchange of ideas.

If, by the term "scholarly book" we understand, for our present purposes, the product of disciplined investigation in languages and literatures, ranging from editions of recognized linguistic and literary monuments, and from comprehensive grammatical manuals of older dialects to the results of scholarly research in the science of General Linguistics, it must be stated at the outset that there exists no classified survey of such works as they are published annually by the American, English, German, and French book trades. Prior to the year 1911 the statistics of books issued in the United States lack all mention of the word "Philology." Begin-

* A paper read at the Philadelphia meeting of the Modern Language Association of America, December 28, 1922; see *Proceedings*, p. xx.

ning with and subsequent to this year, "Philology" stands merely for a convenient class in which to place pell-mell all the educational publications that have even the remotest connection with languages and literatures. Thus, out of the average number of titles published in this country during the past decade, namely 10,000, the average for "Philology," namely 250 titles, includes not only every single textbook in the field of Classical and Modern Languages, but such nondescript items as *Soldiers' Manuals for the Study of French* and proposals for new universal languages. Only an inconsiderable percentage of titles can be ascribed to "Philology" in our sense, and even this number must be reduced to a minimum if we search for the works of American authors alone, and deduct those of foreign authors which are importations from England or translations from Continental countries.

This, in a few words, represents the supply of available scholarly books,—perhaps not even 100 titles in Modern Languages,—to which an unquestionable American origin can be ascribed. As to their actual circulation, all figures are mere guesswork. There might be more circulation given to one old textbook in a year than to a hundred new and old scholarly titles selling in small editions. The government keeps no census of the scholarly books issued, nor even of the total book production, and publishers have good reasons for maintaining discreet silence. But, if one may judge from the curious fact that, for several years in succession, an almost identical number of works is published in such fields as Philosophy, Pedagogy, and even Philology, it is perhaps safe to assume that the idea of most scholars with respect to the outlet for scholarly books is an exaggerated one. Preface after Preface continues to state that a given work, intended primarily for academic use, is also adapted to the general reading public. But the general public, as is proven by statistics, hankers after works of Fiction, which often comprise 30% of the annual output of titles; it has of late become astonishingly interested in History, Religion, and

the Social Sciences; but as for the Classics of Ancient and Modern Languages, it shows a decided preference for reading them, if at all, in translation; and, in the field of General Linguistics, it is very doubtful if one-tenth of one per cent of the public ever reads the fascinating pages of a book like Bréal's *Semantics*, or of other even more popularly written books dealing with the historical development of the language of daily life.

With regard to the sales of scholarly books in the more limited academic circles which are intended to be the real beneficiaries of such publications, the average is much lower than is ordinarily imagined. The facts may be condensed in a few sentences. Count the number of institutions in this country where advanced and graduate work not only appears in the catalogs, but is actually given in the classroom. Multiply the small number by the baker's dozen of serious students in each of the schools. Add to the result a tenuous sprinkling of College and University libraries which make a practice of purchasing scholarly books for their reference shelves,—and you have a total of perhaps 100 copies sold annually of each of the books to the production of which the publisher has brought his courage and resources and the scholar many weary years, sometimes a lifetime, of devoted labor.

Unless publishers in England and Continental Europe have, in some way, succeeded in outwitting the laws of supply and demand, we are bound to admit that conditions there are vastly different from those in this country. England offers, year after year, increasing facilities to the advanced student of languages and literatures. Anglo-Saxon, Old and Middle English manuals and texts; handbooks in all the old Germanic dialects; editions of old French, Spanish, and Italian works; and primers even of Basque may be found in the catalogs of English publishers. France offers a supply of solid fundamental treatises in Experimental Phonetics and in Pure and Applied Linguistics. No catalog from Germany reaches us without its

abundance of books in *Sprach- und Literaturwissenschaft*, well nigh every one of them the result of valuable research, and all of them the index of some definite demand for books of scholarly character. Yet, in the United States, publications in Linguistic Science may almost be counted on the fingers of one's hands; grammars, handbooks and chrestomathies in the Germanic and Romance Languages,—with such sporadic exceptions as Grandgent's *Introduction to Vulgar Latin* and *Provençal Phonology and Morphology*,—have to be imported from abroad; no scholar has yet come forward with an American edition of the Eddic Poems or the *Poema de mio Cid*; and it is only this year of 1922 which saw the first edition of Dante's *Vita Nuova*, issued by the same publishing house that years ago had the enterprise to place Dante's *Divina Commedia* at the disposal of American scholars and is now undertaking a definitive edition of the old French *Chanson de Roland*. If we regard the still more important field of English Philology, how shall we explain the circumstance that an American edition of the Anglo-Saxon *Beowulf* has had to wait until the Spring of the present year?

If the foregoing remarks seem to imply either the advocacy of a nationalistic conception of scholarship or the insinuation that we have a paucity of scholars competent to produce scholarly works, let me be the first to disclaim any such implication. The former proposition would be not only undesirable but actually impossible; the latter would not correspond with facts as we observe them. If a personal note may be permitted, I like to think that Professor Spingarn's recent arraignment of our Universities as institutions that "seem to have been created for the special purpose of ignoring or destroying the spirit of scholarship," is an underestimation of the value of the results attained by American scholars. We have to-day no scarcity of scholarly authorities in whom we may take pride. What we lack, however, are better facilities for publishing and thus directly encouraging works of research. Not long ago Dean Woodbridge of

Columbia University called attention to the fact that the work of American scholars in the field of History is seriously hampered because of the difficulty of securing publication. Professor Cajori of the University of California is authority for the statement that in Mathematics no new books in advanced fields have been issued in this country in recent years, although several manuscripts are awaiting publication. Apparently, the field of Modern Languages is not the only one in which the present situation is to be deplored. The question naturally arises, "What attitude is taken by the publishing world in the crisis with which scholars are confronted?"

The academic public is prone to believe that the bookman's business is one of strict cash-registry. To a certain extent this is undeniable. As someone has aptly remarked, the publisher is in business to make profits; if he is a publisher for any other purpose, he is not in business. But with this much granted, the publishers of educational books must be set far apart from the generality of the trade. Dealing as they do continually with the means of education, the cause of academic education becomes one of their chief concerns. And in view of the fact that the number of books distributed thru the American schools exceeds all the volumes circulated thru the trade channels, it is proper and desirable that the leaders, at least, among the educational publishers should adopt a professional as well as a business attitude towards the progress of education.

A professionally-minded publisher takes satisfaction in being of definite service to the teaching craft and realizes, besides, that specialized books which, by their very nature, are doomed to be slow sellers, sometimes strengthen his list of more marketable publications. Such books will help to set standards, and in time may create the need for educational texts that will be highly remunerative and may in turn open the way to the issuance of additional scholarly books. But, a preëminent elementary textbook in any science appears but once in a generation, and the publishers'

reserve fund is bound to become depleted beyond the point of safety, unless the academic world, which actually stands in need of specialized tools of instruction, adopts ways and means of earnest coöperation with the publishers. What are some of these means of coöperation?

Walter Scott once said that publishers are the only tradesmen in the world who professedly, and by choice, deal with a pig in a poke. What was true in Scott's day is true in a wider sense to-day when with the enormous increase in the cost of book production, the publisher can secure his margin of profit only in quantity production and large sales,—two considerations that cannot be predicated of the scholarly book. The element of uncertainty might be considerably minimized if expert judgment in regard to the desirability, if not actual need, of certain scholarly publications could be freely collected and crystallized; for, without some buying capacity to rely upon, no publisher in the world, even the most professionally minded, can really be expected to undertake the publication of a book.

Dean Woodbridge's statement that professors find it difficult to secure the publication of important books without providing a large part of the expenses involved, is in all likelihood founded in experience and may hold true of the majority of publishers. It is open to doubt, however, whether this practice would be quite so general in its application if scholars brought with them the guarantee of the cost, not in actual currency but in a careful and unbiassed canvas of the field of demand that would encourage the publisher to believe that, from the standpoint of circulation, a given book would not be as dead as a doornail on the very day of its birth. The leaders of the Modern Language Association must have had some such idea in mind when they wisely provided a Committee of Award to select the most deserving manuscripts for the *Monograph Series*. When all is said, let us candidly face the fact that very few if any American publishers can compare in point of resources with the two famous English Presses which enjoy the monopoly of printing

the revised version of the Bible and the Church of England Prayer Book, and thus can generously publish works of most minute scholarship almost regardless of financial loss. Even our highly endowed University Presses, aside from their inevitable harvests of doctoral monographs, are exercising their prerogative of selection and trying to outlive the universal jibe that their function is to publish works which no one is expected to read.

Another matter of importance is the distribution of the books once they are published. Effective distribution is the preëminent problem of book-publishing. Unless the publisher's business is adapted to the selling of scholarly works, unless a given book is, as it were, "geared" to his selling organization, no amount of goodwill will suffice to bring the book before the man in a thousand who really wants it. But, let us assume that conditions are ideal: the right manuscript makes its appearance; the publisher accepts it; his organization is capable of distributing the output; teachers are interested in the book. At the very outset of his campaign the publisher meets with an embarrassing obstacle. This obstacle consists in the fact that American College and University professors expect all educational publishing houses to send them free copies of every book they bring out. A moment's reflection is sufficient to convince one that, on the one hand, a publishing house that handles primarily textbooks cannot afford to offend the teachers who are, after all, their only patrons; and, on the other hand, the bottom is knocked out from under a book, as a marketable proposition, if free copies are supplied to the teachers who are the only possible clients. When a publisher has prepared a series of scholarly books, like the well-known *Belles-Lettres Series* in English literature, at a cost of no less than \$60,000, he really must be pardoned for desiring to see his labors, at least in some measure, rewarded.

One is reminded at this point of the fact that half a century ago the highest type of College graduate often chose an academic career at the expense of severe sacrifices, whereas

the best men to-day are reluctant to turn toward a scholarly career. There is need evidently of raising the relatively low standing of scholarship in the eyes of the undergraduates. There is also need, perhaps on the part of all of us, of continuous self-improvement if we are to escape intellectual atrophy and are to inspire a love of learning and scholarship for its own sake. But, if the teacher is to rise above the crude notion that the teaching of his subject begins and ends with the Elementary French, Spanish or German grammar and a repeated reading of the same ten or twelve literary texts, he needs to create an atmosphere that is favorable to intellectual expansion. He needs to encourage acquaintance with books, he needs to encourage the purchase of books by his advanced students and the library of the institution with which he is connected. He should encourage the purchase of books as a professional obligation to himself and his craft in the same way that progressive men of other professions instinctively surround themselves with the best and latest publications in their respective fields.

Unless the practice of complimentary copies in the case of books of scholarly character is restricted and publishers are not left to feel that, in issuing such books, they are merely benefiting the printer, binder, and the paper manufacturer, little hope can be seen for the betterment of the present situation. Scholars will be obliged to continue awaiting the convenience of University Presses and of privately endowed societies, which lack effective means to distribute their works, whereas under favorable circumstances educational publishers would not be reluctant to publish from time to time a reasonable number of scholarly books. In England, we are told, four times the number of scholarly books are sold in proportion to the population as in the United States. In Continental Europe the ordinary publisher does not hesitate to bring out, usually in unbound form, a book of pure scholarship, if it is worth bringing out, because he never gives away copies and expects, from a knowledge of his available market, to be able to sell enough copies to meet

the expenses. But in the United States, under conditions prevailing to-day, one finds at most two or three educational publishers who bring out books of scholarly character, and of them it must be said that they show a high degree of courage and a sincere desire to be of service to scholars.

The situation then, in this country, with respect to the scholarly book is far from being satisfactory. It falls below the degree of progress made in England and in Continental Europe. It robs serious investigation of one of its greatest incentives, namely publication. It is a credit neither to scholars nor to publishers. Yet it is not without its possibilities of relief. The Modern Language Association has established its *Monograph Series*; other agencies, such as University Presses, contribute their quota of assistance. As regards publishing houses, most of which have thus far been more commercial than professional, an approach, at least, to the remedy might be made if scholars offered them manuscripts born of careful judgment and wise selection, and if the present attitude toward the purchase of scholarly works underwent a thorough-going change. Perhaps the Modern Language Association could go on record as favoring the publication of scholarly books, and officially recommend that all the teachers who are interested in such books should offer to pay for their purchase. It would help still more effectively if the Association could, in instances that are particularly worthy of such action, raise a subscription fund to defray a part of the manufacturing cost of such publications.

This entire problem is one that can, evidently, be solved only by schoolmen and bookmen acting in conjunction with each other toward a common goal. If, in the course of the present discussion, from the standpoint of a bookman whose sympathies lie unreservedly on the side of research, the tendency has been to place a greater responsibility on the academic world than is usually the case, let me be permitted to hark back to the wisdom of Francis Bacon:—"I hold every man a debtor to his profession, from the which, as men of

course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."

ALEXANDER GREEN

AUTHOR vs. PUBLISHER*

[After reviewing briefly the greatly changed conditions in the publication of college text-books which have been brought about in the last forty years the speaker proceeded:]

The point of these observations bearing on this subject is that conditions between authors or editors and publishers of literary texts have changed materially since the days when but a few pages of notes made up, together with the original text, or a portion of it, a textbook for school and college use. Yet, as regards the remuneration of the author or editor, despite these changed conditions, the conventional ten per cent royalty contract has remained in *statu quo*.

In the way of progressive development of these modern language text books, after the notes, came vocabularies. Since the advent of this auxiliary in language training, like every other pedagogical device, it has been highly specialized, modernized and improved. Each book firm it may be said, has its own ideas in regard to what should be included in a vocabulary, how it should be included, and its typographical make-up. An editor, for reasons good and sufficient to the publisher, must needs conform, in good measure, to this standard. In as much as notes and vocabulary supplement each other, there is a code to be observed by the editor in furnishing notes just as in supplying a vocabulary. In either case, the task often necessitates considerable practice before eliminating many erasures. Next come introductions to the texts. In many cases these introductions are exceedingly valuable and cost their writers untold research and labor. Many of these contributions may be compared to the best we find in the most recent encyclopedias on the author or the subject of the text. Yet there are, not wanting those, particularly native teachers, who wish them all where Cle-

* An abridgment of a paper read at the Philadelphia meeting of the Modern Language Association of America, December 28, 1922: see *Proceedings*, p. **xxi**.

menceau, upon his arrival here, wished the newspaper reporters. But, as with every other commodity, these auxiliaries have their reason for existence. When that reason ceases to exist, they will disappear. At present, however, a text with notes is more in demand by the school public than the same without notes; a text with a vocabulary is a favorite compared with one without a vocabulary.

Taking up on the personnel of the publishers who have more or less to do with the constituents of texts just described, it would appear that the improvement made in the personnel of the publishers has kept pace with that of the authors or editors. Authors or editors are generally well acquainted with the personnel of the firm publishing their texts, partly because of the annual visits of the latter to the colleges, and because of mutual interests in various ways. In many instances, the publishers and their representatives belong, by their education and training, in the same class with the authors and editors. Indeed, many of them have had the advantage of service as teachers in our best institutions of learning. The day of the expert drummer and canvasser equally good at selling a text-book or an incubator has gone by the board. In his place, often times, is a man who has had a college education, whose practical experience in teaching makes him thoroly familiar with the field that he is in charge of. It is a pleasure to take such a man out to lunch, for his knowledge of men and conditions in his special field often amounts to that found in "Who's Who in Modern Languages."

As regards the text-book output of any one firm, the connoisseur at once recognizes its producer not only by the external appearance, but by the material which it contains. The hand of the book firm, or publisher, is usually quite apparent, since the style and get-up of material, as put forth by one publishing house, varies sufficiently to differentiate it from that of any other.

Quite a few publishing firms on both sides of the water publish manuals entitled: "Notes for the Guidance of

Authors in the Submission of Manuscript to the Publishers." In general, these guides are intended to be helpful to authors, and to a certain extent, they facilitate the work of both author and publisher. Practically, then, an author or editor has simply to follow out the directions. Undoubtedly, there are good reasons on the part of the publishers for offering such guides to authors, inasmuch as each publisher desires a consistent uniformity in the style of the publications issued by his house. There seems to be no valid objection here from the authors, as the question of authorship is so little concerned. Where this matter may occasion friction is in the prefatory material, or introductions, to literary works. The publisher may find the introduction too long. Certain passages have to be cut out, or the entire article must be made over. Naturally an author or editor who feels that he has made a scholarly contribution objects. The publisher regards the matter from a business standpoint. Practically, then, there is nothing to do—each being right from his particular standpoint—but conform to the situation which the publisher controls, in order that the text may appear in due time.

In connection with the subject of coöperation between scholars and publishers, it should be made clear what we understand by the term "scholar." To those of us of the old school who received some years of education in Europe, the word "scholar" evokes such types as Tobler in Germany, Darmesteter in France, Rajna in Italy, Menendez y Pelayo in Spain. These are specialists who have consecrated their lives solely to scholarship. The members of our Association are primarily teachers, whose duty it is to combine with that of teaching the function of the administrator, and of scholarly or literary contributor. It must be at once apparent that, given our conditions, we have in mind in connection with this subject not such output as that of European scholars, but simply works that are of a scholarly character. Indeed, were it otherwise, it is questionable whether this subject could be brought up at all, for the more scholarly a work, the more

difficult it is to find a publisher willing to handle it. Some of the most scholarly contributions have, there, appeared elsewhere than from the well-known firms we here have in mind. In a series of text-books started by a publishing firm a dozen or more years ago, the general title of the Series read: "The So-and-So Series by American Scholars." Of late, the part of the title "by American Scholars" has been stricken out. Surely none of the authors or editors of the series would care to arrogate to themselves a title that might be misleading.

Using then, the word "scholar" in the American sense, it may be said that their literary, pedagogical or scholarly contributions have not been undertaken primarily for pecuniary reasons. Ordinarily, the American scholar does such a piece of work for any one of three reasons (1) Because he himself wants to do that kind of a piece of work. (2) Because a publishing firm asks him to do a piece of work—without which request he might never have done it. (3) Because the editor of a Series asks him to contribute to the Series, the destinies of which the editor controls. The publisher who will venture the publication of a work like the "Divine Comedy," a German, Spanish, or French epic poem, while taking pride in the character of his venture, knows well that it is but an accessory, helpful possibly indirectly, but not financially. He naturally, therefore, takes due precautionary measures to insure himself against pecuniary loss. A contract for such a work is apt to contain a clause which reads: "After a sufficient number of copies shall have been sold to cover the outlay, 'the publisher,' his successors, assigns, will pay the said author or editors 10% of the gross receipts." This is likely to mean that before any material returns are realized by the author several years must elapse; his satisfaction must be of a moral and intellectual character.

As regards the text itself, the book firms prefer to copy-right in their own names an author's work. For instance, when submitting the manuscript of a text, an author may precede it on the reverse of the title page with "Copyright

1916, by "So-and-So" (name of the author). The book is then printed before the copyright formalities can be complied with. Then comes a letter from a publisher of which the following is a copy:

Dear Sir:

The contract executed between you and us on "such-and-such" a date contains the provision that the author is to deliver to the publisher such licenses, assignments and other documents as may be necessary or convenient to assure them, their representatives, successors or assigns, the exclusive right to print, publish, and sell said works and any revision of the same during the continuance of any such copyright or renewals. In accordance with this clause, we are now enclosing an assignment of copyright, which we ask you to be good enough to execute and return to us at your convenience. This assignment of copyright could not be executed, of course, until after the book had been published and the copyright duly secured.

Very truly yours,
(Signature)

Enclosure
X Sign here.....

To this the author replied, that, in his opinion, the assignment of the copyright was neither "necessary" nor "convenient" and, therefore, he chose to retain it. To this the publisher replied: "If we did not consider the assignment of copyright necessary and convenient, we should certainly not go to all the trouble of securing it. As a matter of fact, the publishing contract between you and us establishes your rights fully. We cannot see where there is the slightest advantage to you in retaining the copyright, or the slightest disadvantage to you in assigning it. I have every wish to avoid saying anything that may seem in the slightest degree unpleasant, but I am obliged to say that we have called upon you for a document which we have a right to ask for and which you are under obligation to give us." It was made clear to the publisher, in answer to this communication, that the advantage of owning a copyright is like that of owning any other piece of property, a source of pride and satisfaction, which also has a material value in that it may be willed to one's descendants, heirs or assignees. To

which the publisher replied in a long communication that it is a matter of no importance to you or to us who actually owns the copyright. To this statement, the reply was made: "Then let the author own it." It seems that two other authors raised the same point shortly after and, consequently, the publisher withdrew his claim with an apology. If you wish to be the owner of the copyright of your own work, so specify in the contract. The example cited is simply one of scores of cases that may arise, and contracts abound with fine points not at once apparent upon signing them. The publishing firms have the best legal talent procurable in drawing up the contracts as well as in construing them. It is all very well to say to an author: "Read your contract carefully before signing it,—above all do not sign an agreement without the advice of persons who are skilled." The material side is constantly changing so that the ordinary constituents: (1) Cost of production, (2) Composition, (3) Stereotyping, (4) Paper, (5) Binding, (6) Corrections, (7) Advertising, (8) Illustrations, (9) Extras, (10) Trade price, etc. may not easily be controlled by either publisher or author. If it be possible, an agreement between an author and publisher should be short and so simple that it cannot be misunderstood.

One of the most fertile sources of trouble all along the line is "corrections." This source of dissatisfaction has increased enormously since the war period, owing to the seemingly exaggerated cost. As with a contract, while theoretically an author should be in a position to control it, practically he rarely is. Corrections may comprise those of the author, those of the editor of the series, those of the printer, of various proof readers; they become most complicated. Practically the author has to pay from his pocketbook or from his royalty account the major part of these corrections. In revising recently an edition of a text-book, a bill was presented to the author in which for two plate corrections of as slight a nature as possible a charge of a dollar apiece was rendered. One of these corrections consisted in putting

in a full stop; the other in changing the interjection "Ah" to "Ha." The author who received the bill from a former student in charge of the accounts of the firm, seized the opportunity to remonstrate. The reply is characteristic of explanatory epistles of publishers. "Thank you for your cheque in payment of the bill for printer's alterations in the "So-and-So" text. The charge does seem exorbitant for such trifling corrections; but, you see, we have to pay for the compositor's time in getting out the plates from the vaults, as well as for the actual work he does. It probably took him about fifteen minutes to get the plate for page 105, and shave out the comma. At the same time, presumably, he took a chew of tobacco, and it may have taken a few minutes to get it well lubricated. Then he had to get his stick, go to the type box, select the letters and lock them up for casting. We always allow half an hour for casting. It is fussy work and cannot be hurried." This letter from a former student seemed unsympathetic and, as such, was brought to the attention of the manager. He replied: "Thank you for allowing me to see my colleague's letter. Against the professional host I stand foursquare between him for there may come a crucial time when we may have to publish an *Apologia pro vita nostra*." To the author it seems as though this time had come.

In this discussion "scholarly text-books" do not mean critical editions of works such as are brought out frequently by European scholars and occasionally by American scholars. Selections from the works of Chaucer, Rabelais, Dante and Cervantes may well be scholarly text-books, and just what our students who are well out of the leading strings of the Direct Method ought to have. The time, labor, and cost to both author and publisher of producing these scholarly texts is usually so considerable as to reduce the material profits to a minimum, when an actual deficit by both is not incurred. Their every effort on the part of both author and publisher is needed to bring about its success. Undoubtedly both author and publisher are up against a hard

proposition. Some years ago a book firm started in publishing some of these works of a scholarly character. It engaged an editor of the series to pass on the work of the editors of the respective texts. But as time went on the enthusiasm of the firm apparently cooled. The text-books were little advertised and the venture was unprofitable. The author of one of these texts, a rather elaborate work of over 500 pages, believing that it was quite possible for the book to make its way, brought the matter pointedly to the attention of the firm. One of the members replied that the book would never pay for itself. In fact, the interest or lack of it on the part of the financial administration in this particular case is revealed in a striking manner, by the fact that during fourteen years, but four yearly statements were rendered. Regardless of whether copies were sold or not, due accounting is recognized as a business formality between two parties to a contract. It had happened that the author himself, as well as other teachers, had been unable to secure copies of the text for class use when wanted. The reply was: "Stock low," "Out of print." This, of course, presupposes the sale of what has been on hand. Finally the head of the firm acknowledged that owing to the immense business in English books, the foreign field had been unduly neglected. This acknowledgment came late. The book was only saved by the author's persistent effort from going into the discard as did unfortunately one of the series, a useful scholarly text. Finally the price of the book was raised two-thirds more than the original price which had been much too low, and it began to be advertised. Had the book been with any one of a half dozen firms with which the author had relations, and had it been accorded the same treatment as the other books, it would have long ago made its way into the colleges and have paid both publisher and author materially and pedagogically.

An attempt to find out how well satisfied with his publisher was a friend and distinguished colleague in the English Department of one of our colleges, a man whose works are

widely used throughout the United States, brought forth the following reply: "As an author I am not very happy in my relationship with the publishers. The contracts are all written in their favor. I chance to know (by reason of a book I took over from my first publishers) that there is no comparison between the return to the writer and that to the house on a ten per cent royalty plan. My own books, now numbering fourteen, with the 'Such and Such a city' publishers, are not advertised, only mentioned in lists, and for the first three weeks of their lives in the fullest of the announcements. Besides, you can't buy one of my books in the city where they are published except at 'So-and-So' bookstore, and not there very often, so near the edge of nothing do they keep the stock on hand. Recently a college in the West wrote for seventeen copies of my 'Such-and-Such-a-title-book.' The firm wrote back: 'We haven't those in stock. We will make them up and ship from the bindery. But are you sure you want seventeen copies of this book?' What do you think of that for business? They know my books will sell more than enough to pay costs without advertising, and so, waiting for the future, or until I do something to startle the world, they take the volumes as they come along and chuck them into the cold world saying: 'Survive if you can; if you can't, well, we didn't put much into you anyway.' That exactly describes the attitude of my publishers and it is far from joyful or inspiring."

An attempt to render an impartial decision results as follows. (1) It seems to us teachers, authors, or editors, that we have a right to expect the prompt publication of our works in the most suitable form. "Prompt may mean in these days a good deal of delay. It may be physically impossible for a publisher to bring a book out shortly after the acceptance of the manuscript. The press of business may be such that it will be delayed for months. It should be said in behalf of the publisher that he does not delay a book because he wants to, but because he cannot avoid it. If possible, the publisher is even more anxious to sell the book than the

author is, for the former's money is locked up in it. By "suitable form" is meant whatever form will sell best, with due regard to the taste of the author. For instance, it not infrequently happens that popular texts, after some years of service, need a thorough revision to meet modern aims. An Introduction, written originally for colleges, may be ill adapted to the high school needs, yet the text be equally popular in school and college. It becomes a question of compromising on the quality and quantity of the original contribution. Some editors in this respect are uncompromising, and consider—to use a publisher's own words that their original contribution "is final and definitive and on a par with the gospels with respect to sacrosanctitude. It must be apparent that such an attitude is impractical.

(2) The author has a right to expect his wishes in general to prevail with due regard to cost and selling qualities. These constituents the publishers may know much more about them than the author, because of the business experience of the former. The books he publishes must be the kind that will appeal to the maximum of teachers.

(3) He has a right to expect a fair percentage of the cost to cover author's charges. This is a modified assertion of the statement that he has a right to expect a fair deal in author's corrections.

(4) He has a right to expect such an amount of advertising as his book calls for in order to reach the largest body of prospective buyers.

(5) He has a right to expect that his book will not be shelved in favor of a rival. The publisher is sometimes charged, it may be unfairly, with accepting a manuscript not with the idea of selling it, but to remove it as a competitor of some other book already published by that house, or about to be published by them.

(6) As regards the publication of a scholarly work, it may be pertinent to suggest that before the making of the contract, the author find out from the educational publisher the attitude of the latter regarding scholarly works which might

not seem to assure speedy returns in large sales. Is not the the author justified in asking the publisher to assume some part of the risk in putting out such works? How far can a publisher be asked to consider something besides commercial returns?—This, in view of the fact that we hear that American publishers are generally unwilling to undertake the publication of any book which does not promise prompt return of double the money invested or with a full guarantee of the costs from the author.

It is obvious that the publisher is engaged in a business in which he invests his capital and takes all the risks. He cannot continue his business unless he receives a proper return from the investment. We cannot really find much fault with the view expressed by one of the publishers whom an author was urging "to get after" a certain territory in behalf of his grammar. The publisher replied: "Of course, our business is the selling of books. However we do not care which of our books we sell." Although the author would like to have the publisher concentrate on his book, we cannot fairly object if another book of the house sells more readily. An agent would be more or less than human if he made a losing fight for a book destined to fail when his house had another book that the client of the moment might very likely accept.

It is a common saying that it takes one good book—in the sense of a wide seller—to pay for ten indifferent sellers. Many books are never reprinted and the authors not infrequently blame the publishers. On the other hand, the publisher may have done everything possible to sell all his books and still remain out of pocket for a large part of the cost of manufacturing the books, printing them and trying to sell them. A book that sells only fairly well may be impossible because of a sudden rise in the price of paper, labor and so on. Moreover, changed conditions may effect materially the sale of a text-book. Recently when giving to one of the book firms an order for some thirty odd copies of a most admirable book on the Great War (a text-book of some 250 pages, con-

taining prefatory matter, more than thirty very fine engravings, notes and vocabulary, published in 1920), the reply from the publisher came back as follows: "Thank you for your letter and friendly comment on 'So-and-So' book on the War. I regret that what you say partakes of the nature of a postmortem eulogy; but the present conditions have made it necessary that we should trim our list of all books which were not meeting with a certain minimum sale. This book comes in that class, due largely to the fact, I imagine, that teachers seem to be inclined to forget the War and all connected with it, and books of stories about the War are not generally acceptable." The loss in this concrete case must have been very considerable to both publisher and author.

On the other hand, a publisher often carries books, not because they sell widely, but because they complete a certain list required or otherwise deemed desirable. For instance, every self-respecting text-firm must carry the "Vicar of Wakefield," "l'Abbé Constantin," *Höher als die Kirche*, "Marianela," largely mere repetition, but representing an immense amount of labor on the part of authors and of expense on the part of the publishers, that might be expended in a manner more worth while. The procedure in its way is analogous to that to which this Association has given some attention, the duplication of theses for the doctorate.

As a rule the publisher claims to pay the author a fair sum for his work. Be that work what it may, the ten per cent royalty has become stereotyped. Sometimes a publisher adds an extra amount when a book does exceedingly well, as John Murray did when Irving's "Sketch Book" met with so favorable a reception from the public. Nowadays, this is not frequent and usually, the publishers claim, impossible. Like the laws of the Medes and the Persians, whether men may come or men may go, the ten per cent royalty goes on forever.

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- Wylie, Laura Johnson, Professor of English Literature and Head of Department of English, Vassar College, Poughkeepsie, N. Y. [112 Market St.]

- YOUNG, BERT EDWARD, Professor of Romance Languages, Indiana University, Bloomington, Ind. [521 Kirkwood Ave.]
- Young, Charles Edmund, Associate Professor of Romance Languages, State University of Iowa, Iowa City, Ia.
- Young, Charles Stuart, Instructor in English, Culver Military Academy, Culver, Ind.
- YOUNG, KARL, Professor of English, Yale University, New Haven, Conn. [98 East Rock Road]
- Young, Mary Vance, Professor of Romance Languages, Mount Holyoke College, South Hadley, Mass.
- Young, Ruth Elizabeth, Graduate Student in Romance Languages, The University of Chicago, Chicago, Ill. [5746 Dorchester Ave.]
- Young, William Foster, President, Benjamin H. Sanborn & Co., Chicago, Ill. [221 East 20th St.]
- Zampiere, Pierre S., Dean of Liberal Arts and Sciences, Washburn College, Topeka, Kas. [1727 West St.]
- ZDANOWICZ, CASIMIR DOUGLAS, Associate Professor of Romance Languages, University of Wisconsin, Madison, Wis.
- Zeek, Charles Franklyn, Professor of French, Southern Methodist University, Dallas, Tex.
- Zeitler, William Irving, Graduate Student in English, Harvard University, Cambridge, Mass. [53 Trowbridge St.]
- Zeitlin, Jacob, Associate Professor of English, University of Illinois, Urbana, Ill.
- Zéliqzon, Maurice, Head of Department of Modern Languages, Central High School, Cleveland, O.
- Zembrod, Alfred Charles, Professor and Head of the Department of Romance Languages, University of Kentucky, Lexington, Ky.
- Zeydel, Edwin Hermann, Assistant Professor of German, Indiana University, Bloomington, Ind.
- Zinnecker, Wesley Daniel, Associate Professor of German, New York University. [638 Springdale Ave., East Orange, N. J.]
- Zucker, Adolf Eduard, Professor of Modern Languages, University of Maryland, College Park, Md.
- Zucker, Louis C., Instructor in English, University of Wisconsin, Madison, Wis.

ROLL OF MEMBERS DECEASED

- BLAU, MAX FRIEDRICH, Princeton University, Princeton, N. J. [November 23, 1923]
- BRADLEY, HENRY, Oxford University. [May 23, 1923]
- BRUCE, JAMES DOUGLAS, University of Tennessee, Knoxville, Tenn. [February 19, 1923]
- CRAM, GORDON LAFAYETTE, City College, Baltimore, Md. [April 9, 1923]
- DAVIES, WILLIAM WALTER, Ohio Wesleyan University, Delaware, O.
- HEWITT, WATERMAN THOMAS, Cornell University, Ithaca, N. Y. [September 13, 1921]
- KAYSER, CARL F., Hunter College, New York City. [July 30, 1923]
- KNIGHT, ADELAIDE, Newcombe College, New Orleans, La. [at Rome, Italy, April 22, 1923]
- KRUSE, HENRY OTTO, University of Kansas, Lawrence, Kans. [September 29, 1922]
- LEWIS, CHARLTON MINER, Yale University, New Haven, Conn. [March 12, 1923]
- MCCULLOCH, RUFUS WILLIAM, University of Maine, Orono, Me. [January 22, 1923]
- PUTZKER, ALBIN, Berkeley, Cal. [May 1, 1923]
- SCHMIDT, GERTRUDE CHARLOTTE, Bryn Mawr, Pa. [December 4, 1922]
- SECCOMBE, THOMAS, Queen's University, Kingston, Ont. [June 20, 1923]
- TAYLOR, ROBERT LANGLEY, Williams College, Williamstown, Mass. [May 27, 1923]
- WHARTON, JOHN HERMAN, Syracuse University, Syracuse, N. Y. [April 2, 1921]
- WRIGHT, WILLIAM LYNDON, New York University, New York City. [November 6, 1922]

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