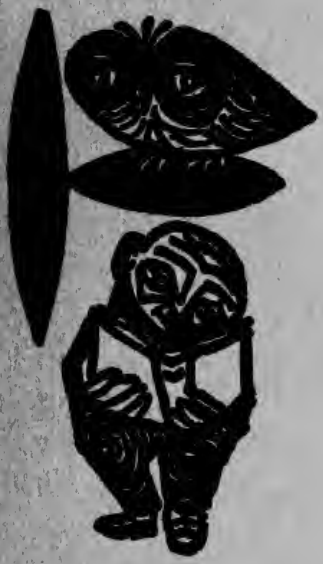

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SPECIAL ISSUE

HONORING

Professor Emeritus

ALAN DUGALD MCKILLOP

"One of the most impressive sights a returned traveler can report is the sign "Bibliotheque--Silence" displayed in front of the Bibliotheque Nationale in Paris. The traffic roars, and the taxis honk, and it is doubtful whether in the course of history a sound was ever muted or muffled because of the sign. Still, it's a good idea."

--Alan D. McKillop

FRIENDS HONOR ALAN D. MCKILLOP

With gratitude for the countless ways in which Dr. Alan McKillop, Professor Emeritus of English, has strengthened Fondren Library and our organization, the Board of Directors voted unanimously at the April 12 meeting to honor him with this issue of the FLYLEAF and with a citation inscribed:

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THE FRIENDS OF

THE FONDREN LIBRARY

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In recognition of his

outstanding contributions to The Fondren Library

through many years

of careful development of the book collections

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hereby present this

CERTIFICATE OF HIGHEST MERIT

to

ALAN DUGALD MCKILLOP

Professor Emeritus

Houston, Texas

A.D. MCMLXXII

Ralph Anderson, Jr.
President, The Friends
of the Fondren Library

Richard L. O'Keeffe
Librarian, Fondren
Library

AN INTERVIEW WITH ALAN DUGALD MCKILLOP

(Recently Dr. Wilfred S. Dowden recorded the following interview with Dr. McKillop, who reminisced about his sixty-three years of college and university life.)

Dr. Dowden: The reputation of Rice University has rested heretofore solidly upon the shoulders of a few outstanding men, one of whom is with me this afternoon in his study in his home on Chaucer Drive, Professor Alan D. McKillop. I should like to ask him a few questions about his career before he came to Rice and about his work since he came here, both as Professor of English and as head of the Department of English. Dr. McKillop, can you tell us a bit about your background, where you grew up, and something about your early education?

Dr. McKillop: Well, I feel like beginning with that quotation, "Story, God bless you, I've none to tell, sir." I grew up in Lynn, Massachusetts, went to the Lynn Classical High School, an old fashioned, very sound establishment on a small scale. I admit that I have always enjoyed school. I went from Lynn Classical to Harvard, entering in 1909, the day that President (A. Lawrence) Lowell was inaugurated.

Dowden: Excuse me, sir. Let me interrupt. You speak of Lynn Classical High School. Can you tell us a bit about that. What studies were taught while you were there?

McKillop: Well, it lived up to its name, more or less. The general understanding was that students in Lynn public schools who wanted to go to college would ordinarily go to Lynn Classical. The curriculum was divided rather curiously into two courses--the college course, and the scientific course. At

Classical, everyone took Latin and a few still took Greek. I took Latin and German, along with French. It was definitely college preparatory. The school was conservative, even for that day. It was a small scale operation--four or five hundred students, with none of the trimmings we now associate with high school student life.

Dowden: When I interrupted, you were about to say something about entering Harvard University. Would you go on with that?

McKillop: I entered Harvard in 1909 under (President Emeritus Charles William) Eliot's old elective system. I majored in philosophy because of a general interest in the subject and the eminence of the department. As I look back on that period, I think of teachers and men rather than subjects. I think I'd name as the teachers who meant most to me, (George) Santayana and (Irving) Babbitt and (George Lyman) Kittredge and Bliss Perry. I'll not try to reduce them to a common denominator, but just say that they made the classroom come alive, that there were no dull moments, that you got down to business, that you were relatively free of ulterior purposes. You were there to do a job and they inspired you to do it. That is far from being the whole story, but perhaps it's one thing that could be said.

Dowden: Were they mainly lecturers, or did they conduct courses on a seminar or discussion basis?

McKillop: It was principally by lectures and recitations, though they varied. Bliss Perry and Santayana lectured, though they never lulled you to sleep. Kittredge conducted a kind of glorified recitation and Babbitt, a kind of running interchange between teacher and student. It depended upon the size of the course. Kittredge's course

had grown out of hand; it was originally a strict recitation course, as in the old fashioned Classics course, but it had grown to 150 and was unmanageable. The whole thing was formal in a way, but I assure you it was never dull.

Dowden: You once told me a story about Professor Kittredge's lectures in his Shakespeare course--something about the conclusion to each lecture, I wonder if you could call that to mind.

McKillop: I was speaking of something that was more likely to occur in the smaller courses, such as the Beowulf course. At the end of the hour Kittredge would gather his impedimenta together, talking rapidly all the time, take his green bag in his hand, walk toward the door, put his hand on the knob, deliver a parting shot, and disappear. He didn't always do that.

Dowden: When did you receive your A.B. degree from Harvard?

McKillop: In 1913. I stayed on, took a Master's Degree in philosophy, then got a job correcting freshman English themes at Colby College in Waterville, Maine. Then I returned for a year of graduate work in English. After that I went out and taught for a year at Trinity College, Hartford, and another year at the University of Illinois. I then returned and got my Ph.D. in English in 1920, so I was a wandering English assistant for several years.

Dowden: So you taught at Colby College before you'd received your Ph.D. degree?

McKillop: Yes, it was my first teaching job. I had very little English on my record. I was at Colby

from 1914 to 1916. In those years Fred Pottle, the great Boswell scholar at Yale, was a student in Chemistry at Colby.

Dowden: I believe you met your wife, Lorel, while you were studying at Illinois?

McKillop: Yes, I had the good fortune to meet Lorel in the academic year 1918-19. Then I finished up my graduate work at Harvard in 1920, came to Rice in the autumn of that year, married Lorel in the summer of 1921, and spent the rest of my academic life here.

Dowden: I'd like to ask you a bit about Lorel. She was certainly an inspiration to other faculty wives. My own wife had a great deal of love for her and admired her a great deal. Lorel was quite active, was she not, in civic affairs here in Houston, as well as in the affairs at Rice University?

McKillop: Yes, she was. Of course, meeting Lorel is my supreme piece of good fortune. In those years, Rice Institute was small, Houston was on a manageable scale, and town and gown relations were very pleasant. Lorel, I must say, figured quite prominently in those relations.

Dowden: What were some of the civic activities in which she was engaged?

McKillop: Well, I almost hesitate to give a full list, because I might leave something out. Child guidance, which later got the title Family in it somehow; the Mental Health Association; during the war, the Red Cross; eventually Lorel served on the budget committee of what was then called the Community Chest.

Dowden: You came here in 1920 and I believe Professor Stockton Axson was at that time head of the department. Who else was here then?

McKillop: It was a small department. Professor Axson, of course, was the head. Baldwin Maxwell, later of the University of Iowa, was in the department, B. V. Crawford, also of Iowa, and a little later on D. T. Starnes, who had a long and distinguished career at the University of Texas.

Dowden: Allan Gilbert was here for one year, but I believe that was before you came, was it not?

McKillop: Yes, that was the year before I came. He went from Rice to Duke.

Dowden: You came to Rice in the fall of 1920, while Professor Axson was chairman, and you stayed on here until his retirement, when you became chairman. Did you become chairman or head at his retirement or before?

McKillop: Well, it wasn't quite so formal as that. Dr. Axson was chairman. I couldn't give a formal date of succesion. Dr. Axson died, I think, in the spring of 1935. He had been in poor health for some time and the English department had carried on as best it could. Starnes and I, as senior members, did a modest amount of administering. I don't know that a more categorical statement than that can be given.

Dowden: I'd like to ask you a bit about your scholarship and your teaching. As I understand it, for your Ph.D. you wrote a dissertation in some aspect of nineteenth-century poetry, did you not?

McKillop: Yes. The nineteenth century was neglected in those days. I probably missed an opportunity

to carry on some pioneering work in that field. Instead, partly I must confess, by accident, I was diverted to the eighteenth-century field by a growing interest in eighteenth-century fiction, which I suppose could be traced to the fact that I was giving a course in the English novel here at Rice. My interest in the Samuel Richardson-Edward Young correspondence led me to more extensive inquiries into Richardson's life and work.

Dowden: What aspect of nineteenth-century literature did you write your thesis on?

McKillop: It was one of those subjects that make people smile--the Spasmodic School in Victorian poetry.

Dowden: Who were some of the spasmodic poets?

McKillop: Well, as Spiro Agnew says, "they weren't household words." Philip James Bailey, Sydney Dobell, Alexander Smith, George Gilfillan, and most interesting of all, William Edmonstoune Aytoun, who satirized the school in Fermilian. A book has been published recently on Aytoun (Mark A. Weinstein, William Edmonstoune Aytoun and the Spasmodic Controversy (Yale, 1968)), but not much has been done on the others.

Dowden: What was the thesis of your dissertation?

McKillop: I covered the waterfront. I dealt with the whole group, after a fashion, trying to establish a kind of common tendency there, a kind of Byronic vein represented in Tennyson's Maud, for example, which could be called without straining things a spasmodic poem. This line of argument has never been developed very fully.

Dowden: Where does the term "spasmodic" come from?

McKillop: That was a nickname. I think it was Aytoun who fastened the nickname on the group and most people pounce on nicknames. They love to talk about Lake Schools and Cockney Schools and Spasmodic Schools and so on.

Dowden: So your interest in eighteenth-century literature then really came from your teaching?

McKillop: In very larg part. Together with the fact that I'd stumbled on the Richardson-Young letters in a magazine file and got to working around them and their relation to Young's conjectures.

Dowden: You started your biography of Richardson back in the 1930's, did you not? I suppose that it was an outgrowth of your interest in the Richardson-Young correspondence.

McKillop: Yes, I proposed a study of the circumstances surrounding the writing, publication, and reception of Richardson's novels to the Guggenheim Foundation in 1928. I didn't undertake to write a full dress biography of Richardson, but centered it around the three novels.

Dowden: You did receive a Guggenheim award in 1928. When was it that you were in England?

McKillop: 1928-29 for the year on the Guggenheim appointment. The Richardson book (Samuel Richardson: Printer and Novelist) came out in 1936. The Depression in the 1930s was followed by the war, so that you have a long period where you can say that in general conditions in colleges were abnormal. I don't know exactly when they ever are normal, but they weren't normal then. Rice carried on, however;

it's a pretty individual sort of place. You did your work and you didn't spend your time--perhaps we should have spent more time--arguing on the ultimate destination of the American university or something.

Dowden: There's one other thing about your career here that has interested me. Most men who achieve your eminence in their fields do so from the base of a very strong, active graduate department. And yet, you did it here at Rice University, where for most of your career there was little graduate work. You taught undergraduates. Can you speak to this point and explain how you did it?

McKillop: Yes. That's a rather interesting point, in a way. There has always been some graduate work here at Rice. We had a few Master's candidates, usually one or two or three on hand. The graduate work in English at Rice developed very slowly and I think in a natural and sound way. My interests in the eighteenth-century fields were nourished, you might say, by contact with other scholars, particularly Raymond Havens, (George) Sherburn, and (R. S.) Crane. I never felt that you had to have a large group of graduate students on hand to stimulate your own professional interests. In fact, I enjoyed teaching good undergraduates just as much as graduate students, if not somewhat more. I never drew a sharp line there. At Harvard there was a group of courses for undergraduates and graduates. I should say that the 300 or 400 course at Rice at its best might be put in that category.

Dowden: I would agree. I think the alumni of Rice University remember English 230, the so-called "Great Books" course, and English 340, the English novel, as well as your Chaucer course which I've heard people speak of with great respect. Which of these did you enjoy teaching the most?

McKillop: Well, I must say I enjoyed teaching all of them. I was perhaps a bit indiscriminate. I can only hope that some of my students had as much fun in taking the courses as I had giving them. That sounds rosily optimistic, but that's about as straight a statement as I can make.

Dowden: Long after I came here in 1948 we inaugurated a Ph.D. program in English. As you say, we went about it slowly, and it was developed as it should have been developed: rather than having a large number of students, we would take in a few whom we thought were highly qualified.

McKillop: Yes I think it was a natural, inevitable development. I'll say frankly that I held off against the idea of granting Ph.D.'s in English at Rice for some time. Then I felt that Rice should go on and develop the Ph.D., not only in English but in other humanistic subjects, if it wished to maintain its standing. You couldn't get good men unless you did the complete job in graduate work. Ideally, it would be a splendid thing to have a fine first-class liberal arts college, concentrating on the undergraduate courses. But in real life, that's very seldom attained. So, I think, without developing any crash program we moved on to the Ph.D level quite naturally, and I hope, logically.

Dowden: Dr. McKillop, you've seen many changes at Rice University since you came here, the most recent of which is the change of the name from the Rice Institute to Rice University. Then there was the decision to admit all students regardless of race, color, or creed and so forth. The decision to charge students tuition was, I suppose, one of the most radical that has been made in recent years. Do you have any comment about these?

McKillop: Yes. These changes did involve changes in the charter, but I would describe them as inevitable, whether or not they were radical. There are other less tangible changes, more elusive changes, which I'm not in the position to evaluate. I suppose I'm fairly conservative on educational topics, though I might be counted a liberal in politics. I'm a little puzzled by the constant emphasis on relevance. I think that's an example of the way terminology and jargon bedevil educational discussion. Who knows what's going to be relevant to what ten years from now? Meanwhile, certain subjects, certain themes attract certain people and they tackle them as best they can and discover, I hope not too much to their surprise, that it seems fairly pleasant as well as fairly important. I can't go much further than that without trying to prejudge the future. I've just been listening to a call-in program on the radio about what a college course in television should comprise, and how you can train people to succeed in TV. The answer, of course, if you want to get it from me, is that you can't. "What do they know of TV, who only TV know?" That's about the way I'd dispose of that problem or a good many of our current educational problems. That's pretty reactionary, I guess.

Dowden: In this connection, Dr. McKillop, I wonder how you feel about changes in curriculum. You indicated that in your day, when you went to Lynn Classical High School and indeed through Harvard, that the curriculum was more or less rigid. Now the tendency is to liberalize the curriculum, have people take areas of concentration, rather than subjects. There is, for example, at Rice no required freshman English any more. How do you feel about these changes?

McKillop: When I entered college it was under the old free elective system of Eliot. The only required course was English, and if you hadn't presented both French and German for admission, the language you hadn't presented. Otherwise, you would make up your sixteen courses out of anthropology, social ethics, or anything else you could find in the catalog. It's true, even under the old elective system, there was a strong tendency to elect key courses such as history 1, economics 1, government 1, and so on. Everything was elective, except English and the second modern language.

Dowden: What about mathematics and science?

McKillop: Absolutely free, you wrote your own ticket.

Dowden: Well, this was not the case at Rice for a number of years when I first came here. Mathematics was required, science was required and so forth.

McKillop: Yes; I don't know that I want to comment on that.

Dowden: The present system then of area electives is really a return to the system under which you entered Harvard?

McKillop: Yes, that's quite the case. In fact, in my day, you could anticipate English A. I did that and never had the usual run of undergraduate English courses. I remember Kittredge saying the worst answer you could get on a doctoral examination was "I haven't had a course in that." I might extend that principle to the undergraduate level, too.

Dowden: Dr. McKillop, back in 1956 and 1957 you and I served together on a student-faculty committee to

inaugurate the new college system. I wonder if you'd care to comment on the college system and what you think its values are.

McKillop: I always welcomed the idea of the college system. I think it's of great value and perhaps has still unrealized potentialities. My close experience with the college system is confined to several pleasant years as faculty associate of Jones College. There I thought that the plan was working very well and that it was of inestimable value. It certainly developed possibilities in undergraduate life that I don't think had ever been realized at Rice before.

Dowden: What do you think some of these are?

McKillop: I'm not in close touch with the situation as it actually exists now, but I think the natural line of development will be as it has been at Harvard and Yale, I believe--a closer tie--in of the tutorial system or at any rate the instructional system with life in the colleges, not merely a matter of communal living and social organization, but of study and the intellectual life.

Dowden: We haven't discussed the library, which you have been intimately associated with since coming to Rice University. Would you tell us what you think its particular strengths are in humanistic study and where you think it could be and should be expanded?

McKillop: As I look back, I think of the days when life at Rice was comparatively simple and when Rice was underadministered. Then the development of the library was the most important communal project from my point of view in the university, and I felt that attention to library affairs was not only a

duty but a great pleasure. It was hard to tell where the duty ended and the pleasure began; that is, to distinguish between what's necessary for a library and what constitutes the luxury of something over and above a minimum. Necessitites may sometimes seen to be luxuries and luxuries sometimes turn out to be necessitites, and I think that principle, more or less, has operated from the beginning in the planning of the Rice Library. Though, of course, in the very early years, the really crucial years, the policy was to get basic material, basic files, and next the books immediately needed by the faculty in their own work. But, you can never stop there. You're always moving on and on and on, reaching out further and further. While Rice in the old days seemed to be pretty highly individualistic and departmentalized, it's always had a fairly coherent, and I think intense and significant, common participation in the development of the library. I know in studying English literature I've constantly gone into other languages, other fields. You might need sermons, you might even need history of science once in a while. The process of sutdying English literature is thoroughly interdepartmental. I should say that the library flourishes on the something extra, the something over and beyond the minimum needs, and in order to get that something extra, you have to have a margin of leisure, as well as a lively interest on the part of members of the faculty to explore possibilities, to sieze opportunities, to furnish leads to the order department.

Dowden: I can well remember that this was part of your work when you were actively teaching. You made it a point to spend each afternoon at the card catalog, checking it against rare and used book catalogs you would get from publishers. Isn't that true?

McKillop: That's true and, of course, it might be construed in these later days as a waste of valuable time. Why not hand the catalog to an assistant? Well, the answer's very simple. The assistant doesn't know as much about the library as you do, and can't make judgments. He can look up an entry in the catalog; maybe he'll find the entry or maybe he won't. He can't allow for its being entered somewhere else. There are all sorts of possibilities. I might say, incidentally, that if the faculty member will condescend to do a little of that checking himself, he'll learn a good deal about what's in the library. That's a kind of snide remark.

Dowden: Certainly we have all benefited by your work in this area. We're using books now that you ordered many years ago, and none of us considers that you wasted your time.

McKillop: Probably I never got around to using the books myself, but there is a kind of intangible satisfaction about knowing the library has the things, a kind of feeling for the potentialities of the library, even though you don't garner the harvest yourself. That's very elusive, of course. You can't put it in the bank or anything.

Dowden: This discussion of the library seems to be a good note on which to end. I want to thank you, Dr. McKillop, for answering these questions and for spending the time with us. And I want to tell you, too, that we appreciate all that you've done for Rice University and for all of us through the years that you have been here.

A MAN AND HIS BOOKS

"A given book may be a tool for the steady standard work of instruction, an accommodation for the general reader, a piece of material, in some sense unworked, for the less predictable activities of the research scholar, or occasionally a Museum piece notable for rarity or beauty."

--Alan D. McKillop

Taking up the controversial subject of "First Editions--For Use or Ornament?" in an early issue of the FLYLEAF, Professor McKillop described in passing his "copy of William Collins' Persian Eclogues (1742), a first edition of the first work of an important poet, which will eventually land in the Fondren. The item is excessively rare," he continued, "but not, it must be admitted, badly needed, just in the 'nice to have' class. For use there is a type facsimile issued at Oxford, and on our shelves, which will almost serve the student, unless he is studying some recondite point in typography." The promise contained in that first sentence, written in 1952, has now been fulfilled. Dr. McKillop has just presented this slender, fragile volume to the Fondren. The story of how an obscure volume of poetry published in the first half of the eighteenth century found its way from London, England, to Houston, Texas, illustrates many of the points Dr. McKillop makes in his interview.

* * * * *

William Collins, named after his father, a hatter who twice served as Mayor of Chichester, was barely twenty and an Oxford student when his first volume of verse appeared in print. In the fashion of the time, the title was elaborated to contribute to the fiction, developed in the Preface, that the poems

were translations from the ancient Persian poet Mahamed: "Persian eclogues. Written originally for the entertainment of the Ladies of Tauris. And now first translated &c." A few years earlier, while a student at Winchester, Collins, according to his schoolmate Joseph Warton, had come upon "that volume of (Thomas) Salmon's Modern History, which described Persia; which determined him to lay the scene of these pieces (there), as being productive of new images and sentiments." The Eclogues were, according to their "translator", characteristic products of the "rich and figurative" East, so unlike the cold genius of Englishmen. Collins had probably completed all four poems before matriculating at Queen's College, Oxford, at the age of nineteen, and chose to hide the rather excitable sensibility of a talented adolescent behind the facade of a "translation" from an exotic original. On 10 December 1741 the printer Henry Woodfall ran off 500 copies of the 24 pages of poetry, which were then announced as ready for sale by the publisher J. Roberts in January 1742. The Eclogues went virtually unnoticed at the time, being issued anonymously, without benefit of any important patron or list of impressive subscribers, by an obscure young Sussex student without useful political or literary connections.

During the next decade Collins struggled for recognition as a poet, playwright, and critic, forming friendships with actors like Garrick, and with men of letters like Samuel Johnson. But he spent much of his time "in all the dissipation of Ranelagh, Vauxhall, and the playhouses," gradually wasting not only the small legacies of his mother, father and two uncles, but also his health and sanity. Occasional odes, for which he is now famous, appeared; a volume of them was published in December 1746, but it sold poorly, and Collins later destroyed the remaining copies. In 1874 he was reported to be

an inmate in a madhouse, having unsuccessfully sought for the three previous years to regain the health he had squandered in the pleasure haunts of Scotland, England, and Flanders. At this time he undertook extensive revisions of his earliest work, writing them into a surviving copy of the first edition which he gave to Joseph Warton. (This interesting copy of the Eclogues now belongs to the Victoria and Albert Museum, having come there as part of the extensive library formed by the nineteenth-century scholar Alexander Dyce.) Three years later, Warton, following some but not all of Collins' emendations and perhaps adding others on his own authority, tried once again to help his friend, now almost permanently victimized by acute melancholia, by arranging for J. Payne to publish in January 1757 a new edition of the Eclogues, now called Oriental rather than Persian. This time the poems enjoyed a considerable reception; they were extracted in popular journals and praised by critics, and they evoked from Oliver Goldsmith a reminder that "The neglected author of the Persian Eclogues" was still alive, and "if insensible of our neglect, not raging at our ingratitude." In his lucid moments Collins deprecated these early productions, saying that they had no spark of genuine Orientalism, and might as well be called his Irish Eclogues. He was also mortified to find that in their second version they were more widely read and admired than his Odes. But a few months after Goldsmith's remark, Collins was permanently insensible to all praise and neglect: at the age of 37, on 12 June 1759, he died. Within six years, his Odes were recognized throughout England as the finest of his poetical productions in terms so warmly enthusiastic that they were permanently rescued from obscurity. He did not live to hear them praised for a "luxuriance of imagination, a wild sublimity of fancy, and a felicity of expression so extraordinary, that it might be

supposed to be suggested by some superior power, rather than to be the effect of human judgment, or capacity."

Few of those five hundred copies of the Persian Eclogues have survived two centuries of indifference, ignorance, maltreatment, and decay. Apart from the author's revised copy now in the V&A, T.J. Wise owned one which was given as part of the Ashley library to the British Museum, H.T. Buxton-Forman had another, and the English scientist and socialist Lord Rothschild found a third. But so few libraries possessed the 1742 Eclogues that in 1925 the Oxford University Press thought it economic to produce a type facsimile from the Wise copy; this Fondren ordered on the recommendation of Dr. McKillop. Even Collins' old school possessed no copy of his earliest work; when Winchester got up an exhibition on the bicentennial of Collins' death, the Librarian was forced to borrow the Rothschild copy from Trinity College, Cambridge, to which it had been presented. (Incidentally, the two large volumes cataloguing the Rothschild collection, published in the 1950's, were ordered by Dr. McKillop, who in soliciting funds for their purchase in the FLYLEAF described them as "sumptuous and learned", a work "carried out with the collaboration of many scholars in the field. The catalogue at its best--a contribution to creative scholarship.")

Many of these facts would have been known to serious scholars of eighteenth-century literature. But only one combined learning and opportunity. Dr. McKillop tells the story this way:

"Way back in 1952 or so I was in Cambridge, Massachusetts, during the summer doing research at Harvard. At the Archway Bookshop there I came across

a neat batch of rebound eighteenth-century pamphlets offered for sale at low prices. It was a miscellaneous assortment of things, valuable and common. I spotted this copy of Persian Eclogues in the lot, and recognized it. Although the poem was published anonymously, there was only one person in England who would be publishing Persian Eclogues in 1742: Collins was ahead of his time, and indeed helped to set the vogue for Orientalized poems. I purchased it, and subsequent checking with the copy described in the Rothschild catalogue and the Ashley catalogue (also at Rice) confirmed that apart from some trimming of the top edge mine was a complete copy of that small first edition. I bought it because, despite the existence of the type facsimile, I thought it might be good to have an original. And I also bought it because, though an important book at the time of its publication, no very considerable independent study of these Eclogues has ever been done. I thought it might furnish a topic for investigation some day.

"My interest in Collins continued. Happily I was in England during the Collins bicentennial exhibition at Winchester, and I read about it in the papers. The publicity specified that one should write in advance for an appointment to see it, but I went anyway. The Librarian of Winchester was away, but the boys were there--my, were they interesting. They called up the library and got permission to let me in. We arrived as the exhibition was being disassembled, so I was allowed to handle invaluable Collins documents then recently discovered. And the memories of the boys for the school's history were outstanding.

"One of the anecdotes they told had been noted in no edition of Collins, though I later discovered it in (J.C.) Ghosh's edition of (Thomas) Otway. There is a tradition at Winchester that a prefect

can put up a medallion on leaving. When Joseph Warton and William Collins were prefects, they put up on the south wall of the Sixth Chamber in college a marble medallion to Otway. I was able to see that marble, and it made my day! Collins always cultivated Otway as a fellow Sussex poet, mentioning him several times in his writings. Here was evidence that he admired Otway while still a student, admired him so much that he helped put up a medallion to the only commoner who has been so honored by the college!"

* * * * *

Great scholarship and great libraries are built on such combinations of learning and love. Dr. McKillop has honored Rice by the presentation of this book; his act also honors by example the profession he has pursued with such distinction for over half a century.

Robert L. Patten

DESIDERATA

"We have under way a short but choice bibliography of the bookworm. As an example of the material at hand, we offer the following quatrain by Robert Burns:

> Through and through th' inspir'd leaves,
> Ye maggots, make your windings;
> But O respect his lordship's taste,
> And spare the golden bindings.

If this strikes you as rather gruesome, and if you feel that you would rather not see the rest of this bibliography, we suggest that you crowd it out of these pages, or at least delay publication, by overwhelming us with suggestions of books to buy and gifts wherewith to buy them."

--Alan D. McKillop, THE FLYLEAF, 5(November 1954):6.

We are happy to announce that an anonymous donor will provide the Library with a microfilm copy of the Houston Post for the next three years. This permanent record of an indispensable reference source becomes even more vital as the School of Architecture turns its attention and energies towards problems of urban architecture and environment.

The first item in our first listing of DESIDERATA was the Irish University Press reprint of the BRITISH PARLIAMENTARY PAPERS. A spokesman for the press has called it the "most ambitious publishing project of all time," according to a recent

copyrighted story by Gregory Jensen of UPI. The Fondren Library has been a regular subscriber to the series, and needs $10,000.00 (of the total $70,740.00) to complete its holdings. Put end to end, the 1,000 volumes would tower 1156 feet high. The 682,432 pages and 4000 maps cover everything from drunkenness (four volumes) and tobacco (two) to the civil service (twelve, for bureaucracy bedevilled the nineteenth century too).

In the spring of 1972, the Fondren Music Library inaugurated a successful series of recorded concerts in the Fine Arts Room of the Library. These concerts were patterned on the English Gramaphone Society format, and were well attended by music enthusiasts from the Rice Community. Equipment for these concerts is adequate, but the acoustic properties of the Fine Arts Room require a permanent installation of professional calibre speakers which could be used for these concerts and other musical events. For approximately $2,000.00 the Library could purchase and install four Klipschorn or other quality speaker systems. We would then have an ideal system of speakers not only for existing needs, but also for the Quadraphonic recordings of the future.

Professor Harold Hyman, William P. Hobby Professor of History, has asked that this issue of the FLYLEAF include "my warm wish that someone supply money to buy the whole collection" of THE RECORDS AND BRIEFS OF THE SUPREME COURT OF THE UNITED STATES, 1832-1896 ($11,930.00 on 35 mm microfilm). Dr. Hyman internationally known for his work on American Constitutional History, says that "Legal and constitutional history research will be eased greatly by the availability, in such convenient form, of this treasure. The collection is a gold mine for research." And the President of the American Historical

Association, Professor Thomas C. Cochran, calls it "a tremendous source for all scholars in American history", a "collection of great and lasting value."

GIFTS

Mr. and Mrs. O. J. Lottman have given a copy of the TRUE HISTORY OF THE BEAUMONT OIL FIELDS, by Pattello Higgins, published in Beaumont in 1902. It is illustrated with many photographs of oil fields taken around the turn of the century, and with geilogic maps of the area.

Mr. Andrew Koebel Schwartz has presented a copy of DEUTSCHLAND ERWACHT: WERDEN, KAMPT UND SIEG DE NSDAP, by Wilfrid Bade, published in Germany in 1933 to commemorate Hitler's becoming Chancellor. Herr Bade traces the history of the NSDAP from 1920-1933, and includes many photographs of Hitler showing him as he rose within the ranks of the party.

Mr. William R. Winn has made a donation for the purchase of a subscription to the NATIONAL GEOGRAPHIC MAGAZINE.

Donations for the purchase of books have been received from Mr. and Mrs. Evan Carpenter, and from Mrs. Clarence Lohman.

GIFTS IN HONOR

Mrs. George S. Cohen has made the following gift from her personal library in honor of the birthday of Mr. Leopold L. Meyer:

> THE WORKS OF GEOFFREY CHAUCER, COMPARED WITH THE FORMER EDITIONS, AND MANY VALUABLE MSS. OUT OF WHICH THREE TALES ARE ADDED WHICH WERE NEVER BEFORE PRINTED; by John Urry, student of Christ-Church, Oxon. deceased: together with a glossary by a student of the same college. To the whole is prefixed the author's life, newly written, and a preface, giving an account of this edition. London, Printed for B. Lintot. 1721.

A donation in honor of the birthday of Mr. Leopold L. Meyer has been made by Mr. and Mrs. Isaac S. Brochstein.

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MEMORIAL GIFTS

In memory of Mr. Charles W. Hamilton, Professor Charles Garside has added to his Zwingli benefactions by presenting a quite scarce first volume of Oskar Farner's four-volume biography of Zwingli, to complete Rice's set, and five other volumes containing translations of Zwingli's work and opinions. With these latest gifts from Dr. Garside Fondren Library now has all available works of Zwingli in English translation which have been published.

Mrs. Sadine N. Litowich has made a donation for the purchase of books, recordings, and scores for the Fondren Music Library in memory of her husband, Mr. Jacob Litowich.

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FINANCIAL STATEMENT

"A philosophy student recently paid the statutory $10.00 fine for a missed examination. Dr. Tsanoff, who does not like to make money off students in that fashion, contributed the amount of money to the Friends. Should this gift establish a precedent, the Book Fund will always be happy to receive any unexpected refunds or windfalls."

--Alan D. McKillop

A review of the accounts and activities of the Friends organization for the year 1971 shows that membership dues in the amount of $3,349.00 were received from approximately 450 persons. A little more than $2,900.00 was expended for the production and mailing of four issues of the FLYLEAF.

In 1971 the Fondren Library was able to purchase 1278 titles for the collection with $16,722.00 contributed to the Friends in memorial gifts and donations. To be sure, this represents only a portion of what was added to the Fondren collections in that year, but a vitally important portion it was. These gifts and donations honor the living and memorialize the deceased, and they allow the Fondren to make special purchases outside the capacity of our regular book budget, for which we are very grateful.

We urge all patrons and friends of Fondren Library to become members of the Friends organization by responding to the membership drive that will be conducted in the fall of 1972. The Board of Directors of the Friends will be considering ways to use additional income from dues for the

improvement of the FLYLEAF and the inauguration of a small but continuing number of special projects, such as restricted publications and seminars on books and book collecting.

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Available now are cards, similar to the form printed below, for the convenience of Friends who wish to make special gifts to the Library. These cards may be obtained (upon request) from the Gifts & Exchanges section, Fondren Library.

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