PHILIP M. MARSH

(born) Everett, Massachusetts
1894
First Novel “Rebel”  
By Philip M. Marsh  
To Appear Shortly  
Author, Faculty Member At  
Houlton High, Began  
Book In 1933

Philip M. Marsh

“Rebel,” a first novel by Philip M. Marsh, well known in this City, and at present head of the English department in Houlton High School, is to be published soon by the Falmouth Book House. The hero, John Mason, is a young idealist who combines a practical bent for moneymaking with an intense zeal for world reform. A vast fortune won in the stock market means to him a matchless opportunity for a social crusade in the interests of peace. The inevitable reaction follows, and Mr. Marsh’s book traces the descent of John Mason from fortune to hunted poverty.

Plenty of Action

The philosophical element of “Rebel” is balanced by plenty of action. The novel is expected to be out in November.
December 14, 1937

Mr. Philip M. Marsh
Houlton
Maine

Dear Mr. Marsh:

With eager anticipation, we read of your new book, REBEL, and we look forward to seeing a copy. Please accept our sincere congratulations upon what would certainly seem to indicate an auspicious literary debut.

While we realize that we, unfortunately, cannot claim you as a Maine man through birth, we feel that residence gives us the right to claim you as an adopted son, even as we have claimed Rachel Field, Laura E. Richards, Booth Tarkington, Gladys Hasty Carroll, and many others.

Perhaps you are not familiar with the Maine Author Collection. Briefly, it is an exhibit collection of the books of Maine people, and presents, with its several hundred inscribed presentation copies, a fascinating array, representing Maine's contribution to literature. We also maintain a biographical file, in which we gather all such material pertaining to our authors.

We hope that you will want to inscribe a copy of REBEL for the Maine author Collection. We send you our very best wishes for its success, and assure you that its addition to the Collection would make us very happy.

Very truly yours

MAINE STATE LIBRARY
BY

hm SECRETARY
PHILIP M. MARSH  
HOULTON, MAINE  

December 25, 1937

Dear Miss McLeod:

I hope I've spelled your name correctly. Thanks for your invitation to send you a presentation copy of Rebel for the Maine Author Collection. When and if the book is published, I shall be very glad to do so. At present, the publisher is awaiting advance orders to guarantee printing costs.

Very truly yours,

Philip M. Marsh
November 9, 1938

Mr. Phillip M. Marsh
Houlton
Maine

Dear Mr. Marsh:

You may recall that we wrote to you nearly a year ago about a presentation copy of REBEL for the Maine Author Collection. In return we received a very kind note, promising us the book.

It is regrettable that publication of this book has been so long delayed, but we notice with pleasure that it is now available, and we take this opportunity to extend to you our congratulations and sincere wishes for its success.

The enclosed label and postage are for your convenience in mailing to us the collection copy of REBEL. We anticipate its arrival with keen delight.

Very truly yours

MAINE STATE LIBRARY
BY

hm
Encls.

SECRETARY
Houlton, Maine,  
November 20, 1933.

Hilda McLeod, Secretary,  
Maine State Library, 
Augusta, Maine  

Dear Madam: 

Please pardon the delay in respect to my compliance with your request of November 9. I am still waiting for shipment of a few copies of Rebel that the publishing house owes me. As soon as I receive them, I will forward you a copy.

Sincerely yours,

[Signature]
Houlton, Maine,
December 17, 1938.

Dear dear Miss McLeod:

Under separate cover, I am at last sending you a copy of the novel Rebellions, which I long ago promised you.

Very truly yours,

[Signature]

Philip Marsal
December 19, 1938

Mr. Philip M. Marsh
Houlton
Maine

Dear Mr. Marsh:

The inscribed copy of REBEL, which you have kindly presented to the Maine Author Collection, has arrived, and we hasten to send you our appreciative acknowledgment of your gift.

At first glance, this impresses us as being a very fine novel, with an unusual and capable treatment. We look forward to reading it more thoroughly, and hope that it will enjoy a gratifying success.

Please accept our sincere thanks for your interest in the collection and your gift to it, and also our most cordial season's greetings.

Very truly yours

MAINE STATE LIBRARY
BY

hm SECRETARY
May 17, 1939

Mr. Philip M. Marsh
Houlton
Maine

Dear Mr. Marsh:

It is very kind of you to remember the Maine Author Collection with a copy of the reprinted article, PHILIP FRENAU AND HIS CIRCLE.

The pamphlet is being added to the shelves with pleasure. Please accept our sincere thanks for the generous thought which prompted this most interesting gift.

Very truly yours

MAINE STATE LIBRARY

BY

hm

SECRETARY
Mr. Philip M. Marsh  
Houlton  
Maine

Dear Mr. Marsh:

Thank you very much for remembering us with a copy of the recently reprinted article on "Philip Frenau's personal file of the Freeman's Journal." This is most interesting, and we are of course very glad to include it with your other material.

Very truly yours

MAINE STATE LIBRARY
BY

hm  
SECRETARY
Mr. Philip M. Marsh  
Houlton  
Maine  

Dear Mr. Marsh:

With pleasure, we notice that your volume of poems has been published, and we are at once ordering a copy for the general lending section of the library.

This will come from our regular bookseller, but we write now in behalf of the Maine Author Collection, to which you have in the past shown much kindness and generosity.

May we expect an inscribed presentation copy of POEMS OF A BACHELOR for this exhibit?

Please accept our best wishes for the success of your second volume.

Very truly yours

MAINE STATE LIBRARY
BY

hm

SECRETARY
October 31, 1939

My dear Miss McLeod:

I am sending, as you request, a copy of *Poems of a Bachelor* for the Maine Author Collection. Let me add that anything you can do to further the sale will, in this case, be most gratefully accepted, as I am financing the cost of publication and shall likely be strapped for some time to come as the result. There seems to be nothing but glory in poetry, and rather too little of that. Yet, since I can hardly expect any material returns, I would be greatly pleased to learn of any comments on the volume you may receive.

Sincerely,

Philip Marsh
November 3, 1939

Mr. Philip M. Marsh
Houlton
Maine

Dear Mr. Marsh:

How kind and how prompt you are! We send you our sincere thanks for the addition of POEMS OF A BACHELOR to the Maine Author Collection which you have generously made possible.

We will keep in mind your reference to sales and comments, although we can offer little hope for advertising, inasmuch as our policy has always prevented our publicly recommending any particular author for purchase.

We are, however, delighted with this slim and tailored volume of verse; not only for its format, but also for its very fine and distinctively simple content. It is a genuine pleasure to include this book in the exhibit, and we thank you again.

Very truly yours

MAINE STATE LIBRARY
BY

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SECRETARY
ceive an equall contempt if not punishment; and since I have some enemies soe extremely malicious, I am glad they are soe dull—and I confesse I am one that will not endeavour to stop them in the hast they make to doe themselves the greatest inservice, for all they can charge on mee I despise, especially in this particular weh upon my honour was writt above foure yeares since; and when I was retir'd into the Country, neither with any thoughts or acquaintance of what others did; but meerly beinge told the storie by one that liv'd in Windser forrest—all that I have writt was punctually between two staggs; the love of description in Poetry, and I confesse the Nurse of Fancy, were the only causes that invited mee to endeavour the description; and some freind to whom I it [sic], I printed it: and this I sweare to you is the entire truth noe had I a further thought or intention; at least Sr I must expect I have some enimies that will accuse mee when I am asleepe; for next to that such Arstisement [sic] was not innocent; but I shall find a way to lett them know I will be as carefull to returne there designes as I shall to preserve the title of Sr your most faithful & humble Servant

Ro: Howard

CHARLES E. WARD

Duke University

FRENEAU AND THE BONES OF COLUMBUS

In the Trenton True American for August 17, 1822, appears an account of the West Indies burial of Columbus recalled from an interview with a Santo Domingo priest twenty years before. The writer was probably Philip Freneau, without doubt delighted to extend the interest in the first Admiral that had once prompted his attempt at an epic, "The Picture of Columbus." In the account

1 Freneau was probably still sailing the West Indian waters in 1802. See Lewis Leary, That Rascal Freneau (New Brunswick, N. J., 1941), 320, 356. Leary overlooked an item that bears here—Freneau's arrival in New York from Guadeloupe, January, 1802 (reported in the New York Weekly Museum, January 23, 1802). Apparently he returned to the Indies shortly after, so that his visit could well have occurred the next spring or summer, since he returned to New York in November. The account was not signed directly. But it appears just above one of a series signed in one of the poet's typical manners, with a single initial from his name. Moreover, it is perfectly in his manner. Perhaps he intended the single signature to cover both items.

2 Written 1774. Freneau also wrote "Columbus to Ferdinand," another product of his youth. See F. L. Pattee, Poems of Philip Freneau (Princeton, 1902), I, 46, 89.
is a Latin epitaph, from Alcedo's *Dictionary,* supposedly inscribed on Columbus' tomb in Seville:

*Hic locus abscondit proeclari membra Columbi,*
*Cujus nomen ad astra volat.*
*Non satis unus erat sibi mundus notus, at orbem*
*Ignatum priscis omnibus ipse dedit:*
*Divitis summas terras dispersit in omnes;*
*Atque animas coelo tradidit innumeratas;*
*Invenit campos divinis legibus aptos,*
*Regibus et nostris prospera regna dedit.*

These lines the author rendered into a stanza of American poetry:

*The dust of Him, whose fame the world resounds,*
*Whose name to heaven's celestial mansions soars,*
*Here rests, concealed in these too narrow bounds;—*
*The bones of him, who first beheld these shores.—*
*Old worlds, long known, too little for his mind,*
*He left, and unknown worlds disclosed to view:*
*He wealth immense to thankless Spain assigned,*
*Spain! that her thousands here, her millions slew:*
*Lands he explored, where Gods might legislate,*
*To Spain gave Empires, and to thrones their state!*

A comparison with Alcedo shows an omitted *proeclarum* after *cujus.* Probably Freneau consulted the Thompson edition. The epitaph is from an elegy by Juan de Castellanos, written in 1588. Thacher, in spite of Castellanos' proximity to Columbus' time, suggests that it is only one of many such. Probably its authenticity cannot be established, though it remains a plausible possibility. With what is now known, Freneau's account, as far as it goes, is in substantial agreement. The following excerpts represent about two-fifths of the whole article:

*Antonio de Alcedo, *Diccionario Geográfico-Histórico de las Indias Occidentales O America* (Madrid, 1786), I, 72.*
*John B. Thacher, *Christopher Columbus* (Cleveland, 1904), III, 519-20, note.*
Being accidentally detained several years ago (1802) at Monte Christo, near Manchineel Bay, on the north side of Spanish San Domingo, Hispaniola, or Hayti, as it is here called, an intelligent and respectable Ecclesiastic of that place, an ex-Jesuit, furnished me with the following particulars relative to the original discovery of America, and which, he said, might be relied upon as authentic.—It is well known that Columbus ... died ... at Valadolid, in Old Spain, on the 20th of May, 1506. His body, inclosed in a double coffin, was carried to Seville, and there had a temporary interment. ... The coffin was deposited under a plain marble with the two following lines engraved thereon, which, it is said, are legible to this day:

A Castilla Y Arragon
Otro mondo dio Colon,

i.e. Columbus gave a new world to the kingdoms of Castile and Arragon.—It is not generally known, said my venerable informant, that from the Cathedral of Seville the bones of this illustrious man were, not long afterwards, conveyed across the Atlantic to the Cathedral of the river Ozama, towards the eastern extremity of the island of Hispaniola. ... In the month of February, 1783, at a time they were making some repairs in a wall of the Church, the identical coffin of Christopher Columbus was discovered; but only the leaden one, the other having mouldered away by time. There was no plate or inscription found, as that had probably been fixed on the exterior wooden coffin, long since decayed. The bones found in this coffin had nearly crumbled into dust, but some bones of the arms remained sound. The officers of the Cathedral asserted that the tradition had constantly been, from times immemorial, that the body of Columbus had been sepultured in the cell thus accidentally discovered. ...

There is no mention of the removal to Havana in 1795-6, about which the priest might have been expected to know, or any awareness that the bones so removed were not those of the true and first Admiral, as scholars now conclude is the case. But it is the motto that is of special interest. Thacher says “none is more remarkable” than this form, “which seems to have no authority or home.” Yet it seems to have been in current use when Freneau visited the island.

Of course Americans were aware of the West Indies burial before 1822. Herrera included it in Descripcion de las Indias Occidentales as early as 1725, and the Stevens translation of the same year made it available for English and American readers. Robertson, the historian, relied heavily on Herrera in History of America, 1777, used as a text here as late as 1837. The Boston Anthology for

Thacher, op. cit., III, 611.

William Robertson, The History of America (London, 1777), issued as
June, 1809, credits Herrera as the source of the Santo Domingo burial account. Yet, since Belknap’s reputable American Biography of 1798 omitted it, probably the story was not then current among literary men, and Freneau was among the first to acquire it.

Even Irving, though he wrote his Life and Voyages of Christopher Columbus (1827) in Spain, quoted only the conventional motto and omitted the epitaph. Thus, slight though the honor be, it appears that in 1822 Freneau became the first American to publish the account of the West Indies burial with the traditional epitaph and the exceptional motto.

University of Hawaii

PHILIP MARSH

A FRENCH PUN IN "LOVE'S LABOUR'S LOST"

In Love's Labour's Lost, III, 1, lines 85-123 (Kittredge edition) have given occasion to various fruitless speculations. But it seems certain there is a French pun involved to which no one has called attention. It is a play on the old French oye (goose) and l'envoy. Apparently the envoy was spoken very softly and undue stress placed upon the rest of the word. The various repetitions of the doggerel are made to enable those present, and perhaps the audience, to see the pun.

After the fox, goose and ape riddle, Moth tries to make this apparent:

A good l'envoy ending in the goose; would you desire more?

Costard sees the “sell” immediately and says:

The boy hath sold him a bargain, a goose, that's flat—
Let me see: A fat l'envoy; ay, that's a fat goose.

Costard makes a later reference to this:

O marry me to one Frances! I smell some l'envoy, some goose, in this.

a text with questions in New York, 1837, as The History of the Discovery and Settlement of America.

10 Under “Silva,” pages 379-80, a correction of Belknap.
April 17, 1945

Mr. Philip M. Marsh
University of Hawaii
Honolulu, Hawaii

Dear Mr. Marsh:

It is very kind of you to remember the library by sending your article on Freneau and the Bones of Columbus. Please accept our thanks.

Sincerely yours

hmj

Secretary
September 17, 1945

Mr. Philip Marsh  
Huntington Library  
San Marino, California  

Dear Mr. Marsh:

Please accept our thanks for your unfailing kindness in remembering the Maine Author Collection, to which we are very glad to add the three items received today.

Sincerely yours

hmj  
In Charge of  
Maine Author Collection
A System of Grading English Composition

By Philip Marsh
University of Hawaii

It is not too much to say that, in college English as in high school English, there is no standard of grading. By this, I mean that there is no generally accepted standard, and no exact standard practice anywhere.

The vagueness of our “system” of grading English themes is shameful, in both high school and college. It is shameful because it is not fair to the earnest students, nor fair to the earnest teachers who wish to treat their students fairly.

We give true-and-false tests, history tests, and fact tests generally in fields other than English—in all of which both students and teachers can arrive at an approximation of a workable standard. If a student answers 40 out of 50 equally important questions, we know his proportionate correctness. But there is almost no approach to such a measuring stick in English composition. Generally speaking, it can be anything, depending on the school, the text, or the teacher. And usually it is a chameleon, changing with any one of these.

There are two types of composition teachers—those who emphasize grammar and those who emphasize rhetoric. By “grammar” I mean what the dictionary means—the study of words and syntax. By “rhetoric,” I mean the use of words, sentences, and paragraphs for effect—and, for teaching convenience, I include ideas and their organization, or what some prefer to call “content.” As it is in practice impossible to separate content from rhetoric, it is simpler to call them by one term, rhetoric, whose dictionary definition is the art of good prose writing. That is enough for use in a workaday discussion.

The “grammar type” teacher is a hound pursuing the trail of misspelled words, misplaced commas, faulty references, dangling modifiers, failures in agreement, tense shifts, fragments, and comma faults. He may become so obsessed with the importance of grammar as to neglect rhetoric altogether—that this is extremely unlikely. But he is likely to fail a student for one comma fault or fragment, or for two or three “Ags” or “Refs.” He may force students to think so much in terms of corrections that their creative or “content” faculty becomes cramped. But this teacher corrects many papers in great detail, and turns out “grammar conscious” students who are unlikely to discredit his name or institution. He has taken the hard way.

The rhetoric teacher often is a rather vague, dreamy person with bad eyes or important extra-curricular interests that make the gruelling hours of correction, indulged by Mr. Grammar, quite out of harmony with his private life. It is so much easier just to mark the grade on the papers! It is also much easier to teach by vague generalizations that no one can pin down, measure, or count. This teacher usually has a small group of superior students who “adore” him, and whom—perhaps unconsciously—he favors as much as he inspires. He may be a philosopher in an amateur way, and frequently says that education, particularly higher education, is “for the few.” It is a very beautiful concept, that only the select deserve to be admitted into the inner circle of good rank, that they must be like their teacher, believe with him, write what pleases his taste—and all others are “the unfortunates.” By principle, he is a Calvinist. Only the elect can receive salvation. He may be quite sincere. He may develop a few brilliant writers. But, incidentally, he has chosen for himself the easier way. It is a way that is often unjust to the majority, many of whom could be developed into acceptable performers worthy of good rank. But as an aristocrat, he is unfitted to develop them.

Neither teacher is right. Both have their faults and features. Mr. Grammar needs the aspiration and inspirational quality of Mr. Rhetoric, who needs something like Mr. Grammar’s measuring stick. Isn’t it possible for us to aim at a combination of both? There are probably more Mr. Rhetorics than Mr. Grammars, because we tend to choose the easy ways of life—and our paper correction is a mighty burden unknown to other kinds of teachers. Too many students come to college complaining—when they get F—that they never had to write themes, or wrote only one or two a year, or had social studies, core studies, or some other lazy substitute for composition. When these students reach college, they may be faced for the first time with an emphasis on grammar, and fail in their first semester. Or possibly, because in their test themes they were brilliant, they were marked from the start as “superior,” slated to get favorite treatment on a “content” basis.

The tendency of high school teachers to dodge this problem of the college freshman, may be laid partly to the fact that most of their students just don’t go beyond high school. And the tendency of college teachers to ignore the weak student, to say that he “should have learned all that in high school,” is a failure to face a real responsibility.

It is the college teacher’s responsibility to encourage, not to discourage, the weak student, so long as there is hope, and an earnest effort to improve. Should effort be ranked? No—but it should be kept alive. There is no excuse for turning a cold shoulder to an earnest student, or for the easy assumption that improvement is entirely the student’s affair. Special courses should be provided—and are in many colleges—for these weak ones. Where they are not provided, the least a teacher can do is to take time to instruct a class, or a student, in fundamentals. It is his responsibility to see that not one who can be saved, is lost. He is not to give the student a single point he does not earn—but he should see that the boy or girl has every chance to achieve the ability to earn a passing grade. And the basis of that
principle, of course, is a quality too often missing—a genuine interest in every student’s welfare.

In college as in high school, there are also two types—Mr. Grammar and Mr. Rhetoric—and, although practically all college teachers are grammar conscious, they vary widely. There seems to be no telling what a college, or a teacher, will emphasize. Fragments and comma faults may be entirely condoned, or abruptly marked down. I have heard of one teacher who failed papers for one spelling error. Most of us would agree that such a practice is going too far. There are others who go as far in the other direction—as giving A’s and B’s largely for neatness, or entirely on content, ignoring grammar nearly altogether. It is not too much to say that, in college English as in high school English, there is no standard of grading. By this, I mean that there is no generally accepted standard, and no exact standard practice anywhere. In no other department of education can such a sweeping statement be made. It is time that an effort was made to bring all this vagueness, this inefficiency, with its annual cost in disappointments and injustices, into a sort of workable yardstick.

To attempt to do this for both the preparatory and college level may seem too ambitious. But there is no essential difference in the measure, for the subject is the same. It is only in the application of the measure that variation is to be expected.

Certain general principles must be assumed:
1. D, C, B, A for ten-point divisions, 60% to 100%, and F for failure.
2. Themes of 300-500 words.
3. C as the middle measure of mediocrity.
4. Freedom from Frag, CF, Ag, Ref, and Tense errors a necessity for a C basis.
5. Reasonable clearness necessary for a C basis.

That is—a paper meeting the assignment, free from serious grammatical errors, and reasonably clear, deserves a C rating. A paper exceeding these requirements in the direction of rhetoric—that is, whose intelligence, organization, and content is plainly above average, should get a B. In exceptional cases, it deserves an A. This sign of perfection should always be given rarely.

On the other side of C, if a paper has serious grammatical errors, it should be marked down. Probably any one of the serious errors would be enough to deserve a markdown to D; more than one, to F. There are extenuating circumstances, of course, such as the question of meaning. But in general this rule will work satisfactorily. If the students are told about it, they will know the basis of their grades, and feel that there is no injustice or mystery about them.

The problem of the paper that is both good in rhetoric and bad in grammar becomes one of balancing values. Consider its probable rank if it lacked rhetoric. Let us say it would then deserve a D. But it is a superior paper, intelligently organized and expressed, so that, without the grammar faults, it would have a B value. The D balances the B, and the result is C. The paper that is bad in both rhetoric and grammar, of course, is no problem. It is an unquestionable F.

There still remains the question of the weight to be given to the major errors—Frag, Cf, Ag, Ref, and Tense. This weight can be shifted according to the prevalence, until the disease is wiped out. There is also some question about whether to penalize fragments. Certain authorities differ as to their value and validity. It is wisest to discourage them altogether, except for answers to questions, for exclamations, and for realistic dialogue. Any attempt to palliate their use will result in teacher difficulty and student confusion. Besides, except for answers, exclamations, and dialog, there is almost never a fragment that cannot as well or better be attached to a sentence.

The minor errors—spelling, punctuation, idioms, diction, and others—can be raised, as a class policy, to the level of the more serious ones, whenever their prevalence rises to threaten good writing. In individual papers, a large number of any one of these can be given the value of a serious error.

The “rhetoric errors,” like delicate shades of meaning, choices of subtle diction, appropriateness, and such—these are matters that concern only the few rather exceptional scholars who reach and maintain the levels of B and A. Their treatment then becomes personal, individual, and comparatively easy. As we know, this kind of student is easiest of all to teach.

Altogether, such a general system as I have outlined is workable, and neglects no quality of good writing. All writing should have a background of good reading; and adjustments to this reading, to local conditions, and to individual cases are always possible. The advantage of some such system is obvious and twofold—it gives the teacher a rough but approximately correct yardstick, and it explains to the student how his rank is arrived at. When he understands, he can then much more readily see how to improve. Too often students are only confused by their ranks, wonder whether they are being treated fairly, and are discouraged by teacher rebuffs when they inquire. Students should be encouraged by the frank treatment that such a system makes possible, and by the elimination of some of the mystery and suspicion which hovers around English departments, textbooks, and teachers everywhere.
January 10, 1946

Dr. Philip M. Marsh
Huntington Library
San Marino, California

Dear Dr. Marsh:

The January 1946 Maine Alumnus carries news of your degree of Doctor of Philosophy, and we are not surprised that it was earned by a dissertation upon Philip Freneau. Our congratulations to you upon this merited achievement.

Sincerely yours

hmj

In Charge of
Maine Author Collection
January 15, 1946

Dr. Philip M. Marsh
California Institute of Technology
Pasadena, California

Dear Dr. Marsh:

Please accept our warm thanks for your holiday greetings brought by the gift of the reprints on Freneau. We are glad to add these to your other material in the Maine Author Collection, and appreciate your remembering us from time to time with such material.

Sincerely yours

hmj

In Charge of
Maine Author Collection
March 13, 1946

Dr. Philip M. Marsh
California Institute of Technology
Pasadena, California

Dear Dr. Marsh:

Thank you very much for the reprint, THE VINDICATION OF MR. JEFFERSON. We are glad to have this to add to your material, and appreciate your remembering the library.

Sincerely yours

hmj

In Charge of
Maine Author Collection
October 15, 1946

Dr. Philip Marsh
Miami University
Oxford, Ohio

Dear Dr. Marsh:

Please accept our thanks for your kindness in remembering this library with your reprinted articles MADISON'S DEFENSE OF FRENEAU and PHILIP FRENEAU, OUR SAILOR POET. We are very glad to add these to your other writings.

Sincerely yours

hmj
In Charge of
Maine Author Collection
April 1, 1947

Dr. Philip M. Marsh  
Miami University  
Oxford, Ohio  

Dear Dr. Marsh:

Thank you for sending the reprinted article JEFFERSON AND FRENEAU to be added to your earlier material. We continue to appreciate your thought of us, and hope that some day your accumulation of knowledge and information about Freneau and his period may result in a book.

Sincerely yours

In Charge of
hmj  
Maine Author Collection
Mr. Philip M. Marsh  
Miami University  
Oxford, Ohio  

Dear Mr. Marsh:  

Thank you for the offprint of JOHN BECKLEY, MYSTERY MAN OF THE EARLY JEFFERSONIANS. We shall be glad to add this to your other material, and appreciate your remembering the collection.

Sincerely yours  

hmj  
In Charge of  
Maine Author Collection
September 2, 1954

Professor Philip M. Marsh
Miami University
Oxford, Ohio

Dear Mr. Marsh:

It is a pleasure to notice in the newspaper that you have a new volume of poems published. We look forward with interest to seeing THE LAST BACHELOR, and wish it an encouraging success.

It is possible that you no longer feel a tie with the State of Maine; and yet, having included you in the Maine Author Collection, we are loath to let you go. Perhaps you share this feeling, and, if you do, please know that the collection has a place just waiting for an inscribed copy of THE LAST BACHELOR.

Sincerely yours

hmj

In Charge of
Maine Author Collection
September 11, 1954

My dear Mr. Jacob—

Thanks for your interest in The Last Bachelor and me. But as they invested over $900 in its publication, and expect to lose several hundred dollars, it seems to me that the least my friends can do is to buy a copy at the small retail price. In the case of libraries, of course, there is a discount.

Sincerely,

Philip Marsl
September 15, 1954

Professor Philip M. Marsh
Miami University
Oxford, Ohio

Dear Mr. Marsh:

Your point is well taken, and we sympathize fully with your feeling about gift copies of your books under the circumstances. The Maine Author Collection has been obliged to depend upon the generous interest of our writers for exactly the same reason that now deters you. Our budget is simply not sufficient for inclusion of this activity. We hope, of course, that someday it may be; until then, we have regarded the collection as an important one, and have endeavored to keep it complete as best we could. Better luck to you and to us!

Perhaps the new book will surprise and encourage you. We shall certainly note it in the Maine in Print list which appears in the quarterly Bulletin of the Maine Library Association, bringing it thus to the attention of Maine librarians. Let's hope that this will increase the demand.

Sincerely yours

In Charge of
Maine Author Collection