English Literature

A PERIOD
ANTHOLOGY



Baugh

McClelland

ENGLISH LITERATURE

英国文子

A PERIOD ANTHOLOGY

Edited by

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and

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UNIVERSITY OF PENNSYLVANIA



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PREFACE

English Literature: A Period Anthology began as a revision of a text which the editors prepared in 1925 for "college survey" courses and has ended in a completely new book. The steady sale of the earlier volume has demonstrated the soundness of the principle there introduced of printing complete texts wherever possible and, where this was obviously out of the question—as, for example, The Faerie Queene or Paradise Lost—including substantial units by which the character of the work could be fairly represented.

The same principle has been followed in the present book.

The intervening years have seen a tendency in anthologies of this kind toward steady expansion, until at the time the editors began work on the book here offered the average collection had reached two volumes of approximately eleven hundred pages each. The result was a text that almost no teacher could cover in a year's course, and the frequent necessity of skipping authors and works created in the student's mind an impression of superficiality. It seemed to the present editors that expansion had gone too far, and that all that most classes could adequately cover could be included in a single volume of fifteen hundred pages. Such a book would be pedagogically sounder, besides bringing about a substantial saving to the student, and such a book the editors have attempted to produce. Some of its main features may be mentioned.

Emphasis has been laid upon the major works of major writers. Important types like the Elizabethan lyric are exemplified by a substantial collection of the best specimens of the type. As in our former book, the Contemporary Period is generously represented. In 1925 this was a distinct innovation. But the editors still hold the conviction that it is unfortunate for students, whose reading in later life will often be in current literature, to get the impression that great literature ceased to be written about the time their teachers—or their teachers' teachers—began to teach. Accordingly this section of the book has been prepared without regard to the expense for copyright permissions, and offers, it is believed, a body of the most important poetry and prose of the twentieth cen-

tury.

A feature of the book is the inclusion of five complete plays, so that the drama, in which English literature is so distinguished, is represented in each period in which it played a significant part—the Middle Ages, the Elizabethan Age, the Restoration, the Eighteenth Century, and the Contemporary Period. Of the various types of literature

only the novel has been excluded, in accordance with general practice.

In order that the student may read the literature of each period with some understanding of the conditions under which it was written and the more general characteristics of the age, a general introduction has been provided for each of the periods into which the book has been divided. These have been written by specialists, whose names are a guarantee of distinction and authority. And since works of literature do not write themselves, but reflect the experience and personality of the writer, each author is provided with what the editors hope is not only an informative but a readable biographical sketch, full in the case of major figures, briefer for writers of lesser scope. Wherever

PREFACE

the understanding and enjoyment of a work will be increased by an appropriate explanation, a critical and interpretative introduction has been provided. The dates given at the end of poems, following a common practice, indicate (on the left) the date of composition where known, and (on the right) the date of first publication. For texts other than poetry this information is given in the introduction.

The texts are liberally annotated in the footnotes. The fullness of the annotation is intentional. Since no distracting numbers appear in the text, the student who does not need help in understanding any passage will not be annoyed by referring to a note which for him is unnecessary, while the student who needs an explanation will readily find it by the line number. The very varied preparation with which students enter college, and the small number nowadays with a foundation in the classics, is the obvious justification for a fullness of annotation which a generation ago would have been unnecessary. Since not all classes will read every selection in the book, we have intentionally repeated explanations rather than referring the student to a previous occurrence of a word or an allusion. At the same time, we have provided an abundance of cross-references to assist the student in associating the works of various authors and periods.

The translation of Beowulf is that of Mr. Baugh, originally published in Century Types of English Literature, and here reproduced with occasional revision. The translations of the shorter Old English poems were generously contributed by Professor Stine. All translations in the Middle English section not specifically acknowledged are by Mr. Baugh. It is a pleasure to thank the scholars who wrote the introductions to the major periods. They are, however, in no sense responsible for the editing of that part of the book to which their introductions are attached. At different times the editors have received help of many kinds from their colleagues and friends, too numerous to mention individually. To all of them our gratitude is none the less warm. Special thanks, however, are due to Mr. Harold J. Kane, now of the University of Colorado, who assisted in the annotation of various texts in the seventeenth and eighteenth centuries, to Professor Richard D. Altick who wrote for the Romantic and Victorian periods most of the biographical sketches and some of the introductory notes, and to Mr. Wright Britton who has assisted in verifying references and with the illustrations. We wish also to thank those individuals and institutions which have permitted the reproduction of pictures in their possession even though our indebtedness is separately acknowledged elsewhere. We are indebted to Mr. Harold Minton for drawing the vignettes on pages 1 and 1265. We are greatly indebted to Mrs. Baugh for much typing of introductions and footnotes, for help on the reading and checking of the proofs, and for compiling the index. Finally, we wish to record our appreciation of the part which the staff of Appleton-Century-Crofts have had in the matter of typographical design, and of their contribution toward making the book one which, it is hoped, the student will enjoy using and from which the teacher will find pleasure in teaching.

A. C. B. G. W. McC.

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