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knowledgements

ving decided the scope of this history, and that it would be narrative but also critical, the task of selection imposed itself. In er to sharpen my focus, I then invited, at a preliminary stage, twenty university teachers of English literature each to send a list of the twenty works which they believed would have to receive critical discussion in such a history. Some of those

d Works in their list. But I thank them all. I have a much longer list of

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