

Characteristics Of English Literature In Victorian Era 2 Vols

"The Routledge History of Literature in English covers the main developments in the history of British and Irish literature from AD 600 to the present day.

Accompanying language notes explore the interrelationships between language and literature, emphasising the growth of literary writing, its traditions, conventions and changing characteristics. Extensive quotations from poetry, prose and drama underpin the narrative. With a new chapter on novels, drama and poetry in the 21st century and an extensive companion website, The Routledge History of Literature in English will be an invaluable reference for any student of English literature and language."--

This scarce antiquarian book is a facsimile reprint of the original. Due to its age, it may contain imperfections such as marks, notations, marginalia and flawed pages. Because we believe this work is culturally important, we have made it available as part of our commitment for protecting, preserving, and promoting the world's literature in affordable, high quality, modern editions that are true to the original work.

The book has a wide coverage and studies all the famous writers of English literature in the field of poetry, fiction, essay etc. The writers covered, among others, include Geoffrey Chaucer, William Shakespeare, Samuel John Milton, John Dryden, Alexander Pope, Samuel Johnson, William Wordsworth and Alfred Tennyson. A special feature of the book is that studies writers and their contributions not in isolation but in the context of surroundings and various elements of civilisation of the age of the writer. Thus it suggests a vital relationship between English literature and English life. The book is written in a simple and lucid style. It will be found of great interest by the students of English Literature, researchers and the general readers.

Seminar paper from the year 2006 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, Johannes Gutenberg University Mainz (Department of English and Linguistics), course: Introduction to English Linguistics, 10 entries in the bibliography, language: English, abstract: The Cockney dialect was long frowned upon by anyone who felt superior to this allegedly substandard, uneducated and vulgar manner of speaking. The Cockneys were considered stupid, poor and uneducated themselves. That was the prevailing attitude towards Cockney until very recently when the acceptance of the dialect and its speakers noticeably changed. What is a Cockney, though? A true Cockney has to have been born within the sound of the Bow Bells of St Mary-le-Bow Church in London's East End. The Cockney distinguishes himself by staying true to his origins deeply linked to the dialect. Cockney is one of the most remarkable dialects all over the Englishspeaking world. Back in 1938, though, William Matthews, author of "Cockney - Past and Present", feared the

decline of the dialect altogether because of the virtually non-existing acceptance in English society. Cockney was mainly a working-class accent, but was also acquired by criminals who enjoyed the population's incapability to understand the accent and dialect. The dialect was eventually made a scapegoat for the corruption of Standard English. A lot has changed since. When having a look at popular culture today, one might have the impression that the perception of the dialect has revolutionised. Cockney even seems to be on the rise again, being promoted by films like "Lock, Stock" and "Two Smoking Barrels", "Snatch", and music by "The Streets" for instance. In this paper, I want to examine in how far the recent observations can be seen as a development of taking Cockney characteristics over into present-day English. By present-day English neither Received Pronunciation (RP) nor any other kind of Standard English (StE) is exclusively meant, but rather a broad definition of the English that can really be heard in England. Nonetheless, comparisons to RP and StE will be found because points of reference will be needed in the course of this paper. In the first part, Cockney will be contrasted to RP, for example, to illustrate its variation from the standard. The Cockney that forms the basis for the paper is the modern dialect. Like any other language it has undergone a great change since it was first recorded and to examine or only include several stages of its development would go beyond the scope of this paper.

Excerpt from Characteristics of English Poets: From Chaucer to Shirley Two things are attempted in the following work, which the author believes have not hitherto been systematically accomplished. My chief object has been to bring into as clear light as possible the characteristics of the several poets within the period chosen. And as a secondary object to this, I have endeavoured to trace how far each poet was influenced by his literary predecessors and his contemporaries. This is what I have attempted to do. The reader must not in this volume expect to find the works of our poets treated with reference to their race or their social surroundings. "What sort of a man was he?" not "How was he formed?" is the leading question to which I have endeavoured to supply an answer. In thus deliberately adopting a method that is in one vital respect the opposite of M. Taine's I should be sorry if it were supposed that I am insensible to the value of what M. Taine has done for English literature. It may be, as one of his critics has said, that M. Taine has added little to the popular conception of the Englishman, as expressed in the nickname "John Bull"; but none the less on that account is it a great and valuable work to have shown that the characteristics thus vaguely summed up really pervade the whole of our literature. Justly viewed, indeed, the method pursued in this volume is not so much the opposite as the complement of M. Taine's. His endeavour was to point out what our writers had in common; mine has been to point out what each has by distinction. I might advance, as a justification of my attempt, that a thorough study of the individual is indispensable to that higher study which has for its object the determination of the characteristics of the race. And besides, the most interesting study for mankind

will always be the individual man. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works.

Excerpt from Manual of English Literature: Era of Expansion, 1750 1850; Its Characteristics and Influences, and the Poetry of Its Period of Preparation, 1750 1800; With Biographical Appendix The addition of Anglo-Saxon and Early English to the work in English for the Pass Degree by the Senate of the University of New Zealand at its 1893 session has necessitated the writing of this manual. Each of the periods of literature set for 1894 and 1895, viz. from 1750 to 1800 and from 1800 to 1850, is so full of authors and books and so worthy of detailed study, and yet has so little upon it in any of the available textbooks, that it needs two hours lecture a week during the session. One of these hours has now, I found, to be devoted to the teaching of Old English. And I have had to spend my long vacation in attempting a manual that would supply the deficiency. After I had written the general chapters on the characteristics and influences of the two periods, I saw that the vacation would be too short for the detailed study of the literature of both. I have now found it to be too short for the completion of even the first period; and the approach of the beginning of the session has compelled me to print only the general chapters and the chapter on its poetry. The other chapters will be delivered as lectures during the session. Yet what is printed forms a natural unity. It sketches in the first three chapters the features of the great era of the rise of modern literature, and then, taking poetry, the form that has hitherto been the most essentially literary and the most sensitive to coming change, describes its development, and illustrates in detail the application of the general conclusions of the earlier chapters. Nor would a correct view of the evolution of the poetry of the period of preparation (1750 to 1800) have been gained, unless by throwing it into perspective, by seeing its relation to the period of fulfilment (1800 to 1850), for which it was a preparation. Hence not merely is the era of expansion (1750 to 1850) described as a whole, but each of the two stages or periods is described separately. The biographical tables in the appendix have been prepared by Mr. James Hight, B.A. They include the life and works of all the authors who wrote poetry during the period (1750 to 1800). About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the

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original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works.

Knights and ladies, giants and dragons, tournaments, battles, quests and crusades are commonplace in stories for children. This book examines how late Victorians and Edwardians retold medieval narratives of chivalry—epics, romances, sagas, legends and ballads. Stories of Beowulf, Arthur, Gawain, St. George, Roland, Robin Hood and many more thrilled and instructed children, and encouraged adult reading. Lavish volumes and schoolbooks of the era featured illustrated texts, many by major artists. Children's books, an essential part of Edwardian publishing, were disseminated throughout the English-speaking world. Many are being reprinted today. This book examines related contexts of Medievalism expressed in painting, architecture, music and public celebrations, and the works of major authors, including Sir Walter Scott, Tennyson, Longfellow and William Morris. The book explores national identity expressed through literature, ideals of honor and valor in the years before World War I, and how childhood reading influenced 20th-century writers as diverse as C. S. Lewis, J. R. R. Tolkien, Siegfried Sassoon, David Jones, Graham Greene, Ian Fleming and John Le Carré.

This new guide to the main developments in the history of British and Irish Literature uniquely charts some of the main features of literary language development and highlights key language topics. Clearly structured and highly readable, unlike traditional histories of literature it spans over a thousand years of literary history from AD 600 to the present day. It emphasizes the growth of literary writing, its traditions, conventions and changing characteristics, and includes literature from the margins, both geographical and cultural. Key features of the book are: * an up-to-date guide to the major periods of literature in English in Britain and Ireland * extensive coverage of post-1945 literature * language notes spanning AD 600 to the present * extensive quotations from poetry, prose and drama * a timeline of the important historical and political events This will be essential reading for all students of English literature and language.

What makes English literature English ? This question inspires Stephen Harris's wide-ranging study of Old English literature. From Bede in the eighth century to Geoffrey of Monmouth in the twelfth, Harris explores the intersections of race and literature before the rise of imagined communities. Harris examines possible configurations of communities, illustrating dominant literary metaphors of race from Old English to its nineteenth-century critical reception. Literary voices in the England of Bede understood the limits of community primarily as racial or tribal, in keeping with the perceived divine division of peoples after their languages, and the extension of Christianity to Bede's Germanic neighbours was effected in part through metaphors of family and race. Harris demonstrates how King Alfred adapted Bede in the ninth century; how both exerted an effect on Archbishop

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Wulfstan in the eleventh; and how Old English poetry speaks to images of race. No t.-p.

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Contains proceedings of various teachers' associations, academic examination papers, etc.

This 3rd edition of 12 Characteristics of an Effective Teacher includes 25 new essays written by college students about their favorite K-12 teacher. These heartwarming essays are additional true stores of outstanding teachers who helped students deal with a variety of personal, emotional, social, and academic concerns such as: sexual identity, bullying, ADHD, dyslexia, hearing impairment, losing a parent due to cancer, and helping students with physical appearance needs such as; arranging for a student to get her hair done in order to sing at Carnegie Hall. This 3rd edition also includes additional stories of great teachers who used unique teaching techniques in order to educate the children in their classroom. After years of listening to students speak about their favorite and most memorable teacher, and after years of reading students' essays of teachers who made the most significant impact on their lives, the author's qualitative research has discovered 12 characteristics of an effective teacher.

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"Drawing on central texts of medieval and early modern England, Fowler demonstrates that literary characters are created by assembling social persons from throughout culture. Her perspective allows her to offer strikingly original readings of works by Chaucer, Langland, Skelton, and Spenser, and to reformulate and resolve several classic interpretive problems. In so doing, she reframes accepted notions of the process and the consequences of reading."

"Developing insights from law, theology, economic thought, and political philosophy, Fowler's book replaces the traditional view of characters as autonomous individuals with an interpretive approach in which each character is seen as a battle of many archetypes."

Foreign accents in fiction are a common stylistic instrument of marking a character as the 'Other' and conveying national stereotypes in literature. This study investigates in a qualitative analysis the linguistic characteristics of non-native fictional speech, with a specific focus on the English Renaissance, the Victorian Age and the 20th-century war decades. After examining the concept of national identity and the image of the foreigner in these eras, the study undertakes an in-depth linguistic analysis of a literary corpus of drama and prose. Recurring patterns in non-native fictional speech are uncovered and set into relation with the socio-cultural background of the respective work, which leads to intriguing findings about the changing image of the foreigner and the phenomenon of linguistic stereotyping in English literature.

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