

FINAL HONOUR SCHOOL OF ENGLISH LANGUAGE AND LITERATURE
Course II Paper 5 (a): The Material Text
Hilary Term 2019

ANSWER ONE QUESTION FROM EACH SECTION.

**EACH PIECE OF WRITTEN WORK SHOULD BE 2000–2500 WORDS,
INCLUDING FOOTNOTES, BUT EXCLUDING BIBLIOGRAPHY.**

SECTION A (commentary) WRITE A CRITICAL COMMENTARY ON ONE OF THE FOLLOWING EXTRACTS, FOCUSING ON ONE OR MORE OF THE FOLLOWING:

- Layout;
- Scribal practice;
- Glossing and/or annotation;
- Copying, compilation and readership;
- Textual transmission;
- Editorial practice.

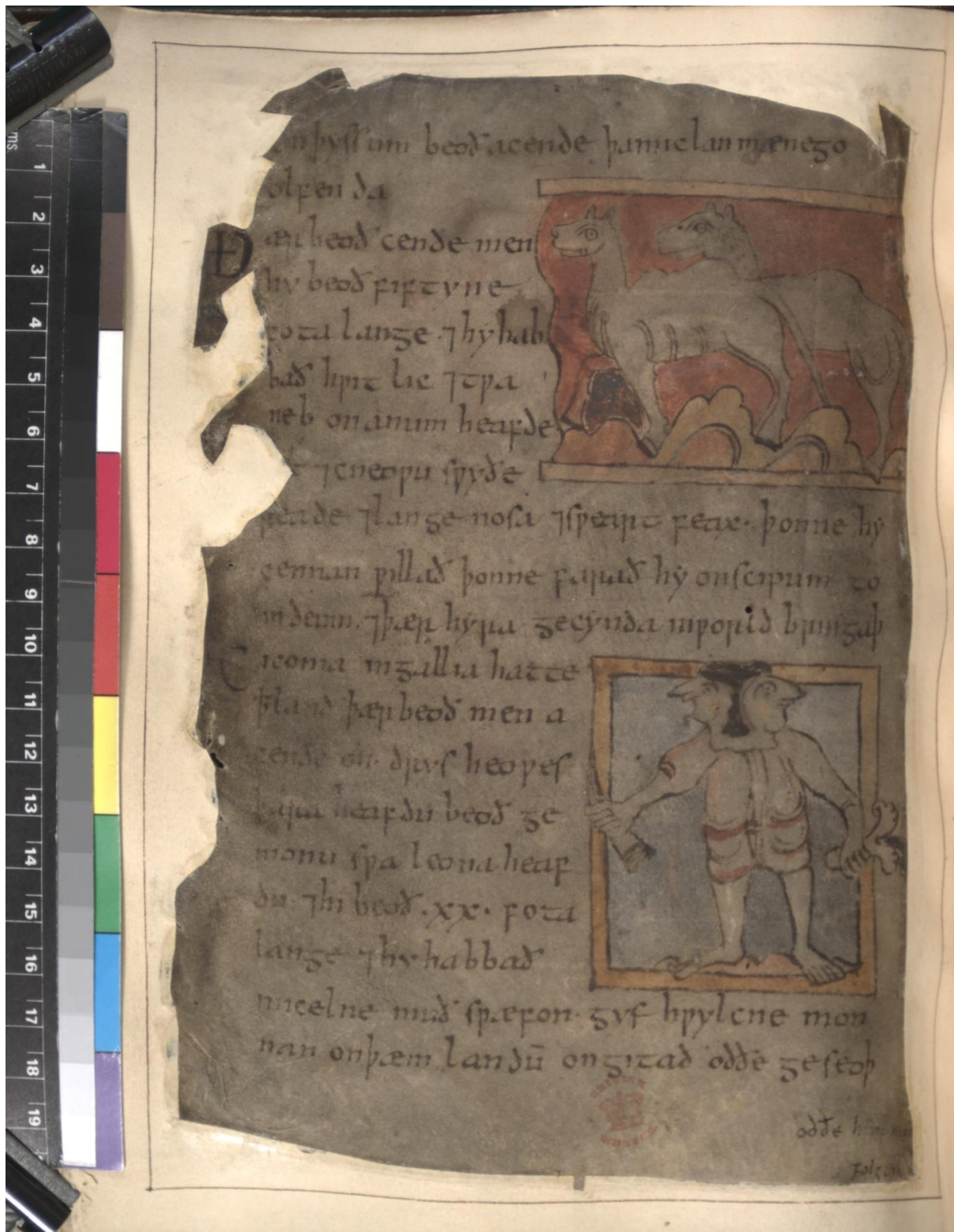
1. Nowell Codex, fol. 101(BL175)v

<http://www.bl.uk/manuscripts/Viewer.aspx?ref=cotton_ms_vitellius_a_xv_f101v>;

compare *Three Old English Prose Texts in MS Cotton Vitellius A. xv*, ed. Stanley I. Rypins, EETS OS 161 (London: EETS, 1924, rptd. 1971), p. 57.

2. Auchinleck manuscript, fol. 317va <auchinleck.nls.uk>; compare *Horn childe and Maiden Rimnild*, ed. from the Auchinleck MS, National Library of Scotland, Advocates' MS 19.2.1, ed. by Maldwyn Mills, Middle English Texts 20 (Heidelberg: Winter, 1988), p. 83.

1.



TURN OVER

On¹ pyssum [stowum] beoð² acende þa miclan mænego fol. 101b

olfenda

Ðær beoð cende men

hy beoð fiftyne

fota lange & hy hab

5

bað hwit lic & twa

neb on anum heafde

s]et & cneowu³ swyðe

reade & lange nosa & sweart feax . þonne hy

cennan willað þonne farað hy on scipum to

10

indeum . & þær hyra gecynda in world bringaþ

Ciconia in gallia hatte

þ land þær beoð men a

cende on drys heowes⁴

þara heafdu beoð ge

15

monu swa leona heaf

du . & hi beoð . xx . fota

lange & hy habbað

micelne muð swæ fon . gyf hwylcne mon

nan on þæm landum ongitað oððe geseop⁵

20

¹ K, H: On.

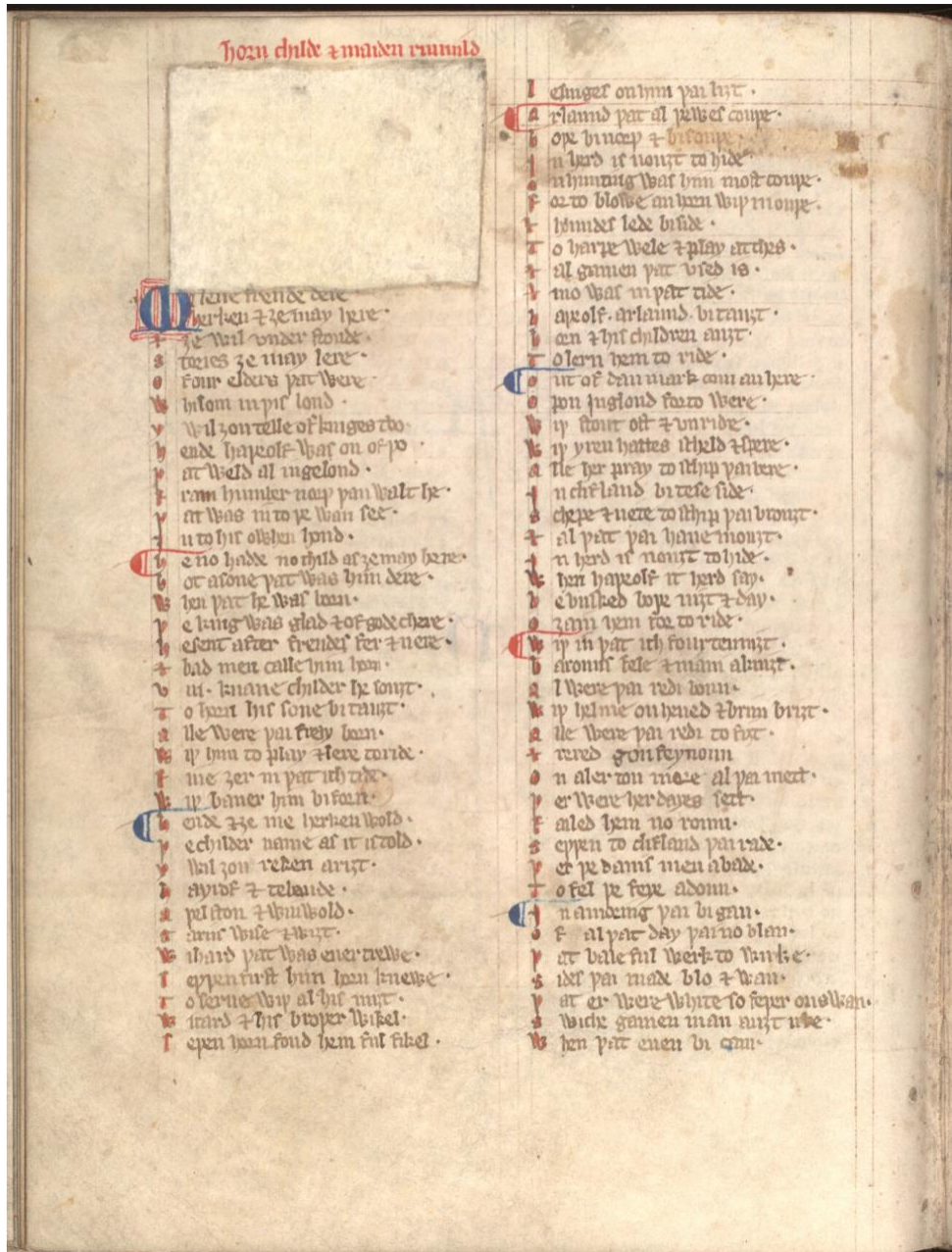
² MS: pyssum beoð.

³ K, C: heafde. & cneowu. H: (abgeschnitten)t and cneowu. Cf. Notes.

⁴ K: ondrys[nices] heowes. Cf.

Notes.

⁵ K: geseoð. At bottom of page in a later hand: oððe him hw[ilc man] folgian[de]; K reads: oððe hym man folgian.



TURN OVER

HORN CHILDE & MAIDEN RIMNILD

f. 317^{va}

- 1 Mi leue frende dere:
 Herken & 3e may here,
 & 3e wil vnderstonde,
 Stories 3e may lere
 Of our elders þat were 5
 Whilom in þis lond.
 Y wil 3ou telle of kinges tvo
 (Hende Hapeolf was on of þo)
 þat weld al Ingelond;
 Fram Humber norþ þan walt he, 10
 þat was into þe Wan See,
 Into his owen hond.
- 2 He no hadde no childe, as 3e may here,
 Bot a sone þat was him dere;
 When þat he was born, 15
 þe king was glad & of gode chere,
 He sent after frendes fer & nere
 & bad men calle him Horn.
 viii knaue childer he sougt;
 To Horn his sone [he hem] bitaugt 20
 (Alle were þai frely born)
 Wiþ him to play & lere to ride
 (Fiue 3er in þat ich tide)
 Wiþ baner him biforn.
- 3 Hende, & 3e me herken wold, 25
 þe childer name, as it is told,
 Y wil 3ou reken ariht:
 Ha[þ]rof & Tebaude,
 Apelston & Winwold, 30
 Gariis wise & wiht;
 Wihard þat was euer trewe
 (Seppen first him Horn knewe)
 To serue wiþ al his miht;
 Wicard & his broþer Wikel:
 Seþen Horn fond hem ful fikel, 35
 Lesinges on him þai liht.
- 4 Arlaund, þat al þewes coupe,
 Boþe bi norþ & bi souþe,
 In herd is nougt to hide.
 On hunting was him most coupe: 40
 Forto blowe an horn wiþ mouþe
 & houndes lede biside;
 To harpe wele & play at ches
 & al gamen þat vsed is
 (& mo was in þat tide). 45
 Hapeolf Arlaund bitaugt
 Horn & his children auht,
 To lern hem to ride.

f. 317^{vb}

A miniature has been cut away between the title and the first line. 1 Mi two-line capital MS. 20 he hem] omitted MS. 28 Haprof] hayrof MS.

SECTION B (essay)

1. To what extent are medieval manuscript-compilations planned, rather than simply random? Illustrate with AT LEAST TWO manuscripts of your acquaintance.
2. To what extent do illustrations illuminate the text, or vice versa? Discuss with reference to AT LEAST ONE text of your acquaintance.
3. Compare the different real or implied audience(s) of inscribed objects and manuscript texts.
4. What range of reasons might explain glossing, capitalization or punctuation? Pick one or more of these aspects, and give a range of examples.
5. Why might the same medieval text appear in different contexts in manuscript or otherwise?
6. 'The introduction of error into the transmitted text is often regarded as a random and unpredictable phenomenon related to human frailty' (L. NEIDORF). What other alternatives are there? Give specific examples.
7. Consider the value of codicological evidence with respect to AT LEAST TWO manuscripts.

LAST PAGE