

## 36 | Electronic resources

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Electronic study resources have come a long way in the last ten years. As the power and availability of the personal computer has improved, so the range of educational aids has increased a hundredfold; the days are past when tutors were armed with only the text and perhaps a tape or video recorder, and when students' only vital possession was a well-worn library card.

It is no longer necessary to explain the workings of the Internet to students or academics; it enables resources for teaching and learning innumerable subjects, concepts, and bodies of information to be quickly shared by people living thousands of miles apart. Chaucer's poetic compliment to Rosemounde—'Madame, ye ben of al beaute shryne | As fer as cerclid is the mapamounde' (1-2)—could easily be updated to 'as fer as cerclid is the World Wide Web'. In fact, the 'worlds' represented by the medieval *mappa mundi* (a coloured map of the world filled with text and images) and the modern Web have a certain amount in common. Both are repositories for apparently encyclopedic quantities of information which can be read and understood in various ways for differing purposes. Both are shaped by the interests, priorities, and practical circumstances of those who create (or even fund) them. The contents of any web site are as selective as those of the *mappa mundi*, reflecting factors such as the quantity of web space available and the hardware and software specifications of the server. In addition, the choice of material to appear on its pages, whether new or recycled from elsewhere, also answers to the perceived need that underlies the creation of the site in the first place. It is this unavoidable selectivity—even among such an apparent breadth of content—that requires students, teachers, and webmasters alike to develop ways of analysing and evaluating the sites they visit, recommend, or create. Similar qualifications apply to other electronic resources, from film versions of Chaucerian tales to digitized manuscript facsimiles, from databases to CD-ROMs containing image archives and other study aids. In all of these, the tendency may be to forget the selection process, hidden, as it often remains, behind the pleasures of technological wizardry and the evident usefulness of the resource.

Habitual web users often assume that it is now possible to find out more or less anything, since the trick is to know how (rather than where) to look. 'I don't know, but I know someone who does' has metamorphosed into 'I don't know, but I know a search

engine that can help me find out'. In many respects this is a liberating change, yet there are several caveats to bear in mind.

Firstly, there is what we might call 'the transference of authority'. The idea that if time and money have been put into publishing something, then it is probably worth reading, can lend a printed text an appearance of authority. This appearance is not always merited in the case of conventionally printed texts, but it is still less likely to be merited in the case of web pages. Because the Web itself is a form of publishing, the unwary surfer often awards the material credence beyond what it deserves. The process of publishing on the Web is now so straightforward that most people could manage it given a couple of hours of trial and effort or training, and so rapid that many web sites now contain their writers' daily journals (or 'blogs'). Web users need to judge the quality of the pages they access, rather than assuming that they are authoritative, well edited, and largely correct in what they present.

Secondly, perhaps because of the unconscious influence of the computer through which the Web is accessed, material acquired in this way is frequently treated as though it is somehow 'scientifically' true: less subjective, more reliable than material made use of elsewhere. Yet however technologically impressive a site—or the Internet itself—may be, its content remains as liable to human error and personal opinion as if its author were using pen and ink.

Thirdly, because of the sheer quantity of sites now available through the World Wide Web, there is an increasing temptation to assume that the Web contains 'all that there is to know' about something. Even if theoretically possible, this is certainly not the case at present. Search any single topic, and it quickly becomes clear that a limited amount of information is circulating, and that often the same information is being reused, reworked, or linked to by many different sites. What is available is the sum of what has interested or been available to web site providers so far.

## Using web-based resources: searches

Web sites may have one or more of a series of objectives, such as: to provide new material (images, information, ideas, analysis) in a form that is easily available to a wide audience; to provide links to material that exists elsewhere on the Web; and to provide opportunities for interaction and communication about this material. Many sites now attempt to fulfil all of these objectives at once. While the ever-increasing range and quality of resources will continue to transform the ways in which we create and disseminate knowledge, the exponential increase in 'casual' publication on the Web requires serious users to develop skills for evaluating resources. Web-based resources concerned with Geoffrey Chaucer and his works now number in the hundreds of thousands. It is vital that users are able to sift through the listings provided by search engines to identify reliable sites.

It is advisable always to use a combination of different resources in order to verify content; comparisons can help in the identification of discrepancies, gaps, or errors. Such a combination should include traditional library-based resources and other media in addition to those available online. Searching the Web should form only one part of a research process that includes planning, consultation, and discussion as well as the location of resources of all kinds.

For those without much previous experience of the Web, a good starting point is the Virtual Training Suite for English Studies (see item 52 at the end of this chapter) created by the Resource Discovery Network (RDN). Although not Chaucer-specific, this free online tutorial is designed to 'help students, lecturers and researchers improve their Internet information literacy and IT skills' and includes 'quizzes and interactive exercises to lighten the learning experience'.

For those more familiar with the Web, there are some basic processes and points of information that can help to begin with. For example, sites can be considered in terms of the people responsible for their production and maintenance, as well as the validity of their content. Sites with .edu as an element in their URL (Universal Resource Locator: the web site address used to access a site) belong to educational institutions in the United States or in one of several other countries (.edu.au in Australia, for example); higher education institutions in the UK have .ac.uk as part of their URLs. Such web sites are most likely to be reliable and useful to students. Other places to check are the 'about this site' or 'contact us' pages.

Commercial web sites (those containing the element .com or .co in the URL) are less likely to answer to either the depth of interest or the academic standards required of students in higher education programmes. There are also 'personal interest' web sites on Chaucer, provided by enthusiastic individuals. These must be carefully assessed by any student considering making use of their material; some represent useful, productive, and inspiring approaches to Chaucer and to electronic resources, while others create or reproduce errors and oversimplifications.

It is also useful to look for a 'last updated' comment on the home page of a web site, as this gives a clue to how recently the site has been provided with new material, checked for broken links, and cleared of redundant pages. Since ideas, discoveries, and critical comment can rapidly become outdated in academic contexts, this is a critical indicator of whether a site is a lively and useful work in progress or simply a remnant of some past course of study or research interest now left to decay.

With only a little usage it becomes obvious that the techniques for web research cannot be divorced from the resources themselves. In the case of Chaucer, a sensible approach is to locate four or five wide-ranging, current, scholarly sites and keep their locations to hand by adding them to the 'favourites' or 'bookmarks' lists provided by web browsers. These sites can then form the first port of call for any more specific search. Research into particular areas of Chaucer's life and work can be focused by putting more specific search terms into a search engine. For example, putting 'Chaucer' into the search engine Google currently results in nearly 300,000

URLs; searching on 'Chaucer' and 'Parliament of Fowls' narrows it down to just over a thousand.

It is well worth checking the criteria any search engine uses to list its findings; most show the closest matches first, and often the pages are no longer entirely relevant to the original query beyond the first twenty or thirty listings. Many search engines now provide the option to search for images or news stories concerning a particular subject as well. The decision about precisely what is of interest should be made before the search begins to avoid working through an excessively long set of results. Also available are meta-search engines, which supply results to a single enquiry from several different search engines. Some meta-search engines are more serviceable than others; a comprehensive introduction to the pros and cons can be found on the University of California at Berkeley Library pages (50).

Time can be saved by consulting appropriate portals and metapages before resorting to the search engine. A portal acts as a doorway into sites collected together according to certain criteria, while a metapage can be used beside other sites concerned with the same subject; in addition to providing links, it may carry reviews of their content and value. The Humbul Humanities Hub (4) provides a portal with subject categories such as English Studies, History, and Manuscript Studies, all of which can be searched using whatever term(s) are required (try 'Chaucer' to begin with!). It is constantly updated and is an excellent starting place for research. The Chaucer MetaPage (9), a communal project developed by a number of Chaucer scholars, reviews the web sites it links to under 'Chaucer pages' and under 'Bibliographies'. Part of the Chaucer MetaPage's project is the Electronic *Canterbury Tales* (26) provided by Daniel T. Kline, which collects reliable links, assesses their contents, and presents new material. Many of this site's subject headings link to other trustworthy sources on the Web, such as the Harvard Geoffrey Chaucer page (43) for details of Chaucer's life. It even provides a Chaucer 'in/and popular culture' page where you can check for the existence of films, coffee shops—even care homes!—that are somehow connected to Chaucer. For further popular, but sometimes admirable, resources, type 'Chaucer' into the BBC's educational web site BBCi (40). An excellent portal is the Labyrinth Resources for Medieval Studies site (7), supported by the Georgetown University Medieval Studies program. This lists a range of web sites, of which many are online texts. Chaucer resources are to be found under the subject heading 'English, Middle'. Michael Hanley's Chaucer Scriptorium (3) has a wide range of links to bibliographies, reference resources, and images, including a very useful 'Links related to Chaucer and Medieval Studies' page. Similarly, Jane Zatta's site (6), designed primarily for the use of her own students, lists links under the headings 'Context', 'Tales and Background', and 'Other Chaucer and Medieval Resources'. For a wide range of resources, the medieval section of Jack Lynch's site (5) is always worth consulting.

Learning to navigate sites is of primary importance. At base, of course, there is always the 'Back' button on the browser, which can help a web surfer work through a maze of URLs. Another way to a site that has been visited and then lost is by using Explorer's

'History' button, which lists links to the sites visited in alphabetical order under the headings 'Today', each day of the previous week when the Web was used, 'Last Week', and '2 Weeks Ago', and also allows searches for a particular subject among all the pages viewed regardless of date. Sites often have indexes if the number of pages is large or the cross-referencing likely to be complex. These can operate in whatever manner the designer chooses, but the most helpful arrange links to their pages in alphabetical order and allow searches. For example, the index of the Harvard Geoffrey Chaucer site (43) provides links to all its 'Texts and General Subjects'.

## Using web-based resources: content

A useful web site may offer new material in a variety of guises, or provide access to printed material in electronic form. This may include primary texts that are now difficult to find or out of print, or have never before been published. It may provide links to other electronic resources—textual, visual, or aural—and point to discussion lists or other forms of online forums that will be useful for the researcher. For students of Chaucer all of these categories of data and material are available at numerous sites.

### New critical material

New material containing critical comment is surprisingly hard to find on the Web. Numerous sites offer links to critical essays, but the majority of these have already been published elsewhere. Luminarium's Geoffrey Chaucer page (8), for example, has a section entitled 'Essays on Chaucer', but, with the exception of the student essays listed, almost all the links are to articles already published elsewhere, whether in hard copy now digitized, or by means of electronic journals. This is typical; many web sites content themselves with lists and links to pre-existing resources rather than creating new ones. A notable exception is the Harvard Geoffrey Chaucer page (43), which frequently provides concise, informative, and insightful essays (that are not available elsewhere) on its numerous Chaucer-related texts, authors, and subjects.

The online student essay itself should be treated with great caution; students may benefit from reading the essays of others, but it is safer to avoid such essays unless they come specially recommended. When they appear on the Web with a marker's comments, some dangers are allayed, but not all institutions or tutors mark in the same way and marking scales may be differently calibrated from institution to institution. Ultimately, most students are unlikely to consider the work of their peers essential reading for essay preparation, and there is little reason to change this opinion simply because such work is mounted on the Web. Luminarium (8) offers a timely warning against plagiarism of such essays and papers: like books and journals, they are copyright to their authors and must be properly cited when quoted.

## E-journals and online bibliographies

For critical work on Chaucer and many other medieval matters, electronic journals are the most easily accessible sources, although many require a subscription. Higher education institutions often pay this, so students can access the appropriate journal through a university terminal or by use of a username and password. One of the key publications for Chaucer research, the *Chaucer Review* (39), is available online from volume 34 (2000) onwards, and can be viewed in HTML or PDF format, that is, either through a web browser such as Internet Explorer or Mozilla, or via Adobe's free Acrobat Reader software (49). Institutions may subscribe to a journal service like JSTOR (38), an online archive whose holdings include scholarly journals such as *English Literary History* (which can also be subscribed to individually, 36) and *Speculum*. JSTOR allows searches by title, author, or keywords in the full text, with a choice of sorting priorities; articles accessed can be read on screen or printed out. Other web sites give listings for electronic journals; one of the most complete and easily accessible is that provided on the scholarly publications page of the Labyrinth site (37). There are also online libraries such as *Questia* (51), although these also require a subscription that is unlikely to be paid by a university or college.

A specific bibliography should usually be compiled before electronic journals are consulted. Further, students should always utilize the electronic catalogues of their own libraries in order to discover what is near at hand, in addition to the online catalogues of other academic institutions, including copyright collections such as those of the Bodleian Library in Oxford (16) and the British Library in London (17).

Numerous web sites offer their own searchable bibliographies. The *On-Line Chaucer Bibliography* (13), maintained by Mark Allen and also published each year in the non-electronic journal *Studies in the Age of Chaucer*, allows searching by author, title, subject, or expert keyword, and provides advice on effective search terms. Mark Allen and John Fisher's 1900–84 annotated *Essential Chaucer* bibliography (14) is available electronically after first publication in hard copy in 1987, although it has to be searched through its subject headings rather than through a dedicated search facility. Thirty volumes of the *Chaucer Review* (15) are available in its annotated bibliography, which can be searched through the index or by using the 'find in page' facility of a browser on the single page of 798 entries. The Harvard Geoffrey Chaucer page offers Derek Brewer's *Thirty-Year Working Bibliography for Chaucer and Middle English Literature 1970–2000* (11), which has a rather broader scope (although it too must be searched through subject headings) and also recommends those bibliographies gathered together at the Chaucer MetaPage website. Of these, Alan Baragona's Chaucer page (1) is particularly useful, with a wide range of resources including a number of other bibliographies listed.

David Wilson-Okamura of East Carolina University has a carefully annotated list of online resources, including bibliographies, at <<http://www.geoffreychaucer.org>> (12).

A non-commercial site which aims to 'sift and sort' online Chaucerian materials, it also offers categories such as 'reception' dealing with less well represented but increasingly important areas of Chaucer studies.

## Primary Texts

Online texts—both editions and translations—can be of assistance to those looking for copies of Chaucer's works, or for other medieval literary works with which to compare his writing. Some of these, such as the Canterbury Tales Project's recent release of Caxton's *Canterbury Tales: The British Library Copies* (18), are exceptionally easy to work with, supplying digitized images of manuscripts or incunabula and making the most of hyperlinks and pop-up glosses to give the richest possible reading experience. Others are supplied without much, or any, critical apparatus. The latter often represent editions that are now out of copyright and have been scanned in without any further attention. It can be difficult to trace where and when these editions originated and who was initially responsible for them. This situation is not particularly helpful, but it is better to have access to a text than not to have it at all; the online solution gets around the problem of expensive or out-of-print editions and translations, while offering the chance to compare different readings with ease.

Online texts may be provided as part of wider resource projects. The *On-Line Reference Book for Medieval Studies (The ORB)* (24), 'an academic site, written and maintained by medieval scholars for the benefit of their fellow instructors and serious students', is a good example, providing an array of electronic texts with an extraordinarily detailed listing of web resources. The *Internet Medieval Sourcebook* (27) has a comprehensive listing (once again, Chaucer is found under the subheading 'Middle English') together with an exemplary display of information about its texts, including sources, copyright conditions, and citation details.

Another key resource is the Corpus of Middle English Verse and Prose (21), a fully searchable site. The Electronic Literature Foundation's *Canterbury Tales* (23) allows both a reading through the text in one of a number of different forms, and a specific search for whatever words interest you most: typing 'miller' into the search box, for example, will bring you a list of all the lines of the *Canterbury Tales* that have the word 'miller' in them, referenced by tale number and line number within that tale. The publications of the Canterbury Tales Project (25) also provide this function. The 'Electronic *Canterbury Tales*' (26) has an annotated list of online texts, with comment on the suitability of each one for different academic and non-academic purposes, as does the 'Texts of Chaucer's Works Online page' from the Chaucer MetaPage site (19). For any electronic text, the University of Virginia's Electronic Text Centre (28) is a good place to start.

## Historical contexts

In addition to work focused upon Chaucer himself, a range of resources can help with the related issues of historical and cultural context. Some are specifically grouped around Chaucer, as in the Harvard Geoffrey Chaucer site (43), which discusses issues such as pilgrimage and courtly love. Others are concerned with the fourteenth and fifteenth centuries more generally, or with their political, aesthetic, or military endeavours. Luminarium's page 'Additional Sources for Medieval England' (42) gathers together a long list and can provide a link for most areas of medieval life and history.

For a rapid glance at the general context for Chaucer's writing, timelines are extremely useful; a first port of call should be the wide-ranging TimeRef Medieval History Timeline (44), which includes month-by-month events, brief bibliographies of key figures, and even details of medieval locations, including castles, abbeys, and cathedrals, with three-dimensional reconstructions.

Several sites host sets of images, creating a vivid sense of the visual and aesthetic contexts of Chaucerian texts. For example, [geoffreychaucer.org](http://geoffreychaucer.org) (2) and the Chaucer Scriptorium (3) include image sections among their pages, with annotated links. Medieval maps can be viewed through the online cartographic index of late medieval maps (41).

## Online reference works

One of the most obvious, and yet potentially most troublesome, uses of the Web is as a vehicle for encyclopedias of all kinds. For rapid access to bite-sized information on Chaucerian topics, it can hardly be bettered. Some encyclopedias are more reliable than others, however. The *Catholic Encyclopaedia* dates from 1908, but its preface is included so that readers can be aware of its particular agenda and nuances. The *On-Line Reference Book for Medieval Studies* (10) incorporates a scholarly encyclopedia. Less easy to judge are those entries contained by, for example, the online encyclopedia *Wikipedia*, which is under a constant process of construction by a large number of online contributors. In some cases, the encyclopedic 'information' is, quite simply, out of date. Users should beware of the Chaucer entry in *Infoplease*, despite the link to it from Luminarium (8), since its bibliography section contains nothing more recent than 1989 and makes the claim that 'the best editions of Chaucer's works are those of F. N. Robinson (1933) and W. W. Skeat (7 vol., 1894–97); of *The Canterbury Tales*, that of J. M. Manly and E. Rickert (8 vol., 1940)'.<sup>1</sup> A student convinced that these works remain 'the best editions' would be seriously disadvantaged. Similarly, there remains much of interest in the 1907–21 edition of the *Cambridge History of English and American Literature* (to which several sites have links), yet there is also a great deal that is now outdated.

## Language resources

Students encountering Middle English for the first time may wish for assistance in reading the language. The Harvard Geoffrey Chaucer site (43) has sections for 'Teach Yourself Chaucer' and 'Chaucer's Language', and also hosts the Middle English Glossarial Database (32). Edwin Duncan supplies a basic Chaucer glossary (29), which marks up the most common words. Teresa Reed has a quick guide to Middle English pronunciation (33), while Melinda Menzer includes material on Chaucer's work in her site on the Great Vowel Shift (31). Most practical of all, the *Middle English Dictionary* (35) online allows a range of searches and provides links to several lines for each example of a word it cites, allowing a much wider sense of the contexts in which any single word acquires a range of meanings. A visit to the Chaucer Studio (34) provides further access to the sounds of Chaucerian texts, as do the Chaucer MetaPage audio files (30).

## Discussion lists

Many discussion lists are archived on the Web, and some of these form a valuable resource. Although browsing through the archived messages can be productive, it is often quicker to put very specific search terms into a search engine that will automatically pick up relevant postings to the list. Subscription to discussion lists is a possibility; the Chaucer Discussion List (45) is an obvious choice, but there are others with a wider range, such as the Medtextl Discussion Group (47). Members of such groups often dislike being petitioned for help with student essays, and only those interested in participating in a wide-ranging and high-level discussion should subscribe. The *Medieval Review* emails electronic reviews of recent books to its subscribers, providing a means of keeping up to date with critical material. For all such lists, subscribers should ensure that they have sufficient mailbox space to accommodate the messages that will arrive as a result. These messages remain the intellectual property of their authors and must be properly cited if quoted in essays or papers.

## Online forums

There are increasing opportunities for more direct interaction using the Web. The Chaucer MetaPage (9) promotes a Metamentors scheme to provide advice for both teachers and learners in matters Chaucerian. Metamentors even offer 'distance learning by grouping students into on-line classes (on a listserv), or into groups that focus on one issue for a set period of time, or into individual tutorials'.<sup>2</sup> This is in addition to any other educational programmes students may be following. Here the special functions and facilities of the Web come into their own; it is impossible to imagine such an international exchange of teaching and learning without it. For a more informal environment in which to discuss Chaucer and his works, try requesting a chat room,

message board, or mailing list in the 'authors' section of Catherton.com (46), or use a search engine to find one of the several bizarrely Chaucer-related chat rooms.

A further way of using the Web to make contact with others is through sites that link into a community of scholars. Membership of these is often primarily for teachers and scholars, such as the New Chaucer Society (48), but their web pages also give information about their conferences and journals. These demonstrate the way in which the Web facilitates the distribution and dissemination of material and ideas in other media.

## Teaching and learning

Many web sites are designed as study resources for higher education modules and programmes. Such sites are likely to contain high-quality and factually reliable materials that university students and instructors will find of particular use. Most obvious is the Harvard Geoffrey Chaucer website (43), which 'provides materials for Harvard University's Chaucer classes in the Core Program, the English Department, and the Division of Continuing Education', but which also notes that 'others . . . are welcome to use it'. The site, which has primarily focused on the *Canterbury Tales* to date, offers a virtual cornucopia of high-quality resources, including glossed Middle English texts, translations of Chaucerian analogues, selected works by other writers, critical articles, graphics, and general information on the Middle Ages. The Chaucer MetaPage (9) is an initiative of 'a group of medievalists interested in promoting Chaucer studies on the WWW'. Launched at the 33rd International Congress of Medieval Studies, it aims to organize and provide navigation aides for Chaucer resources on the Web, and to work towards enhancing and extending those resources. For teachers of Chaucer, *The On-Line Reference Book* (10) includes a useful 'Resources for Teaching' section, and Dan Kline maintains an invaluable section of the Chaucer MetaPage (9) entitled 'Online Assistance for Teachers and Students of Chaucer and the Later Middle Ages'.

## Non web-based electronic resources

A number of important electronic resources, particularly digitized manuscripts, are available on DVD or CD-ROM. Until recently, the large file-size of high-resolution images has precluded their distribution over the Internet. Often producers or copyright holders are bound by financial constraints to ensure that the dissemination of their materials earns revenue. Consequently, licensing agreements vary from allowing single users to view a CD-ROM, to enabling an institution to publish content across its intranet from a networked CD. A range of regulations governing 'legitimate use' may permit use for 'personal research', or allow resources to be used in the classroom. It is

exceedingly rare for copyright holders or publishers to allow users to republish (electronically or in print) the resources contained in a CD.

Such resources, however, can profoundly enrich the study experience. The CD-ROM of the *Book of the Duchess*, published by the University of Calgary Press in hypertext in 1997, includes audio files of the complete poem being read in Middle English, pop-up notes and glossary, and useful editions of source texts for comparison. The work of the Canterbury Tales Project (25), based at the Centre for Technology and the Arts at De Montfort University, has thus far published CD-ROMs of the 'Wife of Bath's Prologue', the 'General Prologue', and a Hengwrt Chaucer digital facsimile, with several other tales scheduled to follow soon. This is a highly labour-intensive initiative involving the transcription of all manuscripts and early printed books of the *Canterbury Tales* into computer-readable form. Each publication is a truly encyclopedic hypertext edition, enabling students and scholars to compare all known early textual versions of the *Canterbury Tales*.

All of these electronic resources have much to offer in assisting students, scholars, and teachers in the study of Chaucer and his works. Like non-electronic books and articles, they represent the interests and labour of many different people, and we have much to be grateful for in their efforts. Such resources will continue to grow and develop, even as we learn to understand 'information' and our own responses to it in different (even as yet unimaginable) ways.

## WEB LINKS

### Portals and metapages

- 1 Baragona's Chaucer Page: <<http://academics.vmi.edu/english/chaucer.html>>.
- 2 geoffreychaucer.org: <<http://geoffreychaucer.org/>>.
- 3 Hanley's Chaucer Scriptorium: <<http://www.wsu.edu:8080/~hanly/chaucer/chaucer.html>>.
- 4 Humbul Humanities Hub (English Studies): <<http://www.humbul.ac.uk/english/>>.
- 5 Jack Lynch, Literary Resources—Medieval: <<http://andromeda.rutgers.edu/~jlynch/Lit/medieval.html>>.
- 6 Jane Zatta, Chaucer: *The Canterbury Tales* Portal: <<http://www.siue.edu/CHAUCER/>>.
- 7 The Labyrinth: Resources for Medieval Studies: <<http://labyrinth.georgetown.edu/>>.
- 8 Luminarium Geoffrey Chaucer Page: <<http://www.luminarium.org/medlit/chaucer.htm>>.
- 9 The Chaucer MetaPage: <<http://www.unc.edu/depts/chaucer/>>.
- 10 *The ORB (On-Line Reference Book for Medieval Studies)*: <<http://www.the-orb.net/>>.

### Bibliographies

- 11 Derek Brewer's *Thirty-Year Working Bibliography for Chaucer and Middle English Literature 1970–2000*: <<http://www.courses.fas.harvard.edu/~chaucer/bibliography/b-1-intr.htm>>.
- 12 geoffreychaucer.org Bibliography Page: <<http://www.geoffreychaucer.org/bibliography/>>.
- 13 *On-Line Chaucer Bibliography*: <<http://ncs.rutgers.edu/biblio.htm>>.
- 14 *The Essential Chaucer (Annotated Bibliography of Chaucer Studies 1900–1984)*: <<http://colfa.utsa.edu/chaucer/>>.

- 15 *The Chaucer Review: An Indexed Bibliography Vols. 1–30*: <[http://www3.baylor.edu/~Chaucer\\_Bibliography/](http://www3.baylor.edu/~Chaucer_Bibliography/)>.

#### Library catalogues online

- 16 Oxford Libraries Information System Catalogue: <<http://www.lib.ox.ac.uk/olis/>>.  
17 The British Library Public Catalogue: <<http://blpc.bl.uk/>>.

#### Primary texts online

- 18 Caxton's *Canterbury Tales*: The British Library Copies: <<http://www.cta.dmu.ac.uk/Caxtons/>>.  
19 Chaucer MetaPage Listing: Texts of Chaucer's Works Online: <<http://www.unc.edu/depts/chaucer/chtexts.htm>>.  
20 Chaucertext: An Online Archive for Electronic Chaucer Scholarship: <<http://www.winthrop.edu/chaucertext/>>.  
21 Corpus of Middle English Verse and Prose: <<http://www.hti.umich.edu/c/cme/>>.  
22 Edwin Duncan, *An Electronic Edition of the 'General Prologue' to Geoffrey Chaucer's 'Canterbury Tales'*: <<http://www.towson.edu/~duncan/chaucer/indexn.htm>>.  
23 Electronic Literature Foundation *The Canterbury Tales*: <[http://www.canterburytales.org/canterbury\\_tales.html](http://www.canterburytales.org/canterbury_tales.html)>.  
24 *On-Line Reference Book* Text Library: <<http://www.the-orb.net/libindex.html>>.  
25 The Canterbury Tales Project: <<http://www.cta.dmu.ac.uk/projects/ctp>>.  
26 The Electronic *Canterbury Tales*: <[http://hosting.uaa.alaska.edu/afdtk/ect\\_etexts.htm](http://hosting.uaa.alaska.edu/afdtk/ect_etexts.htm)>.  
27 *The Internet Medieval Sourcebook*: <<http://www.fordham.edu/halsall/sbook.html>>.  
28 University of Virginia Electronic Text Centre: <<http://etext.lib.virginia.edu/>>.

#### Language resources

- 29 A Basic Chaucer Glossary: <<http://www.towson.edu/%7Eduncan/glossary.html>>.  
30 Chaucer MetaPage Audio Files: <[http://academics.vmi.edu/english/audio/audio\\_index.html](http://academics.vmi.edu/english/audio/audio_index.html)>.  
31 Melinda Menzer, *The Great Vowel Shift*: <<http://alpha.furman.edu/~mmenzer/gvs/>>.  
32 Middle English Glossarial Database: <<http://www.courses.fas.harvard.edu/~chaucer/tools/>>.  
33 Teresa Reed's Middle English Pronunciation Guidelines: <<http://www.jsu.edu/depart/english/treed/chpronounce.htm>>.  
34 The Chaucer Studio: <<http://english.byu.edu/chaucer/>>.  
35 *The Middle English Dictionary Online*: <<http://ets.umdl.umich.edu/m/med/>>.

#### Online journals and journal archives

- 36 *English Literary History*: <<http://muse.jhu.edu/journals/elh/>>.  
37 Labyrinth Scholarly publications (links to online journals): <[http://www.georgetown.edu/labyrinth/professional/pubs/scholarly\\_pubs.html](http://www.georgetown.edu/labyrinth/professional/pubs/scholarly_pubs.html)>.  
38 JSTOR: The Scholarly Journal Archive: <<http://www.jstor.org/>>.  
39 *The Chaucer Review*: <<http://muse.jhu.edu/journals/cr/>>.

#### Information on historical contexts

- 40 BBC1 History Page: <<http://www.bbc.co.uk/history/>>.  
41 Late Medieval Maps 1300–1500: <<http://www.henry-davis.com/MAPS/LMwebpages/LM1.html>>.  
42 Luminarium Additional Sources for Medieval England: <<http://www.luminarium.org/medlit/medresource.htm>>.

- 43 The Harvard Geoffrey Chaucer Page: <<http://www.courses.fas.harvard.edu/~chaucer/>>.
- 44 TimeRef Medieval History Timelines: <<http://www.btinternet.com/~timeref/index.htm>>.

#### Discussion lists and forums

- 45 Archives of the Chaucer Discussion Group: <<http://listserv.uic.edu/archives/chaucer.html>>.
- 46 Catharton.com: A Guide to Artists, Authors, Directors and Musicians—Chaucer page: <<http://www.catharton.com/authors/76.htm>>.
- 47 Medtextl Discussion Group Database: <<http://www.mun.ca/mst/medtext/>>.
- 48 The New Chaucer Society: <<http://www.artsci.wustl.edu/~chaucer/>>.

#### Other useful sites

- 49 Adobe Acrobat Reader—free download: <<http://www.adobe.com>>.
- 50 Meta-Search Engines (Information from library at University of California, Berkeley): <<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/MetaSearch.html>>.
- 51 Questia: <[http://www.questia.com/popularSearches/geoffrey\\_chaucer.jsp](http://www.questia.com/popularSearches/geoffrey_chaucer.jsp)>.
- 52 Resource Discovery Network's Virtual Training Suite for English Studies: <<http://www.vts.rdn.ac.uk/tutorial/engstud>>.

#### NOTES

1. <<http://www.infoplease.com/ce6/people/A0864398.html>>, 18 Jan. 2003.
2. <<http://www.unc.edu/depts/chaucer/mentors.htm>>, 8 Aug. 2003.

