



Internal use 587508

Application for a Grant

Identification						
This page will be made available to selection committee members and external assessors.						
Funding opportunity Insight Grants						
Joint or special initiative						
Application title English dictionaries in the sixteenth century						
Applicant family name Considine			Applicant given name John		Initials P	
Org. code 1480111	Full name of applicant's organization and department University of Alberta English and Film Studies					
Org. code 1480111	Full name of administrative organization and department University of Alberta English and Film Studies					
Scholar type	Regular <input checked="" type="radio"/>	New <input type="radio"/>	Research Group			
If New, specify category	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	435-1	
Does your proposal require a multidisciplinary evaluation?					Yes <input type="radio"/>	No <input checked="" type="radio"/>
Is this a research-creation project?					Yes <input type="radio"/>	No <input checked="" type="radio"/>
Does your proposal involve human beings as research subjects? If "Yes", consult the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> and submit your proposal to your organization's Research Ethics Board.					Yes <input type="radio"/>	No <input checked="" type="radio"/>
Does your proposal involve activity that requires a permit, licence, or approval under any federal statute; or physical interaction with the environment? If 'Yes', complete Appendices A and B.					Yes <input type="radio"/>	No <input checked="" type="radio"/>
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total funds requested from SSHRC	<u>12,144</u>	<u>13,596</u>	<u>13,796</u>	<u>0</u>	<u>0</u>	<u>39,536</u>



Family name, Given name

Considine, John

Participants

List names of your team members (co-applicants and collaborators) who will take part in the intellectual direction of the research. Do not include assistants, students or consultants.

Role

Co-applicant

Collaborator

Family name

Given name

Initials

Org. code

Full organization name

Department/Division name

Role

Co-applicant

Collaborator

Family name

Given name

Initials

Org. code

Full organization name

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Org. code

Full organization name

Department/Division name

Role

Co-applicant

Collaborator

Family name

Given name

Initials

Org. code

Full organization name

Department/Division name



Research Activity
The information provided in this section refers to your research proposal.

Keywords
List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

history of learned texts; history of the book

Priority Areas - Priority area(s) most relevant to your proposal.

Disciplines - Indicate and rank up to 3 disciplines that best correspond to your activity.

Rank	Code	Discipline	If "Other", specify
1	52000	Literature, Modern Languages and	
2	51000	History	
3	62400	Linguistics	

Areas of Research
Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	100	Arts and culture
2		
3		

Temporal Periods
If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
<p>Year</p> <p>1475 BC AD</p> <p>_____ ○ ●</p> <p>_____ ○ ○</p>	<p>Year</p> <p>1600 BC AD</p> <p>_____ ○ ●</p> <p>_____ ○ ○</p>



Family name, Given name
Considine, John

Research Activity (cont'd)

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1	3200	Western Europe
2		
3		

Countries

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1	3204	ENGLAND	
2	3222	SCOTLAND	
3	3227	WALES	
4	3210	IRELAND/EIRE	
5			



Family name, Given name

Considine, John

Response to Previous Critiques - maximum one page

Applicants may, if they wish, address criticisms and suggestions offered by adjudication committees and external assessors who have reviewed previous applications.

Empty response area for addressing criticisms and suggestions.



Family name, Given name

Considine, John

Summary of Proposal

The summary of your research proposal should indicate clearly the problem or issue to be addressed, the potential contribution of the research both in terms of the advancement of knowledge and of the wider social benefit, etc.

The research project I propose will lead to a book on the intellectual and cultural history of dictionaries in sixteenth-century England. The primary texts it will discuss are dictionaries and wordlists produced or circulated in England, both printed and manuscript.

These texts were at the heart of sixteenth-century English literate culture. Many of them were bilingual, guiding English-speakers in their encounters with other languages. Latin-English and English-Latin dictionaries form the largest group (every educated person used these, so that they are for instance the one kind of dictionary which Shakespeare is absolutely certain to have studied), but there were also dictionaries of English with Welsh, Spanish, Italian, French, Old English, Russian, and other languages, and wordlists of English with languages of Africa, the Ottoman Empire, and the Arctic. Monolingual English dictionaries and glossaries introduced their readers to the fields of specialized literate knowledge most highly valued in sixteenth-century insular culture, giving access to the languages of the law, medicine, and other arts and sciences; the first free-standing non-specialized English dictionary appeared just after the period under discussion, in 1604.

There is no unified study of all these extraordinarily interesting and important texts. Partial studies (of printed dictionaries produced in England, and of printed glossaries appended to English books) do exist, and there is a recent collection of essays on sixteenth-century English dictionaries and much priceless material in a multi-volume bibliography of works on the English language, but the time is ripe for a monographic study. My book will of course provide a comprehensive survey of the dictionaries and wordlists themselves and comment on their relationships. Moreover, it will, vitally, go beyond the making of a basic survey in two respects, neither of which is really touched on in the partial studies mentioned above. First, it will attend closely and sustainedly to the role of the primary texts in the imaginative lives of their makers and users: to the stories they told and the cultural needs they satisfied. Second, it will attend with the same closeness and thoroughness to the lives of dictionaries as material books. Who owned them? What material evidence is there for their use? (To answer this question, the examination of as many surviving copies as possible of the printed dictionaries of the period, and of as many manuscript wordlists as possible, will be essential.) What did sixteenth-century readers and users of dictionaries say about them? As I have argued in my first monograph and elsewhere, it is by answering these questions that we come not simply to enumerate dictionaries, but to see why they mattered.

My first monograph has, as far as I know, mostly been read by members of the academic community (including undergraduate students) and professional lexicographers, and I would expect much the same to be true of the study which I now propose to write. I would also expect the proposed study to have a similar interdisciplinary impact, and a similar indirect impact beyond the academy, to that of my first book, which has recently been cited by historians of lexicography and the language sciences, but also in works on language for a wide readership by authors such as Jack Lynch, Henry Hitchings, and Alastair Fowler, and in studies of the histories of Orientalism, religion, Anglo-Saxon studies, Byzantine literature, literary translation, the English language, and "méditations cosmographiques."

English dictionaries in the sixteenth century

The research project I propose will lead to a book on the intellectual and cultural history of dictionaries in sixteenth-century England. The primary texts it will discuss are dictionaries and wordlists produced or circulated in England, both printed and manuscript.

“A Dictionarie, for euerie present vse.”

When the sixteenth-century teacher, prose stylist, and theorist of education Roger Ascham wanted to argue as strongly as possible for the importance of a book, he said that it should “be euer in the Scholers hand, and also vsed of him, as a Dictionarie, for euerie present vse” (1570: fo. 2r). In Ascham’s century, dictionaries became a vital part of the experience of every schoolchild. They were books ever in the hand. Every educated adult, from Ascham’s pupil Elizabeth I to the grammar-school boy William Shakespeare, had been a careful dictionary user in her or his formative years, because dictionaries and wordlists were the key to even the most modest knowledge of Latin. They were also the key to the linguistic coherence of the newly united kingdom of England and Wales: one of the first major bilingual dictionaries of English and a living vernacular was William Salesbury’s Welsh–English *Dictionary in Englyshe and Welshe* of 1547, advertised on its title page as “moche necessary to all suche Welshemen as will spedly learne the englyshe tongue.” They were the key to the most prestigious languages and cultures of continental Europe, namely French, Italian, and Spanish, and to the languages of the Bible, namely Greek and Hebrew. They led English-speakers to the languages of a wider world — Russia and the Ottoman Empire, Africa and the Arctic — and of their own Anglo-Saxon and high medieval past. They were a way in to the specialized vocabularies of the law (which still used a specialized variety of French for some purposes, as well as English and Latin), of medicine and botany, of rhetoric, and of other arts and sciences. They claimed to open up the secret lives of the Roma, and of thieves and vagabonds.

Studies of sixteenth-century dictionaries.

There is no unified study of these fascinating and profoundly important texts. The closest approach to such a study at present is Gabriele Stein’s pioneering *The English dictionary before Cawdrey* (1985), more than two thirds of which deals with the sixteenth century, but which does not consider manuscripts, printed glossaries and wordlists from books which were not themselves dictionaries, or imported dictionaries. Its meticulous presentation of primary evidence does, moreover, tend to overwhelm its narrative, a point to which I shall return below. (Stein’s study is a companion to DeWitt Starnes and Gertrude Noyes’s *The English dictionary from Cawdrey to Johnson*, likewise a pioneering work, which has been widely and rightly admired since its appearance in 1946, and is notoriously overdue for replacement, a point to which I shall also return.) A lively overview of the period for a general audience forms part of Jonathon Green’s history of English dictionaries (1996: 76–170). The *Oxford history of English lexicography* has a chapter on the sixteenth and early seventeenth centuries (Cowie 2009: 1.41–64), as well as a number of brief treatments of the sixteenth century in chapters on specialized kinds of dictionary. Information about printed glossaries was gathered by Jürgen Schäfer in the first volume of his *Early modern English lexicography* (1989). A great deal of material on sixteenth-century English dictionaries and wordlists is scattered through the 21 volumes, many of them in multiple parts, of R. C. Alston’s stupendous *Bibliography of the English language*

(1974–2011). Ian Lancashire’s *Lexicons of early modern English* database makes it possible to search machine-readable texts of entries from many dictionaries and wordlists. (Page images of printed dictionaries are available from the database *Early English Books Online*; however, since navigating large reference books on screen is extremely cumbersome, whether it is attempted online with the EEBO interface or offline with pdf images downloaded from EEBO, the printed facsimiles in Alston’s series *English linguistics 1500–1800* are still very useful.) Rod McConchie has recently (2012) edited a volume of previously published papers on sixteenth-century English lexicographers with a valuable synthesizing introduction. This fine work, and much more in the form of articles not gathered in McConchie’s collection, and the occasional monograph on sixteenth-century lexicography (notably Stein’s book of 1997 on John Palsgrave and Werner Hülsen’s of 1999 on subject-grouped dictionaries), prepares the ground for the new account which I propose.

The scope of the proposed project.

My book will tell the story of English dictionaries, glossaries, and wordlists in the sixteenth century, opening with an overview of the fifteenth-century and earlier dictionaries which were available in 1501, and ending with 1600 as a clear, arbitrary cut-off date. It will deal with material which circulated in print and material which remained in manuscript. It will focus on dictionaries and wordlists which included some English-language material (headwords, definitions, or translation equivalents), but will also attend more briefly to other similar texts which were made or circulated in the English-speaking British Isles in the sixteenth century. For instance, one of *OED*’s sixteenth-century quotations for *dictionary* is from a Scottish record of 1574, “[Ane] dict[i]onar in latene and frence,” and the story of Latin–English dictionaries must include the point that for some purposes, they might be replaced by or used with Latin–French dictionaries or monolingual dictionaries of Latin. Likewise, Salesbury’s Welsh–English dictionary must be contextualized in the monolingual Welsh lexicographical traditions on which it drew. My book will, moreover, attempt to see English dictionaries in their European context, asking how and why they differed from those made for other standardizing vernaculars such as French, German, and Italian in the same period. A provisional chapter breakdown, with notes on a few major sources — including some shameless self-citations, to show ways in which the proposed project would develop from earlier work of mine — is as follows:

1. The medieval heritage: manuscripts and incunabular printings of medieval dictionaries, and early sixteenth-century printed dictionaries in the medieval tradition.

This appears to be an under-explored field, partly because the story of the medieval dictionaries themselves is rather complicated (Stein 1985: 44–120 and Sauer 2009 are now supplemented by material in Franzen 2012), and partly because the beginnings of humanistic lexicography are more obviously exciting than the last regenerations of medieval dictionaries. But dictionaries circulate long after their making; medieval lexicographers did guide Renaissance readers.

*2. Humanistic Latin dictionaries from Sir Thomas Elyot’s *Dictionarie through the dictionaries of Thomas Cooper and Thomas Thomas.** The story of this tradition, of which the classic account is still that of Starnes (1954), is a microcosm of the social changes undergone by sixteenth-century English humanism, from the self-consciously pioneering

work of Elyot in 1538, drawing on Continental sources (background in Lehmborg 2004; material on his lexicographical work by Considine and by Stein in McConchie 2012 [3–14, 153–162] and on its origins by Considine [2008: 19–55, 134]) through its reworkings by Cooper in 1565 (see Considine 2004) to the work, preserved in very interesting archival material (see Stevenson in McConchie 2012: 169–185), of the printer Thomas Thomas in 1589.

3. Bilingual and polyglot dictionaries of English with European and other vernaculars.

This may well be the longest chapter. After the work of Palsgrave, Salesbury's Welsh dictionary was followed by Veron's and Baret's trilinguals (English, Latin, and French) but also by the French dictionary tradition associated with Claudius Hollyband (for which see Eccles in McConchie 2012: 305–315, and Cormier and Francœur 2004), by a tradition of Spanish dictionaries and wordlists (see now Fernandez 2010: 71–186), and by the first of Florio's dictionaries in 1598. All of these were undertaken in parallel with polyglot traditions, all of which originated and flourished most vigorously on the Continent. There are manuscript dictionaries to be taken into account (the survey by Lancashire in Considine 2012: 1–14 is now supplemented by material in the two parts of vol. 20 of Alston's bibliography), not least the Russian dictionary of Mark Ridley. Sixteenth-century English wordlists of more exotic languages, from colloquial Arabic to Huron and Malagasy, have been listed by me (Considine 2012: 365–366); there, I missed one of the most interesting, Romany (Boorde 1555: sigs. N2r–v).

4. Dictionaries in other learned traditions: minor Latin, Greek, and Hebrew dictionaries, and wordlists of Old English and Middle English. Of these, the Latin dictionaries (for instance, those of Howlet, Withals, Levens, and Pelegromius) again have important Continental affinities. As schoolroom books, they tend to carry particularly interesting usage evidence. Their publishing history, including that of the people whom publishers paid to revise them, calls for attention, as McConchie observes in a most suggestive aside (2012: xxiii): the first really profitable dictionaries were Latin dictionaries for the schoolroom. Dictionaries and wordlists of Greek and Hebrew such as John Udall's *Key of the holy tongue* are an underexplored topic. The wordlists of Old English, all transmitted in manuscript, have had some attention (e.g. Considine 2008: 156–169), though they have tended to be viewed in the history of Old English studies and of antiquarianism, rather than in the context of sixteenth-century dictionary-making.

5. Dictionaries and wordlists of English: specialized works and the schoolroom tradition.

This includes the glossaries listed in Schäfer 1989 as well as specialized manuscript glossaries. A striking group of glossaries is those of cant, the special vocabulary of vagabonds, to which Coleman (2004: 20–29 and 142–147) is an excellent introduction, though here as so often, the story of English lexicography is told without its Continental context (i.e. the early wordlists of Rotwelsch: see Kluge 1901: 35–80). This chapter also discusses Coote 1596, on whose work the hard-word dictionaries of the seventeenth century were ultimately founded: this is not a dictionary, but it is a text which is essential to the discussion of dictionary history (cf. Considine 2008: 18, “Some histories of lexicography have been notably impoverished by a failure to look beyond dictionaries at the related works contemporary with them”).

6. *The ownership and circulation of dictionaries.* This chapter will analyze what we know about sixteenth-century dictionary ownership from booklists and other documentary sources, and from extant copies of the dictionaries themselves. I have discussed one body of evidence which suggests that “the dictionaries circulating in seventeenth-century England were often of continental European origin, and the monoglot dictionaries of English which have often been privileged by historians of lexicography were an inconspicuous minority among them” (Considine 2012: xlix–l). It remains to be seen how important imported dictionaries were in sixteenth-century England, though a book on English dictionaries would certainly need to treat them with a sense of proportion.

The book could be written and researched chapter by chapter, bringing in the work of research assistants (see “Training and mentoring” below) to enrich text in a penultimate draft. A target of two long chapters per year over three years would be in line with my research productivity since 2008. (I note that I shall be eligible for a full-year sabbatical in the first of the three years over which I intend to work.)

Methodology.

Studies of the history of lexicography are always in danger of becoming lists: the more dictionaries one covers, the more like an annotated bibliography one’s book may become. To be sure, sixteenth-century dictionaries were made and circulated on paper, and their physical form was a vital part of the ways in which their readers experienced them, so their bibliography does matter. My first SSHRC-funded monograph, *Dictionaries in early modern Europe* (2008) was duly attentive to bibliography, as taught and practiced by Don McKenzie (cf. McKenzie 1999): it saw the making and circulation of dictionaries in terms of “the sociology of texts” or indeed of book history. A largely complimentary review in Danish (Pálfi 2009) had the title “Ny europæisk ordbogshistorie — eller boghistorie?” (“A new European history of the wordbook — or history of the book?”). Bibliographies of dictionaries can be fascinating in their own right: William Jervis Jones’s of seventeenth-century German dictionaries (2000) comes to mind. But the book I propose will not be a bibliography, or even primarily a contribution to the history of the book. I wrote at the beginning of my monograph of 2008 that “many dictionaries can be read as, to some extent, works of the imagination, and as presences in the imaginative lives of their readers” (4) and at the end that “The great advantage of reading dictionaries in a cultural context ... is that one’s reading is ... inevitably led beyond the dictionaries themselves. So it must always be if we are to see why dictionaries matter” (320). So, the project I propose investigates dictionaries as *books* in the hands or on the shelves of their readers and owners, and also, in balance with this, as *texts*, telling stories or making kinds of intellectual and imaginative activity possible. Three methodological considerations follow from this.

First, in order to discuss sixteenth-century dictionaries as part of the history of the book, I need to read as many as possible of the extant booklists from the period, and that is feasible (Jayne 1983 is a foundational guide; some of the richest material since 1983 is in the Private Libraries in Renaissance England series [Fehrenbach et al. 1992–2009] and the *PLRE.Folger* database). I (and my research assistants: see “Research team, previous output, and student training”

elsewhere in this application) also need to inspect a generous sample of the relevant printed books, both dictionaries and other books which included glossaries, and as many lexicographical manuscripts as possible. Some individual copies of dictionaries are very rich sources for this sort of inquiry, for instance the 1516 printed *Promptuarium parvulorum* formerly owned by the Earl of Macclesfield, the margins of which have been extensively marked up not only with lexical notes but also — why? — with theological ones (it was item 21 in the bookseller Karen Thomson's catalogue 98, and is now at Yale, though apparently not yet catalogued). Others are less sensational, but every contemporary ownership inscription, underlining, note of price, or choice of binding tells a story. The inspection of digital images is a useful beginning in this sort of work, but it is no substitute for the handling of books. Seeing every copy of an early printed book can be a life-long quest, but the half-dozen richest repositories do, between them, offer a very good sample.

Second, in order to investigate dictionaries as texts, I must read them as best I can. That certainly means reading paratexts — dedications, prefaces, notes to the reader — and contextual material. It also means reading as much as possible of the dictionaries themselves, looking in particular for long entries, striking headwords, words which have been handled interestingly in other sixteenth-century dictionaries, words which attracted readers' marks or comments: anything which stands out. This is not the only possible approach to the study of dictionaries; it has recently been said by two excellent historians of lexicography that “the best way to analyze and contextualize a dictionary is by means of a synthesis of qualitative and contextual research with rigorous statistical analysis” (Coleman and Ogilvie 2009: 18). But another excellent historian of lexicography, who is aware of this argument, has responded that there “are different ways of writing the history of lexicography, all of them worthwhile, all of them eventually mutually responsive or implicated,” and that “Lexicography is fundamentally a human enterprise” (Adams 2010: 18, 20). In this project, I propose to write the history of lexicography from the perspective of the humanities, not the social sciences, and what I write will be driven by reading rather than by statistical analysis.

It follows that, because I see the history of lexicography as part of the history of cultural and intellectual life, I see consecutive narrative in which texts and contexts are brought together as the best form for its extended expression. Stein (1985) makes very extensive use of comparative tables to show the ways in which dictionaries tended to belong to traditions of compilation and publication rather than being original works, and I shall be able to refer readers to her work, but my book will, like *Dictionaries in early modern Europe*, focus on readable narrative rather than on the presentation of this sort of evidence.

The proposed project as part of a larger research programme.

Finally, I should like to return to the point about Starnes and Noyes's *English dictionary from Cawdrey to Johnson* with which I began this detailed proposal. The research which I am proposing would lead to a free-standing book on sixteenth-century English dictionaries, not to the first volume of a trilogy. However, on its completion, the obvious next step would be a companion volume on seventeenth-century dictionaries, which would replace the first part of Starnes and Noyes's book, and the next step after that would be a volume on eighteenth-century dictionaries, which would replace the second section of their book. Considering the accelerating

rate of dictionary production between 1500 and 1800, these two future volumes would need to be slightly longer than that for the sixteenth century, but they would also need to be undertaken with due care for economy of scale, so that they could each be read from end to end. The book which I am proposing to write with the support of the SSHRC Insight Grant for which I am applying here, and the books which I imagine following it, would, between them, offer a rewriting of the history of English lexicography in the three centuries in which it changed most deeply and most interestingly. This rewriting is long overdue; a series of excellent studies since the 1970s have prepared the way for it, as has work of mine undertaken since the late 1990s; and it will begin with the project which I submit here.

I would expect a book which achieved the aims which I propose to achieve to be widely read. Stein 1985 never reached its potential in this respect, partly because it was published by a press which at the time had rather a conservative marketing strategy, and partly because its very extensive presentation of evidence made it at times more of a sourcebook than a powerful narrative in its own right. But Starnes and Noyes 1946 is listed in more than 700 WorldCat locations, including public libraries as well as university libraries; it is read by every scholar and lexicographer whose interests touch on early English dictionaries; and it is also a staple of advanced undergraduate courses. Starnes and Noyes 1991 is listed in a further 200 WorldCat locations in hard copy, and a further 184 as an e-book. I would hope that the results of the project which I propose here would have a similar long-term impact.

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- Thomas, Thomas. 1589. *Dictionarium linguae latinae et anglicanae*. Cambridge: ex officina Iohannis Legatt.
- Udall, John. 1593. *The key of the holy tongue, wherein is conteineid ... thirdly, a short dictionary*. Leiden: imprinted by Francis Raphelengius.
- Veron, John. 1554. *Dictionariolum puerorum, tribus linguis latina, anglica, et gallica conscriptum*. London: apud Reginaldum Wolfium.
- Withals, John. 1553. *A shorte dictionarie for yonge begynners*. London: imprinted in the house of Thomas Berthelet.

Knowledge mobilization

The primary knowledge mobilization outcome of my research project will be the publication of a monograph with a major international academic press. This has been the primary achievement of both my previous SSHRC-funded projects, and it is appropriate to the discipline in which I work: I am going to tell a story about a rich series of developments in cultural and intellectual history, and this story can be told most coherently, and made available most widely and permanently, in book form. My target readership is international, and I understand the importance of publishing with a press which disseminates its books internationally; in the first instance, I would approach Cambridge University Press, which published my first SSHRC-funded monograph, *Dictionaries in Early Modern Europe*, and is considering publication of the second. I see that *Dictionaries in Early Modern Europe* is listed as available in hard copy in 304 WorldCat libraries and as an e-book in 65 WorldCat libraries; its availability in paperback means that many individuals own copies; it was widely reviewed, and is already coming to be cited in a broad international range of publications; it can be searched on Google Books. The alternative to Cambridge would almost certainly be John Benjamins of Amsterdam and Philadelphia, a world-class publisher in the field of the history of the language sciences, with which I have worked for some years. In either case, accessibility to undergraduate students would be an important consideration: the book I want to write will tell a story which is regularly part of undergraduate courses in the history of the English language, and though it will certainly be a scholarly monograph rather than a textbook, it must be accessible both in its writing and in its published form.

The secondary knowledge mobilization outcomes will be the dissemination of my research findings in publications, conference presentations, professional networking, and teaching. I have a strong track record of publishing book chapters and articles in scholarly journals: among the outcomes of my last SSHRC SRG were ten book chapters and articles, some already available in open-access form, published in England, Germany, Italy, the Netherlands, Poland, and the United States. I intend to disseminate the research funded by the Insight Grant for which I am applying in a similar body of shorter publications as well as my monograph. I likewise intend to disseminate my work in international conferences and symposia, at the same rate — two or three a year — as I achieved with my last SSHRC SRG funding. I would expect, for instance, to give presentations at the International Conference on Historical Lexicography and Lexicology (Las Palmas, 2014; Oslo, 2016); the Congress of the International Association for Neo-Latin Studies (Vienna, 2015); the fourth international New Approaches in English Historical Lexis Symposium (Finland, 2014?); and the XIII International Conference on the History of the Language Sciences (Portugal, 2015). The diversity of these venues is deliberate. I also intend to disseminate my work to the non-academic community in venues such as my recent alumni lecture on lexicography and my current jointly curated rare book exhibit at the University of Alberta library. Professional networking and teaching are less quantifiable outcomes, but no less important. My daily professional correspondence across and beyond the English-speaking world, my work with the journal *Historiographia Linguistica* and the book series *Studies in the History of the Language Sciences*, and my consultancy work for the *Oxford English Dictionary* have all been fed by former SSHRC-funded research and will be fed by the project now under consideration. The same is true of my undergraduate teaching and my graduate teaching and supervision, both in specific courses like my undergraduate course on the history of the English language and my recent (and very well received) senior seminars in lexicography and etymology, and more generally in the way that a research project inevitably permeates one's teaching.



Family name, Given name
Considine, John

Expected Outcomes

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

Scholarly Benefits

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Knowledge creation/intellectual outcomes	
2		
3		

Social Benefits

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Cultural outcomes	
2		
3		

Audiences

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	Academic sector/peers, including scholarly associations	
2	Postsecondary institutions	
3	Students	
4	Practitioners/professional associations	
5	Para-public institutions (museums, libraries, etc.)	



Family name, Given name

Considine, John

Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

I hope for four outcomes from this project.

First, my research findings will be disseminated in a monograph; given the important subject matter and the leading academic publisher which I have in mind, I would expect this to be widely read by academics, graduate and advanced undergraduate students, and lexicographers.

Second, my research findings will be disseminated in articles and conference presentations of mine, largely for international academic audiences in the history of the English language, the history of lexicography and the language sciences, and intellectual and cultural history. My most recent SSHRC-funded research was disseminated in ten articles and multiple conference presentations.

Third, three graduate research assistants will be given training, research travel opportunities, and conference presentation opportunities, the latter ensuring the further dissemination of work arising from the project.

Finally, and at the broadest level of expected outcome, I draw attention to a recent review of my first SSHRC-funded monograph, by the leading American historian of dictionaries Fredric Dolezal, in the International Journal of Lexicography. He writes that the monograph "implicitly makes a case for practitioners and scholars of lexicography to broaden their understanding of the possible scope and reach of their work and discipline" and ends by stressing "the value this book should have on the future scholarship of the history of the book, material culture, and lexicography." I very much hope that Dolezal was right: that the earlier monograph will speak influentially to makers of dictionaries and to a wide variety of historical and linguistic scholarship. I intend the research undertaken with the grant for which I am now applying to be at least as influential.

Research team, previous output, and student training

Research team

The project for which I am seeking funding will lead to a single-authored book, so the question of a research team does not arise.

Previous output

My most recent research project led to the writing of a book, *Academy Dictionaries 1600–1800*, which I sent to Cambridge University Press in September 2012, and which is now being read by referees. It runs to 267 word-processed pages, or 106 048 words. The project also led to ten book chapters and articles, most of which were explorations of topics which could not be fully treated in the book; one or two were preliminary versions of sections of the book. It was funded by a SSHRC SRG.

Academy Dictionaries told the story of the dictionaries of European languages, including English, which belonged to the academy tradition founded in Italy with the publication of the *Vocabolario degli Accademici della Crusca* in 1612, of which the most famous member was the *Dictionnaire de l'Académie française* of 1694 (editions since 1835 have been issued as *Dictionnaire de l'Académie française*). As well as these French and Italian examples, the tradition led by 1800 to published or projected dictionaries in Germany, Denmark, Spain, England, the Netherlands, Russia, Portugal, and Sweden. This tradition has never been the subject of a unified historical account in any language.

This project, and its SSHRC-funded predecessor, which led to the publication of my monograph *Dictionaries in Early Modern Europe* (Cambridge University Press, 2008), have both prepared me for the work for which I am now requesting an Insight Grant. Both have led me to explore English dictionary-making traditions in the Continental European context which I believe is vital for their full understanding. Both have led me to develop a model for placing dictionary history in its social and cultural contexts. *Academy Dictionaries* in particular has led me to understand lexicographical influence in terms of traditions of dictionary-making rather than of borrowing from one work to another. It was in the course of writing *Academy Dictionaries* that I decided that I was ready to turn to the new history of early-modern English lexicography which is the subject of this proposal.

Student training and mentoring

This has been the aspect of my previous SSHRC-funded work with which I have been least satisfied. I have certainly benefitted from translation work done by research assistants, but the nature of the particular primary and secondary sources with which I deal has meant that other work such as bibliographical investigation and the counting of citations of sources which has been carried out in a twelve-month or six-month research assistantship has been helpful but not transformational — for me or, I suspect, for the students working with me. Nor has it always ended up being very visible in the publications which have come out of my research projects. I propose to give students working on this project much more valuable opportunities.

I would like to send one graduate student per year for the three years of the funded project to spend a week at a major US library or pair of libraries, examining their sixteenth-century dictionary materials as exhaustively as possible. One of these research trips would be to the Cordell Collection in Terre Haute, Indiana; one to the Folger Shakespeare Library and the Library of Congress in Washington, DC; one to the Beinecke Library of Yale University.

The student and I would have a series of thorough briefing meetings before the research trip, discussing what to look for; in effect, these would be tutorials in the history of the book, dictionary history, and palaeography, as well as explorations of the catalogues of the collection in question. I would ask for twenty hours' work — two two-hour sessions on each of five days — in the course of the week at the library, so that the student would have time to undertake some independent work of his or her own. This would not only bring me really useful and otherwise unobtainable data, but would also give the student invaluable experience in planning and doing archival work away from Edmonton: it is one thing to encourage graduate students to do this in principle (as I have done in a number of graduate proseminars) but another to help them do it in practice.

After the research trip, we would have a series of debriefing meetings, discussing the material which the student noted and transcribed, and deciding how he or she could disseminate material from the trip in a conference presentation: I have seen material of the sort which the research assistant would be gathering work very well indeed in a conference setting. So, the benefit to the student of the research assistantship would include the preparation of the research trip, the experience of the trip itself, and the opportunity to give a conference presentation afterwards.



Family name, Given name

Considine, John

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

Personnel costs	Year 1		Year 2		Year 3		Year 4		Year 5	
	No.	Amount								
Student salaries and benefits/Stipends										
Undergraduate										
Masters										
Doctorate	1	2,042	1	2,124	1	2,208	0	0	0	0
Non-student salaries and benefits/Stipends										
Postdoctoral										
Other										
Travel and subsistence costs										
	Year 1		Year 2		Year 3		Year 4		Year 5	
Applicant/Team member(s)										
Canadian travel										
Foreign travel		5,891		6,185		6,495		0		0
Students										
Canadian travel										
Foreign travel		4,211		5,287		5,093		0		0
Other expenses										
Professional/Technical services										
Supplies										
Non-disposable equipment										
Computer hardware										
Other										
Other expenses (specify)										
Total		12,144		13,596		13,796		0		0

Budget Justification

My project does not require any purchases of material items. The expenses for which I am requesting funding are therefore for student salaries and travel. I and one research assistant per year would make two journeys each per year, one to undertake research and one to disseminate research findings.

1. Student salaries

As I explain in the section “Research team, previous output, and student training” of the present application, I would engage one research assistant a year, almost certainly a doctoral student rather than a master’s student. Each year, my current assistant would undertake one research trip to a library or libraries in the United States to examine multiple copies of sixteenth-century printed dictionaries. The assistant would only dedicate twenty hours of concentrated research activity to the project in that week, in order to have time for his or her own work as well, but an average of half an hour per book means that each assistant would report on forty books, and over three years, I would have reports on a hundred and twenty. Since my own research trips would add rather more, I would expect to end up with information on at least three hundred individual copies of early dictionaries, a much richer resource than anyone who works in the field has ever deployed before.

To the twenty hours of concentrated desk time specified here, must be added time spent in briefing and debriefing meetings and (a rather different matter) time spent travelling. I propose that the total would be equivalent to a one-month appointment at twelve hours per week, for which the University of Alberta stipulates a minimum of \$2042.15 (including salaries and benefits), and suggests an increase of 4% per annum: to the nearest dollar, \$2042, \$2124, and \$2208 in the three years of the project.

2. Travel: principal investigator

2a. Travel for research purposes

I propose one seven-day research trip per year to libraries in the UK, the primary objective being the examination of as many copies of printed dictionaries and glossaries, and dictionary manuscripts, as possible. In the first year, this trip would be to Cambridge, to inspect holdings in college libraries (notably Trinity and St John’s) and Cambridge University Library; in the second, it would be to Oxford, to inspect holdings in college libraries, the Taylor Institution, and the Bodleian Library (I examined some, but not all, of the relevant material at the Bodleian in a pilot project in 2010); in the third, it would be to London, to inspect holdings in the British Library and its neighbours (Kings College London, the London Library, University College London, the University of London Research Library Services). All three trips would entail flying into Heathrow, and modest accommodation in Oxford and Cambridge costs as much as comparable accommodation in central London, so the expense of all three trips would be very much the same before inflation. I estimate \$1267 for the return airfare (based on the best rate currently available for an arbitrarily selected week in November 2012); \$900 for seven days’ accommodation; \$462 for seven days’ subsistence at the University per diem of \$66; and \$200

for ground transportation in Canada and England, a total of \$2829 for each research trip, increasing with 5% inflation per year to \$2970 and \$3119.

2b. Travel for dissemination purposes

I propose one conference trip to the UK or Europe per year to be funded by SSHRC, averaging seven days for conference and travel together; funding for further conference trips would be sought from the university or taken from my professional expenses allowance. I estimate airfare of \$1300 (based on the best rate currently available for an Edmonton–Frankfurt round trip in an arbitrarily selected week in November), a conference fee of \$200, and accommodation, per diem expenses, and ground transportation expenses in line with those estimated at 2a above, for a total of \$3062, increasing with 5% inflation per year to \$3215 and \$3376.

3. Travel: research assistant

3a. Travel for research purposes

I envisage three research trips to be made by research assistants: one to Terre Haute, Indiana (2013); one to Washington, DC (2014); one to New Haven, Connecticut (2015). For each of these, I estimate an average of \$200 for ground transportation, and \$315 for seven days' subsistence at the University's per diem of \$45. Based on best online rates for an arbitrarily selected week in November, 2012, the trip to Terre Haute would cost \$1200 in airfare (Edmonton–Champaign) but only \$516 in accommodation, for a total, with ground transportation and per diem, of \$2231. The trip to Washington would cost only \$780 in airfare, but \$1760 for hotel accommodation such as the Holiday Inn, close to the Folger and the Library of Congress: Washington is not always an easy or even a safe city to navigate, and I think the location of the hotel is important. The total, with ground transportation and per diem, would be \$3055 or, allowing for 5% annual inflation over one year, \$3208. The trip to New Haven would cost \$975 in airfare (Edmonton–New Haven via Toronto and Philadelphia) and \$1150 in accommodation: again, the choice of hotel is not luxurious but has convenience and safety, and therefore central location, in mind. The total, with ground transportation and per diem, would be \$2640 or, allowing for 5% annual inflation over two years, \$2910.

3b. Travel for dissemination purposes

I propose one conference trip to a North American conference such as that of the Renaissance Society of America for each year. The first possible RSA conference would be in New York City in March 2014: I estimate \$600 airfare, \$150 conference fee (the current RSA rate), \$850 accommodation (expensive, but this is the RSA rate for its 2013 conference hotel), \$180 for four days' per diem, and \$200 for ground transportation, to a total of \$1980. Using this estimate as a basis for the next two years, allowing for 5% inflation each year, would give figures of \$2079 and \$2183.



Family name, Given name

Considine, John

Suggested Assessors

List Canadian or foreign specialists whom SSHRC may ask to assess your proposal.

List keywords that best describe the assessor's areas of research expertise. Please refer to the Suggested Assessors section of the detailed instructions for more information on conflicts of interest.

Family name Brewer		Given name Charlotte		Initials	Title Professor
Org. code	Full organization name University of Oxford		Keywords history of dictionaries; English language and literature		
Department/Division name Hertford College			Address Hertford College Oxford OX1 3BW		
Country code		Area code	Number	Extension	
Telephone number		+44 1865 279410		Country UNITED KINGDOM	
Fax number					
E-mail charlotte.brewer@hertford.ox.ac.uk					
Family name Lynch		Given name Jack		Initials	Title Professor
Org. code	Full organization name Rutgers University		Keywords history of dictionaries; English literature		
Department/Division name Department of English			Address Department of English Rutgers University 360 M. L. King Blvd.		
Country code		Area code	Number	Extension	
Telephone number		1	973	3535204	
Fax number					
City/Municipality		Prov./State	Postal/Zip code		
Newark		NJ	07102		
Country UNITED STATES					
E-mail jlynch@andromeda.rutgers.edu					
Family name Stray		Given name Christopher		Initials	Title Dr.
Org. code	Full organization name Swansea University		Keywords history of classical scholarship; history of textbooks		
Department/Division name College of Arts and Humanities: History & Classics			Address College of Arts and Humanities Swansea University Singleton Park		
Country code		Area code	Number	Extension	
Telephone number		+44	1792	205678	5187
Fax number					
Country UNITED KINGDOM					
E-mail c.a.stray@swansea.ac.uk					

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB

Exclusions

I believe that the only potential assessor of my project who might not provide an impartial review is Ian Lancashire, now retired professor of English at the University of Toronto: I have in the past refereed work of his unfavourably, and I believe that he took this personally; more recently, his general editorship of the Ashgate Critical Essays on Early English Lexicographers series, in which I edited a volume, led to a number of very unpleasant and acrimonious exchanges between us.



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Internal use	CID (if known)
051659	75739

Identification
Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name			
Family name	Given name	Initials	Title
Considine	John	P	Professor

Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	<input type="radio"/> Canadian	<input checked="" type="radio"/> Permanent resident since (yyyy/mm/dd)	<input type="radio"/> Other (country)	Have you applied for permanent residency?
		1996/08/25		<input type="radio"/> Yes <input type="radio"/> No

Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
1966	<input type="radio"/> F <input checked="" type="radio"/> M	T6E1V9	<input checked="" type="radio"/> English <input type="radio"/> French	<input checked="" type="radio"/> Yes <input type="radio"/> No

Full name used during previous contact, if different from above

Contact Information
The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	246 - 3830					
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	492 - 8142					
Primary E-mail: john.considine@ualberta.ca							
Secondary E-mail:							

Personal information will be stored in the Personal Information Bank for the appropriate program.

Checked

Web CV

2012/10/12

Identification

PROTECTED B WHEN COMPLETED





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Family name, Given name

Considine, John

Current Address Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.			Correspondence Address Complete this section if you wish your correspondence to be sent to an address other than your current address.		
Address			Address		
City/Municipality	Prov. / State	Postal/Zip code	City/Municipality	Prov. / State	Postal/Zip code
Country			Country		
Temporary Address If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.			Permanent Address in CANADA		
Address			Address		
City/Municipality	Prov./ State		City/Municipality	Prov./ State	Postal/Zip code
Country			Country		
Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)	Temporary telephone/fax number			
		Country code	Area code	Number	Extension
Temporary E-mail					



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Family name, Given name

Considine, John

Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	100	Arts and culture
2		
3		

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From	To
<p>Year</p> <p>1450 <input type="radio"/> BC <input checked="" type="radio"/> AD</p> <p>2000 <input type="radio"/> <input checked="" type="radio"/></p>	<p>Year</p> <p>2000 <input type="radio"/> <input checked="" type="radio"/> BC <input checked="" type="radio"/> AD</p> <p>2007 <input type="radio"/> <input checked="" type="radio"/></p>

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	3200	Western Europe
2	3000	Europe
3	9001	International

Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./ State
1	3204	ENGLAND	
2	3225	UNITED KINGDOM	
3	3206	GERMANY	
4	1100	CANADA	
5	3101	DENMARK	



Family name, Given name

Considine, John

Curriculum Vitae

Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Latin, German, classical Greek; other Germanic and Romance languages
French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position		Start date (yyyy/mm)
Full Professor		2010/7
Org. code	Full organization name	
1480111	University of Alberta	
Department/Division name		
English and Film Studies		
Position type	<input checked="" type="radio"/> Tenured <input type="radio"/> Non-tenure <input type="radio"/> Tenure-track <input type="radio"/> Non-academic	Employment status
		<input checked="" type="radio"/> Full-time <input type="radio"/> Part-time <input type="radio"/> Non-salaried <input type="radio"/> Leave of absence
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Associate Professor	2004/7	2010/6
Org. code	Full organization name	
1480111	University of Alberta	
Department/Division name		
English and Film Studies		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Assistant Professor	2000/7	2004/6
Org. code	Full organization name	
1480111	University of Alberta	
Department/division name		
English and Film Studies		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Adjunct professor	1996/7	2000/6
Org. code	Full organization name	
1480111	University of Alberta	
Department/Division name		
English and Film Studies		

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Family name, Given name

Considine, John

Work Experience (cont'd)

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Assistant Editor	1995/1	1996/6

Org. code	Full organization name
1	Oxford University Press

Department/Division name
Oxford English Dictionary

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Freelance library researcher	1993/1	1994/12

Org. code	Full organization name
1	Oxford University Press

Department/Division name
Oxford English Dictionary

Position	Start date (yyyy/mm)	End date (yyyy/mm)

Org. code	Full organization name

Department/Division name

Position	Start date (yyyy/mm)	End date (yyyy/mm)

Org. code	Full organization name

Department/Division name

Position	Start date (yyyy/mm)	End date (yyyy/mm)

Org. code	Full organization name

Department/Division name



Family name, Given name

Considine, John

Academic Background				
List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate		1989/09		1995/01
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
52100	Literature, English	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1	Oxford University			
Country ENGLAND				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Master's		1989/09		1993/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
52100	Literature, English	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1	Oxford University			
Country ENGLAND				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Hon.		1986/09		1989/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
52100	Literature, English	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1	Oxford University			
Country ENGLAND				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				

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Family name, Given name

Considine, John

Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded

Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

lexicography; social history of languages; history of learned texts; early modern; neo-Latin

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	62420	Lexicology, Lexicography	
2	52100	Literature, English	
3	51014	Intellectual History	
4	62408	Diachronic Linguistics	
5	51004	Cultural History	



Family name, Given name

Considine, John

Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2008	\$11,064
Role	Applicant	Completion status <input checked="" type="checkbox"/> Complete	
Project title	International Conference on Historical Lexicography and Lexicology		
Applicant's family name	Applicant's given name	Initials	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2005	\$44,869
Role	Applicant	Completion status <input checked="" type="checkbox"/> Complete	
Project title	Bardic dictionaries and academy dictionaries: lexicographical thought and the making of heritage in the long 18th century		
Applicant's family name	Applicant's given name	Initials	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2002	\$10,000
Role	Applicant	Completion status <input checked="" type="checkbox"/> Complete	
Project title	Refractions of Germany in Canadian literature and culture (conference)		
Applicant's family name	Applicant's given name	Initials	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	1999	\$53,844
Role	Applicant	Completion status <input checked="" type="checkbox"/> Complete	
Project title	Heroic dictionaries: lexicography and epic from the sixteenth to the twenty-first centuries		
Applicant's family name	Applicant's given name	Initials	

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV

1. Research Contributions Over the Last Six Years (2006-2012)

[The previous support from SSHRC signalled with an asterisk includes a conference grant of 2008 as well as an SRG of 2005; the conference resulted in three collections of essays.]

Monographs

**Academy dictionaries 1600-1800*. Submitted to Cambridge University Press, September 2012. 267 word-processed pages.

**Dictionaries in early modern Europe: lexicography and the making of heritage*. Cambridge: Cambridge University Press, 2008. xiv + 393 pp.

Edited books

Early English lexicographers: The seventeenth century [collection of twenty-seven reprinted papers, with my introduction, two original papers of mine, two papers translated by me, and my index]. Aldershot: Ashgate Publishing, 2012. xliii + 513 pp.

**Adventuring in dictionaries: New studies in the history of lexicography* [collection of seventeen new articles, with my introduction]. Newcastle, Cambridge Scholars Publishing, 2010. xxii + 380 pp.

**Current projects in historical lexicography* [collection of seven new articles and two shorter pieces, with my introduction]. Newcastle: Cambridge Scholars Publishing, 2010. xxxvi + 202 pp.

**Webs of words: New studies in historical lexicology* [collection of ten new articles, with my introduction]. Newcastle: Cambridge Scholars Publishing, 2010. xxi + 242 pp.

Co-edited books and special issues

*[with Toon Van Hal] *Language and History* 53.2 (November 2010) 63–137: special issue on classifying and comparing languages in post-Renaissance Europe (1600–1800).

[with Sylvia Brown] *The Ladies Dictionary* (1694) [facsimile with new introduction and index of sources]. Aldershot: Ashgate Publishing, 2010. liii + 780 pp.

[with Giovanni Iamartino] *Words and dictionaries from the British Isles in historical perspective*. Newcastle, UK: Cambridge Scholars Publishing, 2007. xvii + 225 pp.

Exhibition catalogues

[with Sylvia Brown] *The spacious margin: Eighteenth-century books and the traces of their readers*. Edmonton: University of Alberta Libraries, 2012). 118 pp.

[with Sylvia Brown, and with contributions by Amie Shirkie] *Marginated: Seventeenth-century books and the traces of their readers*. Edmonton: University of Alberta Libraries, 2010. 161 pp.

Articles and notes

[With Kristine Kowalchuk.] *Hoxycroxy and oxycroceum: A folk survival from medieval Latin*.” Forthcoming in *Notes and Queries* (2013).

“Elisha Coles in context.” Forthcoming in *Dictionaries* (2012).

“Dictionaries and the standardization of English.” In *Historical Linguistics of English* (Handbücher zur Sprach- und Kommunikationswissenschaft 34.1), ed. Alex Bergs and Laurel Brinton, 1050–1062. Berlin: de Gruyter, 2012.

*“Genealogical narratives and European identity (1520–1720).” In *The heart of Europe: The power of faith, vision, and belonging in European unification*, ed. Katharina Kunter, 63–77. Hannover: Wehrhahn Verlag, 2011.

“‘As thin as a rake’: but what is a rake?” *Notes and Queries* 256 (new ser 58).4 (December 2011): 490–1.

- “John Lane’s *Verball*: A lost Elizabethan dictionary project.” In *Words in dictionaries and history*, ed. Olga Timofeeva and Tanja Säily, 41–54. Amsterdam and Philadelphia: John Benjamins, 2011.
- “Introduction.” *Early English lexicographers: The seventeenth century* [see “Edited books” above]. xv–lxiii.
- “The lexicography of the learned languages in seventeenth-century England.” *Early English lexicographers: The seventeenth century* [see “Edited books” above]. 343–363.
- “Wordlists of exotic languages in seventeenth-century England.” *Early English lexicographers: The seventeenth century* [see “Edited books” above] 365–375.
- “Henry Cockeram: The social world of a seventeenth-century lexicographer.” *Adventuring in dictionaries* [see “Edited books” above] 23–44.
- *“Introduction: The history of lexicography.” *Adventuring in dictionaries* [see “Edited books” above] ix–xxii.
- *“Leibniz as lexicographer?” In Gerda Häbler with Gesina Volkmann, eds., *History of Linguistics 2008: Selected papers from the eleventh International Conference on the History of the Language Sciences (ICHoLS XI), 28 August–2 September 2008, Potsdam* (Amsterdam and Philadelphia: John Benjamins, 2011), 217–224.
- *[with Toon Van Hal.] “Introduction: Classifying and comparing languages in post-Renaissance Europe (1600–1800).” *Language and history* 53.2 (November 2010): 63–69.
- *“Why was Claude de Saumaise interested in the Scythian hypothesis?” *Language and history* 53.2 (November 2010): 81–96.
- *“Introduction: Historical dictionary projects.” *Current projects in historical lexicography* [see “Edited books” above] vii–xxxvi.
- “Global contexts for the revision of *DCHP*.” *Current projects in historical lexicography* [see “Edited books” above] 144–149.
- *“Introduction: Historical lexicology.” *Webs of words* [see “Edited books” above] vii–xxi.
- *“Towards a history of English-language dialect lexicography.” O. M. Karpova and F. I. Kartashkova, eds., *New trends in lexicography: Ways of registering and describing lexis* (Newcastle, UK: Cambridge Scholars Publishing, 2010/2011), 120–130.
- *“Matthias Moth and the dictionary project as cultural treasury.” In *Insights into English and Germanic lexicology and lexicography: Past and present perspectives*, ed. Laura Pinnavaia and Nicholas Brownlees, 251–266 (Monza: Polimetrica, 2010).
- “*De ortu et occasu linguae latinae*: the Latin language and the origins of the concept of language death.” In *Latinity and alterity in the early modern period*, ed. Yasmin Haskell and Juanita Feroz Ruys, 55–77 (Turnhout: Brepols; Tempe, AZ: MRTS, 2010).
- “‘Rippe, rippe you kitchinstuffe wrangler’: Nashe and a ghost word in *OED*.” *Notes and Queries* 254 (new ser. 56). 4 (December 2009): 619–621.
- *“Ancient Greek among the eighteenth-century languages of science: Linnaeus, Dillenius, and the lexicographical record.” *International Journal of the Classical Tradition* 16.3/4 (September/December 2009): 330–343.
- “Literary classics in *OED* quotation evidence.” *Review of English Studies* 60 (2009): 620–638.
- “Lascivious boys in the Bower of Bliss: a note on *Faerie Queene* II v 28 and II xii 72.” *Notes and Queries* 254 (new ser. 56).1 (March 2009): 42.
- “Early uses and etymology of *blotto*.” *American Speech* (Spring 2009): 72–82.
- *“Stephen Skinner’s *Etymologicon* and other English etymological dictionaries 1650–1700.”

Studia Etymologica Cracoviensia 14 (2009): 123–151.

*“Les voyelles ne font rien, et les consonnes font peu de choses: on the history of Voltaire’s supposed comment on etymology.” *Historiographia Linguistica* 36.1/2 (2009): 181–189.

“Darby and Joan and the *Athenian Mercury*.” *Notes and Queries* 253 (new ser. 55).3 (September 2008): 328–9.

“John de Soyres’s ‘Brief Glossary of Canadian Expressions’ (1889): the first wordlist of general Canadian English.” *Anglistik* 19.2 (2008): 81–91.

“Did Andreas Jäger or Georg Caspar Kirchmaier write the dissertation *De lingua vetustissima Europae* (1686)?” *Historiographia Linguistica* 35.1/2 (2008): 13–22.

*“Leibniz and Lexicography.” In Marijke Mooijaart and Marijke van der Wal, eds., *Yesterday’s Words: Contemporary, Current and Future Lexicography* (Newcastle, UK: Cambridge Scholars Publishing, 2008): 41–52.

“The origin of the phrases *persona grata* and *persona non grata*.” *Neophilologus* 91 (2007) 525–537.

*“Du Cange’s *Glossarium* and the history of reading.” In R. Schnur et al. eds., *Acta Conventus Neo-Latini Bonnensis : proceedings of the twelfth international congress of Neo-Latin studies, Bonn, Medieval and Renaissance Texts and Studies* (Tempe, AZ : Arizona Center for Medieval and Renaissance Studies, 2007): 249–58.

“Introduction: historical lexicography and lexicology.” In Considine and Iamartino, eds., *Words and dictionaries from the British Isles in historical perspective* (see above): vii–xvii.

“A note on *lapis philosophicus*, *lapis philosophorum*, and some other medieval names of the philosophers’ stone.” *Archivum latinitatis medii aevi* 64 (2006): 295–306.

Book reviews

21 book reviews since 2006, in the following: *Historiographia Linguistica* (3), *International Journal of the Classical Tradition*, *International Journal of Lexicography* (2), *New England Quarterly*, *Notes and Queries*, *Papers of the Bibliographical Society of Canada* (2), *Renaissance and Reformation* (6), *Renaissance Studies*, *Seventeenth-Century News* (3), *Sixteenth Century Journal*.

Conference Presentations

Regular presentations at the International Conferences on Historical Lexicography and Lexicology and the congresses of the International Association for Neo-Latin Studies, and presentations at other conferences on dictionaries and on early modern culture, including “Edward Phillips’ *New world of English Words* (1658) and the invention of the dictionary consultant,” Otto Jespersen Memorial Lecture, Thirteenth International Symposium on Lexicography, Copenhagen, May 2007 and “Lexicography and language death in the English-speaking world, 1600–1900,” plenary lecture, conference “Glossari, dizionari, corpora: lessicologia e lessicografia delle lingue europee,” Gargnano del Garda, May 2006.

2. Other Research Contributions

I have furthered the dissemination of research in my unpaid work as Associate Editor of *Historiographia Linguistica*, arguably the premier history of linguistics journal in the world, and as board member of the John Benjamins series *Studies in the History of the Language Sciences*.

I have made numerous contributions as a consultant and as a voluntary contributor to the *Oxford English Dictionary*. These are drops in the ocean of the dictionary, but they must be potentially my most widely disseminated research (the online *OED* receives two million hits per month).

3. Most Significant Career Research Contributions

1. My most significant contribution to date has been my work on the history of lexicography in Europe from 1500 to 1800, in the form of my published *Dictionaries in Early Modern Europe*, my forthcoming *Academy Dictionaries*, and numerous articles and conference papers.
2. Second is my work on the history of lexicography in early modern England, most recently in the form of my volume in the Ashgate Critical Essays on Early English Lexicographers series (which includes 45 000 words of original contributions by me, excluding the index), but also articles such as those on Elisha Coles (2012), John Lane (2011), Henry Cockeram (2010), and Stephen Skinner (2009).
3. Third is my work on the history of the language sciences, including articles on the early comparison of languages (2010), the *Oxford English Dictionary* (2010, but also work going back to 1996), the concept of language death (2010), and the place in the history of linguistics of such figures as Leibniz, Linnaeus, and Voltaire.
4. Fourth is my work on the history of the English language, including not only more than twenty years of service to the *Oxford English Dictionary* as consultant, editor, freelancer, and voluntary contributor, but articles on the histories and etymologies of English words from *blotto* (2009) via *hoxycroxy* (2013) to *pendugum* (1999), and articles on subjects from standardization (2012) to languages in Canada (2004).
5. Fifth is my more broadly historical work on post-medieval English and European books, language, and culture, including two major exhibitions of early printed books and their catalogues (2012, 2010: both co-authored), articles on the history of European identity (2012), the history of reading (2007), Mennonite Low German (2001), and the history of jellies (2000), as well as twenty contributions to the *Oxford Dictionary of National Biography*. Many of the 46 book reviews which I've published in the last twelve years fit into this category.

5. Contributions to Training

The department of English and Film Studies at the University of Alberta has not admitted any graduate student to work on a topic related to lexicography or language history in the last six years: I have sat on the departmental graduate committee and taught graduate seminars, but I have had very limited opportunities to supervise.

PhD: Kristine Kowalchuk (supervisory committee member): completed 2012

Jan Olesen (supervisor): completed 2007

MSc: Kristina Geeraerts (examining committee member): completed 2010

MA / MLIS: Colette Leung (supervisory committee member): ongoing

MA: Liam Farrer (supervisory committee member): ongoing

Anna Dow (supervisory committee member): completed 2012

Rob Imes (supervisory committee member): completed 2011

Involving students in my research has been impracticable on the whole: undergraduate research funding in my department is very limited, and graduate students do not work on the topics which I research. Published collaborations with two PhD students, Amie Shirkie and Kristine Kowalchuk, are identified in Section 1 above.