TEI BY EXAMPLE

MODULE 4: POETRY

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1. William Blake: *Songs of Innocence and of Experience*

This example features a fragment of William Blake’s *Songs of innocence and of experience*, encoded and made available by the University of Virginia Library, for their Text Collection.

It forms a good example of how an anthology can be encoded. The work is considered as a single text (<text>) whose <body> contains both books. Both “Songs of Innocence” and “Songs of Experience” are encoded as <div1> numbered text divisions, with a @type attribute with value “book”. Inside these books, all 45 poems are encoded as <div2 type="poem">. All poems have a title (<head>) and are subdivided into stanzas (<lg type="stanza">) and lines (<l>). Page breaks are recorded with <ph> elements, whose @n attribute contain the page number.

```xml
<text xmlns="http://www.tei-c.org/ns/1.0" xml:id="d1">
  <body xml:id="d2">
    <div1 type="book" xml:id="d3">
      <head>Songs of Innocence</head>
      <pb n="4"/>
      <div2 type="poem" xml:id="d4">
        <head>Introduction</head>
        <lg type="stanza">
          <l>Piping down the valleys wild,</l>
          <l>Piping songs of pleasant glee,</l>
          <l>On a cloud I saw a child,</l>
          <l>And he laughing said to me:</l>
        </lg>
        <lg type="stanza">
          <l>"Pipe a song about a Lamb!"</l>
          <l>So I piped with merry cheer.</l>
          <l>"Piper, pipe that song again;"</l>
          <l>So I piped, he wept to hear.</l>
        </lg>
        <lg type="stanza">
          <l>"Drop thy pipe, thy happy pipe;</l>
          <l>Sing thy songs of happy cheer;"</l>
          <l>So I sung the same again,</l>
          <l>While he wept with joy to hear.</l>
        </lg>
      </div2>
    </div1>
  </body>
</text>
```
"Piper, sit thee down and write
In a book, that all may read."
So he vanis'd from my sight,
And I pluck'd a hollow reed,
And I made a rural pen,
And I stain'd the water clear,
And I wrote my happy songs
Every child may joy to hear.

How sweet is the Shepherd's sweet lot!
From the morn to the evening he strays;
He shall follow his sheep all the day,
And his tongue shall be filled with praise.

For he hears the lamb's innocent call,
And he hears the ewe's tender reply;
He is watchful while they are in peace,
For they know when their Shepherd is nigh.

The Sun does arise,
And make happy the skies;
The merry bells ring
To welcome the Spring;
The sky-lark and thrush,
The birds of the bush,
Sing louder around
To the bells' cheerful sound,
While our sports shall be seen
On the Echoing Green.

Old John, with white hair,
Does laugh away care,
Sitting under the oak,
Among the old folk.
They laugh at our play,
And soon they all say:
"Such, such were the joys
When we all, girls & boys,
In our youth time were seen
On the Echoing Green."

Till the little ones, weary,
No more can be merry;
The sun does descend,
And our sports have an end.
Round the laps of their mothers
Many sisters and brothers,
Like birds in their nest,
Are ready for rest,
And sport no more seen
On the darkening Green.

Little lamb, who made thee?
Dost thou know who made thee?
Gave thee life & bid thee feed,
By the stream & o'er the mead;
Gave thee clothing of delight,
Softest clothing, wooly, bright;
Gave thee such a tender voice,
Making all the vales rejoice?

Little Lamb, who made thee?
Dost thou know who made thee?

Little Lamb, I'll tell thee,
Little Lamb, I'll tell thee:
He is called by thy name,
For he calls himself a Lamb.
He is meek & he is mild;
He became a little child.
I a child & thou a lamb.
We are called by his name.

Little Lamb, God bless thee!

Example 1. Adapted from a TEI P4 encoding of William Blake's anthology *Songs of Innocence and of Experience* (Blake 1789).

2. Robert Browning: “Porphyria’s Lover”

The following example is the poem “Porphyria’s Lover” by Robert Browning. Although no formal line groups are discerned, it has a systematic rhyme scheme repeating every 5 lines. This is indicated in the @rhyme attribute of the outermost <lg> element. Some of the lines break up syntactic sentences; those have been marked with the value “yes” for an @enjamb attribute.
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2. Robert Browning: “Porphyria’s Lover”
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Example 2. TBE-crafted example encoding of Robert Browning’s poem “Porphyria’s Lover,” as it appeared in Dramatic Lyrics (Browning 1842).

3. Lewis Carroll: “The Mouse’s Tale”

The following example is an excerpt from Lewis Carroll’s “The Mouse’s Tale,” a poem appearing in the third chapter of Alice in Wonderland. It is a concrete poem in which the lines consist of only a couple of words, laid out in such a way that they visualise the mouse’s winding tail:

![Figure 1. A facsimile of “The Mouse’s Tale.”](image-url)
For the encoder, this specific visual layout challenges the TEI’s orientation to logical structures. In the example, the visual lines are encoded as logical lines ((`<l>`)); the visual particularities (font size, indentation) are formalised as values of a `@rend` attribute on each line. Of course, any value system is allowed for the `@rend` attribute; it’s up to the processing layer to decide how to interpret these values and format them on the screen / in print.

**REFERENCE**

Since version 2.0, the TEI Guidelines have added a `<sourceDoc>` element, that allows for a topographic transcription of the content of primary manuscripts, organised in visual units `<surface>`, `<zone>`, and `<line>`. See chapter 11, Representation of Primary Sources of the TEI Guidelines.

Alternatively, the lines could have been treated on a more logical level, spanning multiple physical lines. The line breaks then could have been encoded with `<lb>` elements, and specific visual characteristics as values for `@rend` attributes on `<seg>` elements. Since the white space is quite significant, the special-purpose TEI element `<space>` could have been used as well.

```xml
<lg xmlns="http://www.tei-c.org/ns/1.0">
  <l rend="font-size(110%) indent(-60)">Fury said to</l>
  <l rend="font-size(100%) indent(-40px)">a mouse, That</l>
  <l rend="font-size(100%) indent(0px)">he met</l>
  <l rend="font-size(100%) indent(10px)">in the</l>
  <l rend="font-size(100%) indent(20px)">house</l>
  <l rend="font-size(100%) indent(17px)">‘Let us</l>
  <l rend="font-size(100%) indent(5px)">both go</l>
  <l rend="font-size(100%) indent(-7px)">to law:</l>
  <l rend="font-size(100%) indent(-23px)"><hi rend="italic">I</hi> will</l>
  <l rend="font-size(100%) indent(-26px)">prosecute</l>
  <l rend="font-size(90%) indent(-40px)"><hi rend="italic">you.</hi> —</l>
  <l rend="font-size(90%) indent(-30px)">Come, I'll</l>
  <l rend="font-size(90%) indent(-20px)">take no</l>
  <l rend="font-size(90%) indent(-7px)">denial;</l>
  <l rend="font-size(90%) indent(19px)">We must</l>
  <l rend="font-size(90%) indent(45px)">have a</l>
  <l rend="font-size(90%) indent(67px)">trial:</l>
  <l rend="font-size(90%) indent(80px)">For</l>
</lg>
```

3. Lewis Carroll: “The Mouse’s Tale” 7
Example 3. TBE-crafted example encoding of Lewis Carroll’s poem “The Mouse’s Tale” as it appeared in *Alice in Wonderland* (Carroll 1865). This encoding was based on the HTML encoding of this poem available at [http://bootless.net/mouse.html](http://bootless.net/mouse.html).

The following example illustrates a very elaborate text encoding of a sonnet by William Shakespeare. As most sonnets, this poem is structurally analysed in three quatrains and one couplet. The lines themselves are further divided in metrical feet (<seg type="foot">) whose metrical analysis is provided in the @met of their containing <lg> element. For feet that metrically diverge from the metrical system, the actual metrical realisation is given in a <real> attribute. Where a foot runs over several syntactic phrases, the boundary between these phrases is marked with a <caesura> element. The rhyme scheme is encoded in the @rhyme attribute at the stanza level. In the example, the relevant <teiHeader> fragment is included for clarity’s sake.

```xml
<TEI xmlns="http://www.tei-c.org/ns/1.0">
<teiHeader>
  <encodingDesc>
    <!--...-->
    <metDecl pattern="((+|-)+|/?)*">
      <metSym value="trochee" terminal="false">+-</metSym>
      <metSym value="iamb" terminal="false">-+</metSym>
      <metSym value="spondee" terminal="false">++</metSym>
      <metSym value="pyrrhic" terminal="false">--</metSym>
      <metSym value="amphibrach" terminal="false">-+-</metSym>
      <metSym value="anapaest" terminal="false">--+</metSym>
      <metSym value=""/>metrical prominance</metSym>
      <metSym value=""/>metrical non-prominance</metSym>
      <metSym value=""/>foot boundary</metSym>
      <metSym value=""/>metrical line boundary</metSym>
    </metDecl>
    <metDecl>
      <p>Metrically prominent syllables are marked '+' and other syllables '-'. Foot divisions are marked by a vertical bar, and line divisions with a solidus.</p>
      <p>This notation may be applied to any metrical unit, of any size (including, for example, individual feet as well as groups of lines).</p>
      <p>The 'real' attribute has been used to indicate possible variations in the iambic base metre. Where this attribute is not included, it is assumed each foot inherits the iambic metre defined for the overall division of text.</p>
      <p>The 'met' attribute has been used in feet which have a missing or additional syllable rather than the two syllables expected, although the line may still confirm to the metre of the poem.</p>
    </metDecl>
  </encodingDesc>
</teiHeader>
</TEI>
```
Sonnet 17

Who will believe my verse in time to come,
If it were fill'd with your most high deserts?
Though yet, heaven knows, it is but as a tomb
Which hides your life and shows not half your parts.
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If I could write the beauty of your eyes
And in fresh numbers bear all your graces,

The age to come would say ‘This poet lies;
Such heavenly touches ne’er touch’d earth.

So should my pap, my parents, yell
To owed with, caesura
their age, like old men of less truth than tongue; 

And your true rights be term's rage, 

And stretch ed me tre of an an tique song. 

But were some child of yours alive that time, 

You should live twice - in it, and in
5. Algernon Charles Swinburne: “Sestina”

This example features a so-called “sestina,” a highly structured verse form consisting of 6 six-line stanzas followed by 1 three-line stanza. While the same set of six words conclude the lines of each stanza, in each stanza they occur in a different order. Since Swinburne in this example adheres to a strictly alternating rhyming scheme (if the internal rhyme of the tercet is not taken into account), the line ending patterns in this example vary from the traditional structural pattern for a sestina.

In this example, the rhyming scheme is indicated per stanza, using the @rhyme attribute on the stanza’s <lg> element. Rhyming words are marked with <rhyme> elements, with a @label attribute indicating their place in the rhyming scheme. In order to trace the line ending scheme, the ending words of the first stanza have been identified with an @xml:id attribute. Since they were already marked with a <rhyme> element, identification happens on this level. In the other stanzas, each line ending word is connected to its counterpart of the first stanza with a @corresp attribute. This is one of the global linking attributes, whose value formalises a correspondence relationship with another identified element (see the TEI Guidelines section 16.4 Correspondence and Alignment). Since the reference is to a local element (an identified element in the same document), its value takes the form of a shorthand local pointer by simply preceding the target’s @xml:id value with a hash sign #. Here too, the <rhyme> element provides a sufficient peg for pointing out this correspondence. Otherwise, if no other element would have been available, a <seg> element could be introduced for identifying or referring to a span of text.

I saw my soul at rest upon a day,
As a bird sleeping in the nest of night,
Among soft leaves that give the starlight way,
To touch its wings but not its eyes with light;
So that it knew as one in visions may,
And knew not as men waking, of delight.

This was the measure of my soul's delight;
It had no power of joy to fly by day,
Nor part in the large lordship of the light;
But in a secret moon-beholden way
Had all its will of dreams and pleasant night,
And all the love and life that sleepers may.

But such life's triumph as men waking may
It might not have to feed its faint delight
Between the stars by night and sun by day,
Shut up with green leaves and a little light;
Because its way was as a lost star's way,
A world's not wholly known of day or night.

Yet the soul woke not, sleeping by the way,
Watched as a nurling of the large-eyed night,
And sought no strength nor knowledge of the day,
Nor closer touch conclusive of delight,
Nor mightier joy nor truer than dreamers may,
Nor more of song than they, nor more of light.

5. Algernon Charles Swinburne: “Sestina”
Example 5. TBE-crafted example encoding of Algernon Swinburne’s poem “Sestina” (Swinburne 1924).
BIBLIOGRAPHY


