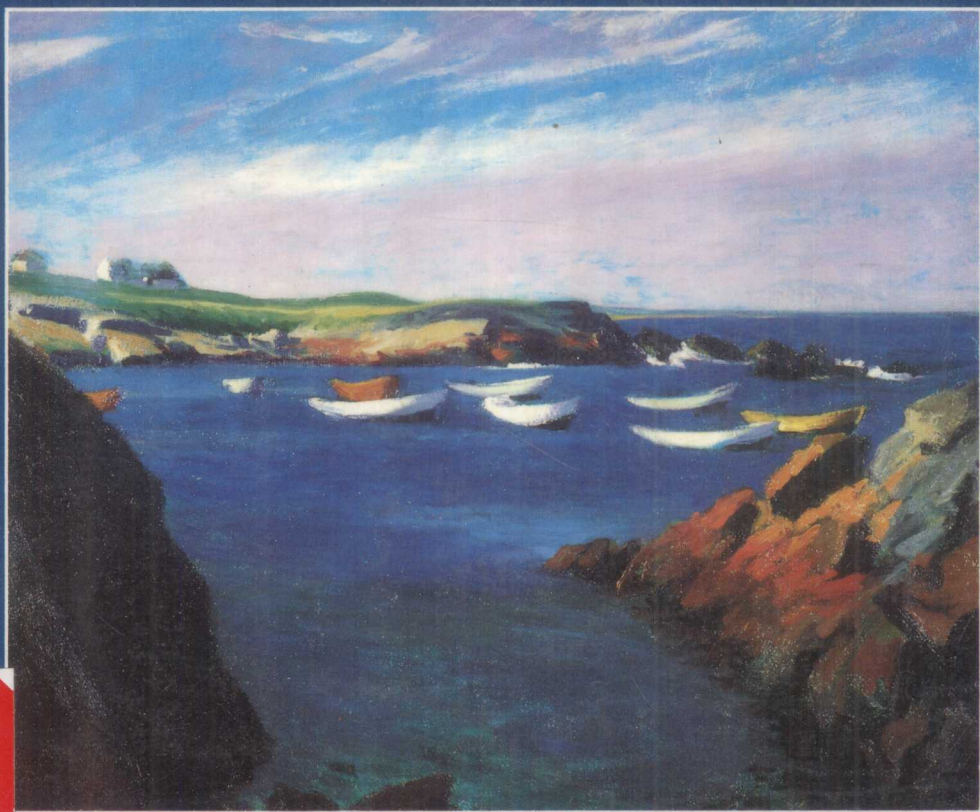


SIXTH EDITION
SHORTER

The Norton Reader





The Norton Reader

An Anthology of Expository Prose

SIXTH EDITION, SHORTER

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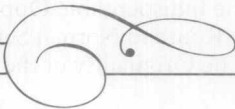
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Preface

Since its first edition in 1965, *The Norton Reader* has sought to provide for students and teachers a solid and exciting selection, both chronologically and stylistically, of a great art form: the essay. A vital culture is constantly in motion. The interests of readers change with the times. Essays which stood at the forefront of student concern only a few years ago, now seem dated, calling for us to address new issues and to reinforce old ones, always with one prime prerequisite—quality.

In size, quality, and value, the Sixth Edition of *The Norton Reader*, Shorter Edition maintains the standard set by its predecessors. Of its 129 selections, 48 are new. The new essays figure prominently in Human Nature, where two-thirds of the entries are new; in Science, which has been doubled in size, commensurate with the remarkable recent flowering of science writing for intelligent men and women; and in Education, where a very old favorite makes its first appearance in the *Reader*, James Thurber's "University Days."

Once again annotation has been slightly increased. Publication dates continue to appear at the ends of selections in the right margins with the date of composition, when significantly earlier, in the left. Although there are no new sections, Apothegms has been deleted; the Album of Styles has been cut almost in half; and the title of Politics and Government has been judiciously expanded to Politics, Economy, and Government, the change drawing attention to such essays as Kirkpatrick Sale's "The Myths of Bigness."

Additions come at the price of deletions which, although made on advice from many teachers who have used the Fifth Edition, inevitably cause some regret, but 81 selections continue from the past including from Personal Report a full eight, seven out of eight in Mind, and six out of seven in History, and eleven out of fourteen in Philosophy and Religion. Thomas (Dylan and Lewis), Angelou, Didion, E. B. White, Bronowski, Zinsser, Thurber, Orwell, Twain, King, and Sartre, to name but a few, are still here, tested and proved, for users of former editions. And our basic principles of selection remain essentially unchanged. Contempo-

rary essays are set beside earlier pieces, easy and entertaining essays beside those that challenge and stretch the mind; the Prose Forms continue to provide seeds for student essays and suggestions for using prose in modes other than the full-scale essay. Women writers discuss a far wider range of topics than matters exclusively female. Huxtable, for example, writes on "Conquering Clutter," Kübler-Ross "On the Fear of Death," and Carol Bly on trying out some of Bruno Bettelheim's ideas in Madison, Minnesota. Canadian writers, such as Maynard, Davies, and Frye, speak to issues far less national than broadly human, as do writers from such diversified homelands as New Zealand, Wales, Greece, Germany, England, Italy, France, Ireland, Austria, Czechoslovakia, Switzerland, and every section of the United States.

The essays in the *Reader* are gathered into sections titled according to major fields of human concern, some of them familiar ground to students—Personal Report, Mind, Education, Language and Communication—and others inviting ventures into more specialized kinds of knowledge, such as History, Science, Philosophy and Religion. These and others of the rubrics correspond to the divisions of the liberal arts curriculum. The ordering has been slightly changed, People and Places having been brought near to the beginning as belonging close to Personal Report; History, as appearing slightly less abstruse, now precedes Politics, Economy, and Government; and Literature and the Arts has been placed after Science and just before Philosophy and Religion, not from any claim of superiority but because experience has shown these matters, especially in their theoretical dimensions, to be more difficult for students.

Essays within a topical division can be read together for contrasts in point of view; teachers, moreover, on gaining familiarity with the text and perhaps with help from Craig B. Snow's fully revised *A Guide to the Norton Reader*, will discover thematic links among the different sections. E. B. White's "Once More to the Lake" in Personal Report ties in with the essays by Lewis Thomas, and Kübler-Ross in Human Nature, with Boccaccio's "The Black Death" in History, and with Woolf's "The Death of the Moth" in Philosophy and Religion, all these being but a sampling of essays dealing with intimations of mortality and the emotions attaching thereto. Not all selections about ethical issues are to be found within the limits of the section called Ethics, nor are political, linguistic, or esthetic matters frozen within the boundaries of their titled sections. Instructors interested in exploring different manifestations of the same voice through differing subjects and tones will find a number of authors represented by two or more selections—Red Smith, E. B. White, James Thurber, Thomas Jefferson, Virginia Woolf, Jonathan Schell, George Orwell, Ralph Waldo Emerson, and others.

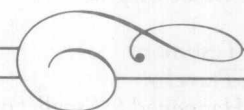
Besides subject matter for class discussion and writing assignments, the *Reader* offers many models for rhetorical and stylistic emulation, both

in *An Album of Styles* and elsewhere. Teachers who prefer to organize their courses rhetorically will, we hope, find useful the Index of Essays Illustrative of Rhetorical Modes and Devices. Other pedagogical aids include study questions on content and rhetoric for many of the essays, and at the end of the book the Notes on Composition—a précis of basic rhetorical principles and an explanation on basic terminology, with examples from the *Reader*. All of these aids have been fully revised to reflect the contents of the Shorter Sixth Edition and in some cases new study questions have been provided for essays retained from the Shorter Fifth Edition. Asterisks found at the beginning and/or at the end of an essay indicate that the piece has been excerpted from a larger work. Asterisks within an essay indicate a deletion.

It is a pleasure to acknowledge the help we received in bringing the Sixth Edition to completion, especially from the many dedicated teachers who, by drawing on their classroom experiences with *The Norton Reader* and by giving generously of their time to answer our questionnaires have offered a wealth of ideas and suggestions for its improvement. These include: Guy Allen, University of Toronto; Anthony Amberg, Roosevelt University; Linda K. Barlow, University of North Carolina, Chapel Hill; Mackie JV Blanton, University of New Orleans; Joseph Boles, Rutgers University; B. W. Boothe, Kutztown State College, Pennsylvania; Roderic C. Botts, Marquette University; Norman P. Boyer, Saint Xavier College; John C. Brereton, Wayne State University; Ronald R. Butters, Duke University; Dr. Patrice Caldwell, Eastern New Mexico University; Glenn O. Carey, Eastern Kentucky University; Elizabeth Cassell, University of Wisconsin, Milwaukee; Cynthia Caywood, Wake Forest University; Ralph B. Church, Juniata College; A. E. Claeysens, George Washington University; Susan Cottle, University of Wisconsin, Milwaukee; Reed Dasenbrock, New Mexico State University; Patrick Day, University of Pennsylvania; Richard C. Day, Humboldt State University; Jay Delman, University of Texas, Arlington; James Denham, Miami University; Daniel Dervin, Mary Washington College; John A. R. Dick, University of Texas at El Paso; Gerald Duchovnay, Jacksonville University; Charles R. Duke, Murray State University; Laura J. Emer, University of Wisconsin, Milwaukee; David Ewick, Wichita State University; B. L. Fitzpatrick, Duke University; E. Jack Fulgham, Thomas Nelson Community College; Ideale Gambera, City College, San Francisco; Frederick Goldberg, Clayton Junior College; W. J. Gracie, Jr., Miami University of Ohio; James Griffith, Ohio State University; Scott K. Hammer, Virginia Commonwealth University; Thomas Hamel, St. Olaf College; John K. Hanes, Duquesne University; Ruth M. Harrison, Arkansas Tech University; Janet D. Hertzbach, Gettysburg College; John M. Hill, University of Scranton; William Hofelt, Jr., Juniata College; Woodrow L. Holbein, Citadel Military College of

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Arthur M. Eastman



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