

## Activity on the texts of *Everyman* “Medieval and 16th-century Literature”

The **aim** of this activity is to familiarize students with the conventions of a critical edition and with the way the early (or ‘original’) texts are handled by modern critical editors (in terms of emendations of readings in the dialogue, stage directions, line division; modernization of spelling and punctuation; regularization of speech prefixes) and how the **textual notes** of a critical edition record significant alterations made by the editor from the base text, as well as significant variants in other early texts.

It also aims to develop the general competence "Apply quality criteria at work in the field of English Studies" (number 7)

You will be assigned a transcription of a page of the Q3 edition of *Everyman*, and you will return this fragment to the instructor with your name and with the following inscriptions:

1) - You will mark up in the text *significant* differences from

– the facsimile available at Early English Books Online (instructions below)

In this facsimile you will find abbreviations such as a macron (a straight bar above a letter <sup>ˉ</sup>), which is an abbreviation for the letter 'n', the article 'the' abbreviated as ‘*ʒ*<sup>e</sup>’, and 'that' as ‘*ʒ*<sup>t</sup>’ (in the early stages of printing, the "thorn" letter **Þ** was transferred into type as "y" before it became "th").

– the modern-spelling, critical edition by Paul Halsall at Fordham University

<http://sourcebooks.fordham.edu/halsall/basis/everyman.asp>

With respect to the critical edition, do *not* mark up differences due to modernization of spelling and punctuation, but mark it up whenever Q3 has a macron.

2) You will write differences in the form of the textual notes as explained in class (read also instructions below). Write the textual notes in the same fragment sheet you were assigned.

The line number will be the one on the right hand side of your transcription; the lemma will be the reading in your transcription, and after the closing square bracket, you will use 'Q3' and 'Halsall' as sigla for the significant variants you have spotted. You will spell in full the 'n' letter represented by a macron : ‘*mā*’ will be represented as ‘*man*’.

E.g. 859 *foutayne* ] *fountayne* Q3

(Please note that here Q3 prints the letter 'u' with a macron on top)

863 *Ædempte* ] *Repent* Halsall

What are the *significant* differences? Basically, those that really affect meaning.

As you compare the texts, you will notice variations in modernization of spelling and punctuation.

Ⓞ *gloryous foutayne ʒ<sup>t</sup> all vnclenes doth clarifye*  
*Wasshe fro me the spottes of vyce vnclene*

O glorious fountain that all uncleanness doth clarify,  
Wash from the the spots and vices clean,

*Now I praye you shryfte moder of saluacyon*  
*helpe my good dedes for my pyteous exclamacyon.*

Now I pray you, Shrift, mother of salvation,  
Help hither my Good Deeds for my piteous exclamation.

Divergences in spelling such as “*vnclenes*” for “uncleanness”, or in punctuation (“you, Shrift, mother...”) do *not* affect meaning and therefore are not significant. You will not mark up these insignificant differences and will not include them in the textual notes!!

Now, you may discern that the variation “*Redempte* / *Repent*” affects meaning and is significant: this should be marked up and recorded in the textual notes.

## How to write textual notes

The textual notes ((also called textual apparatus, or collation notes) provide information as to how the critical editor has altered the early text(s) in order to establish his or her critical text. They record *significant* departures or deviations from the early text(s), the source of these alterations, and the ‘original’ reading of the early text(s) that was not adopted. To a certain extent, textual notes should allow readers to reconstruct the significant elements of the base text of the critical edition. Usually textual notes also record variants in other early texts or modern editions.

The examples that follow are taken from Bruster and Rasmussen's critical edition of *Everyman* (2009).

The standard form of a textual note is as follows:

551 great accounts] Q3; a grete countes Q1, Q2

The elements are:

551	great accounts	]	Q3	;	a grete countes	Q1 Q2
line reference	Lemma (an exact replica of the reading in the reference text)	Closing square bracket	Abbreviation or siglum indicating the source of the lemma	semi-colon (to separate variants)	Variant (reading in early text or in other editions)	sigla indicating the source of the variant

Bruster and Rasmussen adopt Q1 as the control text for this section of the play. This textual note indicates that the reading ‘great accounts’ in the text of the critical edition is an emendation of the Q1 reading ‘a grete countes’ (also present in Q2). Note that the reading ‘a grete countes’ is an exact transcription of the Q1 reading and not a modernization (which would be ‘a great counts’), while the lemma prints the modernized text ‘great account’ in the critical edition, while the original text in Q3 is ‘grete accountes’.

It is important to observe that the lemma always replicates the reading in question, and perfectly matches the segment of the text occupied by the recorded variant.

639 is ... tears] Q2, Q3; with your teres is now all wete Q4

This textual note indicates that the segment in line 639 ‘is wet with your tears,’ has a variant reading in Q4 that reads ‘with your teres is now all wete’.

For divergences in punctuation, the word or words involved are included, as in this example:

855 sword:] Caldecott, sword, Q2 F1

This textual note indicates that the reading ‘sword:’, including the colon, is taken from Caldecott’s edition, whereas the early texts, Q2 and F1, print ‘sword,’ with a comma. In some notes, a swung or wavy dash (~) is used to avoid repeating the lemma. The previous note could also appear as “855 sword:] Caldecott, ~, Q2 F1”

527 she] *Bevington*; he Qq

This textual note indicates that the reading ‘she’ is an emendation, first proposed by the editor *Bevington*, that corrects the reading ‘he’ present in all the early quartos.

753 same sacrament] Q1; seven sacraments *Bevington*

This textual note indicates that Bruster and Rasmussen have kept the reading of their control text, Q1, and have not adopted an interesting emendation proposed by *Bevington*.

In textual notes, readings from the base text, and from other sixteenth and seventeenth century texts, usually retain the **u/v and i/j conventions** of the originals, but not the long ‘s’, or ‘vv’ for ‘w’, or ligatures.

Abbreviations and symbols used:

“om.” indicates that the textual segment in question is omitted in the text indicated by the siglum

“SD” indicates “stage direction”

“SP” indicates “speech prefix”

Please remember: **Textual notes do not collate**: insignificant modernizations, insignificant turned letters; literal errors that produce nonsense forms (provided that they present no ambiguity as to how they should be emended); elided forms (usually, unless metre is in question or they are either of clear phonetic significance or likely to be helpful to actors, e.g. ‘suckst’ (*Titus Andronicus*, 2.2.144), where the critical text reads ‘suckedst’.

### How to access Early English Books Online:

You need to work from a computer connected to the network of the Universitat de València,  
- either a university terminal within campus (e.g. in Aula d’Informàtica, or in a library, department),  
- or outside campus (from your home computer, for instance) through a virtual private network (VPN) system you need to have installed (instructions at < <http://www.uv.es/uvweb/servei-informatica/ca/serveis/generals/xarxa-comunicacions/xarxa-privada-virtual-vpn/-es-vpn-1285903202284.html> >)

In your web browser, either type the EEBO’s address: <<http://eebo.chadwyck.com/home>> or go to our university library online catalogue < <http://trobes.uv.es/> > and type "Early English Books Online" in the title search field

Finding books in EEBO: e.g. the Q3 edition of *Everyman* (probably printed in 1528)

- 1- Once on the home page of EEBO, click on SEARCH
- 2- Enter data in the search field:  
bibliographic number: 10606
- 3- Once you see the resulting page, look for the appropriate result (select the edition with the STC 10606 number) and click on the miniature icon (on the left) representing a small camera within a page.
- 4- Once the index is displayed, select the appropriate image(s) corresponding to your fragment of the edition
- 5- Once the selected image is on the screen, you can examine it online or (preferably) download it by clicking on either “Download TIFF file” below the image or on the miniature icon above.  
If you print these images out, you’d better select the “landscape” orientation in the page setup.