Was Old English metre really based on stress and rhythm? Do we really know that a particular glossed manuscript of a Latin curriculum author was used in an Anglo-Saxon classroom and, if so, how? How were disputes about bookland dealt with? What happened to the last male representative of the West Saxon royal line after the Norman Conquest? What are the implications of the Taylors’ great work on Anglo-Saxon architecture for related studies? These are among the challenging questions taken up in this book. Its first publication of findings concerning a striking sculptured stone unearthed at Repton and a fresh interpretation of a panel on the Ruthwell Cross bring us close to some distinctive Anglo-Saxon ways of thinking. So do two source studies of vernacular prose, a demonstration of Aldhelm’s interest in how a name is related to its referent, and a searching enquiry into early Anglo-Saxon kingship. Textual criticism and phonology are put to good use too. And there is the usual classified list of all last year’s publications in the field of Anglo-Saxon studies.

The study of Old English metre concludes that in fact poets regarded alliteration as structurally primary. The examination of glossed manuscripts sets up certain criteria by which some fifteen of them can be accepted as having been used in the classroom and hence as evidence for teaching methods there. The procedures for settling disputes are brought into focus by the article on bookland. Edgar the Ætheling is the royal figure whose career and changing fortunes in the aftermath of the Conquest make an extraordinary story. Experts in archaeological, sculptural, literary and historical studies assess the significance of the Taylors’ magnificent achievement for their respective disciplines. The Repton stone is held to be part of a cross erected to commemorate Æthelbald, king of Mercia, after his death in 757. The discussion of the Ruthwell Cross shows how the derivation of the legend accompanying the Christ and the beasts

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Her mon mæg giet gesion hiora swæð
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