

JONATHAN SWIFT'S GULLIVER'S TRAVELS: ON ABRIDGEMENT

---

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH IN THE  
GRADUATE SCHOOL OF THE TEXAS WOMAN'S UNIVERSITY

COLLEGE OF  
ARTS AND SCIENCES

BY  
CYANN LOONEY, B.A.

---

DENTON, TEXAS

AUGUST, 1969

# Texas Woman's University

Denton, Texas

AUGUST 19 69

We hereby recommend that the THESIS prepared under  
our supervision by CYANN LOONEY  
entitled JONATHAN SWIFT'S GULLIVER'S TRAVELS :  
ON ABRIDGEMENT

be accepted as fulfilling this part of the requirements for the Degree of  
MASTER OF ARTS

Committee:

Antony Nell Wiley  
Chairman

Gladys Maddocks

Judith McDowell

Accepted:

L. L. Morrison  
Dean of Graduate Studies

MAR 2 1970



## PREFACE

When Jonathan Swift wrote Gulliver's Travels, he certainly did not have a child audience in mind. His attack on mankind, which became more openly and bitterly satirical as the story progressed, was leveled at the adults of his day. He chose as the vehicle for his satire the imaginary voyage, a popular literary form of that time. Ironically, it was the adventure of the travel story that captured the attention of the child and that has continued to hold that attention for over two hundred years. However, because parts of Gulliver's Travels are either not suitable for or not understandable to the child, innumerable abridgements have been published specifically for the young reader.

The purpose of this study, after investigating the role of Gulliver's Travels in the history of children's literature, is to determine how such abridgement has affected the style and rhetoric of the work. In conducting the study, I have collated two texts, the abridged Illustrated Junior Library edition of Gulliver's Travels and the unabridged Gulliver's Travels edited by Ricardo Quintana. I chose the Illustrated Junior Library edition because, unlike many other abridgements, it contains all four voyages and is, therefore, better suited to the type of study I am doing.

I chose Ricardo Quintana's edition of Gulliver's Travels because, with one exception, the text is the same as that of George Faulkner, whose 1735 edition is considered to be the authoritative one. The one difference in Quintana's edition is that five paragraphs in Part III, Chapter iii, have been added. These paragraphs did not appear in print until 1896.

I am deeply indebted to Dr. Autrey Nell Wiley for her invaluable assistance to me as director of my thesis. For many years she has exhibited an active interest in my educational progress and experiences. For the equanimity with which she has helped me meet all crises, for the patience and understanding she has always shown, and for the encouragement she has always given, I give her my unending gratitude.

I would like to thank Dr. Gladys Maddocks and Dr. Judith McDowell for graciously consenting to read my thesis and to assist Dr. Wiley during my final examination, and I would also like to thank Mrs. Alleen Wright Bounds, whose limitless enthusiasm for and interest in my work has meant so much to me.

To Mrs. Anne Wilson Sexton, who, through her dedication to the teaching profession and her devotion to her students, made me realize early in my education the importance of good scholarship, and to Mrs. Helen Jayne, who exemplifies all that is great in a teacher and true in a friend, I extend my heartfelt thanks.

A special debt of gratitude goes to Miss Barbara Burns, who for many long and tedious months has been a sounding board for my ideas, an able critic, and most of all a dear and loyal friend.

And finally, to my mother, Mrs. Kitty Callaghan, and to my grandparents, Mr. and Mrs. John W. Lillard and Mr. and Mrs. C. A. South, I give my greatest thanks and my love. They have always had faith in me and have provided me with unceasing love and encouragement, not only in this, but in all my endeavors.

July 13, 1969

  
Cyann Looney

# TABLE OF CONTENTS

PREFACE . . . . .	iii
CHAPTER . . . . .	PAGE
I. GULLIVER'S TRAVELS IN THE HISTORY OF CHILDREN'S LITERATURE . . . . .	1
Adult and Child Audience . . . . .	1
Question of Acceptance by Children . . . . .	1
History and Development of Children's Literature . . . . .	2
Gift of wonder . . . . .	2
Oral folk literature . . . . .	2
Traditional literature in first printed books . . . . .	3
Hornbooks . . . . .	4
Chapbooks . . . . .	4
Beginnings of children's literature in the eighteenth century: continued popularity of adult books . . . . .	5
Fairy tales and <u>Little Goody Two</u> <u>Shoes</u> . . . . .	6
Development of trends influencing writing for children . . . . .	7
Merits of new books for children . . . . .	8
Qualities of Children's Literature . . . . .	9
Rejection of certain books . . . . .	9
Correspondence of what children want and need . . . . .	10
Adequate theme, plot, and characters . . . . .	10
<u>Gulliver's Travels</u> as a Book for Children . . .	11

CHAPTER	PAGE
Failure of attempt to "vex" the world: acceptance of book by children . . . . .	11
Popularity of fiction for children . . . . .	12
First abridgements . . . . .	12
First children's edition . . . . .	14
Foreign translations . . . . .	14
Popularity of first two voyages . . . . .	15
Adverse effects of abridgement on original work . . . . .	16
Necessity of abridgement . . . . .	16
Qualities Appealing to Children in <u>Gulliver's Travels</u> . . . . .	17
Good story . . . . .	17
Perfection of characters: a few inconsistencies . . . . .	18
Identification . . . . .	19
Irony of Swift's Fame: Compliment to his Genius . . . . .	20
Questions to Be Considered Concerning Abridgements . . . . .	21
II. METASTYLISTICS	
Categories of Stylistic Revisions . . . . .	22
Italics and Capitalization . . . . .	22
Spelling . . . . .	23
Final <u>-k</u> , American spelling vs. British spelling, obsolete spellings, shortened forms, alternate forms . . . . .	23
<u>Y</u> to <u>i</u> , <u>-wards</u> to <u>-ward</u> . . . . .	25
Omission of hyphens . . . . .	25

CHAPTER	PAGE
Addition of hyphens . . . . .	27
Paragraphing . . . . .	28
Punctuation . . . . .	29
Categories of changes . . . . .	29
Semicolon-to-comma revision . . . . .	30
Separation of main clauses joined by conjunction . . . . .	30
Subordinate clauses . . . . .	31
Participial phrases . . . . .	32
Nonrestrictive clauses . . . . .	32
Miscellaneous changes . . . . .	34
Mistakes in abridgement . . . . .	34
Semicolon-to-period revision: two variations . . . . .	36
Third variation . . . . .	37
Omission of superfluous commas: words and phrases joined by coordinating conjunction . . . . .	37
Restrictive adverbial clauses . . . . .	38
Restrictive adjective clauses . . . . .	39
Restrictive phrases . . . . .	40
Restrictive appositives . . . . .	40
Subject-verb and verb-object . . . . .	42
Non-parenthetical and slightly parenthetical words and phrases . . . . .	42
Comma-to-period revision . . . . .	43
Addition of comma: nonrestrictive phrases and clauses . . . . .	44

CHAPTER	PAGE
Items in a series . . . . .	45
Miscellaneous examples . . . . .	46
Colon-to-period revision . . . . .	47
Colon-to-semicolon revision . . . . .	49
Miscellaneous changes . . . . .	50
Apostrophe . . . . .	51
Diction . . . . .	52
Syntax . . . . .	54
All-encompassing nature . . . . .	54
Pronouns . . . . .	54
Verbs: rare forms and tenses . . . . .	55
Verbs: tense . . . . .	56
Unrelated word revision . . . . .	57
Rephrasing for simplicity or clarity . . . . .	58
Changing of phrases to clauses . . . . .	59
Changing of phrases to sentences . . . . .	59
Addition of words . . . . .	60
Minimal Effect of Revisions on Swift's Basic Style . . . . .	62
III. RHETORIC . . . . .	63
Abridgement to Meet Desires, Needs, and Abilities of Child Reader . . . . .	63
Categories of Deletions . . . . .	64
Physical Aspects . . . . .	64
Bodily functions . . . . .	64
Physical descriptions . . . . .	66
Miscellaneous . . . . .	67

CHAPTER	PAGE
Implications of Immorality . . . . .	68
Sexual relationships . . . . .	68
Man's inhumanity to man . . . . .	69
Criticism of professions . . . . .	69
Implications of Political Philosophy . . . . .	72
Ingratitude and government spending . . . . .	72
Political favoritism and qualifications for office . . . . .	73
Abstract Personal Philosophy . . . . .	74
Relativity and religion . . . . .	75
Reason . . . . .	75
Nature of man . . . . .	76
Superfluous Material . . . . .	79
Formations of patterns: stylistic deletions . . . . .	79
Address to reader and unnecessary elaboration . . . . .	79
Miscellaneous Material . . . . .	80
Nautical terminology and technical descriptions . . . . .	80
Political and historical references . . . . .	81
Ironical insistence on veracity of travels . . . . .	82
Effect of Deletions on Swift's Rhetoric . . . . .	83
Speaker in the unabridged edition . . . . .	83
Speaker in the abridged edition . . . . .	83
Adult audience . . . . .	84
Child audience . . . . .	84
Effect of abridgement on rhetoric . . . . .	85
BIBLIOGRAPHY . . . . .	86



## CHAPTER I

### GULLIVER'S TRAVELS IN THE HISTORY OF CHILDREN'S LITERATURE

On September 29, 1725, Jonathan Swift, in a letter to Alexander Pope, stated that his purpose in writing Gulliver's Travels was "to vex the world rather than divert it."<sup>1</sup> He would certainly have been amazed, and probably somewhat vexed himself, had he known that his masterpiece was to be read as much by children as by adults for over two hundred years. John Gay, however, must have had an inkling of what was to be, for on the seventeenth of November, shortly after the publication of Gulliver's Travels in 1726, he wrote to Swift:

About ten days ago a Book was published here of the Travels of one Gulliver, which hath been the conversation of the whole town ever since. The whole impression sold in a week; and nothing is more diverting than to hear different opinions people give of it, though all agree in liking it extreamly. . . . From the highest to the lowest it is universally read, from the Cabinet-council to the Nursery.<sup>2</sup>

Though the universal popularity of the book was from the first undeniable, its acceptance by the "Nursery" is certainly a matter to be considered. Just exactly why should this book, purposely written as a violent, misanthropic

---

<sup>1</sup>The Correspondence of Jonathan Swift, III, 1724-1731, ed. Harold Williams (London: Oxford University Press, 1963), p. 102.

<sup>2</sup>Ibid., pp. 182-183.

attack on man and his society, be taken over by children?

In order to answer, one must take into consideration certain matters.

First of all, a brief account of the history and development of children's literature might help to explain the willingness of children to "take on" Gulliver's Travels.

Lillian Smith, in The Unreluctant Years, has stated:

It is true that while children often accept what is offered to them, they also reach for what they want, though they may not understand the imaginative and dramatic instinct that makes them want it. This gift of wonder, of longing, of reaching out--call it what you will--belongs to children as it belonged to the childhood of the race. The years of childhood, before self-consciousness in any acute way comes over them, are the years of wonder, the years when a child will find and exploit all that his active and ranging mind can lay hold of. In books, and perhaps in nothing else so much as books, can he find such richness of opportunity. This natural instinct of a child toward beauty and imagination explains why the picture of children's literature must be a composite one; why it is made up of what the children have taken for themselves, as well as what they have been given.<sup>3</sup>

Children's literature began and grew along with the experience and imagination of the people who first told their stories around a campfire.<sup>4</sup> A wealth of material developed from the songs of the mothers and the grandmothers, from the tales of brave deeds and glorious adventures of the fathers and grandfathers. Though many of these stories were told to the adults, it is certain that the children also

---

<sup>3</sup>Lillian Smith, The Unreluctant Years (Chicago: American Library Association, 1953), p. 22.

<sup>4</sup>Ibid., p. 21.

listened.<sup>5</sup> As time passed, professional storytellers, the bards and minstrels, built upon these tales, making them into the ballads, hero tales, or epics of the people. This oral folk literature was most often not intended for the children's ears because much of it related tales that were sometimes horrible and bloody, sometimes romantic, and sometimes coarsely humorous. Nonetheless, the children listened to and loved many of these adult stories and took them as their own, for that, as May Hill Arbuthnot says, is the way they have gotten much of their literature. They take the parts that they can enjoy as well as understand.<sup>6</sup>

It was this traditional literature that found its way into the numbers of books that were first printed. William Caxton, the first English printer and a practical businessman, printed those things he knew the public would buy, and those things were the well-known and well-loved stories which had made up the oral literature of previous centuries.<sup>7</sup> The stories he published, Malory's Morte d'Arthur, The Recuyell of the Historyes of Troye, The Boke of Historyes of Jason, The Historye of Reynart the Foxe, and Aesop's Fables, were intended for adults but, once again, were taken over by the children and today still appear on

---

<sup>5</sup>May Hill Arbuthnot, Children and Books (Chicago: Scott, Foresman and Company, 1957), p. 38.

<sup>6</sup>Ibid.

<sup>7</sup>Lillian Smith, p. 21.

publishers' book lists for children.<sup>8</sup>

In her account of the history of children's literature Arbuthnot includes the hornbooks. They were wooden paddles on which were pasted parchment or vellum lesson sheets covered with transparent horn. In the hornbooks were the alphabet, some syllables such as ab, eb, and ib, as well as other vowel-consonant combinations. Usually "In the Name of the Father, the Son, and the Holy Ghost" and the Lord's Prayer were included. Around 1746 these textbooks, fashioned to teach the children their letters and letter combinations and to carry on their religious training, were constructed of cardboard with gilt embossed Dutch paper on one side and the lesson on the other. Actually these hornbooks were not the least bit entertaining to the children, and for this reason, children continued to "sample" adult books.<sup>9</sup>

From the early part of the sixteenth century until the beginning of the nineteenth century, chapbooks, which were tracts written for popular reading, were widely circulated in Scotland and England as well as in America during the latter part of that period. England's first chapbooks were translated from fifteenth-century popular French writings which were distributed in cheap pamphlet form in France.<sup>10</sup> Inexpensive little books, they were sold for as

---

<sup>8</sup>Arbuthnot, p. 38.

<sup>9</sup>Ibid., pp. 38-39.

<sup>10</sup>"Chapbooks," The New Funk and Wagnalls Encyclopedia, XXV, 1950, 2444.

little as a penny and not over a sixpence and had anywhere from sixteen to sixty-four folded or stitched-together pages.<sup>11</sup> Contained in these chapbooks were popular folk tales; condensations of popular books like Robinson Crusoe and Gulliver's Travels; lives of heroes and martyrs; ghost stories and tales of witchcraft; stories of murders and executions; historical narratives, travel tales, and religious treatises; information on fortune telling and the interpretation of dreams; and information on other subjects.<sup>12</sup> Though most of the literary charm was lost and the grammar was not the best, the common people of England bought them continuously, probably because there was action plus adventure on each page. About children and chapbooks Arbuthnot relates:

Of course the children discovered them and became ardent patrons of the pedlar's treasures, too. As between a tu'penny for a tart or a chapbook, the child probably chose the chapbook as often as the tart.

Badly written, crudely illustrated, unhonored though they were, the chapbooks preserved and popularized some of the precious elements of literature that children love.<sup>13</sup>

In the eighteenth century a new movement was taking place in Europe and America, a movement concerned primarily with man's rights and his worth as an individual. This democratic evolution brought about a great interest in the welfare of children and was so far-reaching as to lead to the beginnings of a literature produced especially for

---

<sup>11</sup>Arbuthnot, p. 39.

<sup>12</sup>"Chapbooks," The New Funk and Wagnalls Encyclopedia, p. 2444.

<sup>13</sup>Arbuthnot, p. 39.

children.<sup>14</sup> It is interesting to note, however, that the three most famous books on the children's market during the eighteenth century were really not written for children at all. These books--The Pilgrim's Progress, Robinson Crusoe, and Gulliver's Travels--were all intended for adults but were read by children, sometimes in editions created especially for them.<sup>15</sup> Though Puritanically moralistic in tone, The Pilgrim's Progress appealed to children as a sort of fairy tale full of marvelous adventures,<sup>16</sup> just as Robinson Crusoe and Gulliver's Travels appealed to them as adventure stories told with great ease and simplicity.<sup>17</sup>

It actually was not until after the publication of Gulliver's Travels that literature especially for children really gained distinction. Around 1697 either Charles Perrault or his son, Pierre Perrault d'Armancour, published Histoire ou contes du temps passe avec des moralites (Histories and Tales of Long Ago with Morals), better known as Contes de ma Mere l'Oye (Tales of Mother Goose). These stories, translated into English by R. Samber, appeared in 1729 and contained among others "The Sleeping Beauty," "Red Riding Hood," "Blue Beard," "Puss-in-Boots," "Diamonds and

---

<sup>14</sup>Charles M. Curry and Erle E. Clippinger, Children's Literature (New York: Rand McNally and Company, 1921), p. 7.

<sup>15</sup>F. J. Harvey Darton, Children's Books in England: Five Centuries of Social Life (Cambridge: University Press, 1932), p. 8.

<sup>16</sup>Smith, p. 22.

<sup>17</sup>Darton, p. 107.

Toads," and "Cinderella." They were very popular with children; they must have attracted the attention of John Newbery, an English publisher, who undoubtedly realized the importance of children as readers of books.<sup>18</sup> Newbery did a thriving business in children's books, and between 1760 and 1765 he issued his Mother Goose's Melody and in 1765 published Little Goody Two Shoes. Supposedly written by Oliver Goldsmith, Little Goody Two Shoes was the first book directly and specifically intended for children.<sup>19</sup>

The remainder of the eighteenth century offered little in imaginative literature for children; instead, it gave them rather dull, didactic fare which was of little interest. The dawn of the nineteenth century brought about a renewed interest in children's literature. In 1806 Charles and Mary Lamb's child's version of Shakespeare appeared and in 1808, Charles Lamb's retelling of The Adventures of Ulysses.<sup>20</sup> From the middle of the nineteenth century on into the very early part of the twentieth century certain trends developed which have influenced writing for children up to the present day. Lillian Smith enumerates these developments as:

(1) The collecting and publishing of children's editions of folk and fairy tales such as Grimm's Household Tales, Dasent's Popular Tales from the Norse, Andersen's Fairy Tales,

---

<sup>18</sup>Arbuthnot, pp. 43-44.

<sup>19</sup>Smith, p. 24.

<sup>20</sup>Ibid., pp. 25-26.

Joseph Jacob's English Fairy Tales, The Andrew Lang 'colored' Fairy Books and Joel Chandler Harris' Uncle Remus.

(2) The retelling of Greek legends and of the epic stories such as Hawthorne's Wonder Book and Tanglewood Tales, Kingsley's The Heroes, Alfred Church's Story of the Illiad and Story of the Odyssey, Howard Pyle's The Story of King Arthur and his Knights, and Sidney Lanier's The Boy's King Arthur.

(3) The advent of stories of pure imagination such as Alice in Wonderland, The Water-Babies, At the Back of the North Wind, The King of the Golden River, The Rose and the Ring and Stockton's Fanciful Tales.

(4) An interest in the sincere and revealing stories of everyday boyhood and girlhood such as Little Women, Hans Brinker, Tom Sawyer, and Stalky, and the 'family' stories of Mrs. Ewing E. Nesbit and Lucretia Hale's The Peterkins.

(5) The interest in historical events and time, stimulated by the writings of Sir Walter Scott, found its way into such books for children as Charlotte Yonge's The Little Duke and The Lances of Lynwood, Mark Twain's The Prince and the Pauper, Conan Doyal's Sir Nigel, Howard Pyle's Otto of the Silver Hand and Men of Iron, and John Bennett's Master Skylark and Barnaby Lee, while for a purely romantic and adventurous interest we note such books as Treasure Island, Twenty Thousand Leagues Under the Sea and Jim Davis. The Jungle Book seems to stand by itself; although its influence in opening up the field of animal life and character as a reading interest of children is unquestionable.<sup>21</sup>

A great many children's books have been published in the twentieth century, and undoubtedly more and more good ones will continue to be written. However, the merit of these new books will probably always be evaluated in comparison with the best that the past has produced, for "our trust will in the end rest upon the masterpieces of children's literature."<sup>22</sup>

---

<sup>21</sup>Ibid., pp. 29-30.

<sup>22</sup>Ibid., p. 30.



Taking into consideration the steps in the development of children's literature, at least up through part of the eighteenth century, it is quite apparent that children have seized just about what they want from literature. They have not been put off by the fact that a certain story is intended for adult ears only, that a certain book is meant for adult eyes only, and inversely they have not necessarily taken to those things which have been written just for children. Thus, the next matter to consider is the question of what aspects or qualities of literature children are likely to reject and those they are likely to accept.

George Bernard Shaw said that, "Nothing offends children more than to play down to them. All the great children's books--The Pilgrim's Progress, Robinson Crusoe, Grimm's Fairy Tales and Gulliver's Travels--were written for adults."<sup>23</sup> Paul Hazard reflects much the same idea. He feels, in essence, that children take the offensive in excluding from their reading those books which lack spirit and imagination and which repeat only what they can get in school. Though incapable of defining those faults that do not please them, nonetheless in an untutored, even unconscious, way they reject " . . . disguised sermons, hypocritical lessons, irreproachable little boys and girls who behave with more docility than their dolls. It is as though . . . they brought into the world with them a spontaneous

---

<sup>23</sup>Hubert V. Prochnow, Speaker's Handbook of Epigrams and Witticisms (New York: Harper and Row, 1955), pp. 43-44.

hatred of the insincere and the false."<sup>24</sup>

We must assume, then, from Hazard's statement that the appeal to children lies in qualities directly opposed to those he mentioned as causes for rejection. Therefore, it is indeed fortunate for children that what they want and what they need in literature can and often do correspond so closely. Most assuredly very few adults or children would argue with the need for qualities such as the following:

- (1) Widening of horizons
- (2) Deepening of understanding
- (3) Giving of sounder social insight
- (4) Ministering to merriment
- (5) Deepening of appreciation of beauty
- (6) Presentation of heroism, fantasy, and down-to-earth realism
- (7) Development of clear standards of right and wrong
- (8) Good writing<sup>25</sup>

All of the above characteristics, with the possible exception of the last, are self-explanatory. What, then, are the distinguishing characteristics of good writing for children?

First of all, an adequate theme which makes the children aware of their own problems as well as those of others is necessary. Second, the theme itself should produce and sustain an active, absorbing plot which adds to a child's natural enjoyment of life. Next, the characters should be well-developed, unique, and memorable, and they should contribute to a child's recognition of the importance of all

---

<sup>24</sup>Paul Hazard, Books, Children and Men, trans. by Marguerite Mitchell (Boston: The Horn Book, Inc., 1944), p. 49.

<sup>25</sup>Arbuthnot, p. 16.

life. Finally, the style should be straightforward and natural; it should have appropriate touches of humor and beauty. In other words, the book should "read well."<sup>26</sup>

Upon studying the evidence presented up to this point, we can conclude, first of all, that historically speaking, children have always taken over literature that they have liked, and second, that there are certain characteristics which they reject and others which they embrace wholeheartedly, regardless of the audience for whom the works have been written. The task at hand now is to see how Jonathan Swift's Gulliver's Travels fits into the picture as a whole.

That Jonathan Swift did not fully succeed in his attempt to "vex the world" with his bitter attack on the follies and foibles of mankind is a widely accepted fact. For the most part, even those against whom he railed most violently failed to see any "particular reflections," as John Gay called them in his letter to Swift. Even though they might have recognized the general satire on mankind, adults simply refused to be seriously upset, especially by the first two parts of the book; and both they and their children read the fantasy for diversion and amusement.<sup>27</sup> Eventually, the book seems to have become almost the sole property of the children.

---

<sup>26</sup>Ibid., p. 26.

<sup>27</sup>Alexander M. Witherspoon, ed., The College Survey of English Literature (New York: Harcourt, Brace and Company, 1951), p. 501.

There are a number of possible reasons for the foregoing statement. In an essay by Maynard Mack, the author expresses his feeling that because most adults seem unwilling to face the truth about themselves, they have "relegated [Gulliver's Travels] to the nursery."<sup>28</sup> Another point of view is that the very inventiveness and humor of the situations presented by Swift have been entertaining enough to overcome the satire.<sup>29</sup> Still another opinion maintains that the acceptance of this imaginative, fantastic tale was a reaction to the dull moral and didactic literature that the adults were providing their children in a somewhat misguided attempt to improve them.<sup>30</sup> Added to all this is Harvey Darton's assertion that the "novel-reading habit reached the nursery" very early in the form of summarized chapbook versions, and that the popularity of such storytellers as Defoe and Swift proved that fiction for children was definitely on its way in.<sup>31</sup>

Though not specifically published for children, the first abridgement of Gulliver's Travels indicated the form that most children's editions would take.<sup>32</sup> This abridgement,

---

<sup>28</sup>Maynard Mack, "Gulliver's Travels," in A Collection of Critical Essays, ed. Ernest Tuveson (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 28.

<sup>29</sup>Arbuthnot, p. 46.

<sup>30</sup>Smith, p. 158.

<sup>31</sup>Darton, pp. 107-108.

<sup>32</sup>Muir, p. 42.

an unauthorized edition containing only the voyages to Lilliput and Brobdingnag, was published in 1727 by J. Stone and R. King. Teerink, Swift's bibliographer, lists the following entry for that edition:

Travels / Into Several / Remote Nations / Of The / World  
/ -- / By Capt. Lemuel Gulliver. [sic] / -- / Faithfully  
Abridged. / -- / [ornament] / -- / London: / Printed for  
J. Stone, against Bedford Row, and / R. King, at the Prince's-  
Arms in St. Paul's / Church-Yard. MDCCXXVII

and

Travels / Into Several / Remote Nations / Of the / World.  
/ -- / By Capt. Lemuel Gulliver. / -- / Part II. / A Voyage  
to Brobdingnag. / -- / [ornament] / -- / London: / Printed  
in the Year MDCCXXCII.<sup>33</sup>

Harold Williams considers this abridgement a "worthless, journeyman piece of work."<sup>34</sup> The next two abridgements listed by Teerink are chapbook versions, both of which contain only the "Voyage to Lilliput." No date is given for the first of these editions, but the second was published in 1773. Two other chapbook versions are listed. These, too, contain only the first voyage and were published in 1808 and 1809, respectively. Of the various other shortened versions listed by Teerink, only some are actually designated as abridgements. Four of these editions, one published in 1782 and the others in the 1790's, contain both the "Voyage to Lilliput" and the "Voyage to Brobdingnag;" the fourth edition, published in 1802,

---

<sup>33</sup>H. Teerink, A Bibliography of the Writings of Jonathan Swift, ed. Arthur H. Scouten (Philadelphia: University of Pennsylvania Press, 1963), p. 207.

<sup>34</sup>Jonathan Swift, Gulliver's Travels, ed. Harold Williams (London: First Edition Club, 1926), p. lxxx.

contains Lilliput only. Two of these abridgements were published in America--one in New York, 1793, and the other in Boston, 1794.

Apparently the first edition published specifically for children appeared a little less than a century after the first publication of Gulliver's Travels. Of this edition Ralph Oppenheim said:

When, eighty years after its publication, it [Gulliver's Travels] had ceased to interest grown minds because its satire had lost all timely meaning, an enterprising publisher in Glasgow brought out the first children's edition, revising and simplifying it so as to include only those details relevant to the story itself.<sup>35</sup>

No further publication information is given about this particular edition, but apparently it is referring to a work listed by Teerink in the following entry:

The / Surprizing Adventures / Of / Captain Gulliver / in a / Voyage / To the Kingdom of / Lilliput. / [ornament] / Glasgow. / Published by / Lumsden & Son at their / Toy Book Manufactory. / Price Six Pence.<sup>36</sup>

Abridged versions of Gulliver's Travels also appeared among the many foreign translations which followed its publication. One of the first of these was a French translation published in Paris in 1727. Appearing in 1762 was the fifth of The Hague editions, also in French. This edition was different from the preceding ones in that it was an imitation of the Paris edition abridgement. Five other Hague editions,

---

<sup>35</sup>Ralph Oppenheim, "200 Years of 'Gulliver's Travels,'" The Mentor, May, 1927, p. 19.

<sup>36</sup>Teerink, p. 219.

published in 1765, 1767, 1773, 1777, and 1778, respectively, used the same text as the fifth edition, which apparently contained all four voyages in two volumes as well as a spurious third volume generally added to eighteenth-century translations of Gulliver's Travels.<sup>37</sup> Two Russian abridgements also appeared, but not until the early twentieth century. Published in 1911, the first of these Russian abridgements contained the first two voyages. The second abridged version, published in 1924, was predominantly a children's picture book with just a short text.<sup>38</sup>

Now, what in Gulliver's Travels has attracted countless numbers of children almost from the very moment of its publication? The many children's editions should provide concrete evidence of the parts children like best, for most of them, as stated before, have contained only the first two voyages--one to the land of Lilliput (land of the little people) and the other to Brobdingnag (land of the giants). The last two voyages hold little interest for children. The flying island of Laputa is inhabited by scientific wizards, whose absorption in scientific life and subsequent neglect of everything else offer little action. The child is bored by intricate scientific reflections. The picture of Houyhnhnmland, with horses as the noble rulers of men, those savage,

---

<sup>37</sup>Ibid., p. 199.

<sup>38</sup>H. Teerink, A Bibliography of the Writings in Prose and Verse of Jonathan Swift, D. D. (The Hague: Martinus Nijhoff, 1937), p. 222.

primitive creatures known as Yahoos, is really too depressing for children to enjoy.<sup>39</sup>

James Smith, in A Critical Approach to Children's Literature, takes issue with such abridgements to Gulliver's Travels and other originally adult books. He points out what most people would recognize, the fact that some of these adult books are fine for children in some ways and yet are not so good in others. He goes on to question, however, the merit of postponing the reading until adulthood, thereby risking the chance of missing out on the relative merits of certain books for childhood reading, versus "closing our eyes" to the shortcomings and letting the child read such books without any sort of editing.<sup>40</sup> Apparently Smith feels that such editing, necessary as it may be, leaves nothing but a shadow of the original work, or, even more, presents an entirely new tale merely based upon the original. As such, neither the names of the authors nor the reputations of the works, in his opinion, have a very high standing when the books are published as children's literature.<sup>41</sup>

In my opinion, such a point of view as Mr. Smith's seems a bit drastic in the light of the fact that for over

---

<sup>39</sup>Cornelia Meigs, et al., A Critical History of Children's Literature (New York: The Macmillan Company, 1953), pp. 56-57.

<sup>40</sup>James Steel Smith, A Critical Approach to Children's Literature (New York: McGraw-Hill Book Company, 1967), p. 80.

<sup>41</sup>Ibid., p. 93.



two centuries there has been little question of the natural worth of Swift's book as children's reading. Certainly some abridgement and other editing are advisable for youthful readers; even at that, however, it is essentially Swift's tale and Swift's genius that have captured children's minds, and not some mere imitation of either. Regarding the matter of editing and abridgement, Paul Hazard has ventured an explanation that is more realistic and, I think, more pleasant than James Smith's.

. . . What do they [children] care even about certain characters in the book that they do not, and cannot, understand? They are preoccupied with the book, and even in the book they select only what they like. Swift is ruled by his own impulses, and having begun with a smile, ends in fits of indignation and disgust. They remember only the smile. Once more, as in Robinson Crusoe, a band of workers offer their services to the children, simplifying, pruning, cutting across the rich fabric of the story. But no matter how clumsy they may be, allowing the mended places to show, daring even to add something of themselves, they can never do away entirely with the essential qualities of the book that children sense as diviners sense running water. For Swift's imagination gushes forth everywhere, all the more stupendous when it keeps its balance. It starts off with an impossible hypothesis, maintaining it with such perfect logic that it gives the impression of coherence and almost of truth.<sup>42</sup>

There are certain general qualities in Gulliver's Travels that appeal to children. To them, it is, above all, a good story; and as they follow Gulliver into the land of the little people and the land of the giants, they laugh with delight at the strange predicaments Gulliver finds himself in.<sup>43</sup> As Hazard states:

---

<sup>42</sup>Hazard, pp. 65-66.

<sup>43</sup>Lillian Smith, p. 23.

They like this miraculous imagination that leads straight to tales of voyages, to movement, to adventure, to the enchantment of the unknown, and that prolongs these voyages beyond the limits of the real, transforming them into an unending miracle, but that manages at the same time to be accurate and clear. They like its wild inventions that are not only comical but concrete.<sup>44</sup>

Another quality pleasing to children is the perfection, the exactness of Swift's portrayal of his characters, small or large. Usually consistent in his descriptions, Swift never confuses children by making the deed of the Lilliputians impossible or the actions of the Brobdingnagians impractical. It is never hard for children to imagine the delicate, exquisite picture of Lilliputian life or the gross, magnified aspect of the Brobdingnagian existence.<sup>45</sup> Though there are some inconsistencies in Swift's representation of things to scale, children are not aware of them. According to W. B. Ewald, the probing adult mind, however, might wonder "whether boys and girls roughly four and five inches tall could play hide-and-seek in Gulliver's hair, whether he could hold twenty or thirty smaller Lilliputian fowl (a lark is slightly smaller than a fly) on the end of his knife, and whether he could pick up in one hand twenty six-inch waiters carrying food and drink."<sup>46</sup> Ewald also cites Professor Augustus De Morgan, who was the first to question Gulliver's ability to capture the Blefusculian fleet:

---

<sup>44</sup>Hazard, p. 68.

<sup>45</sup>Meigs, p. 56.

<sup>46</sup>William Bragg Ewald, Jr., The Masks of Jonathan Swift (Cambridge, Massachusetts: Harvard University Press, 1954), p. 135.

Since the mass of a Blefuscudian battleship would equal  $\frac{1}{1728}$  of the mass of a battleship of Swift's day, De Morgan points out that Gulliver, up to his neck in water, could not possibly have dragged easily the equivalent of  $\frac{50}{1728}$  of the latter mass. Also, Gulliver says that after the Blefuscudians deserted their ships, there were at least thirty thousand of them at the water's edge (though it is unclear whether all these came from the ships). De Morgan argues that thirty thousand Blefuscudians would equal in bulk and weight about seventeen Englishmen; Gulliver could not easily have towed a boat which comfortably held seventeen of his countrymen.<sup>47</sup>

And finally, children find that they can identify with Gulliver's Travels. Again I refer to Hazard, who says:

Children recognize themselves in these multitudinous gambols. They themselves are dwarfs or giants. With their lords and masters, with the business, uproar and commotion of the world they are only dwarfs. With their toys, the cat purring before the hearth, the pet dog whose ears they pull, they are imperious giants. Among hills and mountains, on the beaches, under the immensity of the sky, they are poor dwarfs, incapable of grasping anything. Among the flowers in the garden, bent over the swarms of ants, busy building their castles of sand, they are giants with unlimited power.<sup>48</sup>

I think that this identification, as Hazard pictures it, is not with the Lilliputians or the Brobdingnagians, but instead with Gulliver himself. For it is Gulliver as a dwarf who faces the problems, the helplessness, and even the humiliation that his size makes it almost impossible to overcome; and it is Gulliver as a giant who is the potential "lord and master" over all he surveys. Surely this aspect itself is enough to assure the never-ending attraction of Gulliver's Travels for children.

---

<sup>47</sup>Ibid.

<sup>48</sup>Hazard, pp. 68-69.

There are those critics who feel, as did a certain Dr. Harrison, that "Time has taken a mean revenge on Swift, defeating him at his own game of irony; for the book which was intended as a savage satire on humanity has become a favorite tale for young children."<sup>49</sup> However, there are others who feel, as I do, that what some consider the supreme irony of Swift's fame is actually a supreme compliment to his genius. As R. C. Churchill states: " . . . a large proportion of literature, it seems to me, is great precisely because it appeals to many levels of intelligence, even from childhood up."<sup>50</sup> It is certainly true that it is the children's taking over of Gulliver's Travels which seems to have resulted in almost a contradiction of Swift's purpose, but perhaps it is also their adoption of it which has preserved this magnificent, fantastic tale so that it can continue both to "vex" and to "divert" many more generations of readers of all ages.

It is quite apparent that an "adult's only" sign cannot be tacked on to Gulliver's Travels. Because children have not allowed that to happen, adults have provided them with abridged versions of this great political and social satire. The question remains, however, whether such abridgements suitably meet the needs of the youthful reader. Do the

---

<sup>49</sup>R. C. Churchill, He Served Human Liberty: An Essay on the Genius of Jonathan Swift (London: George Allen and Unwin Ltd., 1946), p. 52.

<sup>50</sup>Ibid.

abridgements retain the essential elements of Swift's style, or do they become the works of the editors? Does the child's inability to comprehend and to be vexed by the deeper satirical meaning of Gulliver's Travels prevent him from being diverted by the adventure of the basic story? Finally, is the story itself adversely affected by the process of abridgement? The following comparative study of an unabridged and an abridged edition of Gulliver's Travels should provide some answers to these questions.

## CHAPTER II

### METASTYLISTICS

While the major concern in the study of the children's adaptation of Gulliver's Travels is the significance of the deleted material, almost equally important are the stylistic changes which have been made. These changes include such categories as punctuation, paragraphing, spelling, diction, and syntax and are important for a number of reasons. Generally speaking, the changes represent modern accepted uses though in a few instances the acceptability of such changes is open to question. Specifically, the stylistic revision shows the desire to present the material in a manner that is understandable and clear to the child reader. Because the types of stylistic changes made throughout the children's edition are predominantly consistent, I have collated, for this portion of the study, only the first two chapters of the Voyage to Lilliput. Any significant changes in any other part of the book, I shall, of course, mention.

There are some revisions in punctuation, capitalization, spelling, and paragraphing which should first be mentioned in order that the principles of such revisions may be understood to concern material from the abridged edition which is referred to but not quoted. In the unabridged edition all proper nouns are italicized, whereas in the

abridged edition they are not. Also, most nouns are capitalized in the unabridged edition, though there are a few exceptions in the second part of some hyphenated words, such as Newgate-street (p. 4), Day-light (p. 5), Sun-rise (p. 10), Coat-pocket and Butt-ends (p. 15), and Minute-hand (p. 19). It is interesting, however, that Coat-Pocket appears also (p. 16). In other examples, both parts of hyphenated words, such as City-Gates (p. 10), and Foot-Cloth (p. 16) are capitalized.<sup>1</sup> Never occurring in the unabridged edition are quotation marks which "did not begin to plague English until the end of the seventeenth century."<sup>2</sup> Used only for quotations in the seventeenth century, they were first used for marks of conversation by Samuel Johnson in Rasselas in 1759.<sup>3</sup>

Spelling is another important aspect of revision. One change deals with words in the unabridged edition such as Mathematicks (p. 3), Physick (p. 3), majestick (p. 13), and Domesticks (p. 15).<sup>4</sup> The final -k, which is omitted in the abridged edition, was dropped from both English and American spelling in the late eighteenth century.<sup>5</sup> Another

---

<sup>1</sup>For other examples, see the unabridged edition, pp. 4, 14, 16, 17.

<sup>2</sup>G. H. Vallins, The Pattern of English (London: Andre Deutsch Limited, 1956), p. 158.

<sup>3</sup>*Ibid.*, p. 159.

<sup>4</sup>Abridged, pp. 1, 18, 22.

<sup>5</sup>G. H. Vallins, Spelling, revised by D. G. Scragg (London: Andre Deutsch Limited, 1965), p. 197. References to British and American spelling are taken from a chapter entitled "American Spelling" by John W. Clark.

revision concerns words like Labour (p. 4), favourable (p. 15), honoured (p. 15), and behaviour (p. 15).<sup>6</sup> Though still retained in British spelling, the -our is changed to -or in the abridged edition, according to American spelling practice. The abridged edition also follows the American preference for the i over the e in words like enured (p. 14) and encreased (p. 8), which are in the unabridged edition.<sup>7</sup> The -ll- in melancholly (p. 11) and Pallisado's (p. 16) is also revised in the abridged edition because of American preference for the single -l-.<sup>8</sup> Licence (p. 14) and carcase (p. 14), which appear in the unabridged edition and are still acceptable British spellings, are changed to license (p. 21), and carcass (p. 22) in the abridged edition. Certain rare or obsolete spellings in the unabridged edition are also revised in the abridgements: shew--show, dawbed--daubed, Pullies--pulleys, croud--crowd, Inconveniency--inconvenience, Taylors--tailors, Cloaths--clothes, Hyde--hide, Scymiter--scimitar, Surprize--surprise, and Reflexion--reflection.<sup>9</sup> Appearing in the unabridged edition, although (p. 12) and until (p. 12) are changed to though (p. 17) and till (p. 17) in the abridged edition. Old Jury (p. 3) becomes Old Jewry

---

<sup>6</sup>Abridged, pp. 4, 22, 23.

<sup>7</sup>Ibid., pp. 20, 11.

<sup>8</sup>Ibid., pp. 16, 26.

<sup>9</sup>Unabridged, pp. 8, 9, 10, 13, 14, 15, 17, 18; abridged, pp. 11, 13, 19, 21, 22, 28, 29.



(p. 2) in the abridged edition. The latter spelling is correct and, according to the OED, was used in the eighteenth century. It is possible the Jury is either an alternate or a phonetic spelling used by Swift.

In the unabridged edition the final y in verbs is retained in the spelling of the past tense: spyed (p. 4), cryed (p. 5), supplied (p. 7), and tyed (p. 9).<sup>10</sup> The y is changed to i in the abridged edition. Another change is in words ending in -wards in the unabridged edition and -ward in the abridged: upwards--upward, afterwards--afterward, towards--toward, backwards--backward, and forwards--forward.<sup>11</sup> It is difficult to say which form is correct or even preferable. The OED states that the choice between the two is sometimes determined by personal preference, sometimes by euphony in the context of the material, or sometimes by a slight difference in the meaning to be conveyed, but that it would be impossible to give a general rule which would be accepted universally.

Also included in spelling revision are words involving the use of the hyphen. Hyphenated in the unabridged edition are proper nouns, such as Emanuel-College (p. 3), Newgate-street (p. 4), West-Indies (p. 4), South-Seas (p. 4), and East-Indies (p. 4).<sup>12</sup> Also hyphenated in the unabridged

---

<sup>10</sup> Abridged, pp. 4, 6, 9, 11.

<sup>11</sup> Unabridged, pp. 5, 7; abridged, pp. 5, 6, 9, 10.

<sup>12</sup> Abridged, pp. 1, 2, 3.

edition are common nouns such as Council-Chamber (p. 14) and Sea-Water (p. 18).<sup>13</sup> A possible explanation for this use of the hyphen is given by Vallins, who quotes from A Grammar of the English Language by William Cobbett (1837):

Sometimes the sign of the possessive case is left out, and a hyphen is used in its stead: as, "Edwards, the government-spy." That is to say, "the government's spy"; or "the spy of the government." These two words, joined in this manner, are called a compound noun: and to this compounding of nouns our language is very prone. We say, "chamber-floor, horse-shoe, dog-collar;" that is to say, chamber's floor, horse's shoe, dog's collar.

This is an advantage peculiar to our language. It enables us to say much in few words, which always give strength to language; and, after clearness, strength is the most valuable quality that writing or speaking can possess. "The Yorkshire-men flew to arms." If we could not compound our words, we must say, "The men of the shire of York flew to arms." When you come to learn French, you will soon see how much the English language is better than the French in this respect.<sup>14</sup>

According to current practice, the abridged edition drops the hyphen, making two words from each hyphenated word. In some instances, however, hyphenated words, such as Day-light (p. 5), Sun-rise (p. 10), Dray-men (p. 19), and Snuff-box (p. 19) become solid in the abridged edition.<sup>15</sup> (Some words not hyphenated in the unabridged edition also become solid in the abridged: my self--myself, a while--awhile, mean time--meantime, every thing--everything, mid Leg--midleg, and any Thing--anything.)<sup>16</sup>

---

<sup>13</sup>Abridged, pp. 14, 18. For other examples, see the unabridged edition, pp. 10, 13, 16, 17, 18, 19; abridged, pp. 14, 24, 27, 30.

<sup>14</sup>Vallins, Pattern of English, p. 48.

<sup>15</sup>Abridged, pp. 5, 14, 30, 31.

<sup>16</sup>Unabridged, pp. 5, 10, 14, 16, 18; abridged, pp. 5, 13, 21, 24, 28.

Two other words that are hyphenated in the unabridged edition are not hyphenated in the abridgement. The first of these words appears in the following sentence from the unabridged edition: " . . . about four Yards from me, over-against my right Ear, I heard a Knocking . . . " (p. 6).<sup>17</sup> Though there is an over against used as an adverb listed in the OED, the term does not seem to function as a compound word or a single unit in this sentence. Against is the introductory word of a prepositional phrase used as an adverb, and the prepositional phrase modifies the adverb over. The other hyphenated word appears in this sentence from the unabridged edition: "In the midst of these Consultations, several Officers of the Army went to the Door of the great Council-Chamber; and two of them being admitted, gave an Account of my Behaviour to the six Criminals above-mentioned" (p. 14).<sup>18</sup> Current usage dictates that the hyphen is omitted when the modifying words follow, rather than precede the noun.<sup>19</sup> Such is the case with above mentioned in the abridged edition.

In other instances words which are not hyphenated in the unabridged edition are hyphenated in the abridgement. Twenty two (p. 9) and eighty ninth (p. 18) in the unabridged edition become twenty-two (p. 12) and eighty-ninth (p. 28)

---

<sup>17</sup>Abridged, p. 7.

<sup>18</sup>Ibid., p. 22.

<sup>19</sup>Hodges, p. 175.

in the abridged edition, according to the current practice of using the hyphen with compound numbers from twenty-one to ninety-nine. Because compound words with more than one accent require a hyphen, Men of War (p. 9) and Man Mountain (p. 16) became men-of-war (p. 12) and Man-Mountain (p. 16) in the abridged edition.<sup>20</sup> By hyphenating another word, however, the abridged edition has preserved rather than modernized an archaic form. In the abridged edition, the word appears as a-groaning (p. 7). The a- is a prefix from late Old English and Middle English,<sup>21</sup> and used in this instance with the present participle of the verb groan, it means in the act of.<sup>22</sup>

A final general revision concerns paragraphing. Long paragraphs, which in the unabridged edition are certainly hard for the young reader to follow, are made into several shorter paragraphs in the abridged edition. The number of such revisions is shown on the following chart:

---

<sup>20</sup>Vallins, Spelling, p. 179.

<sup>21</sup>Random House Dictionary, 1967.

<sup>22</sup>Webster's Third New International Dictionary of the English Language Unabridged, 1966.

<u>Unabridged</u>		<u>Abridged</u>	
Page	Number of Paragraphs	Page	Number of Paragraphs
4-9	1	3-11	15
9-10	1	11-13	2
10	1	13-14	2
10-11	1	14-16	3
12-14	1	17-20	6
14-16	1	21-24	7
16-17	1	24-27	7
18-19	1	28-31	4

The first of the major stylistic changes is in punctuation. After the seventeenth century there were four basic marks of punctuation accepted by the older grammarians. These were the period, the colon, the semicolon, and the comma, but, as G. H. Vallins states: "In the work of the eighteenth century writers, colons, semi-colons, and commas seem to jostle one another unceremoniously, with little regard for their relative values."<sup>23</sup> Certainly, when compared to modern methods of punctuation, those of the unabridged edition of Gulliver's Travels seem a hodge-podge of symbols used with little reason or relationship. Emerging from the confusion of eighteenth-century punctuation, however, are certain analogies to twentieth-century punctuation patterns: the eighteenth-century semicolon generally became

---

<sup>23</sup>Vallins, Pattern of English, p. 152.

either a comma or a period; the colon became a period or a semicolon. What would today seem to be superfluous commas and hyphens gave way, many times, to complete omission of both marks. There are, though, several exceptions to such analogous patterns, as well as numerous other changes. It is important to note that some of these changes apparently indicate the normal process of simplification which punctuation has undergone during the past three centuries, while others indicate an "extra" simplification procedure for the benefit of the youthful reader.

The punctuation mark undergoing the most numerous changes was the semicolon; in the majority of instances it became, as stated before, a comma. This particular revision is utilized in a number of cases, one of which is as a mark of punctuation used to separate main clauses joined by a coordinating conjunction.<sup>24</sup> The first such instance in the unabridged edition is as follows: "When I came back, I resolved to settle in London, to which Mr. Bates, my Master, encouraged me; and by him I was recommended to several patients" (p. 3).<sup>25</sup> Eighteen other sentences with and as the coordinating conjunction in the unabridged edition have been altered

---

<sup>24</sup>John C. Hodges, Harbrace College Handbook, 4th Edition (New York: Harcourt, Brace and Company, 1956), p. 122. This handbook will be used, for the most part, as the authority on matters of modern punctuation.

<sup>25</sup>The page number indicated in parentheses refers to the quotation taken from the unabridged edition of Gulliver's Travels. This and other footnotes of the same sort will indicate the page on which the revisions may be found in the abridged edition. The first of these revisions can be found on p. 2 of the abridged edition.

in the abridged edition.<sup>26</sup> In the unabridged edition there is another such example, this time with for as the coordinating conjunction: "It appeared that he understood me well enough; for he shook his Head by way of Disapprobation, and held his Hand in a posture to show that I must be carried as a prisoner" (p. 8).<sup>27</sup> There are four other changes of this sort.<sup>28</sup>

The semicolon-to-comma revision also occurs in the punctuation of sentences with certain subordinate clauses. In current practice, an adverbial clause, when it follows the main clause and is nonrestrictive or loosely connected with the rest of the sentence, is set off by a comma.<sup>29</sup>

One example in the unabridged edition is the following:

"My Hours of Leisure I spent in reading the best Authors, ancient and modern; being always provided with a good Number of Books; and when I was ashore, in observing the Manners and Dispositions of the People, as well as learning their Language; wherein I had a great Facility by the Strength of my Memory" (p. 4).<sup>30</sup> Actually each of the three semicolons in this sentence is not according to present-day usage,

---

<sup>26</sup>In the unabridged edition see pp. 4, 5, 6, 8, 10, 11, 13, 14, 15, 16, 18, 19; in the abridged, pp. 4, 6, 7, 8, 11, 13, 17, 20, 23, 30, 31.

<sup>27</sup>Abridged, pp. 10-11.

<sup>28</sup>Unabridged, pp. 10, 16, 18; abridged, pp. 13, 26, 28, 30.

<sup>29</sup>Hodges, p. 122.

<sup>30</sup>Abridged, p. 2.

but it is the last one which concerns the revision being discussed.<sup>31</sup> Another example, with whereof as the connective, is " . . . they shot another Flight into the Air, as we do Bombs in Europe; whereof many I suppose, fell on my body . . . " (p. 6).<sup>32</sup> There are two other such sentences using the connective whereof.<sup>33</sup> A third example of this sort, with whereby as the connective is "He directed that those, who had already beheld me should return home, and not presume to come within fifty Yards of my House, without Licence from Court; whereby the Secretaries of States got considerable Fees" (p. 14).<sup>34</sup>

Another type of semicolon-to-comma revision occurs in sentences with participial phrases. The need for such change first appears in the following sentence: "My Hours of Leisure I spent in reading the best Authors, ancient and modern; being always provided with a good Number of Books" (p. 4).<sup>35</sup> The first of these semicolons was changed to a comma in the abridged edition. The internal participial phrase in this instance modifies the subject. One other example of this kind is as follows: " . . . observing likewise that the Number of my Enemies encreased; I gave tokens

---

<sup>31</sup>The use of the other two semicolons will be discussed at another point in the paper.

<sup>32</sup>Abridged, p. 7.

<sup>33</sup>Unabridged, pp. 6, 13; abridged, pp. 8, 19.

<sup>34</sup>Abridged, p. 21.

<sup>35</sup>Ibid., p. 2.



to let them know that they might do with me what they pleased" (p. 8).<sup>36</sup> There is one instance in which the participial phrase modifies the verb: "For this Prince lives chiefly upon his own Demesnes; seldom . . . raising any Subsidies on his Subjects . . . " (p. 15).<sup>37</sup> The semicolon setting off an introductory participial phrase, which also modifies the subject, in "Having thus, in Obedience to your Majesty's Commands, diligently searched all his Pockets; we observed a Girdle about his Waist . . . " (p. 17)<sup>38</sup> is changed to a comma in the abridged version.

In the unabridged edition semicolons are also used to set off nonrestrictive clauses. In one instance it is used as the second of the two marks setting off the relative clause: "But the remembrance of what I had felt, which probably might not be the worst they could do; and the Promise of Honor I made them . . . " (p. 8).<sup>39</sup> Illustrating, in the unabridged edition, the use of the semicolon as the initial mark setting off a nonrestrictive clause, is the sentence, ". . . upon the Accident that happened to the Emperor's Horse, they alighted, and came near his person; which I am now going to describe" (pp. 12-13).<sup>40</sup> Four other sentences also follow this pattern.<sup>41</sup>

---

<sup>36</sup>Ibid., p. 11.

<sup>37</sup>Ibid., p. 22.

<sup>38</sup>Ibid., pp. 27-28.

<sup>39</sup>Ibid., p. 10.

<sup>40</sup>Ibid., p. 18.

<sup>41</sup>Unabridged, pp. 15, 16, 18; abridged, pp. 23, 26, 28, 30.

Various other sentences in the unabridged edition indicate the need for the semicolon-to-comma change. Two such examples contain absolute expressions which appear at the ends of the sentences. One of these is " . . . we observed a Girdle about his Waist . . . from which . . . hung . . . on the right, a Bag or Pouch divided into two Cells; each Cell capable of holding three of your Majesty's Subjects" (p. 17).<sup>42</sup> In two other sentences, the semicolon in the unabridged edition is employed as one of the punctuation marks separating phrases appearing in a series. Demonstrating this use is the sentence, " . . . being a most ingenious people, they slung up with great Dexterity one of their largest Hogsheads; then rolled it towards my Hand, and beat out the top . . . " (p. 7).<sup>43</sup> Finally, the semicolon is the second of two punctuation marks setting off a nonrestrictive infinitive phrase: "His Answer, as I could apprehend, was, that this must be a work of Time, not to be thought on without the Advice of his Council" (p. 15).<sup>44</sup>

The changes just cited are apparently a result of what we now consider the correct methods of punctuation; however, also appearing in the abridged edition are some

---

<sup>42</sup>Abridged, p. 28. The second example appears on p. 16 of the unabridged edition and on p. 26 of the abridged.

<sup>43</sup>Abridged, p. 9. The other sentence appears on p. 34 of the unabridged edition and on p. 21 of the abridged.

<sup>44</sup>Abridged, p. 23.

semicolon-to-comma revisions which would not be considered correct. In the unabridged edition, the following sentence is correctly punctuated with a semicolon: "Twelve of our Crew were dead by immoderate Labour, and ill Food; the rest were in a very weak Condition" (p. 4).<sup>45</sup> In this sentence the semicolon is used because there is no coordinating conjunction joining the two independent clauses; however, in the abridged edition the semicolon is changed to a comma, resulting in a comma splice. In another instance the semicolon in a sentence from the unabridged edition incorrectly sets off a subordinate clause which appears at the end of the sentence. " . . . I a little loosened the Strings that tied down my Hair on the left Side; so that I was just able to turn my Head about two Inches" (p. 6).<sup>46</sup> In the abridged edition the comma appears in place of the semicolon though, normally, we do not now use a mark of punctuation to set off a subordinate clause which follows a main clause. One other instance provides an example of the misuse of the semicolon and comma in the unabridged and abridged editions respectively. The sentence in the unabridged edition reads as follows: "I eat them by two or three at a Mouthful; and took three loaves at a time, about the bigness of Musket Bullets " (p. 7).<sup>47</sup> Because present usage dictates that we

---

<sup>45</sup>Ibid., p. 3.

<sup>46</sup>Ibid., p. 6.

<sup>47</sup>Ibid., p. 9.

not use a comma to separate two parts of a compound predicate, the change to the comma in the abridged edition is incorrect unless, as some may insist, it is used for clarity.

In the process of revision, the semicolon was also changed at times to a period. Though there are three variations of this particular kind of revision, it is apparent that it is a much less complicated maneuver than is the semicolon-to-comma maneuver since the only matter involved is making two sentences from one. For example, the first sentence in the unabridged edition states: "My Father had a small Estate in Nottinghamshire; I was the Third of five Sons" (p. 3).<sup>48</sup> This kind of change, substituting the period for the semicolon and capitalizing the following word, is made seventeen more times.<sup>49</sup> A second variation involves the semicolon-to-period change, the deletion of a following word or phrase, and the capitalization of the word immediately following the deleted material. One example is

But the Charge of maintaining me (although I had a very scanty allowance) being too great for a narrow Fortune; I was bound Apprentice to Mr. James Bates, an eminent Surgeon in London; and my Father now and then sending me small Sums of Money, I laid them out in learning Navigation, and other parts of the Mathematicks, useful to those who intend to travel, as I always believed it would be some time or other my Fortune to do. (p. 3)<sup>50</sup>

---

<sup>48</sup>Ibid., p. 1.

<sup>49</sup>Unabridged edition, pp. 3, 6, 7, 8, 10, 11, 12, 13, 14, 17, 18; abridged, pp. 2, 7, 8, 9, 11, 13, 14, 17, 18, 20, 26, 27, 30.

<sup>50</sup>Abridged, p. 1.

This sentence appears in the abridged edition with the second semicolon changed to a period, the and deleted, and the word my capitalized. There are fourteen other such revisions.<sup>51</sup>

Finally, the semicolon-to-period revision may be illustrated by examples in which the beginning word or phrase of the newly created sentence is changed in order to make the sentence grammatically correct. The following sentence appears in the unabridged edition: "I lay down on the Grass, which was very short and soft; where I slept sounder than ever I remember . . . " (p. 5). In the abridged edition, the period replaces the semicolon after soft, and where is changed to there.<sup>52</sup> This type of revision occurs in three other instances.<sup>53</sup> The nature of these semicolon-to-period revisions leads me to deduce that such changes have been made in order to shorten and simplify some rather long and involved sentences for the benefit of the child reader.

A second mark of punctuation undergoing a great deal of revision is the comma, and the largest number of changes concern the omission of superfluous commas in the abridged edition. One type of such revision results from the current practice of not using a comma to separate two words or phrases

---

<sup>51</sup>Unabridged, pp. 4, 5, 6, 7, 10, 12, 13, 14, 19; abridged, pp. 2, 5, 6, 7, 8, 9, 13, 17, 19, 21, 22, 30.

<sup>52</sup>Abridged, p. 5.

<sup>53</sup>Unabridged, pp. 8, 9, 19; abridged, pp. 10, 11, 31.

joined by a coordinating conjunction.<sup>54</sup> For example, one sentence in the unabridged edition relates: "Twelve of our Crew were dead by immoderate Labour, and ill Food" (p. 4).<sup>55</sup> The comma was not used in the abridged edition, and there are nine other sentences with the same type of revision.<sup>56</sup> Another significant example is this sentence from the unabridged edition: "For my own Part, I swam as Fortune directed me, and was pushed forward by Wind and Tide" (p. 5).<sup>57</sup> The comma used to separate the two verbs of a compound predicate in the unabridged edition was dropped in the abridged. Three other sentences fall in the same category.<sup>58</sup>

According to present-day usage, commas are not used to set off restrictive clauses, phrases, or appositives.<sup>59</sup> Such was not the case, however, in the unabridged edition, as can be seen in the following sentence: " . . . the wind was so strong, that we were driven directly upon it . . . " (p. 4).<sup>60</sup> In this sentence the adverbial clause, introduced by that, modifies the adverb so, and in the abridged edition

---

<sup>54</sup>Hodges, p. 136.

<sup>55</sup>Abridged, p. 3.

<sup>56</sup>Unabridged, pp. 4, 5, 6, 10, 13, 15, 18; abridged, pp. 4, 6, 8, 14, 18, 19, 22, 28.

<sup>57</sup>Abridged, p. 4.

<sup>58</sup>Unabridged, pp. 5, 12, 17; abridged, pp. 6, 17, 27.

<sup>59</sup>Hodges, p. 137.

<sup>60</sup>Abridged, p. 4.

the comma is omitted. Six other sentences with the adverbial clause modifying the adverb so are revised in the abridged edition.<sup>61</sup> In two instances a restrictive adverbial clause modifying an adjective is set off by a comma in the unabridged edition. One example is as follows: "He is taller by almost the Breadth of my Nail, than any of his Court . . . ." (p. 13).<sup>62</sup> The second example is "He desired I would not take it ill, if he gave Orders to search me . . . ." (p. 15).<sup>63</sup> In both of these sentences the comma was omitted in the abridged edition. One other sentence in the unabridged edition, this one containing an adverbial clause which modifies a verb, illustrates the need for revision: ". . . the Reflexion dazzled their Eyes, as I waved the Scymiter to and fro in my hand" (p. 18).<sup>64</sup> The revised sentence in the abridged edition has no comma.

In the same category as are the foregoing examples are two sentences containing restrictive adjective clauses which, in the unabridged edition, are set off by commas. The first example is ". . . one was a Page, who held up his Train . . . ." (p. 7).<sup>65</sup> In the abridged edition who is

---

<sup>61</sup>Unabridged, pp. 5, 7, 16, 17; abridged, pp. 4, 6, 8, 24, 26.

<sup>62</sup>Abridged, p. 18.

<sup>63</sup>Ibid., p. 23.

<sup>64</sup>Ibid., p. 29.

<sup>65</sup>Ibid., p. 8.

changed to that, and the comma is dropped. The second sentence using a restrictive adjective clause is "He directed that those, who had already beheld me, should return home . . . " (p. 14).<sup>66</sup> Both commas are omitted in the abridged edition.

There are several instances of restrictive phrases being set off by commas in the unabridged edition and indicating the need for dropping the comma in the abridged edition. One such sentence contains a restrictive participial phrase and appears as follows: " . . . I laid them out in learning Navigation, and other parts of the Mathematicks, useful to those who intend to travel . . . " (p. 3).<sup>67</sup> The comma separating Mathematicks and useful is dropped in the abridged edition. There are several other sentences containing restrictive prepositional phrases, one of which is "We rowed by my Computation, about three leagues . . . " (p. 4).<sup>68</sup> This and eleven other sentences of the same type in the unabridged edition undergo the comma-omission revision in the abridged edition.<sup>69</sup>

In the unabridged edition there are two sentences containing restrictive appositives which are set off by

---

<sup>66</sup>Ibid., p. 21.

<sup>67</sup>Ibid., p. 1.

<sup>68</sup>Ibid., p. 4.

<sup>69</sup>Unabridged, pp. 3, 4, 5, 6, 8, 9, 11, 12, 14, 15, 16; abridged, pp. 1, 2, 5, 6, 11, 12, 14, 18, 21, 22, 26.



commas. In the first of these, a noun clause is used in apposition with the subject: "It was likewise ordered, that three hundred Taylors should make me a Suit of Cloaths after the Fashion of the Country . . . " (p. 15).<sup>70</sup> In the second, a noun clause is used as an appositive to the object of an infinitive: " . . . the first Words I learnt, were to express my Desire, that he would please give me my Liberty . . . " (p. 15).<sup>71</sup> The commas setting off the appositives in both of these sentences are omitted in the abridged edition. A third sentence containing an appositive phrase set off by commas in the unabridged edition but not in the abridged edition can be considered technically correct in either case. In the unabridged edition the sentence is "In the left Pocket, we saw a huge Silver Chest, with a Cover of the same Metal, which we, the Searchers, were not able to lift" (p. 16).<sup>72</sup> The appositive in this instance can be considered nonrestrictive since the identity of we has been previously established by the context of the story. In the abridged edition, however, the appositive is not set off by commas, thus indicating a restrictive appositive. The searchers is probably considered restrictive, in this instance, because of a rule of punctuation that a comma is not used when a noun appositive identifies a pronoun.<sup>73</sup>

---

<sup>70</sup>Abridged, p. 22.

<sup>71</sup>Ibid., p. 23.

<sup>72</sup>Ibid., p. 24.

<sup>73</sup>Ruth Rogers, Keys to English Mastery: Junior Year (Oklahoma City: The Economy Company, 1958), p. 87.

Another rule followed in the revisions of the abridged edition states that a comma is not used to separate a subject and its verb or a verb and its object.<sup>74</sup> In several instances in the unabridged edition, a comma is used to separate the subject from its verb. An example is "But the Noise and Astonishment of the People at seeing me rise and walk, are not to be expressed" (p. 11).<sup>75</sup> The superfluous comma in this and four other sentences of the same kind is omitted in the abridged edition.<sup>76</sup> There are also several instances in which a comma is used to separate the verb from its object in the unabridged edition. One such instance is as follows: "But I should have mentioned, that before the principal Person began his Oration, he cryed out three times Langro Dehul san" (p. 6).<sup>77</sup> Five other sentences of this sort in the unabridged edition contain superfluous commas which are omitted in the abridgement.<sup>78</sup>

Another way to avoid superfluous commas is to refrain from using them to set off words or short phrases that are not parenthetical or that are only slightly so.<sup>79</sup> Such a

---

<sup>74</sup>Hodges, p. 135.

<sup>75</sup>Abridged, p. 16.

<sup>76</sup>Unabridged, pp. 10, 14, 15, 19; abridged, pp. 14, 21, 23, 31.

<sup>77</sup>Abridged, p. 8.

<sup>78</sup>Unabridged, pp. 4, 14, 15, 17; abridged, pp. 3, 20, 22, 23, 27.

<sup>79</sup>Hodges, p.136.

practice was not followed in the unabridged edition as can be seen in the following sentence: "Upon this, the Hurgo and his train withdrew . . . " (p. 8).<sup>80</sup> In the abridged edition no comma is used to set off the introductory prepositional phrase. The same type of revision is made in seven other sentences.<sup>81</sup>

As with the semicolon-to-period revision which makes two sentences from one, the comma-to-period revision is also utilized to make some sentences shorter and clearer for the youthful reader. In the unabridged, one sentence appears as:

He descended from the Stage, and commanded that several Ladders should be applied to my Sides, on which above an hundred of the Inhabitants mounted, and walked towards my Mouth, laden with Baskets full of Meat, which had been provided, and sent forth thither by the King's Orders upon the first Intelligence he received of me. (p. 7)<sup>82</sup>

In the abridged edition the comma after mounted is changed to a period, and is deleted, and They is inserted before walked in order to make the new sentence grammatically correct. There are four other sentences similarly revised, with the exception that it is not necessary, as it was in the revision cited above, to add a word to the newly created sentences. In those sentences in which the comma-to-period revision is made, the following word is deleted, and the word immediately following the deleted material is

---

<sup>80</sup>Abridged, p. 11.

<sup>81</sup>Unabridged, pp. 4, 6, 15, 16; abridged, pp. 3, 7, 22, 23, 24.

<sup>82</sup>Abridged, p. 9.

capitalized.<sup>83</sup> A third variation of the comma-to-period revision is illustrated by one example in which the beginning word of the new sentence is changed in order to make the sentence grammatically correct. In the unabridged edition that sentence appears as follows: "Into that on the Left Side, the King's Smiths conveyed fourscore and eleven Chains, like those that hang to a Lady's Watch in Europe, and almost as large, which were locked to my Left Leg with six and thirty Padlocks" (pp. 10-11).<sup>84</sup> In the abridged edition the comma after large is changed to a period, and which is changed to These.

Several times in the unabridged edition a comma is not used when, according to current usage, it should have been. The necessary commas have been added in the abridged edition, many times as the initial mark of punctuation separating a nonrestrictive phrase or clause from the rest of the sentence. Appearing in the unabridged edition is the sentence, "Soon after my Return from Leyden, I was recommended by my good Master Bates, to be Surgeon to the Swallow . . . " (p. 3).<sup>85</sup> In the abridgement a comma is added between recommended and by, thus initially setting off the following nonrestrictive prepositional phrase. There are five other

---

<sup>83</sup>Unabridged, pp. 13, 14, 18; abridged, pp. 18, 20, 21, 30.

<sup>84</sup>Abridged, p. 14.

<sup>85</sup>Ibid., p. 1.

examples of this type of revision.<sup>86</sup> Also undergoing such revision were some sentences containing nonrestrictive participial phrases, one of which is "There were Shoulders, Legs, and Loins shaped like those of Mutton . . . " (p. 7).<sup>87</sup> A comma is added between Loins and shaped in the abridged edition, and in two other sentences the same type of change is made.<sup>88</sup> Another example in the unabridged edition, this time with a nonrestrictive clause, is " . . . I slept sounder than ever I remember to have done in my Life, and as I reckoned, above Nine Hours" (p. 5).<sup>89</sup> In the abridged edition a comma is added between and and as and is the first of two commas setting off the nonrestrictive clause. Two other examples of this kind occur.<sup>90</sup>

In three instances a comma needed to separate items in a series is omitted in the unabridged edition. The first of the sentences is

It seems that upon the first Moment I was discovered sleeping on the Ground after my Landing, the Emperor had early Notice of it by an Express; and determined in Council that I should be tyed in the Manner I have related (which was done in the Night while I slept) that plenty of Meat and Drink should be sent me, and a Machine prepared to carry me to the Capital City. (p. 9)<sup>91</sup>

---

<sup>86</sup>Unabridged, pp. 4, 6, 10, 14, 15; abridged, pp. 3, 7, 13, 21, 23.

<sup>87</sup>Abridged, p. 9.

<sup>88</sup>Unabridged, pp. 8, 11; abridged, pp. 10, 16.

<sup>89</sup>Abridged, p. 5.

<sup>90</sup>Unabridged, pp. 5, 17; abridged, pp. 5, 27.

<sup>91</sup>Abridged, p. 11.

In the abridged edition the material in parentheses is deleted, but the comma is added between related and that. The second sentence in the unabridged edition states that:

" . . . an Imperial Commission was issued out, obliging all the Villages . . . to deliver . . . a proportionable Quantity of Bread and Wine, and other Liquors" (p. 15).<sup>92</sup> In the abridged edition a comma is added between Bread and and. Technically speaking, the and between Bread and Wine should probably have been deleted in the abridged edition. The third sentence in the unabridged is as follows: "I had, as I before observed, one private Pocket which escaped their Search, wherein there was a Pair of Spectacles (which I sometimes use for the Weakness of mine Eyes) a Pocket Perspective, and several other little Conveniences" (p. 19).<sup>93</sup> A comma is added between the last parenthesis and the a in the abridged edition.

Several miscellaneous instances occur in which the comma not used in the unabridged edition is added in the abridged. One such instance occurs in the following sentence: "I thought it the most prudent Method to lie still; and my Design was to continue so till Night, when my Left Hand being already loose, I could easily free myself" (p. 6).<sup>94</sup> In the abridged edition, a comma is added between when and my as the

---

<sup>92</sup>Ibid., p. 22.

<sup>93</sup>Ibid., p. 31.

<sup>94</sup>Ibid., p. 7.

first of two punctuation marks setting off an absolute expression. Another sentence is "We directed him to draw out whatever was at the End of that Chain; which appeared to be a Globe, half Silver and half some transparent Metal" (p. 17).<sup>95</sup> In the abridged edition a comma is added between Silver and and. Actually, it is the sentence in the unabridged edition which is correct since a comma should not be used to separate two words joined by a coordinating conjunction. A third sentence, also correct in the unabridged rather than in the abridged, is as follows: " . . . an Imperial Commission was issued out, obliging all the Villages nine hundred Yards round the City to deliver in every Morning six Beeves, forty Sheep, and other Victuals for my Sustenance" (p. 15).<sup>96</sup> A comma is added between City and to in the abridged edition although it really should not have been since to introduces a restrictive infinitive phrase.

The colon is another punctuation mark which is revised in quite a number of instances. For the most part, it is changed in the abridged edition to a period, thus making two sentences from one as have both the semicolon-to-period and comma-to-period revisions. The only revision necessary in the majority of these sentences is changing the colon to a period, for, as can be seen in the following sentence from the unabridged edition, the word coming directly after the colon is already capitalized:

---

<sup>95</sup> Ibid., p. 27.

<sup>96</sup> Ibid., p. 22.

When I left Mr. Bates, I went down to my Father; where, by the Assistance of him and my Uncle John, and some other Relations, I got Forty Pounds, and a Promise of Thirty Pounds a Year to maintain me at Leyden: There I studied Physick two Years and seven Months, knowing it would be useful in long voyages. (p. 3)<sup>97</sup>

Sixteen other sentences follow this pattern of revision.<sup>98</sup>

A seventeenth sentence also follows this pattern with one exception; the word following the colon is not capitalized in the unabridged edition: "In the left Pocket were two black Pillars irregularly shaped: we could not, without Difficuly, reach the top of them as we stood at the Bottom of his Pocket" (p. 17).<sup>99</sup> It is possible that the failure to capitalize we is the fault of the printer. A second variation is to change the colon to a period, to delete the following word, and to capitalize the word following the deletion. One example from the unabridged edition which receives such change in the abridged edition is "He replied, that by the Laws of the Kingdom, I must be searched by two of his Officers: That he knew this could not be done without my Consent and Assistance" (p. 15).<sup>100</sup> Three other sentences in the unabridged edition undergo such revision in the abridged.<sup>101</sup>

---

<sup>97</sup>Abridged, p. 1.

<sup>98</sup>Unabridged, pp. 3, 4, 5, 6, 7, 10, 13, 14, 17; abridged, pp. 1, 3, 4, 5, 6, 8, 14, 18, 20, 22, 26, 27, 28.

<sup>99</sup>Abridged, p. 26.

<sup>100</sup>Ibid., p. 23.

<sup>101</sup>Unabridged, pp. 6, 16, 17; abridged, pp. 7, 24, 27.



In three sentences the colon in the unabridged edition becomes a semicolon in the abridgement. An example in the unabridged is "When the People observed I was quiet, they discharged no more Arrows: But by the Noise increasing, I knew their Numbers were greater" (p. 6).<sup>102</sup> In this and one other sentence the colon is changed to a semicolon in the abridged edition, according to a punctuation rule that a semicolon often precedes coordinating conjunctions between main clauses if the clauses have internal punctuation.<sup>103</sup> The second example of such revision is "And we conjecture it is either some unknown Animal, or the God that he worships: But we are more inclined to the latter opinion, because he assured us (if we understood him right, for he expressed himself very imperfectly) that he seldom did any Thing without consulting it" (p. 17).<sup>104</sup> The material in parentheses is deleted, but that has no effect upon the punctuation revision. The third sentence utilizing the colon-to-semicolon revision follows the current practice of using a semicolon to separate a series of equal elements which themselves contain commas.<sup>105</sup> The sentence in the unabridged is as follows:

---

<sup>102</sup>Abridged, p. 7.

<sup>103</sup>Hodges, p. 140.

<sup>104</sup>Ibid., p. 27.

<sup>105</sup>Hodges, p. 141.

It was likewise ordered, that three hundred Taylors should make me a Suit of Cloaths after the Fashion of the Country: That, six of his Majesty's greatest Scholoars should be employed to instruct me in their Language: And, lastly, that the Emperor's Horses, and those of the Nobility, and Troops and Guards, should be exercised in my Sight, to accustom themselves to me." (p. 15)<sup>106</sup>

Both colons in the sentence are changed to semicolons in the abridged edition.

Unrelated to any of the previously mentioned patterns of revision are a few remaining, miscellaneous changes in punctuation. One such example in the unabridged edition is "He sent me to Emanuel-College in Cambridge, at Fourteen Years old, where I resided three Years, and applied my self to my Studies" (p. 5).<sup>107</sup> The comma between old and where is changed to a semicolon in the abridged edition (old is revised to of age, a change which has no bearing on punctuation), but in this instance the punctuation in the unabridged edition is preferable. There is no rule to explain the use of the semicolon in the abridged edition, whereas the comma in the unabridged edition does set off a nonrestrictive clause. Another example involves a period-to-colon revision. In the unabridged edition the sentence is "This Inventory I afterwards translated into English, and is Word for Word as follows" (p. 16).<sup>108</sup> In the abridged edition the period is

---

<sup>106</sup> Abridged, p. 22.

<sup>107</sup> Ibid., p. 1.

<sup>108</sup> Ibid., p. 24.

changed to a colon, correctly indicating that a list is to follow the statement.

Two final examples concern the use of the apostrophe. In the following sentence from the unabridged edition the apostrophe is not used after Years to show the plural possessive: "After three Years Expectation that things would mend, I accepted an advantageous Offer . . . " (p. 4).<sup>109</sup> Apparently the s, which had become a sign for both the singular and plural possessive by Shakespeare's time, had remained through part of the eighteenth century as a sign of the plural possessive. (The 's denoting singular possessive was being used at the end of the seventeenth century.)<sup>110</sup> In the abridged edition the apostrophe is added after the s. I can only speculate about the use of the apostrophe in the word in the following sentence from the unabridged edition and its omission in the abridgement: "In the left there was a sort of Engine, from the Back of which were extended twenty long Poles, resembling the Pallisado's before your Majesty's Court" (p. 16).<sup>111</sup> The correct plural spelling of palisado is palisadoes; therefore, the apostrophe in the unabridged edition probably stands for the e which is omitted. (Lending credence to this speculation is an entry in the OED which shows that in 1725 pallisadoe was the singular spelling of

---

<sup>109</sup>Ibid., p. 2.

<sup>110</sup>Vallins, p. 26.

<sup>111</sup>Abridged, p. 26

the word.) In the abridged edition the apostrophe is omitted, as it should be, but the e is also omitted. Thus, palisados, as it appears in the abridged edition, is misspelled, for to form the plural of nouns ending in o preceded by a consonant, -s only is used when the noun is of foreign origin.<sup>112</sup>

One type of revision is in diction, changing words in the unabridged edition to different words which, in the abridged edition, are more precise or more acceptable in present-day usage. One example of such change is in the following sentence from the unabridged edition: "When I came back, I resolved to settle in London, to which Mr. Bates, my Master, encouraged me" (p. 3).<sup>113</sup> The antecedent of which is not, as one might first assume, London. It is, instead, the rather generally expressed idea of resolving to settle in London. Thus, changing the preposition to to in in the abridged edition somewhat clarifies the meaning of this poorly constructed sentence. Because which has no definite antecedent in the sentence, further revision would be necessary to make the sentence completely clear. It could be rewritten as: "When I came back, I resolved to settle in London, a plan in which Mr. Bates, my Master, encouraged me." Another example with a preferable word change becomes somewhat awkward because of a deletion in the revised sentence.

---

<sup>112</sup>Webster's New Collegiate Dictionary, 1959.

<sup>113</sup>Abridged, p. 3.

The sentence from the unabridged edition is " . . . I observed, both the Soldiers and People were highly obliged at this Mark of my Clemency . . . " (p. 14).<sup>114</sup> In the abridged edition obliged is understandably changed to pleased, but at this Mark is deleted, rendering the revised sentence much less effective than it otherwise might be. Other examples of word changes are as follows:

Unabridged We began already to converse together in some Sort. (p. 15)

Abridged We began already to converse together in some Fashion. (p. 23)

Unabridged . . . turn up my Pockets . . . (p. 15)

Abridged . . . turn out my pockets . . . (p. 23)

Unabridged . . . when they had done . . . (p. 16)

Abridged . . . when they were through . . . (p. 24)

Unabridged . . . right Side of his middle Cover . . . (p. 16)

Abridged . . . right side of his breeches . . . (p. 26)

Unabridged . . . we found our Fingers stopped with that lucid Substance. (p. 17)

Abridged . . . we found our fingers stopped by that lucid substance. (p. 27)

The usage in the abridged edition is preferable in these examples. In another example, however, the unabridged edition contains the preferable usage: "When he alighted, he surveyed me round with great Admiration, but kept beyond the Length of my Chains" (p. 12).<sup>115</sup> In the abridged edition, beyond is changed to without, which is acceptable but not as widely used as beyond.

---

<sup>114</sup>Ibid., p. 20.

<sup>115</sup>Ibid., p. 17.

Another of the major stylistic changes is in syntax, which is defined by Gleason as "the principles of arrangement of the constructions formed by the process of derivation and inflection into larger constructions of various kinds."<sup>116</sup> Because of the all-encompassing nature of syntax, some of the changes already mentioned can also be classified in this aspect of revision. For instance, in a few examples in which punctuation was revised, certain other changes had to be made in order to make the sentences grammatical.<sup>117</sup> Consequently, in this discussion of syntax there may be some overlapping of previously cited examples.

Pronouns are revised in some sentences. One revision involving a change from who to that has already been discussed.<sup>118</sup> In the unabridged edition another example of the same kind of change is "Whereupon immediately about fifty of the Inhabitants came, and cut the Strings that fastened the left side of my Head, which gave me the Liberty of turning it to the right, and of observing the Person and Gesture of him who was to speak" (p. 6).<sup>119</sup> Who is changed to that in the abridged edition, apparently following the preference of certain nineteenth and early-twentieth grammarians for that

---

<sup>116</sup>H. A. Gleason, An Introduction to Descriptive Linguistics (New York: Henry Holt and Company, 1955), p. 128.

<sup>117</sup>See pp. 37, 43, 44 in the text of this work.

<sup>118</sup>See pp. 38, 39 of the text of this work.

<sup>119</sup>Abridged, p. 8.

as the defining relative pronoun.<sup>120</sup> Other revisions with punctuation or paragraphing changes necessitate a pronoun revision for either grammatical reasons or clarity. In three instances, long, involved sentences in the unabridged edition are changed to two shorter sentences each in the abridged edition. The resulting revision in punctuation makes it necessary to change the pronoun in the newly created sentence in order to make the sentence grammatical. In the unabridged edition one example of this type of revision is " . . . I was recommended by my good Master Mr. Bates, to be Surgeon to the Swallow, Captain Abraham Pannell Commander; with whom I continued three Years and a half . . . " (p.3).<sup>121</sup> In the abridged edition, the semicolon is changed to a period, with is capitalized, and whom is changed to him.<sup>122</sup> In another sentence paragraph revision necessitates the change from a pronoun to a noun. The sentence from the unabridged edition is "It was brought parallel to me as I lay" (p. 9).<sup>123</sup> Because this is the first sentence in a newly created paragraph in the abridged edition, It is changed to This engine in order to identify the subject of the sentence properly.

Verbs are also the objects of some revision. In several instances archaic or rare verb forms in the unabridged

---

<sup>120</sup>Vallins, Pattern of English, p. 90.

<sup>121</sup>Abridged, p. 2.

<sup>122</sup>For other examples see unabridged, pp. 11, 19; abridged, pp. 14, 31.

<sup>123</sup>Abridged, p. 12.

edition are changed to more widely used forms in the abridged edition: eat--ate, durst--dared, hath--has, buildeth--builds, stopt--stopped, sate--sat, learnt--learned.<sup>124</sup> Incorrect tenses are also changed in several instances. For example, all the sentences in one paragraph in the unabridged edition are in the past tense, with the exception of the following two:

He is taller by almost the Breadth of my Nail, than any of his Court; which alone is enough to strike an Awe into the Beholders. His features are strong and masculine, with an Austrian Lip, and arched Nose, his Complexion olive, his Countenance erect, his Body and Limbs well proportioned, all his Motions graceful, and his Deportment majestick. (p. 13)<sup>125</sup>

In the abridged edition the verbs in these two sentences are changed to the past tense. The second example is "From the left Fob he took out a Net almost large enough for a Fisherman, but contrived to open and shut like a Purse, and served him for the same Use" (p. 17).<sup>126</sup> In the abridged edition served is changed to serve to indicate the correct use of the word as an infinitive.

In two final examples the past tense of the verb is changed to the present participle. The first of these examples is "They made me a Sign that I should throw down the two Hogsheads, but first warned the People below to stand out of the Way, crying aloud, Borach Mivola" (p. 7).<sup>127</sup>

---

<sup>124</sup>Unabridged, pp. 7, 8, 9, 10, 13, 15; abridged, pp. 9, 10, 12, 13, 19, 23.

<sup>125</sup>Abridged, p. 18.

<sup>126</sup>Ibid., p. 27.

<sup>127</sup>Ibid., p. 7.



In the abridged edition warned is not very wisely changed to warning. Though not necessarily incorrect, the revision is somewhat confusing, particularly because it appears next to another participial phrase without the benefit of any connective word. The comma between the two participial phrases in the abridged edition is not enough to clarify the meaning; thus, the use of warned as part of a compound predicate in the unabridged edition is actually clearer. The second example in the unabridged edition is "In one of these Cells were several Globes or Balls of a most ponderous Metal, about the Bigness of our Heads, and requiring a strong Hand to lift them" (p. 17).<sup>128</sup> In the abridged edition, required is correctly changed to requiring.

Some examples of unrelated word revision also appear. In the unabridged edition one example, " . . . for it hardly held half a Pint . . . " (p. 7), is changed in the abridged edition to " . . . for it did not hold half a pint . . . " (p. 9). Possibly the negative meaning of hardly is difficult for the young reader to comprehend. Another example from the unabridged edition is "However, that I should be used with all Kindness . . . " (p. 15).<sup>129</sup> In the abridged edition However is changed to Meanwhile to indicate a continuing rather than a contrasting idea, and that is deleted in order to change a subordinate clause to a main clause. In the

---

<sup>128</sup>Ibid., p. 28.

<sup>129</sup>Ibid., p. 23.

unabridged edition a third example is "We directed him to draw out whatever was at the End of that Chain" (p. 17). In the abridged edition the noun clause was changed to " . . . whatever was fastened to that chain" (p. 27), for no other apparent reason than to reduce the number of words in the sentence.

Closely related to such revisions are some relatively simple changes involving the rephrasing of certain parts of sentences for simplicity or clarity. One example from the unabridged edition is "Towards Night I got with some Difficulty into my House . . . " (p. 14). In the abridged edition the sentence is changed to "Toward night I with some difficulty got into my house . . . " (p. 20), possibly because the two prepositional phrases appearing side by side might be confusing to the youthful reader. The following changes were made according to current usage: "Several Officers of the Army"--"several army officers"; "please to give"--"please give"; "if they be of real Gold"--"if they be real gold."<sup>130</sup> In the unabridged edition a final example of such revision is "These People are most excellent Mathematicians, and arrived to great Perfection in Mechanicks by the Countenance and Encouragement of the Emperor . . . " (p. 9). The rather confusing phrase following Mathematicians, is revised as follows in the abridged edition: "These people

---

<sup>130</sup>Unabridged, pp. 14, 15, 17; abridged, pp. 22, 23, 27.

are most excellent mathematicians, having been encouraged by the Emperor . . . " (p. 11).

Another type of syntax revision is the changing of phrases to clauses for correctness or clarity. One example from the abridged edition is " . . . then striving again to get loose, they discharged another Volley larger than the first" (p. 6).<sup>131</sup> In this sentence the participial phrase incorrectly modifies they; consequently, in the abridged edition it is changed to the following adverbial clause: "Then as I strove again to get loose . . . ." Two other participial phrases in the unabridged edition are changed to clauses in the abridgement.<sup>132</sup> Another example from the unabridged edition is "But by the noise increasing, I knew their numbers were greater" (p. 6). In the abridged edition the sentence appears as follows: " . . . but, by the noise I heard, I knew their numbers increased" (p. 7). The gerund increasing is changed to the adjective clause I heard, and were greater is changed to increased, a usage which is probably clearer to the child reader in this context.

In other instances, one part of a compound verb phrase is changed to a new sentence. In the unabridged edition "And producing his Credentials . . . spoke about ten

---

<sup>131</sup>Abridged, p. 7.

<sup>132</sup>Unabridged, pp. 6, 7; abridged, pp. 7, 8.

Minutes . . . " (p. 8), is changed in the abridged edition to, "Having produced his credentials he spoke for about ten minutes . . . " (p. 10). Three other revisions of this kind occur.<sup>133</sup> Finally the prepositional phrase in " . . . Necessaries of no Consequence . . . " (p. 16)<sup>134</sup> from the unabridged edition is made a part of an adjective clause by the addition of that were before of in the abridged edition.

Finally in a number of other syntactical revisions certain words are added in the abridged edition for divers reasons. One example from the unabridged edition is " . . . I heard a Knocking for above an Hour, like People at work" (p. 6).<sup>135</sup> In the abridged edition, that of is added after like in order to provide a proper point of reference not only for its antecedent knocking but also for the phrase people at work. Another example from the unabridged edition is "I found the Demands of Nature so strong upon me, that I could not forbear shewing my Impatience . . . by putting my Finger frequently on my Mouth, to signify that I wanted Food (p. 7).<sup>136</sup> In the abridged edition Indeed is added as an introductory word to emphasize the idea of hunger. A third example from the unabridged edition is "His answer, as

---

<sup>133</sup>Unabridged, pp. 7, 9, 14; abridged, pp. 9, 11, 22.

<sup>134</sup>Abridged, p. 24.

<sup>135</sup>Ibid., p. 7.

<sup>136</sup>Ibid., p. 8.

I could apprehend, was that this must be a Work of Time . . . " (p. 15).<sup>137</sup> In the abridged edition, it is added after apprehend to make the adverb clause grammatically complete.

Two final examples of additions occur, but these are somewhat more involved than the previously cited ones. The following sentence from the unabridged edition provides such an example:

He replied, that by the Laws of the Kingdom, I must be searched by two of his Officers: That he knew this could not be done without my Consent and Assistance; that he had so good an Opinion of my Generosity and Justice, as to trust their Persons in my Hands. (pp. 15-16)<sup>138</sup>

First, the colon is changed to a period in the abridged edition, making two sentences from one. Then in order to supply a main clause for the newly created sentence, He said is added before the first that. Next, but is added before the second that to provide a connective word between the compound clauses acting as the direct object. The other example from the unabridged edition appears as follows:

"When this Inventory was read over to the Emperor, he directed me to deliver up the several Particulars" (p. 18).<sup>139</sup> In the abridged edition an adverb clause, "although in very gentle terms," is added between me and to. This addition is not for correctness, completeness, or clarity as some of the

---

<sup>137</sup>Ibid., p. 23.

<sup>138</sup>Ibid.

<sup>139</sup>Ibid., p. 28

other revisions have been. Instead, an entirely new idea has been added, possibly as a definite contrast to the unjust treatment Gulliver receives later in the land of the Lilliputians.

The examples of stylistic changes cited here are indicative of the revision throughout the abridged edition of Gulliver's Travels. What seems remarkable, even in the face of these revisions, is the fact that the resulting effect has not been essentially detrimental to Swift's style because of the apparent attempt to follow, as closely as modern usage will allow, the pattern of writing established by Swift himself. It must be noted that such revisions, necessary though they may be, are not made just as a concession to the needs of the child reader. More importantly, they are clear indications of the process of change in the English language during the past three centuries.

### CHAPTER III

#### RHETORIC

When a child exhibits the desire to enter the adult world, he must be allowed to do so only by degrees because, as a child, he is not able to accept the responsibility of complete adult involvement. Such is the case with the child and Gulliver's Travels. Though the youthful reader might get hold of an unabridged edition, it is likely that he would be bored with, would ignore, or would not understand much of what is intended for adults. Consequently, since the publication of Gulliver's Travels in 1726, innumerable editions have been abridged in order to provide the amusement and enjoyment that a youthful reader requires as well as to provide material suitable to his ability to comprehend. Bound to be affected by such abridgement is the rhetoric of the work as a whole. Rhetoric is, in essence, the art of communication and persuasion,<sup>1</sup> and, according to Aristotle in his Rhetoric and according to all rhetoricians, one aspect of rhetoric is the adjustment of a work to a particular audience. Therefore, this portion of the study concerns the material deleted from the unabridged edition of Gulliver's

---

<sup>1</sup>Sheridan Baker, The Complete Stylist (New York: Thomas Y. Crowell Company, 1966), p. vii.

Travels, the specific reasons for such deletions, and the effect of the deletions upon Swift's rhetoric.

The introduction to the abridged edition of Gulliver's Travels states: "In order to make Gulliver's Travels suitable for inclusion in the Illustrated Junior Library, it was decided to omit Swift's long explanations of his own political philosophy, leaving the imaginative writing and the make-believe adventures of Gulliver." Actually, there are several categories of deletions, of which Swift's political philosophy is just one. Because there is much overlapping in the categories, however, no arbitrary lines of separation can be drawn. Consequently, I have made (rather subjectively, I must admit) the following general distinctions: physical aspects, implications of immorality, implications of political philosophy, implications of personal philosophy, irony, and miscellany. It must be emphasized once again that the object of this study is the deleted material and not the underlying meaning of the work. Hence, explanations of such underlying meaning will be made only as they relate to the deletions.

One of the major categories concerns the expurgation of certain passages relating to various aspects or functions of the body. Possibly even offensive and objectionable to some adults, such material would certainly be inappropriate in a book for young readers. A number of these deleted portions refer to the bodily functions, and the following



example from "A Voyage to Lilliput" is representative of such deletions:

The Reader may remember, that when I signed those Articles upon which I recovered my Liberty, there were some which I disliked upon Account of their being too servile, neither could any thing but an extreme Necessity have forced me to submit. But being now a Nardac, of the highest Rank in that Empire, such Offices were looked upon as below my Dignity; and the Emperor (to do him justice) never once mentioned them to me. However, it was not long before I had an opportunity of doing his Majesty, at least as I then thought, a most signal Service. I was alarmed at Midnight with the Cries of many Hundred People at my Door; by which being suddenly awaked, I was in some Kind of Terror. I heard the Word Burglum repeated incessantly; several of the Emperor's Court making their Way through the Croud, intreated me to come immediately to the Palace, where her Imperial Majesty's Apartment was on fire, by the carelessness of a Maid of Honour, who fell asleep while she was reading a Romance. I got up in an Instant; and Orders being given to clear the Way before me; and it being likewise a Moonshine Night, I made a shift to get to the Palace without trampling on any of the People. I found they had already applied Ladders to the Walls of the Apartment, and were well provided with Buckets, but the water was at some Distance. These Buckets were about the Size of a large Thimble, and the poor People supplied me with them as fast as they could; but the Flame was so violent, that they did little Good. I might easily have stifled it with my coat, which I unfortunately left behind me for haste, and came away only in my Leathern Jerkin. The Case seemed wholly desperate and deplorable; and this magnificent Palace would have infallibly been burnt down to the Ground, if, by a Presence of Mind, unusual to me, I had not suddenly thought of an Expedient. I had the Evening before drank plentifully of a most delicious Wine, called Glimigrim, (the Blefuscudians call it Flunec, but ours is esteemed the better Sort) which is very diuretick. By the luckiest Chance in the World, I had not discharged myself of any Part of it. The Heat I had contracted by coming very near the Flames, and by my labouring to quench them, made the Wine begin to operate by Urine; which I voided in such a Quantity, and applied so well to the proper Places, that in three Minutes the Fire was wholly extinguished; and the rest of that noble Pile, which had cost so many Ages in erecting, preserved from Destruction. (pp. 34-35)

Another example of this type of deletion is from "A Voyage to the Country of the Houyhnhnms":

Several of this cursed Brood getting hold of the Branches behind, leaped up into the Tree, from whence they began to discharge their Excrements on my Head: However, I escaped pretty well, by sticking close to the Stem of the Tree, but was almost stifled with the Filth, which fell about me on every side.<sup>2</sup>

Some deletions contain some rather explicit physical descriptions, one of which is found in "A Voyage to Brobdingnag."

The Maids of Honour often invited Glumdalclitch to their Apartments, and desired she would bring me along with her, one Purpose to have the Pleasure of seeing and touching me. They would often strip me naked from Top to Toe, and lay me at full Length in their Bosoms; wherewith I was much disgusted; because, to say the Truth, a very offensive Smell came from their Skins; which I do not mention or intend to the Disadvantage of those excellent Ladies, for whom I have all manner of Respect; But, I conceive, that my Sense was more acute in Proportion to my Littleness; and that those illustrious Persons were no more disagreeable to their Lovers, or to each other, than People of the same Quality are with us in England. And, after all, I found their natural Smell was much more supportable than when they used Perfumes, under which I immediately swooned away. I cannot forget, that an intimate Friend of mine in Lilliput took the Freedom in a warm Day, when I had used a good deal of Exercise, to complain of a strong Smell about me; although I am as little faulty that way as most of my Sex. But I suppose, his Faculty of Smelling was as nice with regard to me, as mine was to that of this People. Upon this Point, I cannot forbear doing Justice to the Queen my Mistress, and Glumdalclitch my Nurse; whose Persons were as sweet as those of any Lady in England.

That which gave me most Uneasiness among these Maids of Honour, when my Nurse carried me to visit them, was to see them use me without any Manner of Ceremony, like a Creature who had no Sort of Consequence. For, they would strip themselves to the Skin, and put on their Smocks in my Presence, while I was placed on their Toylet directly before their naked Bodies; which, I am sure, to me was very far from being a tempting Sight, or from giving me any other Motions than those of Horror and Disgust. Their Skins appeared so coarse and uneven, so variously coloured when I saw them near, with a Mole here and there as broad as a Trencher, and Hairs

---

<sup>2</sup>For other examples, see unabridged, pp. 8, 12, 35, 45, 47, 48, 67, 81, 93-94, 143, 144, 152-153, 206-207, 214, 217, 220.

hanging from it thicker than Pack-threads; to say nothing further concerning the rest of their Persons. Neither did they at all scruple while I was by, to discharge what they had drunk, to the Quantity of at least two Hogsheads, in a vessel that held above three Tuns. The handsomest among these Maids of Honour, a pleasant frolicsome Girl of sixteen, would sometimes set me astride upon one of her Nipples; with many other Tricks, wherein the Reader will excuse me for not being over particular. But, I was so much displeased, that I entreated Glumdalclitch to contrive some excuse for not seeing that young Lady any more.<sup>3</sup>

Surely a child would neither enjoy nor be amused by such explicit description.

Various other examples of deletions also belong to the physical category. Omitted from the unabridged edition are a number of references to child-bearing, one of which is underlined in the following quotation: "I left my poor Wife big with Child and accepted an advantageous offer . . . "

(p. 179).<sup>4</sup> Two comments made about castration are also deleted: "That the Males, designed for the common Use of Riding or Draught, were generally castrated about two Years after their Birth, to take down their Spirits, and make them more tame and gentle" (p. 196) and

That, among other things, I mentioned a Custom we had of castrating Houyhnhnms when they were young, in order to render them tame; that the Operation was easy and safe; that it was no Shame to learn Wisdom from Brutes . . . . That this Invention might be practiced upon the younger Yahoos here, which, besides rendering them tractable and fitter for Use, would in an Age put an End to the whole Species without destroying Life. (pp. 222-223)

Finally, there is one rather harmless, but unpleasant comment on vomiting: "I was almost choaked with the filthy Stuff the

---

<sup>3</sup>Ibid., pp. 23, 66-67, 83-84, 92, 181, 233.

<sup>4</sup>Ibid., p. 55, 76, 220.

Monkey had crammed down my Throat; but, my dear little Nurse picked it out of my Mouth with a small needle; and then I fell a vomiting, which gave me great Relief" (p. 92).

A second category of deletions is implications of immorality. I have used the term implications because, while Gulliver sometimes relates certain facts without seeming to judge them, Swift clearly implies that such actions are offensive to one's moral sensibilities. Because such passages are definitely unsuitable for the youthful reader, they have been omitted. One type of such deletion is that which refers to illicit or unfeeling sexual relationships between man and woman. One example from "A Voyage to Laputa" is

The Women of the Island have Abundance of Vivacity; they contemn their Husbands, and are exceedingly fond of Strangers, whereof there is always a considerable Number from the Continent below, attending at Court, either upon Affairs of the several Towns and Corporations, or their own particular Occasions, but are much despised, because they want the same Endowments. Among these the Ladies chuse their Gallants: But the Vexation is, that they act with too much Ease and Security; for the Husband is always so wrapped in Speculation, that the Mistress and Lover may proceed to the greatest Familiarities before his Face, if he be but provided with Paper and Implements, and without his Flapper at his Side. (pp. 129-130)

Another example from "A Voyage to Lilliput" is

For, since the Conjunction of Male and Female is founded upon the great Law of Nature, in order to propagate and continue the Species; the Lilliputians will needs have it, that Men and Women are joined together like other Animals, by the Motives of Concupiscence . . . . (p. 38)<sup>5</sup>

---

<sup>5</sup>Ibid., pp. 38-39, 42-43, 43, 44-45, 107, 129-130, 130, 204, 206, 214, 215, 217, 217-218, 219, 220, 237.

Another type of deletion belonging to the same category concerns man's inhumanity to man. For example, the following quotation pictures unnecessary violence: " . . . and beheld dead Bodies drop down in Pieces from the Clouds, to the great Diversion of all the Spectators" (p. 201).

Showing the petty causes of great wars is this quotation:

For instance whether Flesh be Bread, or Bread be Flesh: Whether the Juice of a certain Berry be Blood or Wine: Whether Whistling be a Vice or Virtue: Whether it be better to kiss a Post, or throw it into the Fire: What is the best Colour for a Coat, whether Black, White, Red, or Grey; and whether it should be long or short, narrow or wide, dirty or clean; with many more. Neither are any Wars so furious and bloody, or of so long Continuance, as those occasioned by Difference in Opinion, especially if it be in things indifferent. (pp. 199-200)

Finally, one example reveals man's ability to justify his own cruelty towards his fellow man:

It was a Custom introduced by this Prince and his Ministry, (very different, as I have been assured, from the Practices of former Times) that after the Court had decreed any cruel Execution, either to gratify the Monarch's Resentment, or the Malice of a Favourite; the Emperor always made a Speech to his whole Council, expressing his great Lenity and Tenderness, as Qualities known and confessed by all the World. This Speech was immediately published through the Kingdom; nor did any thing terrify the People so much as those Encomiums on his Majesty's Mercy; because it was observed, that the more these Praises were enlarged and insisted on, the more inhuman was the Punishment, and the Sufferer more innocent.<sup>6</sup>

Certainly, the child reader need not be subjected to such scenes that defy all moral rules of one's conduct toward one's fellow man.

Also, because a child is usually taught to admire and respect people of certain professions and stations in life,

---

<sup>6</sup>Ibid., pp. 48, 49-50, 89-90, 102, 230, 231.



he cannot understand or appreciate criticism of their moral conduct; therefore, the most vicious passages, most often from "A Voyage to the Country of the Houyhnhnms," have been deleted. One such passage critical of physicians is

But, besides real Diseases, we are subject to many that are only imaginary, for which the Physicians have invented imaginary Cures: these have their several Names, and so have the Drugs that are proper for them; and with these our Female Yahoos are always infested.

One great Excellency in this Tribe is their Skill at Prognosticks, wherein they seldom fail; their Predictions in real Diseases, when they rise to any Degree of Malignity, generally portending Death, which is always in their Power, when Recovery is not: And therefore, upon any unexpected Signs of Amendment, after they have pronounced their Sentence, rather than be accused as false Prophets, they know how to approve their Sagacity to the World by a seasonable Dose.

They are likewise of special Use to Husbands and Wives, who are grown weary of their Mates; to eldest Sons, to great Ministers of State, and often to Princes. (p. 207)<sup>7</sup>

In another instance lawyers and judges are censured for their conduct:

Now in this Case, I who am the true Owner lie under two great Disadvantages. First, my Lawyer being practiced almost from his Cradle in defending Falshood; is quite out of his Element when he would be an Advocate for Justice, which as an Office unnatural, he always attempts with great Awkwardness, if not with Ill-will. The second Disadvantage is, that my Lawyer must proceed with great Caution: Or else he will be reprimanded by the Judges, and abhorred by his Brethren, as one who would lessen the Practice of the Law. And therefore I have but two Methods to preserve my Cow. The first is, to gain over my Adversary's Lawyer with a double Fee; who will then betray his Client, by insinuating that he hath Justice on his Side. The second Way is for my Lawyer to make my Cause appear as unjust as he can; by allowing the Cow to belong to my Adversary; and this if it be skilfully done, will certainly bespeak the Favour of the Bench.

Now, your Honour is to know, that these Judges are Persons appointed to decode all Controversies of Property, as well as for the Tryal of Criminals; and picked out from the most dextrous Lawyers who are grown old or lazy; And

---

<sup>7</sup>Ibid., pp. 4, 9, 10, 206.

having been byassed all their Lives against Truth and Equity, lie under such a fatal Necessity of favouring Fraud, Perjury and Oppression; that I have known some of them to have refused a large Bribe from the Side where Justice lay, rather than injure the Faculty, by doing any thing unbecoming their Nature or their Office.

It is a Maxim among these Lawyers, that whatever hath been done before, may legally be done again: And therefore they take special Care to record all the Decisions formerly made against common Justice and the general Reason of Mankind. These, under the Name of Precedents, they produce as Authorities to justify the most iniquitous Opinions; and the Judges never fail of directing accordingly.<sup>8</sup>

Also deleted are passages pertaining to ministers of state and members of the nobility:

I told him, that a First or Chief Minister of State, whom I intended to describe, was a Creature wholly exempt from Joy and Grief, Love and Hatred, Pity and Anger; at least makes use of no other Passions but a violent Desire of Wealth, Power, and Titles: That he applies his Words to all Uses, except to the Indication of his Mind; That he never tells a Truth, but with an Intent that you should take it for a Lye; nor a Lye, but with a Design that you should take it for a Truth; That those he speaks worst of behind their Backs, are in the surest way to Preferment; and whenever he begins to praise you to others or to your self, you are from that Day forlorn. The worst Mark you can receive is a Promise, especially when it is confirmed with an Oath; after which every wise Man retires, and gives over all hopes (pp. 207-208),<sup>9</sup>

and

That, Nobility among us was altogether a different Thing from the Idea he had of it; That, our young Noblemen are bred from their Childhood in Idleness and Luxury; that, as soon as Years will permit, they consume their Vigour, and contract odious Diseases among lewd Females; and when their Fortunes are almost ruined, they marry some Woman of mean Birth, disagreeable Person, and unsound Constitution, merely for the sake of Money, whom they hate and despise. That the Productions of such Marriages are generally scrophulous, rickety or deformed Children; by which Means the Family seldom continues above three Generations, unless the Wife take Care to provide a healthy Father among her Neighbours,

---

<sup>8</sup>Ibid., pp. 202-203.

<sup>9</sup>Ibid., pp. 135, 207.

or Domesticks, in order to improve and continue the Breed. That a weak diseased Body, a meager Countenance, and sallow Complexion, are the true Marks of noble Blood; and a healthy robust Appearance is so disgraceful in a Man of Quality, that the World concludes his real Father to have been a Groom or a Coachman. The Imperfections of his Mind run parallel with those of his Body; being a Composition of Spleen, Dulness, Ignorance, Caprice, Sensuality and Pride. (p. 209)

Even the clergy does not escape the scathing tongue of Swift, as can be seen in the following passage which is deleted from "A Voyage to Lilliput":

Whether those holy Lords I spoke of, were constantly promoted to that Rank [Bishop] upon Account of their Knowledge in religious Matters, and the Sanctity of their Lives, had never been Compliers with the Times, while they were common Priests; or slavish prostitute Chaplains to some Nobleman, whose Opinions they continued servilely to follow after they were admitted into that Assembly. (p. 98)

The third category of deletions under consideration is implications of political philosophy. Used here, the term implications refers to the fact that while Gulliver, through all the voyages but the last one, generally considers the government of his country with pride and that of others with disdain, Swift's own ideas of English politics are usually opposite to those of Gulliver. Because the intricate workings of politics are often confusing even to the adult mind, a child cannot be expected to understand or enjoy involved discussions of political philosophy. Accordingly, as in the preceding categories, that material is deleted which does not fit the child's needs, desires, or abilities in some way. In the following example, which is deleted from "A Voyage to Lilliput," Swift reflects upon the ingratitude and selfishness of men in power:



This open bold Declaration of mine was so opposite to the Schemes and Politicks of his Imperial Majesty, that he could never forgive me: He mentioned it in a very artful Manner at Council, where, I was told, that some of the wisest appeared, at least by their Silence, to be of my Opinion; but others, who were my secret Enemies, could not forbear some Expressions, which by a Side-wind reflected on me. And from this Time began in Intrigue between his Majesty, and a Junta of Ministers maliciously bent against me, which broke out in less than two Months, and had like to have ended in my utter Destruction. Of so little Weight are the greatest Services to Princes, when put into the Balance with a Refusal to gratify their Passions. (p. 32)

In an example from "A Voyage to Brobdingnag" Swift questions government spending:

He fell next upon the Management of our Treasury; and said he thought my Memory had failed me, because I computed our Taxes at about five or six Millions a Year; and when I came to mention the Issues, he found they sometimes amounted to more than double; for, the Notes he had taken were very particular in this Point; because he hoped, as he told me, that the Knowledge of our Conduct might be useful to him; and he could not be deceived in his Calculations. But, if what I had told him were true, he was still at a Loss how a Kingdom could run out of its Estate like a private Person. He asked me, who were our Creditors? and, where we found Money to pay them? (p. 99)

The following passage, deleted from "A Voyage to Laputa," is an involved discourse on political favoritism:

Among others there was one Person whose Case appeared a little singular. He had a Youth about Eighteen Years old standing by his Side. He told me, he had for many Years been Commander of a Ship; and in the Sea Fight at Actium, had the good Fortune to break through the Enemy's great Line of Battle, sink three of the Capital Ships, and take a fourth, which was the sole Cause of Antony's Flight, and of the Victory that ensued: That the Youth standing by him, his only Son, was killed in the Action. He added, that upon the Confidence of some Merit, the War being at an end, he went to Rome, and solicited at the Court of Augustus to be preferred to a greater Ship, whose Commander had been Killed; but without any regard to his Pretensions, it was given to a Boy who had never seen the Sea, the Son of a Libertina, who waited on one of the Emperor's Mistresses. Returning back to his own Vessel, he was charged with Neglect of Duty, and the Ship given to a favourite Page of Publicola the Vice-Admiral; whereupon he retired to a poor Farm, at a great

Distance from Rome, and there ended his Life. I was so curious to know the Truth of this Story, that I desired Agrippa might be called, who was Admiral in that Fight. He appeared, and confirmed the whole Account, but with much more Advantage to the Captain, whose Modesty had extenuated or concealed a great Part of his Merit. (pp. 161-162)

Discussing qualities which should characterize political office holders as opposed to those which actually do characterize them, Swift states in "A Voyage to Lilliput":

But they thought the Want of Moral Virtues was so far from being supplied by superior Endowments of the Mind, that Employments could never be put into such dangerous Hands as those of Persons so qualified; and at least, that the Mistakes committed by Ignorance in a virtuous Disposition, would never be of such fatal Consequence to the Publick Weal, as the Practices of a Man, whose Inclinations led him to be corrupt, and had great Abilities to manage, to multiply, and defend his Corruptions.

In like Manner the Disbelief of a Divine Providence renders a Man incapable of holding any publick Station: For, since Kings avow themselves to be the Deputies of Providence, the Lilliputians think nothing can be more absurd than for a Prince to employ such Men as disown the Authority under which he acteth.

In relating these and the following Laws, I would only be understood to mean the original Institutions, and not the most scandalous Corruptions into which these People are fallen by the degenerate Nature of Man. For as to that infamous Practice of acquiring great Employments by dancing on the Ropes, or Badges of Favour and Distinction by leaping over Sticks, and creeping under them; the Reader is to observe, that they were first introduced by the Grand-father of the Emperor now reigning; and grew to the present Height, by the gradual increase of Party and Faction. (p. 38)<sup>10</sup>

Speaking once again through Gulliver, Swift in some instances hints at his own personal philosophy of life and man. Because such thoughts are often too abstract for the youthful reader, some passages containing references to certain aspects of Swift's philosophy have been deleted. In

---

<sup>10</sup>Ibid., pp. 37, 100, 103, 105-106, 128, 135, 150-154, 159, 160.

one passage, deleted from "A Voyage to Brobdingnag," Swift mentions the relativity of all things in life:

Undoubtedly Philosophers are in the Right when they tell us, that nothing is great or little otherwise than by Comparison: It might have pleased Fortune to let the Lilliputians find some Nation, where the People were as diminutive with respect to them, as they were to me. And who knows but that even this prodigious Race of Mortals might be equally overmatched in some distant Part of the World, whereof we have yet no Discovery? (p. 62)

Alluding specifically to the Protestant-Roman Catholic controversy in England, Swift seems to indicate in the following passage deleted from "A Voyage to Lilliput" that the choice of one's religion should be left to the individual:

During the Course of these troubles, the Emperors of Blefuscus did frequently expostulate by their Ambassadors, accusing us of making a Schism in Religion, by offending against a fundamental Doctrine of our great Prophet Lustrog, in the fifty-fourth Chapter of the Brundrecal, (which is their Alcoran.) This, however, is thought to be a meer Strain upon the Text: For the Works are these; That all true Believers shall break their Eggs at the convenient End: and which is the convenient End, seems, in my humble Opinion, to be left to every Man's Conscience, or at least in the Power of the chief Magistrate to determine. (p. 29)

In some passages, all deleted from the last voyage, Swift philosophizes about man as a rational being. The following example describes man's misapplication of reason:

When I had answered all his Questions, and his Curiosity seemed to be fully satisfied; he sent for me one Morning early, and commanding me to sit down at some Distance, (an Honour which he had never before conferred upon me) He said, he had been very seriously considering my whole Story, as far as it related both to my self and my Country: That, he looked upon us as a Sort of Animals to whose Share, by what Accident he could not conjecture, some small Pittance of Reason had fallen, whereof we made no other Use than by its Assistance to aggravate our natural Corruptions, and to acquire new ones which Nature had not given us. That, we disarmed our selves of the few Abilities she has bestowed; had been very successful in multiplying our original Wants,

and seemed to spend our whole Lives in vain Endeavours to Supply them by our own Inventions. (p. 211)<sup>11</sup>

Another example shows the ideal application of reason:

As these noble Houyhnhnms are endowed by Nature with a general Disposition to all Virtues, and have no Conceptions or Ideas of what is evil in a rational Creature; so their grand Maxim is, to cultivate Reason, and to be wholly governed by it. Neither Men can argue with Plausibility on both sides of a question; but strikes you with immediate Conviction; as it must needs do where it is not mingled, obscured, or discoloured by Passion and Interest. I remember it was with extreme Difficulty that I could bring my Master to understand the Meaning of the Word Opinion, or how a Point could be disputable; because Reason taught us to affirm or deny only where we are certain; and beyond our Knowledge we cannot do either. So that Controversies, Wranglings, Disputes, and Positiveness in false or dubious Propositions, are Evils unknown among the Houyhnhnms. In the like Manner when I used to explain to him our several Systems of Natural Philosophy, he would laugh that a Creature pretending to Reason, should value itself upon the Knowledge of other Peoples Conjectures, and in Things, where that Knowledge, if it were certain, could be of no Use. Wherein he agreed entirely with the Sentiments of Socrates, as Plato delivers them; which I mention as the highest Honour I can do that Prince of Philosophers. I have often since reflected what Destruction such a Doctrine would make in the Libraries of Europe; and how many Paths to Fame would be then shut up in the Learned World. (pp. 218-219)

Quite a number of passages concerning Swift's view of the nature of man are deleted. One of these from "A Voyage to Brobdingnag" tells of man's helplessness:

Their Stile is clear, masculine, and smooth, but not Florid; for they avoid nothing more than multiplying unnecessary Words, or using various Expressions. I have perused many of their Books, especially those in History and Morality. Among the latter I was much diverted with a little old Treatise, which always lay in Glumcalclitch's Bedchamber, and belonged to her Governess, a grave elderly Gentlewoman, who dealt in Writings of Morality and Devotion. The Book treats of the Weakness of Human kind; and is in little Esteem except among Women and the Vulgar. However, I was curious to see what an Author of that Country could say upon such a

---

<sup>11</sup>Ibid., pp. 201-202.

Subject. This Writer went through all the usual Topicks of European Moralists; shewing how diminutive, contemptible, and helpless an Animal was Man in his own Nature; how unable to defend himself from Inclemencies of the Air, or the Fury of wild Beasts; How much he was excelled by one Creature in Strength, by another in Speed, by a third in Foresight, by a fourth in Industry. He added, that Nature was degenerated in these latter declining Ages of the World, and could now produce only small abortive Births in Comparison of those in ancient Times. He said, it was very reasonable to think, not only that the Species of Man were originally much larger, but also that there must have been Giants in former Ages; which, as it is asserted by History and Tradition, so it hath been confirmed by huge Bones and Sculls casually dug up in several Parts of the Kingdom, far exceeding the common dwindled Race of Man in our Days. He argued, that the very Laws of Nature absolutely required we should have been made in the Beginning, of a Size more large and robust, not so liable to Destruction from every little Accident of a Tile falling from an House, or a Stone cast from the Hand of a Boy, or of being drowned in a little Brook. (p. 105)

One long account describing the immortal Struldrugs, whom Gulliver encountered in his third voyage, points out how ridiculous is man's desire for immortality. Part of that account is as follows:

That the System of Living contrived by me was unreasonable and unjust, because it supposed a Perpetuity of Youth, Health, and Vigour, which no Man could be so foolish to hope, however extravagant he might be in his Wishes. That, the Question therefore was not whether a Man would chuse to be always in the Prime of Youth, attended with Prosperity and Health; but how he would pass a perpetual Life under all the usual Disadvantages which old Age brings along with it. For although few Men will avow their Desires of being immortal upon such hard Conditions, yet in the two Kingdoms beforementioned of Balnibarbi and Japan, he observed that every Man desired to put off Death for sometime longer, let it approach ever so late; and he rarely heard of any Man who died willingly, except he were incited by the Extremity of Grief or Torture. And he appealed to me whether in those Countries I had travelled as well as my own, I had not observed the same general Disposition. (pp. 169-170)<sup>12</sup>

In the following example, lying is described as a basic ingredient in man's nature:

---

<sup>12</sup>Ibid., pp. 165-169, 170-173.



My Master heard me with great Appearances of Uneasiness in his Countenance; because Doubting or not believing, are so little known in this Country, that the Inhabitants cannot tell how to behave themselves under such Circumstances. And I remember in frequent Discourses with my Master concerning the Nature of Manhood, in other Parts of the World; having Occasion to talk of Lying, and false Representation, it was with much Difficulty that he comprehended what I meant; although he had otherwise a most acute Judgment. For he argued thus; That the Use of Speech was to make us understand one another, and to receive Information of Facts; now if any one said the Thing which was not, these Ends were defeated; because I cannot properly be said to understand him; and I am so far from receiving Information, that he leaves me worse than in Ignorance; for I am led to believe a Thing Black when it is White, and Short when it is Long. And these were all the Notions he had concerning that Faculty of Lying, so perfectly well understood, and so universally practised among human Creatures. (pp. 194-195)

Deleted from "A Voyage to the Country of the Houyhnhnms,"

a final example of the nature of man discusses the folly of pride:

My Reconcilement to the Yahoo-kind in general might not be so difficult, if they would be content with those Vices and Follies only which Nature hath entitled them to. I am not in the least provoked at the Sight of a Lawyer, a Pick-pocket, a Colonel, a Fool, a Lord, a Gamester, a Politician, a Whoremunger, a Physician, an Evidence, a Suborner, an Attorney, a Traytor, or the like: This is all according to the due Course of Things: But when I behold a Lump of Deformity, and Diseased both in Body and Mind, smitten with Pride, it immediately breaks all the Measures of my Patience; neither shall I be ever able to comprehend how such an Animal and such a Vice could tally together. The wise and virtuous Houyhnhnms, who abound in all Excellencies that can adorn a rational Creature, have no Name for this Vice in their Language, which hath no Terms to express any thing that is evil, except those whereby they describe the detestable Qualities of their Yahoos; among which they were not able to distinguish this of Pride, for want of thoroughly understanding Human Nature, as it sheweth it self in other Countries, where that Animal presides. But I, who had more Experience, could plainly observe some Rudiments of it among the wild Yahoos.

But the Houyhnhnms, who live under the Government of Reason, are no more proud of the good Qualities they possess, than I should be for not wanting a Leg or an Arm, which no Man in his Wits would boast of, although he must be miserable

without them. I dwell the longer upon this Subject from the Desire I have to make the Society of an English Yahoo by any Means not insupportable; and therefore I here intreat those who have any Tincture of this absurd Vice, that they will not presume to appear in my Sight. (pp. 242-243)<sup>13</sup>

Another category of deletions is superfluous material. In this category are words, phrases, clauses, and passages which do not greatly affect the basic adventure story and without which the story loses little, if anything, in the retelling. Because there are unrelated examples of this type of deletion on almost every page of the book, it would be impractical to name or even to refer to them all. However, in a few instances some patterns of deletions which appear do warrant mention. One such pattern is the stylistic deletion, examples of which have already been cited in Chapter II of this work. Another is the deletion of the introductory summaries of each chapter in the book.

In a number of other instances the superfluous material is sometimes directed to the reader, as is the following: "Upon which I shall desire Liberty, with the Reader's Patience, to enlarge a little" (p. 20).<sup>14</sup> In addition, the material deleted is sometimes an unnecessary elaboration of details which have been explained fully enough for the youthful reader. One such example is that after having mentioned the system of reward in Lilliput, Gulliver elaborates further in the following passage:

---

<sup>13</sup>Ibid., pp. 210-216, 214-242.

<sup>14</sup>Ibid., pp. 33, 36, 52, 55, 68-69, 131, 159, 183, 189, 199, 210, 225.

He likewise acquires the title of Snilpall, or Legal, which is added to his name, but doth not descend to his Posterity. And these People thought it a prodigious Defect of Policy among us, when I told them that our Laws were enforced only by Penalties, without any mention of Reward. It is upon this account that the Image of Justice, in their Courts of Judicature, is formed with six Eyes, two before, as many behind, and on each Side one, to signify Circumspection, with a Bag of Gold open in her right hand, and a Sword sheathed in her left, to show she is more disposed to reward than to punish. (p. 37)<sup>15</sup>

The final category, the miscellaneous, contains varied sorts of deletions. In several instances nautical terminology, which would be beyond the comprehension of most youthful readers, is deleted. One example is

Finding it was like to overblow, we took in our Sprit-sail, and stood by to hand the Fore-sail; but making foul Weather, we looked the Guns were all fast, and handed the Missen. The Ship lay very broad off, so we thought it better spooning before the Sea, than trying or hulling. We reefed the Fore-sail and set him, we hauled aft the Fore-sheet; the Helm was hard a Weather. The Ship wore bravely. We belay'd the Fore-down-hall; but the Sail was split, and we hawl'd down the Yard, and got the Sail into the Ship, and unbound all the things clear of it. It was a very fierce Storm; and Sea broke strange and dangerous. We hawl'd off upon the Lanniard of the Wipstaff, and helped the Man at Helm. We would not get down our Top-Mast, but let all stand, because she scudded before the Sea very well, and we knew that the Top-Mast being aloft, the Ship was the wholesomer, and made better way through the Sea, seeing we had Sea room. When the Storm was over, we set the Missen, Maintop-Sail and the Foretop-Sail. Our Course was East North-east, the Wind was at South-west. We got the Star-board Tack aboard, we cast off our Weather-braces and Lifts; we set in the Lee-braces, and hawl'd forward by the Weather-bowlings, and hawl'd them tight, and belayed them, and hawl'd over the Missen Tack to Windward, and kept her full and by as near as she would lye. (p. 60)<sup>16</sup>

---

<sup>15</sup>Ibid., pp. 4, 44, 48, 98, 99, 135-137.

<sup>16</sup>Ibid., pp. 4, 115, 121, 154.



Also deleted are technical descriptions which are too involved for the child to understand or enjoy. An excellent example is the following from "A Voyage to Laputa":

To explain the Manner of its Progress, let A B represent a Line drawn cross the Dominions of Balnibarbi; let the Line c d represent the Load-stone, of which let d be the repelling End, and c the attracting End, the Island being over C; let the Stone be placed in the Position c d with its repelling End downwards; then the Island will be driven upwards obliquely towards D. When it is arrived at D, let the Stone be again turned upon its Axle till it stands in the Position E F, with its repelling Point downwards, the Island will rise obliquely towards F, where by directing the attracting End towards G, the Island may be carried to G, and from G to H, by turning the Stone, so as to make its repelling Extremity point directly downwards. And thus by changing the Situation of the Stone as often as there is Occasion, the Island is made to rise and fall by Turns in an oblique Direction; and by those alternate Risings and Falling (the Obliquity being not considerable) is conveyed from one Part of the Dominions to the other. (pp. 132-134)<sup>17</sup>

Several references to people and events are omitted because they would mean nothing to the child who probably has little background in history. In the following example, the underlined portion, which alludes to the beheading of Charles I of England, is deleted:

At the Place where the Carriage stopt, there stood an ancient Temple, esteemed to be the largest in the whole Kingdom; which having been polluted some Years before by an unnatural Murder, was, according to the Zeal of those People, looked upon as Prophane, and therefore had been applied to common Use, and all the Ornaments and Furniture carried away. (p. 10)

Another example containing references to several historical figures is

I then desired the Governor to call up Descartes and Gassendi, with whom I prevailed to explain their Systems to Aristotle. This great Philosopher freely acknowledged his

---

<sup>17</sup>Ibid., p. 25, 102-103, 126, 129, 134-135, 141-142, 144, 191, 225.

own Mistakes in Natural Philosophy, because he proceeded in many things upon Conjecture, as all Men must do; and he found, that Gassendi, who had made the Doctrine of Epicurus as palatable as he could, and the Vortices of Descartes, were equally exploded. (p. 158)<sup>18</sup>

Finally, deleted in the abridged edition are several examples containing Gulliver's repeatedly ironic insistence upon the veracity of his story. First of all, the implication of truth is presented (even before the story begins) in Gulliver's letter to the fictitious publisher of the Travels and in the publisher's address to the reader.<sup>19</sup> Then at one point openly critical of other travel books Gulliver states:

I could heartily wish a Law were enacted, that every Traveller, before he were permitted to publish his Voyages, should be obliged to make Oath before the Lord High Chancellor, that all he intended to print was absolutely true to the best of his Knowledge; for then the World would no longer be deceived as it usually is, while some Writers, to make their Works pass the better upon the Publick, impose the grossest Falsities on the unwary Reader. I have perused several Books of Travels with great Delight in my younger Days; but, having since gone over most Parts of the Globe, and been able to contradict many fabulous Accounts from my own Observation; it hath given me a great Disgust against this Part of Reading, and some Indignation to see the Credulity of Mankind so impudently abused. Therefore, since my Acquaintance were pleased to think my poor Endeavours might not be unacceptable to my Country; I imposed on myself as a Maxim, never to be swerved from, that I would strictly adhere to Truth; neither indeed can I be ever under the least Temptation to vary from it, while I retain in my Mind the Lectures and Examples of my noble Master, and the other illustrious Houyhnhnms, of whom I had so long the Honour to be an humble Hearer. (pp. 238-240)<sup>20</sup>

A child has no concept of irony and would not understand the significance of such deleted material.

---

<sup>18</sup>Ibid., pp. 28, 96, 101, 115.

<sup>19</sup>Ibid., pp. xxi-xxv.

<sup>20</sup>Ibid., pp. 85-86, 114.

The question at this point in the study is how such deletions have affected the rhetoric of Gulliver's Travels. Accordingly, certain aspects must be considered. First, Gulliver's Travels is a narrative told in first person; thus, the image of the speaker as a real person is very clearly presented. In the unabridged edition, Gulliver starts out on his travels in the full bloom of youth. His basic character is little affected by the pettiness of the Lilliputians or the grossness of the Brobdingnagians, and he remains throughout the first two voyages a naive, ingenuous, but accurate reporter of his strange adventures. In the third voyage, Gulliver begins to change. Offended by the fact that he is not the center of attention as he previously has been, Gulliver gives a disdainful report of Laputan life. A heightened awareness of man's susceptibility to irrationality, pettiness, and corruption becomes apparent in Gulliver. Finally, in the last voyage Gulliver, who is exposed to the ideally rational existence of the Houyhnhms, rejects with complete loathing the Yahoo-like existence of his fellow man. Gulliver has made the full turn; he has changed from an understanding, tolerant lover of mankind to a bitter, unforgiving misanthrope.

The image of Gulliver in the abridged edition is basically the same as in the unabridged; his development from a lover of mankind to a misanthrope is still recorded. However, the change in Gulliver does not appear so drastic as

it was in the unabridged edition. Because of the extensive deletions, particularly those of most of his vicious diatribes against the filth, weakness, and corruption of mankind, Gulliver seems milder in his hatred of man. Consequently, the child reader can probably view the "abridged" Gulliver more sympathetically and amusedly than the adult can view the "unabridged" Gulliver.

The audience of Gulliver's Travels is another important aspect to be considered. Swift was addressing the adults of his generation, and he was using methods not unlike those of other writers of his time. The voyage literature that was popular during the eighteenth century provided an excellent framework for Swift's tale; and the satire, the irony, and the "so-called scatology" that characterized Swift's writing are, for the most part, only indications of his sensitivity to the literary traditions of his era.<sup>21</sup> Those characteristics of Swift's writing that both "diverted" and "vexed" the adults of Swift's time can do the same for the adults of today.

Swift certainly did not intend for his audience to be children, and when they took Gulliver's Travels for their own, the material was, of necessity, adapted for their use. The first two voyages remain much the same. The majority of the satire is so subtle that, even if the child cannot understand it, at least he is not confused by it and there

---

<sup>21</sup>Robert Hunting, Jonathan Swift (New York: Twayne Publishers, Inc., 1967), p. 97.

is no need for deletion. The expurgation of offensive passages from these voyages renders the remaining material suitable for the young reader. However, the content of the last two voyages necessitates more change than does that of the previous two. The long discussions of political and personal philosophy are too involved for the child to enjoy or understand, and much of that material is deleted. The openly vicious satire on mankind is far beyond the comprehension of the child and, therefore, is omitted in the abridged edition.

To be sure, an edition suitably abridged for the young reader lacks much of the sting of Swift's original intent. What Swift presented as a bitter denunciation of man as a scheming political and social animal becomes a milder picture of man as a bumbling, but rather amusing creature susceptible to certain vices and follies which the child can understand. Thus, Swift's rhetoric is certainly affected by the abridgement of Gulliver's Travels, but not so adversely that nothing of Swift remains. For, to repeat Paul Hazard, such abridgement "can never do away entirely with the essential qualities of the book that children sense as diviners sense running water."<sup>22</sup>

---

<sup>22</sup>Hazard, pp. 65-66.

## BIBLIOGRAPHY

- Anderson, George K., Homer A. Watt, and George B. Woods. The Literature of England: An Anthology and a History. I. Chicago: Scott, Foresman and Company, 1936.
- Arbuthnot, May Hill. Children and Books. Chicago: Scott, Foresman and Company, 1957.
- Aristotle. The Art of Rhetoric. Translated by John Henry Freese. Cambridge, Massachusetts: Harvard University Press, 1926.
- Barry, Florence B. A Century of Children's Books. New York: George H. Doran Company, n.d.
- Baugh, Albert C. A History of the English Language. Second edition. New York: Appleton-Century-Crofts, Inc., 1957.
- Baugh, Albert C., ed. A Literary History of England. New York: Appleton-Century-Crofts, Inc., 1948.
- Bethel, John P., ed. Webster's New Collegiate Dictionary. Springfield, Massachusetts: G. & C. Merriam Co., 1959.
- Booth, Wayne C. The Rhetoric of Fiction. Chicago: University of Chicago Press, 1961.
- Boswell, James. Life of Johnson. London: Oxford University Press, 1966.
- Case, Arthur E. Four Essays on Gulliver's Travels. Gloucester, Massachusetts: Peter Smith, 1958.
- "Chapbooks." The New Funk and Wagnalls Encyclopedia. 1950. Vol. 7.
- Churchill, R. C. He Served Human Liberty: An Essay on the Genius of Jonathan Swift. London: George Allen and Unwin Ltd., 1946.
- Coffman, Ramon P., and Nathan G. Goodman. Famous Authors for Young People. New York: A. S. Barnes and Company, 1943.

- Curry, Charles Madison, and Erle Elsworth Clippinger. Children's Literature. New York: Rand McNally and Company, 1921.
- Darton, F. J. Harvey. Children's Books in England: Five Centuries of Social Life. Cambridge: University Press, 1932.
- Davis, Herbert, ed. Jonathan Swift: Poetry and Prose. Oxford: Clarendon Press, 1964.
- Dennis, Nigel. Jonathan Swift: A Short Character. New York: The Macmillan Company, 1964.
- Eddy, William A. Gulliver's Travels: A Critical Study. New York: Russell and Russell, Inc., 1963.
- Elliott, Robert C. The Power of Satire: Magic, Ritual, Art. Princeton, New Jersey: Princeton University Press, 1960.
- Ewald, William Bragg, Jr. The Masks of Jonathan Swift. Cambridge, Massachusetts: Harvard University Press, 1954.
- Field, Walter Taylor. A Guide to Literature for Children. Boston: Ginn and Company, 1928.
- Gardner, Emelyn E., and Eloise Ramsey. A Handbook of Children's Literature: Methods and Materials. New York: Scott, Foresman and Company, 1927.
- Gerould, Gordon Hall. The Patterns of English and American Fiction. Boston: Little, Brown and Company, 1942.
- Gleason, H. A. An Introduction to Descriptive Linguistics. New York: Henry Holt and Company, 1955.
- Gove, Philip B. The Imaginary Voyage in Prose Fiction. New York: Columbia University Press, 1941.
- Gove, Philip B., ed. Webster's Third New International Dictionary of the English Language Unabridged. Springfield, Massachusetts: G. & C. Merriam Company, 1966.
- Hanna, Geneva H., and Mariana K. McAllister. Books, Young People, and Reading Guidance. New York: Harper & Brothers, Publishers, 1966.



- Hazard, Paul. Books, Children and Men. Translated from the French by Marguerite Mitchell. Boston: The Horn Book, Inc., 1944.
- Highet, Gilbert. The Anatomy of Satire. Princeton, New Jersey: Princeton University Press, 1962.
- Hodges, John C. Harbrace College Handbook. 4th edition. New York: Harcourt, Brace and Company, 1956.
- Horne, Colin J., ed. Swift on his Age. London: George G. Harrap and Co., Ltd., 1953.
- Huck, Charlotte S., and Doris A. Young. Children's Literature in the Elementary School. New York: Holt, Rinehart and Winston, 1961.
- Hunting, Robert. Jonathan Swift. New York: Twayne Publishers, Inc., 1967.
- Johnson, Edgar. A Treasury of Satire. New York: Simon and Shuster, 1945.
- Kernan, Alvin B. The Plot of Satire. New Haven: Yale University Press, 1965.
- Meigs, Cornelia, et al. A Critical History of Children's Literature. New York: The Macmillan Company, 1953.
- Moriarty, Gerald P. Dean Swift and his Writings. New York: Charles Scribner's Sons, 1893.
- Moulton, Charles Wells, ed. The Library of Criticism of English and American Authors. Vol. III, 1730-1784. New York: Peter Smith, 1935.
- Muir, Percy. English Children's Books 1600-1900. New York: Frederick A. Praeger, 1954.
- Murray, James, et al., eds. Oxford English Dictionary. Vols. V, VII, XII. Oxford: Clarendon Press, 1933.
- Oppenheim, Ralph. "200 Years of 'Gulliver's Travels.'" The Mentor, May, 1927, p. 19.
- Prochnow, Hubert V. Speaker's Handbook of Epigrams and Witticisms. New York: Harper and Row, 1955.
- Quintana, Ricardo. Swift: An Introduction. London: Oxford University Press, 1955.



- Rogers, Ruth. Keys to English Mastery: Junior Year. Oklahoma City: The Economy Company, 1958.
- Smith, Dora V. Fifty Years of Children's Books, 1910-1960: Trends, Backgrounds, Influences. Champaign, Illinois: NCTE, 1963.
- Smith, James Steel. A Critical Approach to Children's Literature. New York: McGraw-Hill Book Company, 1967.
- Smith, Lillian H. The Unreluctant Years. Chicago: American Library Association, 1953.
- Stein, Jess, and Laurence Urdang, eds. Random House Dictionary. New York: Random House, 1967.
- Sutherland, James. English Satire. London: Cambridge University Press, 1958.
- Swift, Jonathan. Gulliver's Travels. Introduction by John F. Ross. New York: Rinehart and Company, Inc., 1948.
- Swift, Jonathan. Gulliver's Travels. Edited by Harold Williams. London: First Edition Club, 1926.
- Swift, Jonathan. Gulliver's Travels. Illustrated Junior Library. New York: Grosset and Dunlap, 1947.
- Swift, Jonathan. Gulliver's Travels and Other Writings. Edited by Louis A. Landa. Boston: Houghton Mifflin Company, 1960.
- Swift, Jonathan. Gulliver's Travels and Other Writings. Edited by Ricardo Quintana. New York: Random House, Inc., 1958.
- Taylor, W. D. Jonathan Swift: A Critical Essay. London: Peter Davies, 1933.
- Teerink, H. A Bibliography of the Writings in Prose and Verse of Jonathan Swift, D. D. The Hague: Martinus Nijhoff, 1937.
- Teerink, H. A Bibliography of the Writings of Jonathan Swift. Edited by Arthur H. Scouten. Philadelphia: University of Pennsylvania Press, 1963.
- Terman, Lewis M., and Margaret Lima. Children's Reading: A Guide for Parents and Teachers. New York: D. Appleton and Company, 1926.

- Tuveson, Ernest, ed. Swift: A Collection of Critical Essays. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.
- Vallins, G. H. The Pattern of English. London: Andre Deutsch Limited, 1956.
- Vallins, G. H. Spelling. Revised by D. G. Scragg. London: Andre Deutsch Limited, 1965.
- Van Doren, Carl. Swift. New York: The Viking Press, 1930.
- Watt, Homer A., and William W. Watt. A Dictionary of English Literature. New York: Barnes & Noble, Inc., 1945.
- Williams, Harold, ed. The Correspondence of Jonathan Swift. Volume III, 1724-1731. London: Oxford University Press, 1963.
- Williams, Kathleen. Jonathan Swift and the Age of Compromise. Lawrence: University of Kansas Press, 1958.
- Witherspoon, Alexander M., General editor. The College Survey of English Literature. New York: Harcourt, Brace and Company, 1951.