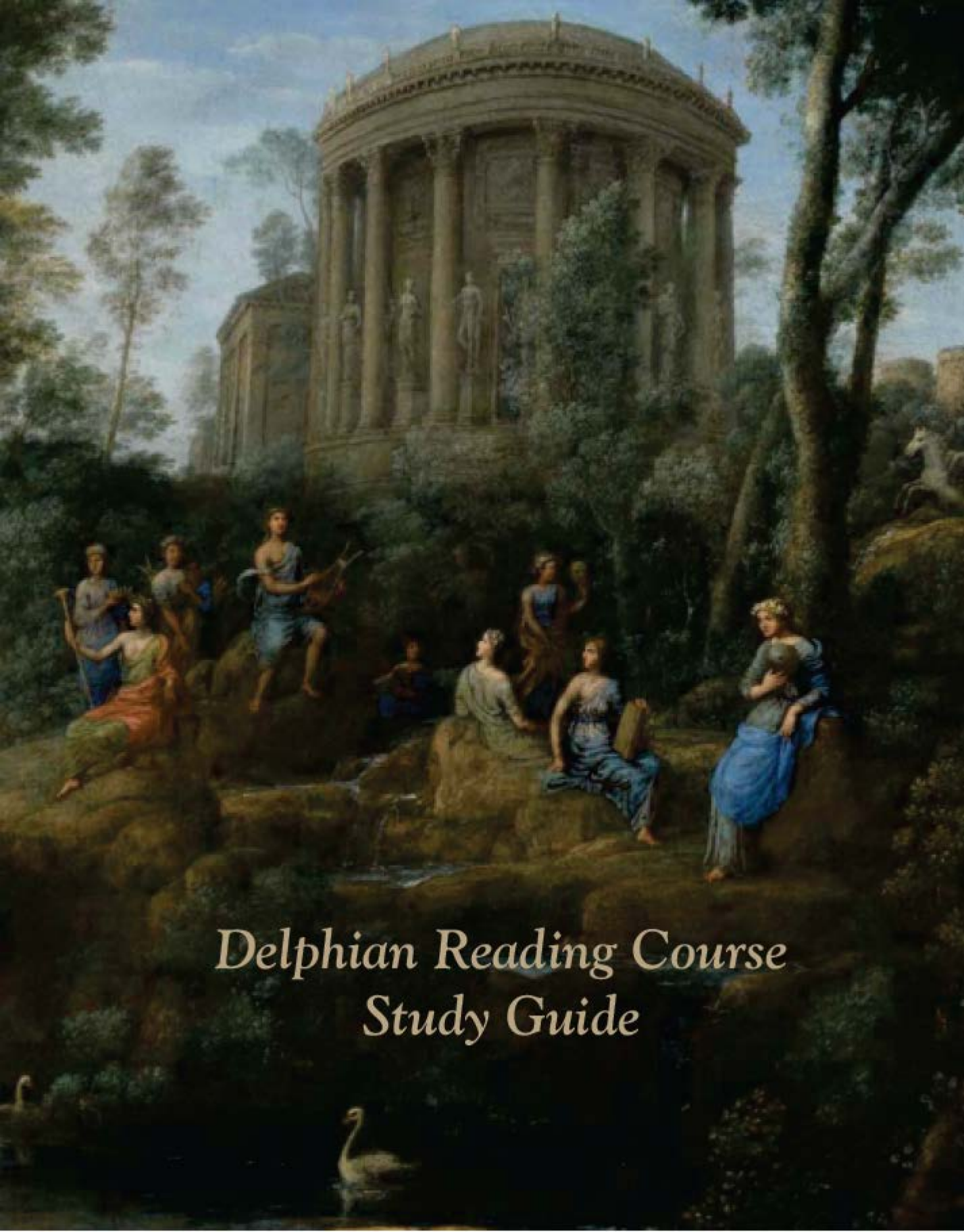

Delphian Reading Course
Study Guide

DELPHIAN
READING COURSE
STUDY GUIDE

Delphian Reading Course
Study Guide

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About the Cover Art:

This painting was created by Claude Lorrain in 1680 and is called 'Apollo and the Muses on Mount Helicon' (Parnassus). In Greek mythology, the Muses were nine daughters of Zeus, brought to life to help forget the evils of the world and bring comfort from the sorrows of the past. Each Muse is over a particular gift in the arts and is said to inspire creation within her domain. According to the Greek poet, Pindar, to 'carry a mousa' is 'to excel in the arts.' Their teacher is Apollo, the god of music, art and poetry.

Why 'Delphian'

(Taken from Volume I of the Delphian Reading Course)

Two thousand years before the sight of a new world burst upon the view of the Genoese mariner, there existed in north-central Greece a sanctuary famous in three continents. Located in mountainous Phocis, in a natural amphitheater, overhung by frowning rocks and reached only through mysterious caves, was the Oracle of Delphi. Here in remote times Apollo was believed to reveal his wishes to men through the medium of a priestess, speaking under the influence of vaporous breath which rose from a yawning fissure. Her utterances were not always coherent and were interpreted to those seeking guidance by Apollo's priests.

As its fame spread, the number of visitors to Delphi increased. More priests were needed to counsel and advise. Although the first blind faith in earlier deities lessened, the prestige of Delphi was nevertheless preserved. Apollo's priests became better versed in the affairs of Greece and the surrounding countries; their assistants became familiar with all vital issues, and thus intelligent replies were given to unceasing inquiries. In time the Greek divinities were almost forgotten and Christianity became the state religion, yet the Oracle of Delphi continued to draw men unto it until the fifth Christian century.

Ancient writers have left us abundant accounts of journeyings made thither by potentates and kings, and have described at length the rich offerings left by them in gratitude. The humble were seldom mentioned by early writers and it remained for the last few years to bring to light little leaden tablets – valueless from the standpoint of plunderers, earth-covered and revealed only by the excavator's spade – silent testimonials of appeals made to the oracle by the common people.

Perhaps at first thought we find the influence which the Delphian oracle exerted for more than a thousand years throughout Greece unaccountable, but upon reflection we perceive that it held its power because it was the best answer that epoch could give to man's eternal need for greater wisdom than his individual experience can provide. It may fittingly be compared to the influence of the Church in the Middle Ages. To it were referred alike questions of international policy, and the private affairs of humble citizens.

There is no doubt but that implicit faith directed the first visitors to Delphi, and beyond question this faith to some extent survived. The peasant accepted *literally* the presence of deity, but there have been in all ages the discerning who have distinguished between the symbol and that symbolized, and certainly the keen, alert Greeks did not remain blind adherents of antiquated conceptions. The wisdom of the Delphian priests was revered and their judgments accepted much in the same way as were those of the seers who taught the children of Israel at the city gates, so that the Oracle of Delphi still remained

potent – a name with which to conjure – long after the belief that the deity himself was present had given place to another.

Today, the number who ask “Whence cometh wisdom, and where is the place of understanding?” is more than all who ever south the offices of the priestess on her tripod. We have learned that not gaseous exhalations, but a thorough understanding of the past, will reveal the secrets of the future, and that these “oracles” are best interpreted by thoughtful groups, instead of by one frenzied prophetess. The name Delphian was chosen for this national educational movement because we too are seekers of wisdom, and we would not lose the spell of the storied past, as we renew the age-old quest.

** Please note: The page numbering used hereafter in this study guide refers to the 1913 edition of the Delphian Reading Course. **

VOLUME I

DELPHIAN READING COURSE STUDY GUIDE
VOLUME I

THE LAND OF THE PYRAMIDS

"*The plainest row of books that cloth or paper ever covered is more significant of refinement than the most elaborately carved sideboard*."

--H.W. Beecher

LIFE AND LITERATURE OF EGYPT

Each year the number of travelers to the old world grows larger. It was once unusual for the tourist to make his way to Egypt—the Nile valley lay outside the regular beaten track. Those who undertook the journey, however, returned with so much to tell that others were induced to follow and today the majority of those who travel extensively include the Land of the Pyramids as a matter of course.

The amount of benefit we derive from travel depends very largely upon the amount of general knowledge and information we have gathered concerning the country visited. Those who are unfamiliar with the wonderful civilization that developed in Egypt before the first book of the Old Testament was written, see huge piles of stone still retaining the form of pyramids and heaps of ruined temples; they see wide reaches of desert and a river; Arabs inhabit the land and the idle extort money from the visitor. These are the main features of the story. The one who knows something of this ancient country sees much more. His fancy repeoples the valley with its former inhabitants. Ruins rise again and he reconstructs in his imagination temples and tombs. The intruding Arabs disappear together with English officials, and for a brief while he lives in the past.

Busied with cares and responsibilities or with manifold interests, the moments are few wherein the average person can review and extend his knowledge of history, literature and art. For this reason the following outlined reading is offered with the hope of meeting present-day conditions. It is not expected that the whole subject shall be covered at once; rather, for years one may find it a basis for continued study and profit.

It is suggested that study clubs and circles will find this a convenient foundation for satisfactory work, and beyond all question High School students will be greatly aided by the matter contained in the text books and by suggestive questions in the outlines.

VOLUME I

Introductory: Prehistoric Man

1. What is the meaning of the term *prehistoric*, and how have people found out about conditions existing in *prehistoric times*? Page xii.

2. Note the slow stages of progress made in the three general prehistoric *ages*. xiv.

3. For what reasons has it nearly always been true that civilization has developed in the first place along streams and sea-coasts? xiv.

4. To what extend did the discovery of fire contribute to the welfare of man? xvi.

5. Note how the resources of countries have controlled the kinds of dwellings of mankind in different ages. xviii.

6. What conditions first led to the cultivation of plants? 2.

7. What have been the motives leading to a development of primitive art? 5.

8. *Hide pictures* were made in what way? 7.

9. How were primitive men led to conceive of a future existence? 8.

10. What heritage did prehistoric ages leave for future generations? 10.

I. Political Life in Egypt

1. Compare the antiquity of Egypt with that of other lands. Pages 20-22.

2. Consult the map to see the location of Egypt and its position relative to other lands.

3. What is the significance of the saying: "Egypt is the gift of the Nile?" 24-26.

4. Is it true that the temperament of nations is influenced by geographical conditions? Did this apply in the case of the Egyptians? 27.

5. What is the most valuable source of present-day knowledge concerning ancient Egypt? 31.

6. To what extent can we depend upon the writings of Herodotus? 31.

VOLUME I

7. How many acres of ground are covered by the base of the Great Pyramid? Note how many problems are left still unsettled in regard to these huge piles. 39.

8. Why was Thebes better adapted than Memphis would have been for the capital of the later kingdom? 43-45.

9. Read Herodotus' description of the Labyrinth. 48.

10. What conditions within Egypt made it possible for foreign chiefs to invade during the Fourteenth Dynasty? 51.

11. Note that by the expulsion of the Hyksos, Egypt became a military power. 55.

12. Read of the interesting expedition undertaken by Queen Hatasu's subjects to the land of Punt. Chapter VI.

13. Why did the religious crusade attempted by Amenhotep IV. fail? Page 68.

14. Who were the great pharaohs of the later kingdom? 72-77.

15. How were the priests of Amon finally able to seize the throne of Egypt? 81.

16. What about the later fortunes of the country? 83.

II. Social Life

1. What similarities can one find between modern life and conditions prevailing in ancient Egypt, as described in page 85?

2. What were the popular sports among the Egyptians? 96.

3. What light is shed upon the life of the Egyptian farmer by tomb pictures? 100.

4. For an account of an old-time market, read page 106, and following.

5. What practical view of education was held by the Nile-dwellers? 113.

6. Did these people worship the sun? 120.

7. What was their theory about the Apis bull? 120.

8. How was the spirit of the Nile appeased? 123.

9. For what reason was food placed in tombs? 124.

10. Did the people have any part in temple worship? 128.

11. Note that a religion that became degraded was nevertheless capable of being given an exalted interpretation. 131.

12. For an account of embalming see page 138.

13. What part did magic play in the care of the dead? 139.

14. There were three essential parts to an Egyptian tomb. Note the uses of each. 140.

15. What was the original significance of the scarab? 141.

16. Why were cemeteries in the Nile valley always infested with robbers? 143.

17. When were excavations systematically begun in Egypt? 144.

18. Read the accounts of two important discoveries in recent years. 146-148.

III. Art and Architecture

1. What materials were used for the construction of private dwellings? 87.

2. What substitutes were used in boat-building, etc., for wood, in a land where wood was scarce? 103.

3. How can we reconstruct the general plan of the Egyptian temple today? 126.

4. Read the description of the wonderful temple of Karnak. 69.

5. For its appearance today, see description on page 159.

6. The grotto temple of Abou Simbel is very famous. Note what is said of it on page 78.

7. For what purpose was the great Sphinx probably constructed? 130.

8. Why did Egyptian drawing remain so rigid? 133.

9. Distinguish between the conventional and realistic schools of art. 133.

10. Did the Egyptians understand proportion? 134.

11. What uses did sculpture serve? 135.

12. What special designs were characteristic of decorative work in the Nile valley? 135-137.

IV. Literature

1. Were the Egyptians as a whole a literary people? 115.

2. For what reason are ancient folk-songs interesting and valuable to us today? 116.

3. What is the oldest book in the world? 17.

4. Read selections from it as rendered in English, page 164, and following.

5. The Book of the Dead was important to the living and indispensable to the dead. A portion of it is given in page 168, and following.

6. Read the Negative Confession made by the soul, 169.

7. Magic was firmly believed in by the ancient Egyptian. This is borne out by the Tales of the Magicians, popular with the Nile-dwellers. 171.

8. The Song of the Harper gives us an example of the song frequently sung for the entertainment of pharaohs and nobles. 179.

V. Education in Antiquity

1. What very practical view did the Egyptian hold as to education and its value? 113.

2. Are there people today who seem to have the same attitude toward the subject? Are they few or many?

3. Read *The Praise of Learning*, 112.

4. Were the majority of Egyptian children given more than the most elementary training?

5. What vocations lay open to the youth who was proficient? 113.

6. What made the acquiring of an education tedious work? 114.

7. What peculiarity in the matter of computing by fractions has been noted?

VI. Religion

1. In general, what was the religion of Egypt? 119.

2. What was the most degrading feature of this religion? 120.

3. What motives led the Egyptians to worship the Nile? 123.

4. Was this religion capable of an exalted interpretation? 131. Compare the hymn quoted in 132, with similar Hebrew hymns. Do you think that the average congregation would distinguish it from those frequently read during service?

5. Amenhotep IV attempted a religious reform. What was the nature of it? The result? 68.

VII. Home-Life

1. Were the years of the Egyptian mother busily filled? 91.

2. What evidences have we that children in ancient Egypt were much like those of today? 92.

3. Why were children particularly desired? Was this true also of the ancient Hebrews? 93.

4. What is said of the clothing worn by women in ancient Egypt? 94

5. What fabrics were used and by whom were they made?

6. Were Egyptian women fond of jewelry?

BOOKS FOR FURTHER READING

- A History of Egypt, Breasted. Best political work. 1 volume.
- A History of Egypt, Petrie. Compiled from evidences of tombs. Not useful for general reader. 6 volumes.
- Ancient Egypt, Rawlinson. Useful; not complete. Story of the Nation series. 1 volume.
- Life in Ancient Egypt, Erman. Excellent social history. 1 volume.

VOLUME I

GUIDE BOOKS

- A Thousand Miles up the Nile, Edwards. Popular book written some time ago.
- Pyramids and Progress, Ward. Good for present conditions.
- Manual of Egyptian Archaeology, Maspero. Authoritative. Author long curator at Cairo Museum.

EGYPTIAN STORIES

- Uarda, Ebers.
- The Egyptian Princess, Ebers. Ebers made a thorough study of Egyptian life and wrote several good stories of Ancient Egypt.

OTHER BOOKS

There are several works of great merit for those who wish to make an extended study of Egyptian life. Maspero has written a work of several volumes well illustrated from finds at present in the Egyptian museums.

Petrie has spent many years in the Nile valley and has written several books. Ward was a well-illustrated volume on the Scarab.

Within the last few years several novels have been given a setting in ancient Egypt. Seldom are they true to facts as revealed by scientific study.

VOLUME I

BABYLONIA AND HER NEIGHBORS

"*Books are the first and the last, the most home-felt, the most heart-felt of all our enjoyments*." --Hazlitt.

BABYLONIA AND HER NEIGHBORS: ASSYRIANS, MEDES, PERSIANS, PHOENICIANS

The civilizations of Mesopotamia flourished four thousand years ago and have long since disappeared. Shifting sand and desert wastes characterize the very sites of ancient Babylon and Nineveh; even in the days of Greek ascendancy, travelers passed over the region, and did not know that they were treating over heaps of buried cities. In comparatively recent times excavators have set to work to recover whatever the earth held secret concerning the past and their discoveries have astonished the world. Royal palaces have been unearthed; colossal winged-bulls, alabaster friezes and tiled floors. More interesting still, the library of Asshur-banipal was found, with its priceless tablets.

In view of such evidences of a culture so remote in point of time, the minds of men have been stimulated to find out who were the people thus early enlightened, what did they achieve and especially, what did they bequeath the posterity. Americans have been generous in making contributions to carry on this work of excavation and students of one of our leading universities have gone eagerly into the field and dug for hidden remains. Those of us whose lives fall in different ways can at least keep abreast with the revelations of our age and by making the most of brief periods of leisure, may become familiar with the results of these undertakings.

I. Political Life

1. Compare the antiquity of Egyptian and Babylonian civilizations. Page 202.

2. What American university has carried on extensive excavations recently in the Tigris-Euphrates valleys? 210.

3. How has the Old Testament stimulated efforts made for the recovery of forgotten cities? 211.

4. To which one of our states may ancient Babylonia be likened in the matter of soil, climate, etc.? Assyria? 215-216.

5. The first great king of Babylonia was Hammurabi. For an understanding of his achievements, see Chapter V, 232; also Chapter XI, 276.

6. Under what circumstances were nations placed under tribute in antiquity? Page 241.

7. The Assyrians were great warriors. For accounts of their relentless conquests see 238-242.

8. What measures did Assyrian kings take to make their conquests lasting? 246.

9. Compare the Hebrew and Assyrian versions of Sennacherib's famous retreat. 250-255.

10. What Assyrian king was a great book-collector? 259.

11. What people finally dealt out to the Assyrians the same destruction that they had so often meted out to others? 262.

12. What reasons prompted the Babylonians to destroy Jerusalem and take thousands of Hebrews into captivity? 266.

13. What king permitted them to return and rebuild their city? 268.

14. Who were the Medes and where did they live? 328.

15. What training did the Persians value? 334.

16. Compare the treatment of captives by Persians and Assyrians. 338.

17. What inheritances did the Greeks receive from Babylonians, Assyrians and Persians? 357.

18. How did the very nature of Syria determine that it should never become the home of a united people? 372.

19. Phoenicia—Land of Palms—lay north of Palestine. Note its appearance, size, climate, etc. 378.

20. How did the city of Sidon receive its name? 380.

21. Is it probable that any satisfactory history of the Phoenicians will ever be written? 381.

22. How successfully did the people of Tyre resist the attacks of Alexander the Great? 385-388.

II. Social Life

1. Compare the Babylonian and Assyrian in appearance and character. 270.

2. What position was accorded to women in Babylonia? 274.

3. Compare the clothing in vogue in Mesopotamia with that commonly seen today. 293.

4. For what reason did men wear tiny cylinders attached to their wrists? From what were these made? 294.

5. The chief articles of food were what? 295.

6. What were the favorite recreations of Assyrian nobles? 295.

7. In what particulars were the religions of early Hebrews and Assyrians similar? 310.

8. Aside from religious considerations, what role did the temple fill in Babylonia? 313.

9. The Chaldeans were firm believers in magic. Note some of their charms. 314-316.

10. What was the condition of slavery in Mesopotamia? 317.

11. What rates of interest were charged here? 322.

12. What prevented the progress of medical science? 323.

13. How did the standards of living held by Persians differ from those of this age? 346.

14. From what does our word *damask* come, and what was its original significance? 377.

15. How is it supposed that the Phoenicians happened upon the discovery of glass-making? 401.

III. Literature

1. Of what general subjects did the Babylonian literature treat? 283-287.

2. In what manner were written communications prepared and transmitted in Mesopotamia? 290.

3. Note that the Flood legend was common to all Semitic peoples. 209.

4. Read the Chaldean version of this well-known story. 361.

5. Zoroaster was a great religious teacher. Read the prayer always included in the Parsi service. 371d.

6. Did literature flourish in Phoenicia? 404.

7. What part did these people have in the early diffusion of learning? 404.

IV. Art and Architecture

1. What building materials were available in Mesopotamia? 272.

2. After what fashion were houses built? 273.

3. What purpose did the ziggurat serve? 300.

4. In what ways were palaces made beautiful? 301.

5. What was the significance of the winged bulls and lions so often found in Assyria? 303-304.

6. The walls of Babylon were among the wonders of the ancient world. How were they constructed according to Herodotus? 304.

7. What were the so-called Hanging Gardens? 305.

8. Enameled tiles were used for what purpose in Babylonian buildings? 320.

V. Education in Antiquity

1. To what extent was education general in Babylonia? 288.

2. What evidences have we that a knowledge of writing was common in this country?

3. Read the two old letters translated from Assyrian tablets. 289.

4. How were these letters conveyed? 290.

5. Was education given prominence by the Phoenicians? 404.

6. What kind of training was considered essential for Persian youths? 347.

VI. Religion

1. Note that the early inhabitants of Babylonia were nature worshippers—as were all primitive peoples. 307

2. Did the Babylonians worship the sun? Can you understand why all early people have worshipped the great illuminating body? The American Indians greeted the rising sun with a hymn.

3. Contrast the religion of Assyria with that of Babylonia and account for the differences. 310

4. The Assyrian religion was similar to that of what other ancient people? 310.

5. Was the worship of Mesopotamia conducive to high morality and noble ideals? 314.

6. Note that little is known of Zoroaster and probably in the first instance he was simply a man who went about doing and teaching good. It is natural for mankind to exalt the personalities of its seers until sometimes they cease to be regarded as human. 350.

7. What two spirits were recognized by Zoroaster's followers? 352. Remember these two conflicting forces have been fundamental in all religions.

8. Note that while several contemporary peoples looked with abhorrence upon the human sacrifices offered by Phoenecians, each had passed through the same stage of development itself. 406. The study of comparative religions makes clear the truth that men living in remote lands and in ages widely separated have felt the same needs and have met them in similar ways in their upward strivings.

VII. Home-Life

1. What degree of freedom was enjoyed by Babylonian women? Was this true of all classes? 274.

2. What is said of child life in Mesopotamia? 275.

BOOKS FOR FURTHER READING

HISTORICAL

- History of Babylonia and Assyria, Robt. W. Rogers; Eaton & Mains. 2 volumes.
- Babylonian and Assyrian Laws, Contracts, etc., C.H.W. Johns; Scribner.
- History, Prophecy, and the Monuments, McCurdy.
- History of Ancient Peoples, Boughton.
- History of Babylonians and Assyrians, Goodspeed; Scribner.

VOLUME I

SOCIAL HISTORY

- Life in Ancient Egypt and Assyria, Maspero; Appleton.
- Babylonians and Assyrians—Life and Customs, Sayce; Scribner.
- Assyria, its Princes, Priests and People, Sayce.
- Stories of Ancient Peoples, Emma Arnold; American Book.

VOLUME I

HEBREW LIFE AND LITERATURE

"*It is nearly an axiom that people will never be better than the books they read*."

--Dr. Alonzo Potter

THE ANCIENT HEBREWS: THEIR LIFE AND LITERATURE

So long as records of the past remain and people read them, the wanderings of the early Hebrews, their triumphs and back-slidings, their beautiful songs and poems, their prophecies, their wisdom, literature and their mysticism will fascinate the intelligent. Other ancient peoples were more successful in matters of conquest, government, industry and the fine arts, but none equaled them in evolving a religion of purity and in setting forth religious truths in a literature of great variety. It is a fact to be lamented that while the literatures of several nations are frequently studied, the literature of the Hebrews is seldom in comparison appreciated. Even when rendered into English, wherein much of their beauty is lost, these writings of the Old Testament have a wonderful imagery and forcefulness.

Aside from all religious considerations, in these days when travelers of all Christian nations find Palestine accessible to them, every well-informed reader should have some familiarity with this celebrated land and some knowledge concerning the peculiar people who once inhabited it. The following outlined reading is offered with the hope of aiding and stimulating such a desire.

I. Physical Geography of Palestine

1. Refer to the map and get the location of Palestine clearly in your mind.

2. How large is this celebrated land? Page 408.

3. What six distinct land features are found there? 409.

4. What was the meaning of the word *Sharon*? 409.

5. The "roses of Sharon" and the "lilies of the valley" are often mentioned in the Bible. What flowers are meant? 409.

6. What striking contrasts of climate are comprised in this limited area? 416.

7. Is the soil productive or not? What is its nature? 417.

8. What does the word *Jordan* mean? 412.

9. What place does it hold in Hebrew history? 413.

10. What facts are peculiar about the Dead Sea? 413.

11. Read the contrast drawn in Deuteronomy between Egypt and Canaan. 419.

12. What changes were wrought in the Hebrews by their occupation of such a land? 420.

13. Is Palestine beautiful or not, today? 421.

II. Political History

1. What sources have we for a study of Hebrew history, aside from biblical books? 426, 433.

2. The Hebrews found the Promised Land occupied by people whom they called Canaanites; the country they called Canaan. 434.

3. What part did Moses take in guiding the Children of Israel thither? 436.

4. What biblical book gives earliest pictures of these people? 441.

5. Three stories from this book are retold here. 443-447. Turn to the Old Testament and read the others.

6. How far had the Hebrews progressed before the close of the Era of Judges? 448-453.

7. What motives led them to choose kings to rule over them? 453.

8. Read the story of Saul. 454-459. This story has been the theme for great poems and musical compositions.

9. In what sense was Jerusalem truly the *City of David*? 460.

10. How much was accomplished by David in welding the nation together? 461.

11. Compare Solomon with Israel's earlier kings. 463.

12. To understand the peculiar wisdom for which Solomon was famed, read the little poem entitled *King Solomon and the Bees*. 465.

13. What caused the division of the kingdom? 469.

14. Compare the resources of the two divisions. 470.

15. Read concerning the fall of Samaria and Judaea. 475.

VOLUME I

III. Manners and Customs

1. What were the teraphim? 448.

2. Compare the earliest commandments given to the Hebrews with those commonly known. 450.

IV. Literature

1. How was Hebrew literature affected by the physical nature of Palestine? 423.

2. What well-known psalms plainly illustrate this? 423-425.

3. What is the meaning of the word *Bible*? 428.

4. When was the Talmud written and what does it contain? 431.

V. Religion

1. Did the Hebrews once worship many gods? 448.

2. What made the Hebrews a peculiar people, in the opinion of certain modern scholars? 449.

3. Compare the earliest Roman commandments of the Hebrews with the ten commonly known. 450. This comparison enables one to somewhat appreciate the great changes through which this people, like others, passed.

4. What is the significance of the phrase frequently found in the Old Testament: "And the Children of Israel passed through the fire"? 450.

5. What message did Amos bring his people? 472.

6. Who taught that Jehovah was God of the whole world—not merely of the Hebrews? 473.

NOTE: It should be remembered that the Hebrews, starting with the same primitive beginnings in the matter of worship, gradually evolved a pure and exalted faith which far transcended the religious beliefs of their contemporaries.

BOOKS FOR FURTHER READING

HISTORICAL

- Historical Geography of the Holy Land, Geo. Adams Smith; Amstrong.
- History of the People of Israel, Cornill; Open Court Pub.

VOLUME I

- Short History of the Hebrews, Ottley; Macmillan.
- History of the Hebrew People, Kent; Scribner. 2 volumes.

SOCIAL

- Social Life of the Hebrews, Edward Day; Scribner.

HEBREW LITERATURE

- Modern Reader's Bible, including all biblical books, Ed. Moulton.
- Life and Literature of the Ancient Hebrews, Lyman Abbott Houghton, Mifflin.
- Short Intro. to Literature of the Bible, Richard Moulton; Heath.
- Literary Study of the Bible, Richard Moulton; Heath.

OTHER BOOKS

- What is Christianity? Adolph Harnack; Putnam.
- History of Apostolic Church, Oliver Thatcher; Houghton, Mifflin.
- Out-of-Doors in the Holy Land, Henry Van Dyke.

NOTES

NOTES

VOLUME II

DELPHIAN READING COURSE STUDY GUIDE
VOLUME II

PALESTINE

"Two great currents of thought and influence flow out of the past. United, they determine to a great extent the character of that which today is called 'civilization.' Hellenism contributed the elements of philosophy, art and political organization, and the canons of scientific thought; but this fair stream, abounding in so much that stimulated human progress was pitiably destitute in that which is the basis of higher good. This was religion. Rising farther back in human history there came from the barren hills of Canaan that other current which furnished those absolute essentials to the highest civilization–religion, ethics, and the elements of the laws which regulate the relations of man to man and to his God.

". . . The Hebrews first taught man that the supreme goal of life is righteousness. Consequently they are the great ethical teachers of humanity. Hand in hand with ethics went its objective expression–law. Today the elements of Hebrew legislation have become the bone and marrow of the world's greatest legal systems. In grappling with the social problems of their age, the enlightened Hebrew prophets, priests and wise men deduced social laws which are as applicable today as they were twenty-five hundred years ago. Therefore for the student of religion, law and social science Hebrew history possesses pre-eminence with no other. It also furnishes the historical background without which the literature and thought of the Old Testament is only half intelligible."

--Kent

I. Hebrew Manners and Customs

1. Certain benefits befell the Hebrews through contact with the Canaanites. What were they? Page 7.

2. Under what circumstances did the simplicity of early years give way to luxury? 8.

3. Were the Hebrews builders? 9.

4. Who built their famous temple?

5. What additional light has been thrown upon their history by recent excavation? 46.

6. Read Whittier's beautiful poem on Palestine. viii.

II. Hebrew Literature

The great literature of the world all have their distinctive character, and the comparison of their differences adds greatly to one's enjoyment of them. Even the most casual reader recognizes that the Old Testament has a style which is different from that of English literature. A discerning reader will see a difference between the Old Testament books and those of the New Testament. A partial explanation of this difference is found in the Hebrew language.

There was but one connective in Hebrew, vav, and its meaning was quite indefinite, says Gardiner in The Bible as English Literature: "In the King James Version it is translated indifferently, and, but, or so, and sometimes incorrectly, when. Thus we get the constant succession of ands which are so familiar a characteristic of Biblical style."

These were but two tenses in the Hebrew verb, and these did not express time. One indicated action going on, whether in the past, present or future, and the other represented action completed in the past, present or future. There were no potential or subjunctive moods. These limitations of language result in a limitation of logic. While few literatures express single ideas with greater emotional and imaginative force than the Hebrew, there is an almost complete absence of the philosophical writing which connects one idea with another.

1. What Hebrew writings are known to have been lost? 12.

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2. In what way may Hebrew poetry be classified? 13.

3. Many kinds of odes, elegies, songs, etc. are included in the Psalms. Note some of them. 16.

4. Was the Song of Solomon written by him? 21, 61.

5. What does it teach? 22.

6. The Book of Job is a drama. Read what is said of it in Chapter XVI, page 23.

7. What well-known musical production tells part of the story?

8. What biblical book contains much folklore? 32.

9. The Book of Ruth is an exquisite idyll. Read what is said of it, p. 35, and then turn to p. 48 and read the entire story.

10. For what purpose was the Book of Jonah probably written? 36.

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11. What is meant by Wisdom literature? 39.

12. Compare the essay on Friendship, contained in Ecclesiasticus, 41, with essays by Bacon, Cicero and Emerson on the same theme.

BOOKS FOR ADDITIONAL READING

- Home Life in All Lands by Morris
- The House by Brevier
- Study of Child Life by Washburne
- Semitic Origins by Barton
- Hebrew Religion to the Establishment of Judaism by Addis
- The Religion of the Old Testament by Karl Marti
- Historical Geography of the Holy Land by George
- Adams Smith Armstrong
- History of the People of Israel by Cornill
- Short History of the Hebrew by Ottley
- History of the Hebrew People by Kent (2 volumes)
- Social Life of the Hebrews by Edward Day
- Modern Reader's Bible by Ed Moulton
- Life and Literature of the Ancient Hebrews by Lyman Abbott Houghton
- Short Introduction to Literature of the Bible by Richard Moulton
- Literary Study of the Bible by Richard Moulton
- Out-of-Doors in the Holy Land by Henry Van Dyke

VOLUME II

GREECE

I. Greek Mythology

The whole body of legends which these early people developed to account for the origin and the progress of the world, with all the lore which came to gather around their divinities, we call mythology. The stories which we call myths, and which make up the literature we call mythology, were not the imaginings of poets and dreamers, but they were the explanations devised by grown people, in the childhood age of the world, to account for the mysteries of nature. As ages passed, and the real significance of natural phenomena was better comprehended, stories expanded to meet the expanding ideas, or the stories told in the same way meant more to those who told them.

Greek mythology is of more interest to us than that of any other nation because of the beauty of the stories themselves; because these stories have been the inspiration of so much of our literature and art; and because they have been a potent influence in shaping the very language we speak.

For our practical age, when even the studies of our children are closely scrutinized to make sure that they will prove directly useful in future years, perhaps there is nothing more urgently needed than something which shall lift us out of the sordid world in which we live and stimulate our imaginations. A study of the beautiful is the surest means of accomplishing this end–whether the beautiful in art, literature or nature. If we seek the beautiful in thought and fancy, we can do no better than to wander with the early Greeks in the realm of nature myths, where each moving branch or flower suggested the presence of divinity. After all, it was not an unwholesome notion that every fountain contained a nymph who might overhear anything amiss that was said; that each tree was the home of a dryad and so should not ruthlessly be destroyed. Ancient Greece was a beautiful land and the Greeks loved beauty. They developed the most beautiful language the world has known, and their fancies were clothed in this beautiful language. The beauty of nature laid strong hold of them, while for the most part discordant aspects passed by, unheeded. It is well for those of us who are taxed by the strenuous life of moderns to turn aside now and then, and wander with the child-like Greeks in their simple world of fancy. Rested by their simplicity, refreshed by their glorious conceptions, we cannot fail to bring back some of the beauty, some of the simplicity to enhance our own surroundings and make keener our perceptions of nature's varied moods.

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1. How can we explain the nature myths that grew up among the Greeks in early times? 78-82.

2. For what reasons is some acquaintance with Greek Mythology essential for all educated people? 82.

3. Is it true that people today need to have their imaginations stimulated?

4. Memorize if possible the quotation from Ruskin on 84-85. It contains wholesome truths for us all.

5. How did the Greeks account for the existence of the world? 86.

6. The early Greeks looked back to a Golden Age; we of today look forward to one. Compare our conceptions of a Golden Age with theirs. 92.

7. Why has the story of Prometheus appealed to poets of all ages? 95.

8. Read Longfellow's beautiful poem. 98.

9. Compare the Greek version of the Deluge myth with that of the Hebrews and Babylonians. 99.

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II. Greek Deities

1. What was the attitude of the early Greeks toward their divinities? 100.

2. Read the story of Iris, whose presence was made known by the rainbow in the sky. 110.

3. Athena, Goddess of Wisdom, was the most perfect conception of Greek divinity. Read what is said of her. 115.

4. Why was the owl supposed to be sacred to her? 121.

5. Compare the two explanations offered for the changing of the seasons. 124, 159.

6. What was the mythical origin of the hyacinth? 124. The laurel? 125. The sunflower? 126. The myrrh tree? 125.

7. What was the oracle of Delphi? 128. Find Delphi on the map.

8. What is the story of Artemis, Diana and Endymion? 132. Keats and other poets have immortalized the theme.

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9. How came it about that a certain hill in Athens was called the Areopagus? 136.

10. Vulcan possessed great skill in metal work. Read the description of the shield he was accredited of having made for Achilles, related by Homer.

11. How did the early Hellenes account for the origin of Aphrodite, Goddess of Beauty? Remember the story when the spray gleams some day on the rocks and catch some faint conception of the subtle Greek imagination.

12. What is the symbolic meaning of the Psyche myth? 147.

13. What truth does Lowell's "Finding of the Lyre" convey? 153.

14. Who were the Fates? 157.

15. How did the Hellenes account for their mythical creatures, the dolphins? 164.

16. What was the origin of the Greek drama? 167.

17. Note how well Keats carries out the spirit of the festivals celebrated in honor of the wine-god in his poem. 167.

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18. Read the description of Poseidon's (Neptune's) dwelling in the sea and note that it was no more wonderful–not very different–than the grottoes and ocean caves seen today in marine gardens, for example, off the Pacific coast.

19. Read the myths of the sirens, 176, and see how naturally they arose in the early days.

20. Compare the spirit of the poem "To the Winds" with the stories of the wind deities. 182.

21. How did the expression, "the halycon days," come into being? 187.

22. Our word tantalize had what origin? 192.

23. Who was the greatest musician of mythical lore? 195.

24. What do we mean by Nemesis? 204.

25. Who was the Old Man of the Sea? 220.

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26. Where are the Atlas Mountains? The story of Atlas is told 221, 180.

III. Stories for Children

Note: Most children love imaginative stories and enjoy mythological tales as well as fairy stories. It is urged that they be made familiar with old Greek myths in early years, in which case they will generally retain them for future remembrance.

1. The Golden Age, 91.
2. The Story of Echo, 106.
3. Arachne the Spinner, 118.
4. The Apple of Discord, 141.
5. The Golden Touch, 164.
6. Pan and Apollo, 169.
7. Perseus and the Gorgons, 178.
8. Aurora and Tithonus, 183.
9. The Bag of Winds, 185.
10. All stories of Hercules, 206.

Many other stories are available and more can easily be adapted to young listeners. They will bear repeating again and again and will soon become popular if not at first appreciated.

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IV. Mythology in Art

1. How was Zeus represented in Greek Art? 104.

2. Why was Cupid given the form so well known to us? 144.

3. Study the Psyche myth in connection with the beautiful modern painting, "Psyche at Nature's Mirror." 144.

4. Hermes–Mercury is a well-known figure in bronze. Why is he thus shown? 148.

5. There are several conceptions of the Fates inpainting. Try to find them.

6. Who was Aurora and how is she generally represented? 183.

7. How did the Greeks represent Sleep? 178.

8. It is most helpful to accumulate copies of the old mythological beings. They are available in inexpensive prints which are useful indeed. Some familiarity with famous statues and paintings acquired in this way will make visits to art galleries far more pleasurable.

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V. Greek Literature

1. Which form of literature, prose or poetry, as a rule, finds first expression among a people? 429.

2. What was the function of the early bards? 429. Why do they no longer survive?

3. For what audience did Hesiod write? 464.

4. What is meant by lyric poetry? 469.

5. What service was rendered melic poetry by Terpander? 475.

6. What was the true character of the Greek Sappho? 475.

7. Who was Pindar, and why did Alexander the Great spare his home in the destruction of Thebes? 478.

BOOKS FOR FURTHER READING:

- Manual of Mythology by Murray
- Myths of Greece and Rome by Guerber
- Classic Myths by Gayley

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- The Mythology of Greece and Rome by Fairbanks Appleton
- Classical Mythology by D'Ooge
- Tanglewood Tales by Hawthorne
- Wonder Book by Hawthorne
- Greek Gods, Heroes and Men by Harding
- Favorite Greek Myths by Hyde
- Gods and Heroes by Francillon
- Mythology in Marble by Bell
- Classic Myths in Art by Addison

VI. Political and Social Life of Greece

For you must know that of all the peoples that have ever lived the Greeks were the greatest, the keenest witted, the most intelligent, the most artistic. There was nothing they did not see to know, or if they did not know it they divined it. They had the noblest and most perfect language ever invented by any nation; and not only that: they had the most to say, and said it better than any other race of men that ever lived. Others took lumps of stone and modelled and chipped and hammered them into rude likenesses of human figures and faces; the Greeks took the snowy marble and made it live, filling it with heavenly grace, charged every limb with mysterious force, and did everything but make the marble talk. Others built great pyramids and labyrinths and systems of artificial irrigation, or filled their land with mummies and sphinxes; the Greeks with the wand of enchantment made their glorious shrines and dwelling-places for their gods, their porticoes and marketplaces, their theatres and colonnades, rise all over their cities and filled them with a varied throng of folk eager to inquire, to learn, to study political life, to buy and sell, to teach and to worship. Finally the Greeks gave the world the most perfect poems and dramas, . . . and the most eloquent discourses that we can ever hope to have." --Prof. Jas. A. Harrison

The early Greeks possessed a quick appreciation of beauty and a rare sense of proportion –qualities stimulated by nature of the land wherein they dwelt. Because they were thus gifted, the people as a whole attained more nearly to perfection in whatever they attempted than have other nations. The most perfect language so far evolved is the Greek language; the noblest literature, the Greek literature. The finest specimens of sculpture are those which remain to us of Greek execution; the greatest philosophers the world has yet produced have been Greek philosophers. In the domain of civil life the Greeks strove

for equality, and they tried many experiments in government which we may still study with profit.

"They had faults in abundance, and a great part of their history is the history of discord and violence. But in the midst of these evils we shall meet with instances of the most striking goodness; and while the vices of the Greeks belonged to other ancient nations, their good points raised them in many respects above all the rest of mankind. No other race ever did so many different things as well as the Greeks. They were the first people who thought of finding out the truth and the reason in everything. Busy men in our own day take pleasure in what remains of Greek poetry and history, and artists know that they can never make anything more beautiful than what is left of Greek sculpture. Men will always be interested in ancient Greece, not only because the Greeks were so bright and so clever themselves, but because so many things which we value most in our own life, such as the desire for knowledge, the power of speaking eloquently, and the arts of music and painting, have come down to us from the Greeks."

Since the civilization we possess has been inherited largely from the Greeks, and our debt to them is greater than to any other people, it is natural that we should wish to know by what successive steps these children of the Aryan race, these first scientific inquirers after truth, came into an understanding of the world around them; how they organized themselves into little states, and attained to a superior degree of civilization. We can only hope to consider the general development of their race, establishing certain landmarks which shall serve to guide all our subsequent study of this ancient people. The importance of our subject, however, cannot be too often called to mind, for without some understanding of Greek history it is not possible to comprehend modern civilization. Among the Greeks modern civilization had its beginnings.

The Land of Greece

The early people whom we call Greeks never called themselves by that name. They believed that they were descended from an illustrious ancestor Hellen, and taking his name, they called themselves Hellenes and their country Hellas. By the time authentic history begins they were established not only in the little country we know as Greece, but upon the islands of the Aegean Sea, along the western coast of Asia Minor and the shores of Italy. Wherever Hellenes lived there was Helas, and although continental Greece may be regarded as their especial home, they set no limits to their territory.

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The following outlined reading has been prepared to aid the general reader and the beginner in historical study to acquire readily some familiarity with these ancient people and the civilization they evolved.

VII. Prehistoric Greece

1. Study the map of Greece until its principal divisions are clearly in mind. Note its general topography and its island-dotted seas.

2. What noted German in recent times discovered what is supposed to have been the site of ancient Troy? 236.

3. For what reason has the prehistoric civilization of Greece become known as Mycenaean civilization? 241.

4. What motives prompted early peoples to settle on hilltops? 241.

5. What is now believed as to the origin of the Iliad and the Odyssey? 88, 247.

6. What is the general theme of the Iliad? The Odyssey? 248.

7. What armor was worn by a Homeric hero? 252.

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8. How were women occupied in this remote age? 260.

9. Read of the quarrel between Achilles and Agememnon. 440.

10. The parting between Hector and Andromache is one of the most beautiful passages in all literature. 446.

11. The Odyssey recounts the various experiences of Ulysses in his homeward voyage from Troy. How did he and his followers pass the sirens? 455.

12. Read the selection in which the interview between Nausicaa and Ulysses is recounted. 456.

Note: The Iliad and Odyssey are perhaps the greatest of all literary productions. They are available today in both prose and poetical English versions. Some acquaintance with them will prove very enjoyable. It is especially urged that children be encouraged to browse among their store-houses of tales at will.

VIII. Political Life in Greece

1. Why should the history of the ancient Greeks appeal particularly to us today? 227-28.

2. What sources have we for knowledge of these people? 262.

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3. What was the Spartan idea of a state? How closely did the Spartans adhere to this conception? 272.

4. Do you understand what was the acropolis of Athens? 275.

5. What did the word tyrant signify originally? 285.

6. Why was it impossible for the Greeks to develop large states? 288.

7. Physical conditions tended to separate the Greeks. What tended to unify them? 289.

8. How do you account for the victory of Marathon? 295.

9. Why does the story of the defense of Thermopylae inspire us even yet? 297.

10. What were Pericles' hopes for Athens? 305.

11. Note that Athens was at its greatest during the truce that preceded the Peloponnesian War. 318.

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12. What brought about this great civil war in Greece? 322.

13. What was Pericles' policy for the conduct of the war? 332.

14. How can we account for the Great Plague that broke out in Athens in 438 B.C.? 334.

15. Read what is quoted from Pericles' speech at the Memorial Services held at the close of the first year of the war. 333. Portions of this may fittingly be compared to Lincoln's speech at Gettysburg.

16. What was the Sicilian Expedition? 339. Read Thucydides' masterly description of its fate. 342.

17. Note that with the failure of this Expedition, Athens fell rapidly from power. 344

18. What did Philip of Macedon do for Greece? 356.

19. Alexander the Great is one of the foremost characters in all history. Note how much he accomplished before his death at thirty-three years of age. 366.

20. By the Hellenizing of the East is meant the diffusion of Greek learning and culture, made possible by Alexander's conquests. This was their most important result. 369.

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IX. Social Life

1. Compare our cities of today with those in ancient Greece. 375.

2. Which were regarded as of greater importance: public or private buildings? 377.

3. How were Greek houses lighted? 378.

4. Where was the real home of the Greek? 376.

5. What garments were worn generally by the Hellenes? 382.

6. What did they use in place of butter? In place of sugar? 387.

7. How were meals served? 387.

8. Compare the position of women in Homeric times and later. 394.

9. Describe a Greek wedding. 396.

10. What careers lay open to a Greek youth. 406.

11. Were these people fond of amusements? 410.

12. What was the Symposium? Have we anything that corresponds to it today? 412.

13. What was the Greek attitude toward daily toil? 414.

14. Compare Spartan and Athenian life. 426.

X. Great Statesmen

1. Solon was the first great Athenian statesman of whom we have knowledge. What did he accomplish for his country? 280.

2. Note that Lycurgus was the traditional lawgiver of Sparta.

3. Compare Aristides and Themistocles in points of character, policies and ideals for Athens. 309.

4. What part did Cimon play in Athens after the defeat of Persia? 313.

5. Pericles was for years regarded in Athens in much the same light as that in which Washington was regarded in our early republic. Read concerning his policy, etc. 314.

6. Since Athens was a democracy, why do you think so much power was left in the hands of Pericles?

XI. Women in Antiquity

1. Note that women were the companions of their husbands in Homeric times. 394.

2. Did the same hold true in later Greece? 396.

3. What freedom was accorded married women? 398.

4. Was home-life, as we understand the term, possible in Sparta? Sparta was home, mother and country. 426.

XII. Childhood

1. Did the Greeks welcome little ones into their families? 401.

2. What games did they enjoy in childhood years? 402.

XIII. Dress and Costume

The Greeks seldom went to an extreme. "Do nothing too much" was with them a favorite maxim. No people have ever better appreciated the "golden mean." This characteristic held true of their dress. 382.

Both in early and later times, Greek women wove their own fabrics with their maidens.

XIV. Religion

1. Note one particular in which the attitude of the Greek toward his religion differed from the general attitude of people today. 421.

2. To what extent were the Greek divinities bound up in Greek life?

3. What ceremonies belonging to the home and family had a religious significance? 422.

4. Where ceremonies did the State conduct preparatory to great undertakings? 423.

5. Certain festivals were observed by those who tilled the soil. What were these? 423. Had they a religious aspect?

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6. What occasion in Hellenic history was commemorated by the Panathenaea? 425.

XV. Education

1. In Greece, by whom were the children trained until seven years of age? 402.

2. What training did the boys receive thereafter?

3. What exercises and activities filled their boyhood days? 403.

4. Why was music deemed essential?

5. Did the state exercise any supervision over this elementary education? 403.

6. After a completion of school life, how might a youth pursue his studies further? 404.

7. What was the Greek ideal?

8. Did the girls ordinarily receive the education of their brothers? 402.

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BOOKS FOR FURTHER READING

- The History of Greece, 4 volumes by Holm
- History of Greece by Burg
- History of the Orient and Greece by Botsford
- Source Book of Greek History by Fling
- Life of the Ancient Greeks by Gulick
- The Greek View of Life by Dickinson
- Progress of Hellenism in Alexander's Empire by Mahaffy
- Social Life in Greece by Mahaffy

For Young Readers

- Greek History by Zimmern
- Story of the Greeks by Guerber

NOTES

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DELPHIAN READING COURSE STUDY GUIDE
VOLUME III

"*A wise man will select his books, for he would not wish to call them all under the sacred name of friends. Some can be accepted only as acquaintances. The best books of all kinds are taken to the heart, and cherished as his most precious possessions. Others to be chatted with, and laid aside, but not forgotten*." --Langford

THE DRAMA

"There is in human nature a tendency to reproduce and communicate to others the impressions received from the surrounding world; indeed, the manifestation of such impressions is the basis of every kind of art . . . . In every human being there is a primitive capacity for artistic production; everybody is capable to a certain degree of receiving and reproducing impressions, and it is this universal innate gift that lends art its greatest importance."

--Karl Mantzius: History of Theatrical Art

ORIGIN OF THE DRAMA

The dramatic instinct is inherent in man and has found similar expression among primitive peoples widely separated in point of time and locality. For example, we find that the dramatic attempts of the early Greeks, the American Indians, and the present South Sea Islanders present striking characteristics in common. Of the four mediums of dramatic expression–dancing, music, acting and recitation–dancing is first developed by the savage. This appears to be a natural and spontaneous manifestation of joy, employed first for religious worship. Indeed, dancing has been lacking only among such peoples as have not yet developed a religion. Gradually there comes an impulse to imitate well-known birds and animals, and soon that is followed by attempts to imitate the appearance of such creatures. Feathers are assumed for these dances or the heads of animals worn. It will readily be seen that these meager efforts are but stepping stones to a final dramatic art.

Having learned to reproduce the movements and noises of familiar animals, in time, man, growing out of the early stages of savagery, tries to portray some of his daily occupations in the dance. Fishing dances are evolved wherein movements of the body call to mind a boat rocking on the water or a net cast out by the fisherman. War dances come quickly into being, and among our Indians, in a certain scalp dance, motion ceased now and then to allow someone to recount the exploits of a recent battle.

Various semi-savage nations attained this stage in dramatic development but progressed no further. It remained for the Greeks to exceed the limits held by earlier peoples and to originate a drama which is still wonderful to us today. However, it should be borne in mine that in many particulars the beginnings of their art were in some respects identical with those of their predecessors, with our Indians and with semi-barbarous tribes today– the same human sacrifice, changed afterwards for the offering of a goat; the same secret societies with mystery surrounding them; similar dances and music and the same association with religious worship.

I. The Greek Drama

A. Greek Tragedy

1. In what celebrations did the Greek drama originate? Page 1.

2. What two important festivals were celebrated in Athens each year? 1.

3. What was the attitude of the Athenians toward amusement? 2.

4. From what does our word 'tragedy' come, and what was its early significance? 4.

5. Mention one particular in which Greek audiences differed from those of today. 4.

6. How did Aeschylus treat the familiar story of Prometheus? 5.

7. How many plays is Sophocles believed to have written? 29.

8. Antigone is one of the most charming productions in all literature. It is sometimes presented today by student bodies. Some knowledge of it will prove gratifying to all readers. 30.

9. Babes exposed by parents for different reasons in Greece were often rescued and brought up under the care of the temples. Ion had been so brought up from infancy. Note how beautiful is the song he sings as the play bearing his name opens. 41.

10. Compare Euripides with other Greek dramatists. 43.

11. What men were known as the Three Tragic Poets? 84.

12. What precaution did the Athenians take to insure accurate renderings of their plays? 84.

13. After the decline of Athens, what city became the center of culture? 85.

B. Greek Comedy

1. Where do we find the beginnings of Greek comedy? 62.

2. What wholesome influence did comedy often exercise in Athens? 62.

3. Who was the greatest writer of comedy? 62.

4. One would do well to become familiar with one of Aristophanes' comedies. 38.

5. The Clouds and The Birds have both been occasionally reproduced. What did each ridicule? 63.

6. Who were writers of the later Greek comedy? 63.

BOOKS FOR FURTHER READING:

- Aeschylus, trans. Plumptre
- Aristophanes, trans. Frere
- Euripides, trans. Coleridge
- Sophocles, trans. Coleridge
- The Ancient Classical Drama, by Moulton

VOLUME III

GREEK LITERATURE AND ART

I. Development of Greek Literature

1. What is offered as a possible explanation of the rise of the Fable? 45.

2. Why have Aesop's Fables remained popular so long? Are they still widely read?

3. Who were noted among Greek historians? 149-158.

4. The Anabasis is read today in schools where Greek is taught. Who wrote the Anabasis and of what does it treat? 159.

II. Masterpieces of Greek Poetry

1. Tyrtaeus' spirited songs spurred men on to victory. We today can feel something of the courage they inspired. Read Courage and Patriotism, 219, also To Spartan Youths, 221.

2. Simonides of Amorgos wished to marry a widow of his acquaintance. When she spurned his suit, he was so chagrined that he wrote such a vindictive satire against woman-kind as has never been exceeded. This is given in 228.

3. The Greeks generally regarded life upon earth as infinitely more desirable than existence after death. Pindar, however, expressed other sentiments. 233.

4. Note how cleverly Pindar interwove the story of Hercules and the serpents into his Nemean Ode. 235.

5. Theocritus wrote many idylls. Read The Syracusan Women. 254.

6. What is an Anthology? 300.

7. Lucian wrote a series of Dialogues of the Dead. One is given in 311.

8. See how delicately Cupid as a Guest is written, 245; also The Grasshopper, 249.

9. In his Is Life Worth Living?, who does Menander consider fortunate? 83.

10. Greek tragedy is considered in connection with The Drama. However, some of the most powerful passages of poetry are to be found in them. 84.

NOTE: All poetry loses much by translation into another tongue; especially is this true of Greek poetry, for the Greek language admitted of far greater subtleties of meaning than does ours today. However, it is possible to acquire a fair understanding of Greek thought and literature through English versions, and it is recommended that the general reader wander at will through the writings of various authors until a taste for them may be cultivated or increased. A wide selection is offered here for this purpose.

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III. Masterpieces of Greek Prose

1. Herodotus' story of Pythius the Lydian is well known. 149.

2. Xenophan tells of the joy of the Ten Thousand Greeks when at last they beheld the sea after their long march through Asia. Thenceforth the route was easily followed. 174.

3. Aesop's Fables are always entertaining. Read those given in 146.

4. Some of them have been rendered into verse.

5. The death of Socrates impressed men as his teachings never could have done. Read The Farewell of Socrates. 134.

6. For some time, Demosthenes tried to stir up the Athenians to check the gradual approach of Philip of Macedon. Read the first of the Philippics, 211.

7. Read Aeschines' Attack on Demosthenes, 203, and the latter's reply, 214.

8. No pastoral is prettier than the one from which Dephnis and Chloe is here quoted. 333.

IV. Greek Architecture and Art

1. By what stages was the Greek temple evolved? 341.

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2. What building materials were available in Greece? 342.

3. What are known of the three Orders of Greek architecture? 342.

4. Look at the picture of the Temple of Wingless Victory for a perfect specimen of Ionic style. 321.

5. What festival was commemorated by its magnificent frieze? 350.

6. What significance had the pediments? 349.

7. What has been the fate of the Parthenon? 349.

8. Where are the Elgin marbles, and why are they so called? 349.

   NOTE: These specimens of Greek masterpieces in marble have had a marked effect upon those who never travelled in Greece. For example, see Keats' sonnet to them, and find out how deeply they influenced him.

9. What are our sources for a study of Greek art today? 346.

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10. What are votives? 346.

11. Of what materials did the Greeks make their statues? 347.

12. How did these differ in appearance from those seen today? 347.

13. What Greek city was a noted art center in antiquity? 348.

14. What additions to the remains of Greek art resulted from the excavations made at Olympia? 356.

NOTE: It is generally conceded that one gains a more comprehensive idea of Greek art from a single specimen actually seen than from years of study upon the subject. Nevertheless, some familiarity with the subject is most essential for those who expect to enjoy the advantage of foreign travel.

BOOKS FOR FURTHER READING:

Greek Literature

- History of Greek Literature, Fowler
- Ancient Greek Literature, Murray
- Masterpieces of Greek Literature, ed. Wright
- Studies in Greek poets, Symonds
- History of Greek Literature, Mahaffy
- Greek Anthology, R.C. Jebbs
- Greek Literature, R.C. Jebbs

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Greek Art

- Grammar of Greek Art, Percy Gardner
- History of Greek Art, F.B. Tarbell
- Handbook of Greek Sculpture, E.A. Gardner
- Art of the Greeks, Walter

VOLUME III

EDUCATION

1. Read Aristotle's treatise on Education, 112.

GREEK PHILOSOPHY

1. How did Thales answer the question: What is the ultimate reality of the world? 92.

2. What other answers were made by materialistic philosophers?

3. Contrast the theories of Heracleitus and Parmenides. 92-3.

4. What did Empedocles substitute for one world material? 93.

5. How did Anaxagoras abuse the patience of his countrymen? 93.

6. Can you explain why it was that the Sophists fell into disrepute? 94.

7. Was Socrates one of their number? 95.

VOLUME III

8. How did Socrates treat the problem of a world material? 95.

9. Is it true that Socrates' influence was increased and his power enhanced because he was put to death? Would you expect this to be the case?

10. What is meant by Platonic idea? 106.

11. What was Neo-Platonism? 108.

12. Compare the three greatest philosophers of Greece–Socrates, Plato and Aristotle–in their lives and inheritances. 106.

13. What schools of philosophy were based upon some aspect of Socratic teaching? 106.

14. Are people still asking: In what lies the greatest good?

15. Where did the Stoics get their name? What was their attitude toward life? 140.

16. The Epicureans held pleasure to be the chief end and aim. Are there people today who cling to the same idea? 141.

NOTE: Philosophy is the profoundest study with which the human mind occupies itself. It attempts to formulate the universe–to find the explanation of universal laws and truths. It is customary to begin any investigation of the subject with the philosophy of the Greeks, for from them we have received in the main our general structure of thought and ideas and then, too, by approaching the matter from their standpoint, we can the more easily grow into it.

When the old myths no longer satisfied, earliest Greek philosophers attempted to answer the inquiry: What was the origin of the world? This question was paramount until the time of Socrates, who said that men could not hope to satisfactorily answer it–that the study for mankind was man, his relations to the world in which he lived the aims and purposes of life, and above all, to determine what for him constituted the highest good.

Philosophy has expanded to meet the new conditions of each generation, and for convenience sake we divide it into distinct periods, as the Philosophy of the Middle Ages, Modern Philosophy, etc. It is far beyond the scope of the present course to give any adequate consideration to this branch of human interest, but something has been done to arouse the attention of the reader to the introductory portion of the story–Greek philosophy. Abundant material is available on every hand for as comprehensive investigation as one may desire.

BOOKS FOR FURTHER READING:

History of Philosophy

- History of Philosophy, Weber
- The Greek Philosophers, Benn
- Outlines of Greek Philosophy, Zeller
- Short History of Greek Philosophy, Marshall

VOLUME III

"*It is a well-known fact that in many cases when a man engaged in some business all his life suddenly gives up his work and retires to enjoy his old age, the change kills him. He has nothing to fall back on, no resources within himself. He has ceased to make money, to buy and sell; he has no interest in life, and dies from sheer ennui. But the man whose mind is enriched with knowledge, who loves books, who delights in collecting rare editions or choice prints may have no fear of such a fate; he may retire from active business at any time, and still in his retirement be as happy and busy as ever.*" --Bits from an Old Bookshop

POLITICAL AND SOCIAL LIFE OF ROME

Modern civilizations have for the most part descended directly from Rome. Our code of laws, and those obtaining in all enlightened lands, are based on Roman laws; many of our ideas of government and social organization come from Rome. During the Middle Ages Roman conceptions lived on. The Germanic peoples who conquered Italy were themselves conquered by Italian civilization. They adopted Roman customs and spoke the Roman tongue. When out of the Middle Ages modern nationalities had their birth, they in turn were largely founded upon principles inculcated by the Romans.

While it is often forgotten, it is nevertheless true that our daily life at present has been largely shaped and modeled after that of Rome. Upon the firm basis she built, modern peoples have continued to build. Roman vices are frequently spoken of with the scorn they deserve; Roman virtues are seldom mentioned at all. While in later Rome there was an upper scum that was utterly degenerate and which tended to corrupt the whole, we should remember that in our land there is also an upper scum whose doings are comparable in many particulars with that of classic fame. In ancient Rome there was a substantial middle class whose life was wholesome throughout; this was to be found away from the capital. Today there is a great social body whose life is pure and wholesome. In Rome it happened that the administration of government passed wholly into the hands of the demoralized element; it remains to be seen whether or not our government is to be saved from the unprincipled class which strives constantly by subtle means to control it.

I. Prehistoric Rome

1. Consult the map of Italy and note its position relative to other Mediterranean lands. Study it freely in connection with 378.

2. What is the probable meaning of the word Rome? 383.

VOLUME III

3. Whence comes the expression ‘old as the hills,’ and what hills are meant? 383.

4. How did it happen that Rome, rather than some other settlement, became the great city of Italy? 385.

5. What value have old Roman legends for us? 386.

6. What were the Lares? 396.

7. Who were some of the deities native with early Italians? 397.

8. Under what circumstances were the Roman laws written down? 402.

9. Compare the laws quoted from the Twelve Tables, 404, with the Code of Hammurabi, Volume I.

10. On what occasion did the Romans erect a temple to Woman’s Fortune in the Forum? 413.

11. It was the sterling worth of men like Cincinnatus that permitted Rome to become supreme. 413.

12. Macaulay's Horatius sets forth admirably an old Roman legend. 416.

13. On what occasion was a temple erected to Castor and Pollux in the Forum? 412.

14. This is also related in Macaulay's Battle of Lake Regillus, 422.

II. Political Life and Growth

1. What three classes made up the social body of Rome? 395.

2. What was the political status of each?

3. By what steps did the plebeians win political equality? 399-404.

4. How did Rome acquire her wide empire–by conquering near or remote peoples? 410-426.

VOLUME III

5. How did she bind new territories to her own? 430.

6. In early times, what was the form of government in Rome? 432.

7. What powers had the Senate? Of how many members was it composed? 435.

8. Were political or industrial reasons at the basis of the conflict between Rome and Carthage? 438.

9. What were the comparative resources of each country on the eve of hostilities? 441.

10. Hannibal was one of the greatest military leaders the world has ever known. Follow his course in the Second Punic war. 448.

11. Upon what occasion was the wailing of Roman women so deafening that the Senate could scarcely proceed with state affairs? 451.

12. What really caused Hannibal's defeat? 453.

VOLUME III

13. What was the final outcome of this protracted struggle? 457-459.

14. Was it fortunate or unfortunate that Rome won? With which side are our sympathies?

15. What part was played by the Gracchi in the latter republic? 468-72.

16. What were the curule offices, and why were they so called? 461.

17. What four classes of society do we find in Rome in the later republic? 468.

18. For what object was the Social War waged? What was its result? 473.

19. Was the death of Caesar advantageous or not to the welfare of the people? 481.

20. Did it result as the conspirators had expected?

VOLUME III

BOOKS FOR FURTHER READING:

Histories

- Greatness and Decline of Rome, Ferrero
- History of Rome, Mommsen, 5 volumes
- History of Rome, How and Leigh

For Children: Story of the Romans, Guerber

RELIGION AMONG THE ROMANS

1. Is much known today concerning the early religion of the Romans? 396.

2. What were the Lares and where were they worshipped?

3. Compare the gods of the early Romans and the Greeks. 397.

4. Who was Janus? Terminus? Saturnus?

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VOLUME IV

DELPHIAN READING COURSE STUDY GUIDE

VOLUME IV

POLITICAL AND SOCIAL LIFE OF ROME

I. The Principate

1. Why do modern historians prefer the name Principate to that of Empire for the government instituted by Octavius Caesar? Page 1.

2. For a fair understanding of ideas and ideals prevalent at this time, read The Deeds of Augustus. 7.

3. What kind of rulers were the Julian princes? 15.

4. Why did the government of Rome gradually decline? 27.

5. For what reasons did Constantine decide to found a new capital? 37.

6. Under what circumstances did the forces of Rome suffer total defeat? 49.

7. Why did Rome fall? 53.

VOLUME IV

II. Social Life and Custom

1. Compare the Roman and the American family. 59.

2. What position was accorded the woman? 60.

3. Describe a Roman wedding. 62.

4. Does Pliny's letter, 63, indicate that marriages resulted from romantic love or from convenience? 63.

5. Was Roman life pure or not in early times? 65.

6. What about the furnishment of Roman homes? 69.

7. Were the villas attractive or not? 71.

8. When and by whom was the toga worn? 73. The palla? 75.

VOLUME IV

9. What precious stones were popular among the Romans? 76.

10. Compare the articles of food common in our country with those of ancient Italy. 77.

11. Were Roman banquets more or less costly than those given today? 80.

12. Read The Banquet of Trimalchio. 348.

13. For the training of Roman children, see 87.

14. What sports were in favor among Romans? 93.

15. How did the custom of giving gladiatorial exhibitions arise? 98.

16. See the illustration of an ancient gladiatorial school in ruins.

17. No people have ever carried the matter of public baths to greater lengths than the Romans. 100.

18. How were copies of books obtained? 104.

VOLUME IV

19. What professions were sought by Roman youths? 106.

20. How did the system of slavery arise? What was its condition? 116.

21. What were the Sumptuary Laws established by Augustus?

22. Why did the economic reforms attempted by Diocletian fail? 36.

23. What was the condition of the common soldier in the Roman army? 122.

24. Did the Romans place more or less stress upon their tombs than modern nations? 125.

BOOKS FOR FURTHER READING

Histories

- Greatness and Decline of Rome, Ferraro 5 volumes
- History of Rome, Mommsen, 5 volumes
- History of Rome, How and Leigh, 1 volume
- For Children: Story of the Romans, Guerber

VOLUME IV

Social Life

- Roman Life Under the Caesars, Thomas
- Private Life of the Romans, Johnston
- Roman Life in Pliny's Time, Pellison

Books of Travel

- Rome of Yesterday and Today, Dennie
- Days Near Rome, Hare
- Walks in Rome, Hare

VOLUME IV

"*The first thing naturally when one enters a scholar's study or library, is to look at his books. One gets a notion very speedily of his tastes and the range of his pursuits by a glance around his bookshelves*." --Oliver Wendell Holmes

ROMAN LITERATURE AND ART

"Roman literature, while it lacks the brilliant originality and the delicate beauty which characterize the works of the great Greek writers, is still one of the great literatures of the world, and it possesses an importance for us which is even greater than its intrinsic merits (great as they are) would naturally give it. In the first place, Roman literature has preserved to us, in Latin translations and adaptations, many important remains of Greek literature which would otherwise have been lost, and in the second place, the political power of the Romans, embracing nearly the whole known world, made the Latin language the most widely spread of all languages, and thus caused Latin literature to be read in all lands, and to influence the literary development of all peoples of Europe.

"The Romans were a practical race, not gifted with much poetic imagination, but with great ability to organize their state and their army and to accomplish whatever they determined to do . . . . Their language is akin to Greek, and like Greek is one of the Indo-European family of languages, to which English and the other most important languages of Europe belong. It started with the same material as Greek, but while Greek developed constantly more variety, more delicacy, more flexibility, Latin is fixed and rigid, a language adapted to laws and commands rather than to the lighter and more graceful kinds of utterance. Circumstances, aided no doubt by the natural bent of their minds, tended to make the Romans political, military, and practical, rather than artistic."

--Dr. H. N. Fowler: History of Roman Literature

I. Development of Latin Literature

1. Is there much remaining of early Latin literature? For what reason? 130.

2. Who were the Arval brothers? 130, 163.

VOLUME IV

3. Of what subjects did every Roman literature treat? 132.

4. The writings of Catallus have much to commend them. 135.

5. Cicero's writings fall into what classes? 181.

6. What did he do for the literature of his country? 185.

7. Virgil had what object in writing the Georgics? 233.

Note: This was the age in which Augustus was doing all in his power to restore conditions which had prevailed in Rome in the early republic.

8. Of what does the Aenied treat? 235.

9. How do the writings of Horace rank? 236, 261.

10. Ovid's life presents strong contrasts. 236.

VOLUME IV

11. How much of Livy's historical writing remains to us? 238.

12. The life of Seneca was in many respects a pathetic one. Of what made emperor's caprice was he victim? 269.

13. What Latin writer wrote extensively of the Germans–little known then to the Romans? 271.

14. Were the Greeks or Romans more prolific in literary production?

II. Masterpieces of Latin Poetry

1. Lucretius has influenced several modern writers. Read his Invocation to Venus; also his poem on Epicurus, a Greek philosopher. 187, 189.

2. Catullus has been considered Rome's greatest lyric poet. The short poem written upon his return home is attractive. 204.

3. Virgil's version of Orpheus and Eurydice is interesting. 249; also Laocoon, 251.

4. Read a selection from the Aenied, 259, which is illustrative of his style.

5. Horace repeatedly sang of the pleasures of the simple life, as lived by the peasant or small farmer. Read the ode quoted on page 262.

6. Other illustrative texts are Daily Life in Rome and The Literary Bore, 264, 266.

7. Ovid related many stories of mythology. Note his Niobe and Baucis and Philemon, 277, 286.

8. What were the three chief periods of Latin satire? 323.

9. The Slothful Pupil may be noted in this connection, 326.

10. The satires of Juvenal are well known. See page 368.

11. The Romans used the art of writing as a medium of expressing their ideas of political and governmental affairs rather than for the development of a literature pleasurable for itself alone. In this respect they stand in strong contrast to the Greeks. Note for example the subjects of their poems. Lucan writes on the Rivalry between Pompey and Caesar–page 338–instead of upon some noble theme. This may be paralleled by many illustrations.

12. The epigram was given a point–a shaft of wit, by Martial. Read some of his epigrams, 363-4.

VOLUME IV

III. Masterpieces of Latin Prose

1. Cicero's *I am a Roman Citizen* illustrates well this great orator's powers. 194.

2. Sallust's style is exemplified by his selection entitled Jugurtha at Roma, 216.

3. Each year students of Latin are set to read Caesar's Commentaries which recount his campaigns in Gaul. Their direct and lucid style renders them comparatively easy reading. See Caeser's account of this expedition into Britain, 223.

4. Livy compiled and wrote extensively concerning Roman history. Read his treatment of Brutus and His Sons, 297.

5. Very interesting indeed may we find an old Roman Debate on Women's Rights, 305.

6. For an illustration of Tacitus' writing, see 317.

7. Seneca was a Stoic. For one who lived in the troublous times in which his career fell, it was well that Stoicism could lend some comfort. The nature of this philosophy is somewhat indicated by Anger and Its Remedies, 330.

8. Greatest of Roman writers on Natural History was Pliny the Elder. We read his writings today for their general style rather than for their scientific value. However, during the Middle Ages his scientific treatises were highly valued. 355, 357.

9. Suetonius wrote concerning the Lives of the Caesars. Read extracts given from the lives of Titus and Caligula. 375, 377.

IV. Roman Art and Architecture

NOTE: For many years the fine arts were not developed by the Romans, who were too absorbed in maintaining themselves against their neighbors and in gradual expansion to find opportunity for such refinements. Lacking the artistic temperament of the Greeks, art and architecture were only valued during the later republic and the principate. To be sure this is only relatively true, public buildings were constructed and were adorned perhaps from early times. However, efforts along these lines were only partially successful. As the cultural influence were imported into Italy from the East, more attention was given them and a higher value placed upon art. Roman architecture was given a great impetus by Augustus, and was encouraged by many of the princes; Roman sculpture likewise belongs properly to the principate.

1. What was the general style of the Roman house? 67.

2. What building materials were available in Rome? 68.

3. What buildings were located in the Forum? 380.

4. The Cloaca Maxima, Rome's great sewer, may still be seen. 382.

5. What uses did the basilica serve? 383.

6. Why is there so little remaining today of Roman architecture? 385.

7. Were Roman contributions in this field equal to those in others?

8. What purpose did the triumphal arches serve?

BOOKS FOR FURTHER READING

- History of Roman Literature, H. N. Fowler
- Latin Literature, J.W. Mackail
- Latin Poetry, Tyrell
- Translations of all important Latin writers

Roman Art and Architecture

- Architecture of Greece and Rome, Anderson & Spiers
- Ancient Rome, Lanciani
- Destruction of Ancient Rome, Lanciani
- Greek and Roman Sculpture, Perry
- Pompeii, its Life and Art, Mau
- Architectural History of Rome, Parker
- Roman Sculpture, Mrs. Arthur Strong
- Roman and Mediaeval Art, W.H. Goodyear

VOLUME IV

SUGGESTED OUTLINE FOR STUDY OF ANY AUTHOR

The Man

1. Portraits
2. Personal appearance
3. Comments
4. Topical Study of Life
5. Home
6. Friends
7. Personal character

Literary Career

8. Works
9. Studies of Chief Writings
10. Characteristics as a Writer
11. Literary Style
12. Contemporary Writers
13. Book so reference

V. Religion Among the Romans

1. What is said of an early statue made of Saturnus? Who was Janus? Terminus?

2. When Augustus wished to restore the early religion of the Romans and discourage the worship of foreign gods, what measures did he take to accomplish this? 5. Can you tell why?

VOLUME IV

3. Early Christianity

   a. What determined that Christianity should be universal rather than local? 40.

   b. What is meant by the waiting age? 41.

   c. How do you account for the separation which gradually grew up between clergy and laity? 41.

   d. Where was the first Ghetto? 42.

   e. To what class of society did Christianity first appeal? Why? 43.

   f. What conditions made the rapid spread of the new faith possible?

   g. What change took place when Christianity spread to the upper classes? 43.

   h. Viewed from the standpoint of the Romans, what justification was there for the early persecutions? 43.

VOLUME IV

i. Who converted a religion of peace into one of war? 44.

j. In the beginning, had the Christian Church an organized form? 418.

k. When was toleration extended to the Christians? 419.

l. Note how the credulity of the age made possible the introduction of the miraculous into the new faith. 420.

m. The Romans, Greeks and Hebrews contributed much to the faith in the years when it was taking definite form. Many of the forms and ceremonies incorporated into it were borrowed from antiquity. 420.

n. How did it develop that the bishop of Rome became head of the Universal Church? 421.

o. Account for the rise of monasticism in the early Christian Church. 422.

p. What does our present civilization owe to the monks of the Middle Ages? 424.

q. How do you account for the change that converted a religion of peace into one that summoned the faithful to the wars of the Crusades? 451.

r. What was the theory of the trial by ordeal? 451.

s. Why were pilgrimages undertaken by pious Christians in the Middle ages? 453. Are such excursions still made today?

VI. Education

1. What was the early conception of one's duty to the state, in Rome? 87.

2. What training did the Roman youth receive to fit him for manhood? 88.

3. The Roman daughters were educated along what lines? 89.

4. With the influx of Greek ideas, how were Roman conditions modified?

5. What opportunities were open to the favored few? 90.

6. Travel played what part? 92. Is there today any greater means of broadening the mind?

7. What steps were finally taken to provide a uniformity in education? IV:92

Education in the Middle Ages

1. Were there schools in the first centuries after the fall of Rome? 469.

2. What was the attitude of the Church toward learning?

3. How did St. Augustine help to save classical learning?

4. How did learning happen to survive at all? 470.

5. In what ways was freedom of thought hampered?

6. What subjects were taught in the Mediaeval schools? 470.

VOLUME IV

7. Note that Charlemagne did all that he could to foster and encourage learning. 471.

8. In view of a letter sent to abbots by the great Charles, what can we judge of the conditions of the times?

9. Who was the celebrated teacher of the Palace school? 472.

10. What did Alcuin do for education?

11. Compare the teachings of Abelard and St. Bernard of Clairvaux. 473.

12. Which had greater influence?

13. What was Abelard's favorite saying?

14. For one who would enter a university, what were the requirements? 474.

15. What is said of student life? 475.

VOLUME IV

LIFE DURING THE MIDDLE AGES

"*That is a good book which is opened with expectation and closed with profit*." --Alcott

Mediaeval history opens with the introduction of a new and useful race upon the stage–a race destined to take up the work of the ancient world and to carry it on. But they are at the beginning upon a far lower stage of civilization than antiquity had reached. In order to comprehend its work and continue it, they must be brought up to that level. This is necessarily a long and slow process, accompanied with much apparent loss of civilization, much ignorance and anarchy, and many merely makeshifts in ideas and institutions. But gradually improvement begins, the new society comes to comprehend more and more clearly the work it has to do and the results gained by its predecessors, it begins to add new achievements to the old ones, and the period closes when at last the new nations, in fairly complete possession of the work of the ancient world in literature, science, philosophy, and religion, open with the greatest energy and vigor a new age of progress. This is mediaeval history, the first part of it–the 'dark ages,' if it is right to call them by that name–when ancient civilization fell a prey to savage violence and superstition; the last part of it, the recovery of that civilization, with some important additions, by the now transformed barbarians–the period which we call, when it has fully opened, the age of the Renaissance."

--George Burton Adams: Civilization During the Middle Ages

VII. The Middle Ages

1. What is the story Kingsley wrote of the Troll-garden, and what does it mean? 398.

2. For an account of the invasion of Italy by the Teutons, see 49.

3. Why have the centuries following the fall of Rome been called the time of the Wanderings of the Nations? 51.

VOLUME IV

4. Which of these early German tribes soon became strongest? 409.

5. Charlemagne was the hero of the Middle Ages. What did he accomplish for Europe? 411.

6. Read Einhard's description of Charlemagne, IV:414. This is valued particularly because Einhard was a contemporary of the great Charles.

7. Political and social life was long founded upon feudalism. What is meant by the Feudal system? 442.

8. The particular case cited, 444, will help to make the matter plainer.

9. What were some of the advantages and some of the disadvantages of this system? 449-50.

10. What was the Peace of God? The Truce of God? 452.

11. What motives led men to undertake the Crusades? 452.

VOLUME IV

12. How can you explain the Children's Crusade? Would such a movement be possible in our age? 456.

13. How did the children spend the days on the march? 459.

14. The Germans brought the custom of trial by ordeal into Southern Europe. Read an account of a trial by the ordeal of hot water, 464.

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VOLUME V

DELPHIAN READING COURSE STUDY GUIDE

VOLUME V

I. Social Life in the Middle Ages

1. Chivalry was an outgrowth of what system? Page 1.

2. What preparatory training did knights receive? 1-2.

3. What were the vows taken by the knights?

4. Can we still find results of Mediaeval knighthood in the world? 3.

5. Is the spirit of chivalry wide-spread today? How do you account for such evidences as one still sees daily? How do you account for such a lack of chivalrous actions as may still be noted?

6. Is it true that men are more chivalrous in the south than in the north? If so, how can this be explained?

7. Read the accounts of knightly contests which are quoted from Froissart's Chronicles, 5.

8. While an outgrowth of the Church and Christianity, the work of St. Francis may be considered from the standpoint of society. 14.

9. Where is Assisi, and why do travelers from many lands visit the little town each year?

10. In what sense were the followers of St. Francis and their noble leader forerunners of the modern settlement movement? 20.

II. French Literature in the Middle Ages

1. For several centuries the speech of northern France differed from that of the south. The latter is known as Provencal. That of the north prevailed and became the French language. 100.

2. Distinguish between the troubadours and the trouveres, 101.

3. The Chansons de Geste—Songs of Deeds–were developed in northern France, a region settled by Normans who loved fighting and brave warriors. The Song of Roland was known in many lands, originating here. 93.

4. The story of Aucassin and Nicolete is perhaps the prettiest that remains to us from these years. It was popular in the twelfth century. 201. Note the criticism upon the churchmen, and remember that at this time satire was frequently poured out upon those who had become unworthy spiritual guides.

5. The worth of the common person was sung in the latter part of the Middle Ages.

6. What forms of poetry were common among the troubadours? 105.

7. The Code of Love has its interest, in view of the ideals and ideas of this age. 110.

8. The Mediaeval poem Flamenca is here rendered into prove, 113. It has a certain interest in this connection.

III. Spanish Literature in the Middle Ages

1. What was the first great literary production of Spain? 128.

2. Certain portions of this poem are quoted, 131 and pages following. The story was told with many variations for centuries.

3. Of the different Spanish dialects, which became the national tongue? 127.

4. We may find similarities in the careers of Alfred the Great and Alfonso X of Castile. 128.

VOLUME V

BOOKS FOR FURTHER READING

Histories

- Mediaeval Europe, Emerton
- Mediaeval Europe, Bemont and Monod
- History of the Middle Ages, Munro

Source Books

- Historical Documents of the Middle Ages, Henderson
- Readings in European History, Robinson
- Source-book of Mediaeval History, Thatcher & McNeil

Other Books

- Classical Heritage of the Middle Ages, Taylor
- The Children's Crusades, G. Z. Gray
- Close of the Middle Ages, Lodge
- Alcuin, West
- Universities of Mediaeval Europe, Rashdall
- History of Mediaeval Education, G. L. Williams

VOLUME V

"*The place that does contain my books, the best companions, is to me a glorious court, where hourly I converse with the old sages and philosophers; And sometimes, for variety, I confer with kings and emperors, and weigh their counsels*." --Beaumont and Fletcher

LITERATURE AND ART IN THE MIDDLE AGES

In the whole period of the Middle Ages the literary impulse is comparatively weak, and that for very evident reasons. Men were occupied with other things: with the making of states, the evolution of laws, the struggle for existence, the balancing of great unconscious social forces. Pure literature did not find the conditions of a vigorous life . . . . On the whole there is throughout the period a gradual increase, both in the volume and in the quality of historical production. The time of Charlemagne is in some ways a real renaissance, that is, it shows plainly the turning of men directly to the original sources of classical literature for their examples in thought as well as in style. After that time there is an evident falling off and it is not until the tenth century that we perceive a new impulse which henceforth is never lost.
–Emerton

"In the main the history of the art of the Middle Ages is the history of the civilization in the Germanic or Germanized countries of Europe, with the all-important modifications carried by the Christian religion . . .

"The Germans before the invasions were by no mans a barbaric or savage people, but the warfare, pillage, and marauding of the warrior caste lowered their morals when their homes became unsettled. As northerners and as Germans, unused to the luxuries and refinements of Roman life and the climate of southern countries, their manners became more lax and their natures were deteriorated after the invasions, as is always the case when a ruder people is thrown in contact with one more highly civilized. There is then an undeniable element of semi-barbarism in the culture and therefore in the art of the earlier Middle Ages . . . .

"Of the entire Middle Ages, however, it must be said that much which appears to us barbarous in their design is merely the result of the early Christian prejudice against the study of natural form and the early Christian indifference to natural beauty."

–Goodyear: Mediaeval Art

VOLUME V

I. English Literature in the Middle Ages

1. Beowulf is conceded to be the first great literary product of the English people. What story does it recount? 61.

2. Beowulf's Fight, 63, is illustrative of the general tone of the poem.

3. The legend of Caedmon's life was a favorite. In this age it was believed that simple men were frequently inspired to write. 73.

II. German Literature in the Middle Ages

1. Who were the Minnesingers and why are they remembered? 163.

2. The Nibelungenlied has supplied the themes of several well-known operas. What was the original story? 146. Read the portions quoted.

3. Can you imagine why Gudrun naturally appealed to people in the Middle Ages? 160.

VOLUME V

BOOKS FOR FURTHER READING

- History of French Literature, Dowden
- Studies in Mediaeval Life and Literature, McLaughlin
- Student Life from Sermons, Haskins
- The Coming of the Friars, Jessopp
- History of Mediaeval Universities, Rashdall
- Christian Schools and Colleges, Drain
- Popular Treatise of the Middle Ages, Wright

VOLUME V

MUSIC

"This is the luxury of music. It touches every key of memory and stirs all the hidden springs of sorrow and joy. I love it for what it makes me forget and for what it makes me remember."

Music is the poetical medium of expression for what is not in the province of literature, of sculpture, of painting, of acting, or of architecture. Whereas literature, whether in prose or verse, describes or states emotions or perceptions or impressions; whereas sculpture imitates the outward forms of animated beings; . . . . whereas painting vitalizes with color the forms of sculpture; . . . and whereas acting adds speech to the written words of the dramatist, music embodies the inward feelings of which all these other arts can but exhibit the effect."

–Macfarren

I. Early Church Music

1. Why has music developed more slowly than the other arts? 225.

2. We are often led to suppose that the Hebrews had a highly developed music. Was this the case? 225.

3. To what people can we trace the origin of our present-day scale system? 226.

4. Why did the Christian religion demand a different kind of music than had been employed by the Ancients? 226.

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5. Trace the development of Church government, noting especially the decline of congregational singing. 228.

6. What place did musical instruments hold in Christian worship? 229.

7. Note the separation of the Eastern and Western branches of the Church, as this has greatly affected its music. 229.

8. Of what is the Catholic liturgy composed? 230.

9. Notice the distinction between the office of Mass and the musical form known by that name. 231.

10. What is a Gregorian Plain-song? 234.

11. Note carefully how the spirit of the Reformation was reflected in the music of the Lutheran church. 248.

12. What were the two main changes in the service of the Reformed church that differentiated it from that of the Catholic? 248.

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13. Luther was the father of Protestant congregational singing. How did he foster the knowledge of music? 248.

14. What are the sources of the German chorale, and what may be said of the general character of this hymn-tune? 249.

15. Read Carlyle's translation of "Ein' feste Burg," one of the finest chorales in existence. 250.

16. What is said to have been the effect of these religious hymns upon congregations? 250.

17. Trace the course which the Reformation took in England. 251.

18. Where may the liturgy of the English Episcopal church be found?

19. Compare the Anglican and Catholic liturgies. 252.

20. What are the three ways of performing service in the Episcopal church? 253.

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21. What is an anthem? 253.

II. Opera

1. What was the purpose of the “Bardi circle” and what did it accomplish? 317.

2. Read concerning the work of Monteverde and Scarlatti. 319.

3. What is meant by opera buffa and opera seria? 318.

4. Contrast Italian and French grand opera of the 18th century. 333.

5. What is said of the life and work of Jean Baptiste de Lully? 334.

6. Trace the development of the French opera comique. 334.

7. To what did the visit of an Italian buffa company in Paris lead? 334.

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8. Read the sketch of Gluck's life. 335.

9. Briefly, what were Gluck's reforms and why did he experience such difficulty in gaining popular favor? 335.

10. Why did Italian opera decline in the 19th century? 321.

11. What was the character of Rossini's work? Name several of his operas. 322.

12. Read the life of Verdi. 325.

13. What is the style of his early operas?

14. Read the story of Il Trovatore. To what is its present popularity due? 326.

15. Note Verdi's remarkable development, as displayed in his later operas–Aida, Othello and Falstaff. 327.

16. What is said of the national traits exhibited by Verdi and Wagner? 327.

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III. The Classical Composers

1. Secure several biographies of Bach and read them carefully. You cannot understand the purpose and style of this great composer without a clear knowledge of his life history. 255.

2. What is a cantata? Read carefully concerning the origin and development of Passion music. 260.

3. Bach was the greatest organ composer the world has ever produced. What was the general style of his organ works? 258.

4. In what general classes do Bach's compositions fall? What is his rank as a composer? 261.

5. Compare the life of Handel with that of his contemporary, Bach. 261.

6. What was Handel's success as an opera writer and manager? 263.

7. Explain the difference between an opera and an oratorio. What is meant by church music? 265.

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8. Handel was in no way a reformer. What was the general tone of his work? 265.

9. When was Haydn born and what is the story of his boyhood? 268.

10. What is meant by musical form, and in what forms did Haydn write? 270.

11. What is a sonata? A symphony? A concerto? 270-271.

12. If possible read the texts of The Seasons and the Creation. Note how the public received these oratorios. 271.

13. At what age did Mozart begin to compose? What can you tell of his early concert tours? 272.

14. Read concerning the life in Salzburg and the vicissitudes that followed. 274.

15. Did Mozart's sufferings affect the general tone of his work? 274.

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16. To what three operas is Mozart's fame chiefly due? Tell the story of The Marriage of Figaro. 276.

17. When was Beethoven born and what were the circumstances of his early life? What is said of his personal appearance and habits? 279.

18. How did Beethoven's deafness affect his life and his work? 282.

19. Does the style of his later compositions differ from that of his earliest writings? What has he himself said of his manner of composing? 284.

20. Read the story of Fidelio. 286.

IV. The Romantic Composers

1. What was the Romantic movement in music? 289.

2. How is Weber's early training reflected in his compositions? 290.

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3. Which of Weber's operas are most frequently heard today? 291.

4. Read the story of his opera Der Freischutz. 291.

5. What is a German Lied and what was Schubert's success as a writer in this form? 293.

6. Name some of his most beautiful songs. 296.

7. How would you characterize his piano compositions?

8. By whom was the piano invented and from what characteristic did it take its name? Note how its development has affected piano music. 296.

9. Read the account of Schumann's struggle for a musical education. 298.

10. How did his marriage with Clara Wieck affect his work? 299.

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11. What accident led to his adopting composition as his life work? What is the general character of his piano pieces? 299.

12. Note that Schumann was famous as a critic as well as a composer. 301.

13. The story of Mendelssohn's life is one of great contrast to that of most composers. Was the even tenor of his life reflected in his music? 302.

14. Which of his Songs Without Words have stood the test of time? 304.

15. Note that his fame today depends upon his oratorios and not upon his piano music.

16. What is the story of Chopin's life? 305.

17. For an unbiased discussion of Chopin's relation to George Sand, consult Hadow's Studies in Modern Music.

18. Poland's tragic struggle for independence is strongly reflected in the compositions of this zealous patriot. 306.

19. What is a polonaise? A mazurka? 307.

20. How would you distinguish classic from romantic music?

V. Programme Music

1. What is meant by programme music, or "music with a poetic basis?" 308.

2. Who was the most original composer of the programme school of music? 309.

3. How did Berlioz display his love of the bizarre in his compositions? 309.

4. Which of his works may be said to make the beginning of the programme idea? 310.

5. What is an "ode symphony?" 311.

6. What was Liszt's early success as a pianist? 313.

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7. Note how one of his pupils described his playing. 313.

8. Into what two divisions do his compositions fall? 314.

9. Read the beautiful programme of his Preludes. 315.

10. How would you characterize Liszt the man?

Wagner and His Music Dramas

11. Why is Richard Wagner the most difficult composer for the musical student to understand? 357.

12. Read the brief sketch of his life. 357.

13. Why was Wagner forced to flee to Switzerland? 358.

14. How did he reform the opera? Distinguish between opera and music drama. 361.

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15. What was Wagner's purpose in establishing a home of the opera at Bayreuth? 358.

16. What is meant by "endless melody?" 359.

17. What are leading motives, and what was Wagner's intention in employing them? 359.

18. Note that Wagner never permitted his actors to destroy the dramatic effect by responding to applause. 361.

19. Which is the longest and most complex of Wagner's music dramas? 361.

20. Read the plots of Lohengrin, and Tristan and Isolde. 362, 363.

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CONDUCT OF LIFE

"But it is what we are doing that matters more than what we shall do. And above all, still more than what we are doing, what we are being."

"True worth is in being–not seeming;
In doing each day that goes by
Some little good–not in dreaming
Of great things to do by-and-by.
For whatever men say in their blindness,
And in spite of the fancies of youth,
There is nothing so kingly as kindness,
And nothing so royal as truth.

We get back our mete as we measure
We cannot do wrong and feel right,
Nor can we give pain and feel pleasure,
For justice avenges each slight.
The air for the wing of the swallow,
The bush for the robin and wren,
But always the road that is narrow and straight
For the children of men.

We cannot make bargains for blisses,
Nor catch them like fishes in nets;
And sometimes the thing our life misses
Helps more than the things which it gets.
For good lieth not in pursuing,
Nor in gaining of great or of small,
But just in the doing and doing
As we would be done by–that's all.
–Phoebe Cary

I. Our Relations to Others

In our hearts we most of us agree with the Eastern proverb, "One great deed is easier than a thousand small ones.' But the great opportunity that we should doubtless so promptly and brilliantly embrace, does not come to us all; and instead of letting so much potential heroism run to waste, we had better employ it in the countless daily

opportunities that we all have of wining by the veriest trifles, or of putting away from us, as the case may be, the goodwill of our fellow-creatures."

–The Minor Moralist

II. The Simple Life

Under all the forms in which life vests itself, in all social positions, at the top as at the bottom of the ladder, there are people who live simply, and others who do not . . . . Simplicity is a state of mind. It dwells in the main intention of our lives. A man is simple when his chief care is the wish to be what he ought to be, that is, honestly and naturally human. And this is neither so easy nor so impossible as one might think. At bottom, it consists in putting our acts and aspirations in accordance with the law of our being, and consequently with the Eternal Intention which willed that we should be at all. Let a flower be a flower, a swallow a swallow, a rock a rock, and let a man be a man, and not a fox, a hare, a hog, or a bird of prey: this is the sum of the whole matter."

–Wagner

1. Whether our lives are simple or filled with complexities, would we willingly change places with another?

III. Friendship

Don't flatter yourself that friendship authorizes you to say disagreeable things to your intimates. The nearer you come into relation with a person, the more necessary to tact and courtesy become. Except in cases of necessity, which are rare, leave your friend to learn unpleasant things from his enemies; they are ready enough to tell them.

–Oliver Wendell Holmes

1. Do one's friends come unsought?

2. Why do our friendships often “hurry to short and poor conclusions?”

3. What two fundamental elements are required for the life and growth of this human relationship?

NOTE: Our word sincere comes from two Latin words, sine, meaning without, and ceres, wax. In the days of Roman prosperity, jars and vases made of clay were in great demand. Some of these were beautifully made and very costly. Frequently a vase would be accidentally cracked in the making, whereupon zealous potters would fill up the crack with wax and glaze the whole, thus concealing the flaw. Cracked jars were easily broken and to protect the public against this fraud the government sent out inspectors who rapped each jar lightly. If it gave forth a clear ring it was marked “sine ceres”–without wax. Hence our word sincere. There are sincere friendships and those that are insincere, and the literal distinction is not far to seek.

4. Many writers seem to agree that heartfelt conversations are hardly possible among three persons. Do you agree with this? Why?

5. It has been well said that before a person deserves to have a friend he should himself be able to prove a friend to another. How do you account for the frequent disappointment attendant upon friendships?

IV. Duty and the Gospel of Work

The plain duty is the near duty. A very common weakness keeps many people from finding what is near them interesting; they see only on its paltry side. The distant, on the contrary, draws and fascinates them. In this way a fabulous amount of good-will is wasted. People burn with ardor for humanity, for the public good, for righting distant wrongs; they walk through life, their eyes fixed on marvelous sights along the horizon, treading meanwhile on the feet of passers-by or jostling them without being aware of their existence.

–Wagner

1. Do people frequently labor for that "which profiteth not?"

"Let us learn to be content with what we have. Let us get rid of our false estimates, set up all the higher ideals–a quiet home; vines of our own planting; a few books full of the inspiration of genius; a few friends worthy of being loved and able to love us in turn; a hundred innocent pleasures that bring no pain or sorrow; a devotion to the right that will never swerve; a simple religion empty of all bigotry, full of trust and hope and love–and to such a philosophy this world will give up all the empty joy it has."

–David Swing

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DELPHIAN READING COURSE STUDY GUIDE

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"It is chiefly through books that we enjoy intercourse with superior minds, and these invaluable means of communication are in the reach of all. In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours."

–Channing

THE RENAISSANCE IN ITALY–LIFE AND LITERATURE

"In the work of the Renaissance all the great nations of Europe share. But it must never be forgotten that, as a matter of history, the true Renaissance began in Italy. It was there that the essential qualities which distinguish the modern from the ancient and the mediaeval world were developed. Italy created that new spiritual atmosphere of culture and of intellectual freedom which has been the life-breath of the European races. As the Jews are called the chosen and peculiar people of Divine revelation, so may the Italians be called the chosen and peculiar vessels of the prophecy of the Renaissance. In art, in scholarship, in science, in the mediation between antique culture and the modern intellect, they took the lead, handing to Germany and France and England the restored humanities complete. Spain and England have since done more for the exploration and colonization of the world. German achieved the labor fo the Reformation almost single-handed. France has collected, centralized, and diffused intelligence with irresistible energy. But, if we return to the first origins of the Renaissance, we find that, at a time when the rest of Europe was inert, Italy had already begun to organize the various elements of the modern spirit, and to set the fashion whereby the other great nations should learn and live."

–Symonds: Renaissance in Italy

I. The Renaissance

1. What is the meaning of the word renaissance? What does it mean when applied to a certain period of history? 10.

2. Where did the Renaissance have its beginnings? Why? 10.

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3. What was the significance of the Guelf party? The Ghibelline party? 11.

4. Did the Crusades give impetus to the movement? 13.

5. What part was taken by the trade guilds? 16.

6. The course of political affairs in Florence, one of the prominent Italian cities in the Middle Ages, gives a fair idea of the conditions prevailing in Italy as a whole. 15.

7. What was the Condottieri system? 19.

8. How did the Medici house become powerful? 21.

9. Who was the greatest of their name? 22.

10. What was the early course of affairs in Venice? 24.

11. What was the Golden Book? 27.

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II. Dante, Forerunner of Renaissance Writers

1. In what particulars did Dante belong to the past? To the future? 30.

2. What is known of his life? 31.

3. The Vita Nuova tells of what? What does the title mean? 31.

4. For what reason was Dante exiled? 30.

5. In what sense is Dante's masterpiece a comedy? Into what parts does it fall? 40.

6. Several fine passages are given from the Divine Comedy. 42.

7. What did Dante do for Italian literature? 33.

III. Early Renaissance Writers

1. For an account of Petrarch's life, see p. 58.

2. Note Petrarch's letters to dead authors. Has any modern writer of conceded ability followed a similar plan? 61.

3. For what writings is Petrarch chiefly remembered today? 63.

4. Read his beautiful sonnets. 64.

5. Compare Boccaccio with earlier Italian writers. 67.

6. What is the nature of the Decameron? 68.

7. Who has been called the Father of the Modern Novel? 68.

8. Read The Lord of Milan and the Miller, 100.

9. Fiorentino wrote many stories in imitation of Boccaccio. One of these is given on 103.

IV. Later Renaissance Writers

1. What was the character of later Renaissance literature in Italy? 107.

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2. Machiavelli's name is one of the greatest of this age. What is told of his life? 108.

3. Did he hold, in The Prince, that Princes should or should not be faithful to their engagements? 109.

4. Castiglione's *The Courtier* is very famous. Of what does it treat? 121.

5. Where did Shakespeare find his plot for Romeo and Juliet? 122.

6. For what is Vittoria Colonna chiefly remembered? 126.

7. Michelangelo is remembered for his beautiful sonnets as well as his great works in art. Several of these are given on p. 129.

8. What work of Vasari's is most frequently read today? 132.

9. Cellini's autobiography is one of the most valuable sources for knowledge of social conditions during his life. Some account of him is given. 135.

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LITERATURE OF THE RENAISSANCE

"No matter what his rank or position may be, the lover of books is the richest and the happiest of the children of men." –Langford

"Beginning as the handmaid of the Church, and stimulated by the enthusiasm of the two great popular monastic orders, painting was at first devoted to embodying the thoughts of mediaeval Christianity. In proportion as the painters fortified themselves by study of the natural world, their art became more secular. About the year 1440 this process of secularization was hastened by the influence of the classical revival, renewing an interest in the past life of humanity, and stirring a zeal for science.

"We may still recall the story of Cimabue's picture, visited by Charles of Anjou and born in triumph through the streets of S. Maria Novella; for this was the birthday festival of nothing less than what the world now values as Italian painting. In this public act of joy the people of Florence recognized and paid enthusiastic honor to the art arisen among them from the dead."

–Symonds: Italian Renaissance

I. Literature of France

NOTE: While much of the following literature does not pulsate with the new throbs of life which were permeating Italian writings, nevertheless it was produced while Dante, Petrach and Boccaccio were writing their immortal masterpieces.

1. What was the story of the Romance of the Rose? 171.

2. The tale of Amis and Amile, adapted from an old French chanson, was popular in the Middle Ages. 174.

3. What place does Rabelais hold in French literature? 193.

4. Read Montaigne's essay on the Force of Custom. 214.

5. Who was the lyric poet of the French Renaissance? 219.

II. Spanish Literature

1. Note that the political conditions in Spain in the fifteenth and sixteenth centuries were not favorably suited to the development of a spontaneous literature. Nevertheless, far more was forthcoming than might have been expected.

2. Why did the Moors forbid the singing of the ballad Woe is Me, Alhama? 227.

III. Italy

1. At what time did the Normans come into the Italian peninsula? 365.

2. Note that the struggle between emperors and popes gave opportunity for the cities of Italy to rise rapidly.

3. What conditions were imposed by the Peace of Constance? 366.

4. What is said of Frederick II of Sicily? 367.

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5. Under what circumstances did Charles of Anjou come to the throne of the Sicilies? 367.

6. By whom was the Jubilee of 1300 celebrated? 367.

7. Why did the pope remove to Avignon? What was the result for Italy?

8. With what hope did Dante write his De Monarchia? 368.

9. Why did Rienzi's attempt to unite Italy fail? 370.

10. With what object did the Carbonari come into existence? 372.

11. What state became the leader in the struggle for Italian unity? 373.

12. What cities contested for becoming the capital of the new kingdom? 374.

13. What difference gradually grew up between the people of northern and southern Italy? 376.

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14. What gave rise to the Mafia? Why do these societies continue to live on? 376.

15. Who are the present rulers of Italy and in what connection is the Queen frequently mentioned? 378.

VOLUME VI

THE ART OF CONVERSATION

Most young people know in these days that a golf player must not strike his ball from the tee until the player in front of him is two strokes ahead. That rule, amongst others, is put up on every gold ground. But they do not know, since it is not put up in every drawing-room, that very much the same rule should be observed in conversation. A golf player would not think of standing quite close to the tee from which some one else is driving off, with his club raise to strike before the other has well played. But when he is playing the game of conversation, he thinks nothing of standing impatiently with his mouth open while the other player is speaking, obviously not listening, but waiting to speak himself the moment the other shall have done.

–Minor Moralist

NOTE: Since every book and poem, every fact in history, every discovery in science, every person, place or object in the universe may very possibly become the topic of conversation, references to the text are not given directly in this connection, but several suggestions are noted with the hope that they may prove helpful.

1. The Greeks regarded harsh voices as indicative of poor breeding. Would you expect them to admire pleasant, well modulated voices? 331.

2. In which one of Shakespeare's plays does he say: "Her voice was always soft and low–an excellent thing in a woman"?

3. Do you remember what celebrated Greek overcame an impediment of speech and became a great orator?

4. While modern society seems frequently to disapprove the statement, it should be remembered that to converse well, it is necessary to have something to say. Even though trifling matters be touched upon, it is soon possible to discern the well informed from those badly informed.

5. Many well known men have said that they gained far more insight into the past and present from conversation than from study. Daniel Webster, for example.

6. Socrates taught by conversation alone. By close questioning he tried to draw their opinions out of men and to lead them farther into a subject. This kind of instruction is called Socratic teaching. Certain successful teachers use it today and all use it so some extent.

7. Sheridan, the English playwright, was a noted conversationalist. His comedies might give indication of this.

8. Conversation is sometimes made tedious by the constant repetition of a few words; lovely, charming, beautiful, for example, are used to describe many widely different things. It is well to try to add a new word to one's vocabulary each day. Thus our descriptions may be rendered less monotonous.

9. It does not follow that matters frequently discussed need therefore seem dull; some of the most masterly pieces of literature have the most familiar subjects.

10. A study of Addison, Ruskin and Emerson will be found very helpful in acquiring a good use of English. Among recent writers, James Lane Allen may be noted in this special connection.

11. In order to learn to walk, one must walk; to dance, he must dance, and to converse well, he must converse constantly, always remembering that one must know how to listen as well as how to talk.

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THE DRAMA

"A wise man will select his books, for he would not wish to call them all under the sacred name of friends. Some can be accepted only as acquaintances. The best books of all kinds are taken to the heart, and cherished as his most precious possessions. Others to be chatted with, and laid aside, but not forgotten."

--Langford

"There is in human nature a tendency to reproduce and communicate to others the impressions received from the surrounding world; indeed, the manifestations of such impressions is the basis of every kind of art . . . . In every human being there is a primitive capacity for artistic production; everybody is capable to a certain degree of receiving and reproducing impressions, and it is this universal innate gift that lends art its greatest importance."

--Karl Mantzius: History of Theatrical Art

Origin of the Drama

The dramatic instinct is inherent in man and has found similar expression among primitive peoples widely separated in point of time and locality. Fro example, we find that the dramatic attempts of the early Greeks, the America Indians, and the present South Sea Islanders prsent striking characteristics in common. Of the four mediums of dramatic expression–dancing, music, acting and recitation–dancing is first developed by the savage. This appears to be a natural and spontaneous manifestation of joy, employed first for religious worship. Indeed, dancing has been lacking only among such peoples as have not yet developed a religion. Gradually there comes an impulse to imitate well-known birds and animals, and soon that is followed by attempts to imitate the appearance of such creatures. Feathers are assumed for these dances or the heads of animals worn. It will readily be seen that these meager efforts are but stepping stones to a final dramatic art.

Having learned to reproduce the movements and noises of familiar animals, in time, man, growing out of the early stages of savagery, tries to portray some of his daily occupations in the dance. Fishing dances are evolved wherein movements of the body call to mind a

boat rocking on the water or a net cast out by the fishermen. War dances come quickly into being, and among our Indians, in a certain scalp dance, motion ceased now and then to allow someone to recount the exploits of a recent battle.

Various semi-savage nations attained this stage in dramatic development but progressed no further. It remained for the Greeks to exceed the limits held by earlier peoples and to originate a drama which is still wonderful to us today. However, it should be borne in mind that in many particulars the beginnings of their art were in some respects identical with those of their predecessors, with our Indians and with semi-barbarous tribes today– the same human sacrifice, changed afterwards for the offering of a goat; the same secret societies with mystery surrounding them; similar dances and music and the same association with religious worship.

I. Drama in the Middle Ages

"The mediaeval drama is popular poetry written by authors and performed by actors sprung from the people; a popular amusement growing out of the deepest interest and concern of men's minds in those times–religion; it had nothing to do with learned studies of ancient forms of art, which could only be appreciated by the few.

"Not even the old ideas of tragedy and comedy are retained; the very words acquire a new meaning. In the Middle Ages a tragedy means a poetic tale with a sad issue, a comedy one with a happy issue."

1. Why did the early Christians condemn plays? 17.

2. Why did the Church finally bring them again into existence? 20.

3. What Biblical stories lent themselves readily to dramatization? 20.

4. Where were these demonstrations first given? 20-22.

5. In what manner did the Guilds conduct the Miracle plays? 23.

6. What is meant by the word pageant? 24.

7. Would plays of this nature be appreciated today?

8. With what subjects did the Moralities have to do? 44.

9. Distinguish between Interludes and Masks. 44, 55.

II. Shakespearean Drama

"Shakespeare is of no age. He speaks a language which thrills in our blood in spite of the separation of two hundred years. His thoughts, passions, feelings, strains of fancy, all are of this day as they were of his own; and his genius may be contemporary with the mind of every generation for a thousand years to come."

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1. Whom did Swinburne call the father of English tragedy? 339.

2. Marlowe's greatest production was his Doctor Faustus. 338, 97.

3. It should be remembered that Goethe appropriated this story and gave it a new form–Faust. 340.

4. When and where was Shakespeare born? 108.

5. What training did the boy Shakespeare have for his later works? 108.

6. How would you characterize the time in which he lived? 110.

7. It should always be remembered that in these years men were expressing themselves in plays. Had he lived in another age, Shakespeare's writings would probably have taken a different form.

8. Englishmen were just coming to feel a sense of their growing nationality. In a series of historical plays, Shakespeare literally taught his countrymen their history. What is said of these plays? 110.

9. The Merchant of Venice and Romeo and Juliet are among his earlier plays. 110.

10. Hamlet was written after the death of Shakespeare's son. It embraces some of his mature reflections. Hamlet is the man who can think but cannot act. 110.

11. The Tempest should be studied as a creation of the times. A new world had recently been explored and the wildest rumors were afloat concerning it. Shakespeare gave his imagination free rein and this was the result. Read the play as given on p. 137.

III. English Drama Since Shakespeare

NOTE: The strong influence of the Puritans, who condemned plays as instruments of Satan, led in 1648 to the closing of all theaters. With the Restoration in 1660 they were again revived. However, instead of the heavy Shakespearean dramas, light, frivolous plays were produced which reflected the life of the court. French influence was very pronounced.

1. What is said of the restoration of the drama under Charles II? 166.

2. Compare the careers of Congreve and Otway. 168.

3. What changes of fortune marked the course of Sheridan's life? 177.

4. Read Bob Acres' Duel, from the Rivals. 178.

5. In recent times, novels of all kinds have been dramatized for the stage. Thus the stories of Hall Caine, Barrie, and many others, have been adapted for presentation. This brings a new element into dramatic history.

NOTE: Lovers of drama may easily continue this study, taking up the drama of France, Spain, Germany, etc. For such investigation, considerable material is included in the text.

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NATURE STUDY

And Nature, the old nurse, took
The child upon her knee,
Saying: 'Here is a story-book
They father has written for thee.'

'Come, wander with me,' she said,
'Into regions yet untrod;
And read what is still unread
In the manuscripts of God.'

And he wandered away and away
With Nature, the dear old nurse,
Who sang to him night and day
The rhymes of the universe.

And whenever the way seemed long,
Or his heart began to fail,
She would sing a more wonderful song,
Or tell a more marvelous tale.
–Longfellow to Agassiz

I. Nature Poems

Flower in the crannied wall,
I pluck you out of the crannies;--
Hold you here, root and all, in my hand,
Little flower–but if I could understand
What you are, root and all, and all in all,
I should know what God and man is.
–Tennyson

1. A poet, if he be a true poet, puts into words what others can but feel. To adequately describe a sunset, a flowery meadow, a murmuring brook, or a region held in sleep and bathed in moon-light, defies the ability of most; but a poet sees one of these wonders and paints a pen picture that lives through the ages. Read Wordsworth's Daffodils and you will have gained a lasting impression. 434.

2. Chaucer loved nature and constantly introduced into his verses phrases that proved his close observation. Robes were "broidered like a flowery mead" and the day's eye, as the daisy was once called, was his favorite flower. Read a few pages from any of his poems and note the frequent references to nature.

3. There is a certain pleasure to be gained from culling out the flowers mentioned in Shakespeare's plays and noting what is said of them. This is not a study of Shakespeare so much as of flower-lore. Behind the old house where this great genius was born in Stratford, a garden is filled with the well-known flowers and plants that are mentioned in the plays.

II. Descriptions in Prose

The Mountains

1. Ruskin ranks foremost among those who have interpreted nature, in her many moods and aspects, to the less thoughtful and observing. 396.

2. How important did he regard mountains to a landscape? 403.

3. Would you expect people in mountainous regions to develop differently from those of the plains? Has this been borne out by history? 404.

4. What color effects does Ruskin find in mountainous regions as compared with those of the plains? 405.

5. How do the flora of highlands and lowlands compare? 406.

6. The mountain streams, on the other hand, hurry along in cascades and cataracts. 406.

7. In the matter of foliage, which is richer, the mountains or the valleys? 407.

8. Are your sympathies throughout with this treatment of the subject or do you prefer a different aspect of nature?

   NOTE: It should be remembered that many of Ruskin's writings and the writings of other lovers of nature might profitably be studied in this way.

9. In Daphnis and Chloe, we have a beautiful Greek idyll. While treating of the awakening of love in shepherd and shepherdess, the descriptions make the tale attractive.

"For the wealth of pathless forests whereon no axe may fall;
For the winds that haunt the branches, the young bird's timid call;
For the red leaves dropped like rubies upon the dark green sod;
For the waving of the forests–We thank thee, O our God!

For the lifting up of mountains in brightness and in dread;
For the peaks where snow and sunshine alone have dared to tread;
For the dark of silent gorges whence the mighty cedars nod;
For the majesty of mountains–we thank thee, O our God!"

VOLUME VII

III. Life Out of Doors

"The outer world, from which we cower into our houses, seemed after all a gentle, habitable place; and night after night a man's bed, it seemed, was laid and waiting for him in the fields, where God keeps an open house." --Stevenson

1. Men in different ages have tried to find themselves in solitude. Thoreau's experiences are in a general way commonly known, but there is much pleasure to be derived from a thorough reading of his books. 483.

2. Why does he say he went to live in the woods?

3. What surroundings had he there?

4. Did Thoreau find the solitude depressing? 488.

5. It will be remembered that Robert Louis Stevenson prolonged his life by years spent practically out-of-doors. Read his Travels with a Donkey. 415.

6. How is night different under an open sky than inside?

7. What does Stevenson mean by "nightly resurrection"?

8. Note his description of breaking day. Book 8:419

VOLUME VII

IV. Birds and Their Enemies

1. What leads Burroughs to the conclusion that all birds know their enemies? 426.

2. Do the birds find the owl companionable?

3. What is said of the silence of birds which secret their nests?

4. What are some of the dangers that beset the life of birds?

5. What does Burroughs think of the so-called collectors? 430.

6. What determines whether or not egg and bird collecting is justifiable?

7. Note that this celebrated naturalist urges that a very considerable acquaintance can be made without killing the birds. The average person would perhaps like to know enough of the birds to name them and understand something of their habits. Certainly it is more interesting for such a knowledge to study a live bird than a dead one.

8. What is said of the barbarous custom of wearing birds?

9. It may be noted in this connection that while many women still go about with so many feathers upon their heads that a primitive Indian, suddenly returning to life, would find a strange familiarity about him, nevertheless much of such decoration is now manufactured from the feathers of domestic fowls. Audubon societies in various parts of the country have done much to lessen this astounding evil.

NOTES

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VOLUME VIII

DELPHIAN READING COURSE STUDY GUIDE

VOLUME VIII

"*There is an art of reading, as well as an art of thinking, and an art of writing*." –Disraeli

ENGLISH HISTORY

"Who would trust England, let him lift his eyes
To Nelson, columned o'er Trafalgar Square,
Her hieroglyph of duty, written where
The roar of traffic hushes to the skies;
Or mark, while Paul's vast shadow softly lies
On Gordon's statued sleep, how praise and prayer
Flush through the frank young faces clustering there
To con that kindred rune of Sacrifice.

O England, no bland cloud-ship in the blue,
But rough oak, plunging on o'er perilous jars
Of reef and ice, our faith will follow you
The more for tempest roar that strains your spars
And splits your canvas, be your helm but true,
Your courses shapen by the eternal stars."

–James Lincoln

II. Early History

1. Is it believed the England was always an island? 2.

2. What is known of Prehistoric Britain? 3.

3. What did the Roman conquest amount to, from the standpoint of English history? 5.

4. Whence comes the name England? 6.

5. Norsemen invaded the greater part of Europe in the Middle Ages. When did they visit England? 11.

6. Which of the Saxon rulers accomplished most for the country? 8.

7. Read certain extracts from King Alfred's Code of Laws. 9.

8. What possible claim did William the Norman have to the English throne? 12.

9. What benefits did he confer upon his subjects? What injuries? 12-13.

10. What were some of the results of the Norman conquest? 14.

II. Rise of the English Nationality

1. What were the Constitution of Clarendon and what trouble did they entail? 17.

2. On what pretext was the Hundred Years War opened? 20.

3. Can the part played by Joan of Arc be explained? 21.

4. Trace the incidents leading to the separation of England from the Church of Rome. 24.

5. What effect did the defeat of the Spanish Armada have upon colonization in the New World? 27.

6. Show how Shakespeare's play, The Tempest, was a product of its times. 28.

7. What was the theory of the Divine Right of Kings? 29.

8. Account for the Civil War which broke out under Charles I. 32.

9. Explain why the revolution of 1688 is frequently spoken of as the "bloodless revolution."

10. Were the people or the kings finally successful in the struggle for power?

II. Later English History

1. What important change came into the administration of government with the accession of George I? 37.

2. What caused a panic during his reign? 37.

3. To what extent did the Napoleonic wars affect England? 39.

4. What industrial change gradually came about in this country? 40.

5. Many reforms have been effected in recent years. What are some of these?

6. What poet aroused public sentiment in favor of Child Labor laws? 42.

7. When was the first international exposition held? 83.

8. How many have been held since?

BOOKS FOR FURTHER READING

English Histories

- History of the English People, Green
- English History, Bright 4 volumes
- History of England, Oman
- Short History of England, Cheyney
- Industrial and Social History of England, Cheyney
- Source Book of English History, Kendall

VOLUME VIII

"In the best books, great men talk to us, with us, and give us their most precious thoughts. Boks are the voices of the distant and the dead. Books are the true levelers. They give to all who will faithfully use them the society and the presence of the greatest of our race."

–Channing

ENGLISH LITERATURE

English literature is the expression in memorable poetry and prose of the life and character of the English people. In English history we see the character of the people revealed through action. The English people establish a great nation: the English nation founds a great colonial empire. The English extend their language to the ends of the earth: they build up one of the noblest and richest literatures known to history. How have they been able to produce this literature? Not because they were naturally fond of talking, like the Gauls; not because they had any peculiar talent for making verses, or any especial turn for saying graceful or pretty things. English literature, like English history, is memorable and inspiring because it is the genuine expression of a great race. When a brave, earnest man, who has felt, and seen, and done much, tells you his innermost thoughts, he is worth listening to; and when a nation like the English speaks to us out of its heart through its books, its books are worth reading. For more than fourteen hundred years, generation after generation of Englishmen has tried to put something of its life into words. At first the attempts were crude and imperfect; the nation struggled to speak through the rough song of some heroic deed or the brief chronicle of historical events; but as time went on, the soul of the people found a readier and fuller utterance in ballad and drama, and epic and novel, in books on religion, or history, or philosophy. So that at last in that long succession of books which make up English literature, we have the record of the inner life of the people, of the loves and hatreds, doubts and fears, hopes and beliefs of each succeeding generation; the story of the nation, told by the nation itself for those who can read and understand."

–Pancoast: History of English Literature

II. English Literature Before Shakespeare

1. What stories were included in the Legends of King Arthur? See Volume V, page 117. What modern poet has set them forth in new form? Volume VIII, page 278.

VOLUME VIII

2. Who has been called the Father of English poetry? What poems did he write? 57.

3. What was the plan of the Canterbury Tales and whence came their title? 61.

4. Try to read the Prologue on p. 62. If unwilling to make the effort to read the old English, read instead The Knight's Tale, which has been thrown into modern English. 75.

5. William Langland was one of Chaucer's contemporaries. For an account of his writings, see p. 87.

6. Toward the close of the fifteenth century, ballads were very popular in England. These ballads are the most important contribution between the time of Chaucer and Spenser. Some sang of Robin Hood and his bold followers. Chevy Chase is as famous as any.

7. Note that the introduction of printing into England wrought great changes in the literary world.

8. Spenser has been called the Poet's Poet. Can you imagine why? 106.

9. For an example of his exquisite use of language, read The Epithalamion. 111.

10. The Faery Queene is an allegory. What is meant by the term allegory? 116.

11. Read the first canto of the Faery Queene. 117.

12. What poet do you enjoy better, Chaucer or Spenser? Can you tell why?

II. From Shakespeare to Scott

NOTE: Shakespearean literature is considered in connection with The Drama.

1. What conflicting elements manifested themselves in the life of Bacon? 366.

2. What application did he make of the old story of Atalanta and Hippomenas? 372.

3. What value did Bacon place upon travel as an educational factor? 373.

4. For an account of Milton's life, see 127.

5. One who finds Milton's style somewhat difficult to enjoy should first study his more musical poems. For example, read L'Allegro. 130.

6. While Paradise Lost is one of the world's great productions, it is probably read less today than it was one hundred years ago. Can you account for this?

VOLUME VIII

7. Under what circumstances was Pilgrim's Progress written? Fifty years ago this book was more generally known than today. Do you know why? 360.

8. Note that his many gifts prevented Dryden from becoming one of the world's best writers. With what motive did he write Absalom and Achitophel? 154.

9. Alexander's Feast will be appreciated by many who care little for other productions of Dryden. 159.

10. What papers did Steele and Addison edit? 376.

11. The de Coverly papers are among the delightfully quaint writings in our literature. Read A Country Sunday, 384. Sir Roger in Love, 386.

12. Against what difficulties did Pope have to struggle? 165.

13. The story of Heloise and Abelard is famous in history. Read the poem entitled "Eloisa to Abelard." 166.

14. What is known of Goldsmith's life? 189.

15. Read The Deserted Village. 191

16. Do you enjoy Goldsmith's prose writings?

III. From Burns to the Victorian Era

1. It is convenient to consider the poetry of Robert Burns at this time, although, to be sure, he was a native of Scotland. What is said of his life? 196.

2. Read The Cotter's Saturday Night and Tam O'Shanter.

3. Lord Byron was a great genius. What is known of his life? 208.

4. Childe Harold brought Byron immediate fame. Read the description of the ocean given. 213.

5. How did Byron meet his death? 211.

6. Thomas Moore's melodious songs are familiar in many households. Some of them are given. 249.

7. Byron, Moore, and Shelley were friends with close associations. Contrast the lives of Shelley and Byron. 225.

8. Shelley's Ode to the Skylark is unsurpassed. 227.

9. In The Sensitive Plant, Shelley is believed to have half revealed his own personality. 227.

10. Keats died at the age of twenty-five, and yet had produced poems which will endure. While not causing his death, unquestionably harsh verdicts of English critics did something to hasten it. 236.

11. The Elgin marbles inspired several of his poems. Refer to Greek architecture for an account of them.

12. Leigh Hunt was a friend of Keats and was a contemporary writer. It would be well for one to memorize his Abou Ben Adhem. 245.

13. Wordsworth, Coleridge and Southey are known as the Lake poets, from the circumstance of their having lived in the Lake district of England. What is said of Wordsworth, his life and works? 263.

14. Read his Ode to Immortality; also The World is Too Much With Us. 268.

15. With whom did Coleridge first publish his poems? 255.

16. What well-known poem did he write? 256.

17. How do the writings of Southey compare with those of these last two poets? 255.

IV. Victorian Literature

NOTE: It is well to get in mind some of the influences which have shaped, to a greater or less degree, the literary expression of this important era.

1. Tennyson is the representative poet of the period. What is said of his life and literary career? 276.

2. Could one who had dwelt only in cities appreciate The Poet's Song?

3. Probably Tennyson had in mind the favor and disfavor of his own style when he wrote The Flower. 285.

4. What life experience impelled him to write In Memoriam? 278.

5. Certain poems bring vivid pictures before the eyes of the reader–for example, read Wordsworth's *Daffodils*, and Tenyson's *Break, Break, Break*. 292.

6. Tennyson often voiced the feelings and social unrest of his age. Read Locksley Hall; for conflicting religious ideas, read The Two Voices; concerning the higher education of women, The Princess, etc.

7. The beautiful life and courtship of Elizabeth Barrett and Robert Browning is well known. Note what is said of Mrs. Browning's early years. 294, 331.

8. For one unfamiliar with her writings, it is good to read some of the shorter ones first. A Portrait, 332. The Swan's Nest, 335. The Cry of the Children was influential in bringing about a much-needed reform. 338.

9. Much of Matthew Arnold's poetry bears witness to his unhappy condition when, having left his father's pious household, he was plunged into the reactionary spirit of a great university. Such a period preceded the dawn of liberal religious thought. For some comment upon his life, see 320.

10. Read his Human Life. What does it imply? 323.

11. It is no longer the custom to find Browning a sealed book. For the student first making his acquaintance of his wonderful productions, some of the simpler ones are cited. For a certain lyrical effect read Love Among the Ruins. 312.

12. The Cavalier Tunes readily lend themselves to music. 309.

13. Pippa's Song is taken from Pippa Passes, a dramatic poem which throws into strong relief the effect of one life upon another, even though the influence is unconsciously exercised. Pippa, a poor factory girl, goes out to enjoy her one yearly holiday. For her own diversion she fancies herself now one, now another of the notable personages in her town. Her happy songs float into several groups of people, inspiring them to truer action. The whole poem should be read frequently. See Volume V, page 477.

VOLUME VIII

14. Browning is the optimist, whose verses ring clear with a confidence of a life which conquers death. In this respect they may be contrasted with the heart-torn laments of Arnold and even the faith which holds on in spite of doubt in Tennyson.

15. Swinburne is perhaps not yet correctly estimated. Note what is said of him. 315.

16. During the early part of the Victorian Era, Carlyle was uttering many a needed message. Read his wholesome essay on Work, 394.

17. No writer has possessed a more masterly command of English than Ruskin. Read what he says of Mountain Glory, 403.

18. Within a certain limited scope, Jean Ingelow wrote poems which are well known. Her Songs of Seven are among her best efforts. 341.

19. Henley's poems are favorite with many. They are self-explanatory and need no comment. 346.

VOLUME VIII

I. Review of French History

1. Did the incoming Franks crush out the earlier Latin civilization in France? 431.

2. In what sense was Hugh Capet king of France? 432.

3. What four important events tended to weld the kingdom together? 433.

4. What benefit did the kings realize from the destruction of the Templars? 434.

5. What were the real causes of the Hundred Years War? 434.

6. What wild dream had Charles VIII for France? 435.

7. Why did many rulers oppose the Reformation movement? 436.

8. What is said of the course of the Reformation in France? 436.

VOLUME VIII

9. What reasons are apparent for the failure of France to hold extensive possessions in the New World? 440.

10. Read the words of Louis XIV regarding the Divine Right of kings. 438.

11. What far reaching causes led ultimately to the French Revolution? 442.

12. Upon the assembling of the three Orders, what complications arose? 444.

13. Why was the Tennis Court Oath important? 446.

14. For what purpose had the Bastille been used, and why was it attacked? 447.

15. What four distinct elements were represented in the National Assembly? For what did each stand? 449.

16. What influence did the Jacobin Club have? 450.

17. Was the flight of the king justifiable? 451.

18. Can you compare it to any recent circumstance?

19. Why should one distinguish between the Reign of Terror and the French Revolution? 452.

20. How can we explain the rapid spread of this revolution to other countries? 455.

21. Is it possible to explain the career of Napoleon? 461.

22. What was the result of the Franco-Prussian War? 464.

II. Germany

1. Note the rapid rise of Prussia. This is one of the most remarkable facts in Germany history. 466.

2. What needed reforms were enacted under Stein's leadership? 468.

VOLUME VIII

3. What was the policy of Metternich? 469.

4. What is said of the character of Bismarck and the policy that he inaugurated? 470.

5. Note that by the Treaty of Prague, Austria was forced out of the Confederation. 470.

6. What causes led to the Franco-Prussian War? 472.

7. Why did Bismarck exact such heavy terms in the treaty? 472.

8. What is said of Bismarck's withdrawal from public life? 473.

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VOLUME IX

DELPHIAN READING COURSE STUDY GUIDE

VOLUME IX

"Art is–and it will always be so more and more–one of the greatest powers which work at the destruction of those barriers which have been erected against human intercourse by national distinctions." –Wolkonsky

I. Mediaeval Art

1. Where can we find earliest examples of Christian art? 9.

2. What do you understand by the catacombs?

3. Explain why early Christian art so closely resembled Roman art. 10.

4. Why did the Christians soon begin to use symbols to express their meanings? 10.

5. How were mosaics made and what purpose did they serve? 17.

6. How do you account for the new conceptions of art, set forth first by the Byzantine school? 20.

7. In what ways did the Church hamper early Christian art?

8. Study the missals contained in the volumes of the Delphian Course in connection with the matter of illuminated texts. 101.

9. Does one see this kind of decoration today?

BOOKS FOR FURTHER READING

Early Christian Art

- Story of the Catacombs, Hedges
- Christian Art, Walter Lowrie
- Monuments of the Early Church, Walter Lowrie
- Arts and Crafts in the Middle Ages, Julia Addison

II. Early Italian Painters

1. Who has been called the Father of Italian Painting? 22.

2. In what respects did his Madonna surpass those of earlier artists? 22.

3. Where may much of Giotto's work be seen today? 23.

4. What is a campanile? 24.

VOLUME IX

5. Characterize the painting of Fra Angelico. 25.

6. How was he esteemed by his acquaintances? 26.

7. What message did Masaccio give the world? 26.

8. Compare the work of Filippo Lippi with that done by Fra Angelico. 27.

9. The term realistic means what? 29.

10. Note the wonderful career of Leonardo da Vinci. 30.

11. What were his masterpieces? 32.

12. Is Botticelli's style popular today or not? 30.

13. Study in connection with these artists the reproduction of their various paintings, as shown in these books.

VOLUME IX

III. Later Renaissance Art

1. Who was the great sculptor of the Renaissance? 33.

2. What celebrated painting did he undertake? 35.

3. Contrast Angelo's life with that of Raphael. 37.

4. Some consider the Sistine Madonna the most wonderful painting in the world. Compare it with the Madonna of the Chair. 38.

5. What were the Sistine tapestries? 38.

6. Wherein lies the charm of Correggio's painting? 40.

7. What is perhaps the most wonderful Christmas picture ever executed? 41.

8. Titian's life was long and eventful. Note such facts as are mentioned. 41.

9. What effect did sojourn in Venice seem to have upon his style? 43.

10. Whom do you consider the greatest painter in Italy of the Renaissance? Which one do you enjoy the most?

OTHER BOOKS OF RENAISSANCE ART

- Renaissance in Italian Art, Brinton
- Painters of the Renaissance, Berenson
- History of Painting, Muther
- Art of Italian Renaissanc, Wolfflin
- Painting in Italy, Crowe and Cavalcaselle, 6 volumes
- Paintings of Florence, Julia Cartwright
- Pictures and Their Painters, L. M. Bryant. Very useful for beginners.
- Frescoes of the Sistine Chapel, Philips
- How to Study Pictures, Charles Cafin

BOOKS ON INDIVIDUAL ARTISTS

- Michel Angelo, Grimm 2 vol.
- Masterpieces in Color, ed. T. L. Hare
- The Art Galleries of Europe, Potter

ARCHITECTURE

- Character of Renaissance, Charles Moore

VOLUME IX

MODERN PAINTING

I. French Art

Corot is the father of modern landscape. There is not one landscapist, whether he knows it or not, but proceeds from him, but what imitates him. I have never seen a picture of Corot's that was not beautiful, a line that not something . . . . Among modern painters, Corot is the one who, in color as in other things, has the most points analogous to Rembrandt. The shades are golden with one and grey with the other, but both use the same means to procure the light and show of a tone." –Constant Dutilleux.

1. What two early centers of art were there in France? 79.

2. Two well-known Italian artists were induced to come to France. Who were they? 79.

3. How may we account for the strong Flemish influence felt in the early seventeenth century in France? 80.

4. How has Hazlitt characterized the Poussinesque landscape? 81.

5. What kind of pictures did Claude Lorrain paint? 81.

6. What is said of the art fostered by Louis XIV? 81.

7. Contrast the pictures by Watteau and those done by Chardin. 82.

8. Note that other countries were robbed of art treasures for the glory of France during the Napoleonic wars.

9. Who were the Barbizon painters and why so-called? 85.

10. Read Corot's description of dawn. 87.

11. What was Rousseau's feeling about trees? 88.

12. Millet painted poems of labor. Read what is said of his life and work. 88.

13. Do you enjoy his pictures?

14. What are greatest among Rosa Bonheur's paintings? 92.

15. Of the several French artists have considered, which appeals to you most?

VOLUME IX

II. Art in the Low Countries

Van Dyck heightens the statures that Rubens made too stout; he indicates less muscle, less relief, fewer bones, and not so much blood. He is less turbulent, never brutal; his expressions are less gross; he laughs but little, has often a vein of tenderness, but he knows not the strong sob of violent men. He never startles; he often corrects the roughness of his master; he is easy because his talent is prodigiously natural and facile; he is free and alert, but he is never carried away . . .

"In every case he has, more than his master, a feeling for draperies well put on, for fashion; he has a taste for silky stuffs, for satins, for ribbons, for points, for plumes and ornamental swords." –Fromentin

1. Why is it necessary to consider Dutch and Flemish art separately? 46.

2. What indications are there that the Flemish people were naturally fond of gaiety, luxury, etc? 47.

3. It is interesting to read "The Cloister and the Hearth" when studying the Van Dycks. 50,

4. Who was the true founder of Flemish art? 50.

5. How would you describe Rubens' peculiar genius? Do his painting please you?

6. Compare his work with that of Van Dyck. 51.

7. How has the general nature of the country affected Dutch art? 53.

8. Franz Hals was a remarkable painter. Note what is said of him. 55

9. Why is it said that Rembrandt belongs to no time or place? 56.

10. What was his unhappy experience with the painting popularly known as The Night Watch? 58.

11. Is Rembrandt popular today?

12. How do his paintings rank?

III. Painting in Germany

Hardly any master has scattered with so lavish a hand all that the soul has conceived of fervid feeling or pathos, all that thought has grasped of what is strong or sublime, all that the imagination has conceived of poetic wealth; in no one has the depth and power of the German genius been so gloriously revealed as in him." –Lubke

1. What was the first art center in Germany? 64.

2. Who founded a school here? 64.

3. Who was the greatest of German painters? 68.

4. What city is closely associated with him? 66.

5. What great Italian painter did Durer meet on his visit to Venice? 67.

6. Compare Holbein and Durer.

7. How do you account for the unusual detail in his George Gisze? 65.

IV. Spanish Art

"Velasquez is in art an eagle; Murillo is an angel. One admires Velasquez and adores Murillo. By his canvases we know him as if he had lived among us. He was handsome, good and virtuous. Envy knew not where to attack him; around his crown of glory he bore a halo of love. He was born to paint the sky." –De Amicis

1. To what extent did the Moors permanently affect Spanish art and architecture? 71.

2. What hampered the development of early Spanish art? 71.

3. What was the nature of Ribera's work? 73.

4. Who are the great painters of Spain? 73.

5. Note the versatility of Velasquez. 74.

6. What effect did Ruben's visit to Spain have upon him? 74.

7. Note that Velasquez is one of the few great world painters. 74.

8. Contrast his life with that of Murillo. 75.

9. Many of Murillo's pictures of street children are among the general favorites today. 75.

10. Do you consider Murillo one of the greatest painters?

BOOKS FOR FURTHER READING

- Story of Dutch Painting, Caffin
- Master Painters of Britain, White

VOLUME IX

- French Art, Brownell
- Modern French Masters, Van Vorst
- Royal Palaces of Spain, Calvert
- Millet and the Barbizon School, Arthur Tomson
- History of French Painting, Stranahan
- Art Galleries of Europe, Potter
- The Prado, Calvert
- Murillo, Calvert
- Velasquez, Breal
- Paintings of the Louve, Mahler
- Rembrandt, Hurll
- Rembrandt, Breal
- Story of Spanish Painting, Caffin
- Story of American Painting, Caffin
- How to Study Pictures, Caffin

VOLUME IX

RUSSIAN HISTORY AND LITERATURE

"Formerly I witnessed the phenomena of life without thinking whence they came, or why I witnessed them.

"Subsequently I realized that all I see is the outcome of light, which is understanding. And I was so glad to have brought everything into harmony, that I was quite satisfied in acknowledging the understanding alone to be the source of everything.

"But after that I saw that the understanding is a light which reaches me through a kind of dim glass. I see the light, but its source I do not know. Yet I know that the source exists.

"This same source of light that enlightens me-a source I do not know, but the existence of which I do know–is God," . . . .

"It is astonishing how I could formerly fail to see the indubitable truth, that behind this world and our life in it, is some one, something, that knows why this world exists, and why we in it, like bubbles in boiling water, rise, burst and disappear.

"It is certain that something is being done in this world, and that by all living beings; being done by me, by my life.

"Otherwise, this sun, those seasons, and above all wherefore the three-year-old child, frenzied with superabundance of life; that old woman who has outlived her reason, or yonder lunatic? These separate beings, which in my eyes evidently have no meaning, and which are yet living so vigorously, are so tenacious of life, and in whom life is so freely planted, those beings more than anything convince me that they are wanted for some purpose that is wise and good, and inaccessible to me."

–Tolstoi: Thoughts on God

I. Russian Literature

1. What three Russian novelists have become world-famous? 476.

VOLUME IX

2. How can we account for the late literary development of Russia? 476.

3. Where are the beginnings of Russian literature to be found? 477.

4. Note how strong was the influence of France during the reign of Catherine II. 479.

5. What brought a reaction in this regard? 480.

6. How does Pushkin rank among Russian writers? 481.

7. See how strong are the pictures in the short citations: The Cossack Mother, and The Cossack Father 484, 485.

8. A fine description of Russia is given by one of her loyal sons. 487.

9. Turgenieff is well known in many lands. 488.

10. Count Tolstoi towers far above his contemporaries, and will be regarded in all probability as the most remarkable character in the late nineteenth and early twentieth centuries. 510.

11. Why has the whole world paid homage to this man?

BOOKS FOR FURTHER READING

- Russia: Story of the Nations Series
- Russia, Wallace
- Russia, George
- Russian Literature, Waliszewski
- Literary History of Russia, Bruckner
- Russia and Turkey in Nineteenth Century

THE ENGLISH NOVEL

The Novelist

His heart is like no lonely peak,
No cloud-robed, thunder-blasted crest;
His heart is like a wayside inn
Where every traveller can rest.
They come from far and over-sea,
From North and South–he lets them in–
His door swings wide for men of grace,
He shakes the hands of men of sin.

The lofty great among his guests
With placid pose ignore the small,
Th' unnoted small avoid the great,
But he, their landlord, greets them all.
He lives there where the cross-roads meet
The turnpike road, that stretches far;
He greets the wanderers of the world
Who come from under every star.

And guests who wear their hearts concealed,
Who shroud themselves in silence grim,
Reveal to him their secret shrines
And show their inmost souls to him.
He finds them; and they cannot hide,
For every man he meets his plan
Is, to go forth from out himself
And straightway to become that man.

And to the world-inn of his heart,
That stands beside the world's highway,
They throng from all the roads and lanes
And come and enter night and day.
His heart is like no lonely peak,
No cloud-robed, thunder-blasted crest;
His heart is like a wayside inn
Where every traveller can rest.

–Sam Walter Foss

VOLUME IX

I. Beginnings of the English Novel

1. What famous tale is known as the first English novel? 186.

2. What is the character of this story? 186.

3. Note what is said of the author. 187.

4. Under what circumstances did Samuel Richardson write "Pamela; or Virture Rewarded"? 196.

5. What change may we note in public opinion in connection with it? 197 .

6. What is said of the author of the Vicar of Wakefield?

II. The Historical Novel – Scott

1. Just as we may say that Fielding was the "Father of the English Novel," although earlier English novels had been written, so we may say that Scott created the historical romance, notwithstanding that attempts in this field had been previously attempted.

2. Note what is said of the life of Scott. 227.

3. By what name were his novels long known? 227.

4. Note that with much the same spirit as had once prompted Shakespeare to teach the English people the course of their past history by a series of historical plays, so Scott set to work to picture life of seven centuries for his countrymen. The Waverly Novels extend practically from the time of William Rufus to the dawn of the nineteenth century.

5. Read the citation from Ivanhoe, 229. This story pertains to the time of Richard the Lion-hearted–when Saxon and Norman were gradually being welded into a united nation, when Robin Hood and his men sallied forth from Sherwood Forest to avenge wrongs done to the common people.

6. The Bride of Lammermoor is not necessarily classified with the historical novels, although containing certain historical facts.

7. The thrilling account of Queen Elizabeth's visit to Kenilworth may be read on 237.

8. Scott loved to write stories of Scotland and the Scottish clans, from one of which he was directly descended. Rob Roy is such a story.

TABLE OF SCOTT'S NOVELS

Historical

- Scotch–Waverley, Legend of Montrose, Old Mortality, The Monastery, Abbot, Fair Maid of Perth, Castle Dangerous
- English–Ivanhoe, Kenilworth, Forthunes of Nigel, Peveril of the Peak, Betrothed, Talisman, Woodstock.
- European–Quentin Durward, Anne of Geierstein, Count Robert of Paris

VOLUME IX

Personal

- Guy Mannering, Antiquary, Redgauntlet, Pirate, Rob Roy, Two Drovers, Black Dwarf, Highland Widow, St. Ronan's Well, Surgeon's Daughter

III. Later Nineteenth Century Novelists

1. Dickens remains a master in the field of fiction. Note the rise of his popularity. 250.

2. Which of Dickens' stories have you read? Which do you best enjoy?

3. Pickwick Papers is a volume full of fun, and in this respect, Dickens never created anything greater. 253.

4. Is Dickens as popular now as formerly? Does this prove anything concerning the ability of contemporaries to judge a writer correctly?

5. To what extent did Thackerey reveal himself in his books? Compare him in this respect with Dickens. 269.

6. Vanity Fair has been dramatized in part. Who has frequently played "Becky Sharp"? 271.

7. For an example of Thackeray's splendid satire, read the sketch from "The Newcomes." 275

8. Charles Reade made himself a factor in "the movement for recognition of the socially unfit and those unfairly treated." Some of his stories are today regarded as plainly melodramatic. 308.

9. Put Yourself in His Place is one of his strongest books. 311.

IV. The Psychological Novel – George Eliot

1. This is by no means an absolute classification. George Eliot was a realist who wrote in the latter part of the nineteenth century. This classification is made to place particular emphasis upon the fact that this writer dwelt so largely upon the development of character, the mental expansion. In analysis of human motive she surpassed any earlier novelist and remains the equal of any who have written since. This should be noted from time to time as one reads her stories.

2. For an account of George Eliot's life, see 283.

3. Silas Marner is a masterpiece. It concerns the middle class of rural England–of whom George Eliot wrote so charmingly. 287.

4. As you read this portion, see how repeatedly the writer lays stress upon the motive. 297.

5. One should by all means read The Mill on the Floss. From certain view points, this and Adam Bede are her truest creations.

6. Romola was the result of the author's attempt to transplant her powers to another country and a distant age. It is another study of human motive, but into it are woven many historical facts. The portion here selected has particular interest. 291.

7. Critics hold that these earlier works possess merit over the later ones–Felix Holt and Daniel Deronda–although Middlemarch is by many conceded to be George Eliot's finest story.

8. While much is made of motive analysis, it should not be forgotten that this writer was often magnificent in her description. Note for example, the following:

"While her poor little heart was being crushed under a weight too heavy for it, nature was keeping on her calm, inexorable way–unmoved and with terrible beauty. The stars were rushing in their eternal courses! The tides rose to the level of the most expectant weed. The brilliant sun was making busy day on the other side of this swift earth. Everywhere the tide of human thought and deed was hurrying and broadening onward. The astronomer was at his telescope; the great ships were laboring over the waves. The toiling eagerness of commerce, the fierce spirit of revolution, were only ebbing for a brief rest. The sleepless statesman was dreaming of the possible crisis of the morrow. What were our little Tina and her troubles in this mighty torrent, rushing on from one awful unknown to another? Lighter than the smallest center of quivering life in a water-drop; hidden and uncared for as the pulse of anguish in the breast of the tiniest bird that has fluttered down to its nest with the long-sought food and has found that nest torn and empty."

BOOKS FOR FURTHER READING

- Masters of the English Novel, Burton
- The English Novel, Sidney Lanier
- Development of the English Novel, Cross
- Introduction to the Study of English Fiction, Simonds
- The English Novel at the Time of Shakespeare, Jusserand
- Lives of All English Novelists and Their Writings

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VOLUME X

DELPHIAN READING COURSE STUDY GUIDE
VOLUME X

AMERICAN HISTORY

We do not read even of the discovery of this continent, without feeling something of a personal interest in the event; without being reminded how much it has affected our own fortunes and our own existence. It would be still more unnatural for us, therefore, than for others, to contemplate with unaffected minds that interesting, I may say that most touching and pathetic scene, when the great discoverer of America stood on the deck of his shattered bark, the shades of night falling on the sea, yet no man sleeping; tossed on the billows of an unknown ocean, yet the stronger billows of alternate hope and despair tossing his own troubled thoughts: extending forward his harassed frame, straining westward his anxious and eager eyes, till Heaven at last granted him a moment of rapture and ecstasy, in blessing his vision with the sight of the unknown world.

Nearer to our times, more closely connected with our fates, and therefore still more interesting to our feelings and affections, is the settlement of our own country by colonists from England. We cherish every memorial of these worthy ancestors; we celebrate their patience and fortitude; we admire their daring enterprise; we teach our children to venerate their piety; and we are justly proud of being descended from men who have set the world an example of founding civil institutions on the great and united principles of human freedom and human knowledge. To us, their children, the story of their labors and sufferings can never be without interest. We shall not stand unmoved on the shore of Plymouth, while the sea continues to wash it . . . . No vigor of youth, no maturity of manhood, will lead the nation to forget the spots where its infancy was cradled and defended . . . .

Our history and our condition, all that is gone before us, and all that surrounds, authorize the belief that popular governments, though subject to occasional variations, in form perhaps not always for the better, may yet, in their general character, be as durable and permanent as other systems. We know, indeed, that in our country any other is impossible. The principle of free government adheres to the American soil. It is bedded in it, immovable as its mountains.

The great trust now descends to new hands. Let us apply ourselves to that which is presented to us, as our appropriate object . . . . Our proper business is improvement. Let our age be an age of improvement. In a day of peace, let us advance the arts of peace and the works of peace. Let us develop the resources of our land, call forth its powers, build up its institutions, promote all its great interests, and see whether we also, in our day and generation, may not perform something worthy to be remembered.

–Daniel Webster: Bunker Hill Oration

VOLUME X

I. Age of Discovery

1. What conditions in the fifteenth century made it desirable to find a new route to the Orient? Page 2.

2. What writings gave zest to the desire? 3.

3. With what conviction did Columbus set sail from Spain? 3.

4. How do you account for the neglect which overtook Columbus before his death? 4.

5. Was the true situation concerning the New World understood at once? 4.

6. What part did Spain take in exploring the new continent? 5.

7. What motives prompted this? 6.

8. What parts of the present United States did Spaniards explore? 6.

9. The French attempted exploration where? 6. The English? 7.

10. How happened it that our continent was called by its present name? 7.

II. Age of Settlement

1. What were the first permanent settlements to be made in our country? 8.

2. Did Spain continue to hold her own? 8.

3. Did the defeat of the Spanish Armada have any effect in the part England afterwards played in America? 9.

4. What was the general character of those who were sent out by the London Company to people Virginia? 10.

5. In what respects was the political organization of Virginia a result of natural conditions prevailing there? 10.

6. When was the first legislative assembly ever convened in America?

7. Compare the settlement of Plymouth and Virginia. 11.

8. What was the situation in England in the seventeenth century when so many English flocked to the New England shores? 12.

9. What other nations planted colonies in the New World? 12.

III. The Beginnings of a Nation

A. Colonial Times

1. On what occasions did European wars lead to wars in America? 15. Is it plain why this came about?

2. Is it true that struggles between colonists and Indians fill many a page in our history? 15.

3. Note that the French and Indian War was a keen struggle between France and England for predominance. 16.

4. What differences in colonial policy is noted with regard to either country? 16.

5. How were the English colonies hampered by trade restrictions? Why were these imposed? 18.

B. The Articles of Confederation

6. Was it well that the states having "sea-to-sea" grants were required to cede lands west of the mountains to the general government? 21.

7. How do you account for the fact that for years feeling in the United States was local rather than general? 22.

8. What were the glaring defects of the government under the Articles of Confederation? 22.

9. What was the real situation here at the time? 23. Do you understand why this is known as the critical period of United States history?

10. What was the attitude of foreign powers toward the young Republic? 23.

11. What difficult problems confronted the Constitution Convention? 24.

12. Why did many patriotic men, such as Henry and Samuel Adams, oppose the new constitution? 25.

IV. After the Adoption of the Constitution

1. In what ways was it fortunate that Washington could remain at the head of the new government for eight years? 26. Would it have been well for him to have staid longer?

2. Why did the Sedition law call forth such opposition? 29.

3. For what reason did the Kentucky Resolutions cause alarm? 29.

4. How extensive was the land included in the Louisiana Purchase? 30.

5. What was the situation under which the Monroe doctrine was promulgated? 31. Have we ourselves continued to hold to it?

6. Why do you think it was that the Spoils System fell gradually into disfavor? 33.

7. Why have tariff bills in this country frequently been hard upon the South? 34.

8. Note the rise and progress of the slavery question in America, 35.

9. Why was Lincoln's death a serious blow to the South? 39. Was this understood at the time as it is today?

10. Note the unparalleled industrial progress in the United States during the last forty years. 43

BOOKS FOR FURTHER READING

- History of the American People, 5 vol. Woodrow Wilson
- History of the United States, 1801-1817, Henry Adams
- The American Nation–A History, ed. Hart
- Discover of America, etc. 11 vol. John Fiske
- American Commonwealths, states individually, ed. Scudder
- American History Series, 1492-1875
- American History Told by Contemporaries, ed. Hart
- English Colonies in America, 5 vol. Doyle
- Rise of Republic of United States, Frothingham
- History of the United States, Hildreth
- History of the People of the U.S., McMaster

VOLUME X

PROSE LITERATURE IN AMERICA

"As we go back in history, language becomes more picturesque, until its infancy, when it is all poetry; or all spiritual facts are represented by natural symbols. The same symbols are found to make the original elements of all languages. It has moreover been observed that the idioms of all languages approach each other in passages of the greatest eloquence and power. And as this is the first language, so is it the last. This immediate dependence of language upon nature, this conversion of an outward phenomenon into a type of somewhat in human life, never loses its power to affect us. It is this which gives that piquancy to the conversation of a strong-natured farmer or backwoodsman which all men relish.

"A man's power to connect his thoughts with its proper symbol, and so to utter it, depends on the simplicity of his character; that is, upon his love of truth and his desire to communicate it without loss. The corruption of man is followed by the corruption of language. When simplicity of character and the sovereignty of ideas is broken up by the prevalence of secondary desires, the desire of riches, of pleasure, of power, and of praise– the duplicity and falsehood takes the place of simplicity and truth, the power over Nature, as an interpreter of the will, is in a degree lost; new imagery ceases to be created and old words are perverted to stand for things which are not; a paper currency is employed when there is no bullion in the vaults. In due time the fraud is manifest, and words lose all power to stimulate the understanding or the affections. Hundreds of writers may be found in every long-civilized nation, who for a short time believe, and make others believe, that they see and utter truths, who do not of themselves clothe one thought in its natural garment, but who feed unconsciously on the language created by the primary writers of the country, those, namely, who hold primarily on Nature . . . .

"The poet, the orator, bred in the woods, whose senses have been nourished by their fair and appeasing changes year after year, without design and without heed, shall not lose their lesson altogether in the roar of cities or the broil of politics. Long hereafter, amidst agitation and terror in national councils, in the hour of revolution, these solemn images shall reappear in their morning lustre as fit symbols and words of the thoughts which the passing event shall awaken. At the call of a noble sentiment, again the woods save, the pines murmur, the river rolls and shines, and the cattle low upon the mountains as he saw and heard them in his infancy. And with these forms, the spells of persuasion, the keys of power are put into his hands."

–Language: Emerson

VOLUME X

I. Beginnings of American Literature

A. Colonial Writings

1. It should be noted that the exigencies of early years in America precluded any chance for literature, properly so-called, to develop. A certain degree of leisure and relief from cure must precede literary effort. Such writings as survive were letters sent to friends in England describing life in the New World; diaries, wherein were chronicled events of interest; pamphlets, etc. 255.

2. Note that Captain John Smith wrote a history of Virginia. 255, 259.

3. Cotton Mather belonged to a strong, intellectual family. He wrote many pamphlets. 256, 265.

4. Who were some of the religious writers of this epoch? 256.

5. Would we regard the literature of this age as absorbing if we were obliged to depend largely upon it for diversion today?

B. Revolutionary Writers

6. Note that writings now took the form of printed orations, political pamphlets, etc. 268.

7. Who was the greatest writer of this period? 248, 270.

8. How do you account for the popularity of Poor Richard's Almanac? 272.

9. Do you enjoy reading Franklin's writings?

10. It might be noted in passing that to great armies of school children who have been compelled to read his Autobiography in school, the very name of Benjamin Franklin stands for much that is dry and uninteresting.

II. First Half of the Nineteenth Century

A. Washington Irving

1. Washington Irving is remembered today as an essayist and writer of descriptions and sketches. While he also wrote histories and biographies, these are little read at the present time. 279.

2. What is said of his life? 283.

3. Note that he once represented our country in Spain–this sojourn leading him to write The Alhambra. 284.

4. The story of Rip Van Winkle will be long a favorite–as it has been for years past. 286.

5. Who immortalized this play on the stage?

6. Are there still to be found schoolhouses like the one Irving describes on p. 300?

B. James Fenimore Cooper

7. Cooper was the novelist of adventure. He practically created the sea-tale, and never was more at ease than when describing a ship in the storm. 304.

8. Like Irving, Cooper was a loyal patriot, but he had a less happy way with men, making plenty of enemies at home and abroad. He became involved in broils that embittered his life and were of small importance after all.

9. To what European writer has he been compared? 305.

10. The Pilot is one of Cooper's best stories. 304.

11. The Deerslayer turns largely upon the death of an Indian chief. 306.

C. Nathaniel Hawthorne

12. Hawthorne's private life was delightful. However, he never moved with ease among men. 322.

13. For the principal events of his life, see p. 322.

14. What books did he write? 323.

15. The Scarlet Letter is one of the most extraordinary books ever produced in America. It has been translated into many foreign languages.

16. The Marble Faun is a story centering around the Faun of the Vatican and one who was thought to resemble it. 323.

17. Tanglewood Tales and the Wonder Book remain special favorites among young readers. In them Hawthorne relates stories of Greek gods and heroes most charmingly.

18. What is said of Ralph Waldo Emerson? 348.

BOOKS FOR FURTHER READING

- American Literature, Bronson
- History of American Literature, Trent
- Literary History of America, Wendell
- American Literary Masters, Vincent
- American Men of Letters, ed. Warner
- Bryant, Cooper, Curtis, Emerson, Franklin, Irving, Poe, Taylor, Thoreau, Hawthorne, Longfellow, Parkman, Prescott, Whittier.

AMERICAN POETS AND POETRY

He is the poet who can stoop to read
The secret hidden in a wayside weed;
Whom June's warm breath with child-like rapture fills,
Whose spirit 'dances with the daffodils.'

–Holmes

The Way to Sing

The birds must know. Who wisely sings
Will sing as they;
The common air has generous wings,
Songs make their way.
No messenger to run before,
Devising plan;
No mention of the place or hour
To any man;
No waiting till some sound betrays
A listening ear;
No different voice, no new delays,
If steps draw near.
'What bird is that? Its song is good.'
And eager eyes
Go peering through the dusky wood,
In glad surprise.
Then late at night, when by his fire
The traveller sits,
Watching the flame grow brighter, higher,
The sweet song flits
By snatches through his weary brain
To help him rest;
When next he goes that road agian,
An empty nest
On leafless bough will make him sigh,
'Ah me! Last spring
Just here I heard, in passing by,
That rare bird sing!'

But while he sighs, remembering
How sweet the song,
The little bird on tireless wing,
Is borne along
In other air, and other men
With weary feet,
On other roads, the simple strain
Are finding sweet.
The birds must know. Who wisely sings
Will sing as they;
The common air has generous wings,
Songs make their way.

–Helen Hunt Jackson

I. Early Writers of Verse

"All good poets, epic, as well as lyric, compose their beautiful poems, not as works of art, but because they are inspired or possessed." –Plato

1. Bryant grew up in western Massachusetts where the scenery is not unlike that of the Lake district in England. Unquestionably, he was influenced by the general picturesque surroundings amid which he lived. 363.

2. In general, what was the trend of his life? 364.

3. Thanatopsis was written before he was eighteen, but it should be remembered that only a youth with his environment and inheritances could thus have written. 365.

4. What frequently supplied the theme of his poems? 365.

VOLUME X

II. Best Known American Poets

A. Longfellow

1. Note the principal events in Longfellow's life. 372.

2. Why is he sometimes called the people's poet? 372.

3. In what field was he most at home? 372.

4. See what a picture he paints in his Twilight. 382.

5. Several of his shorter poems are here given. 374.

B. Lowell

6. What do you know of Lowell's life? 396.

7. What general qualities may be found in his poems? 396.

8. Why has Lowell been called our “representative writer”? 396.

9. What political issues called forth many of his poems? 396.

10. The Vision of Sir Launfal is one of the most beautiful of American productions. It repays one for careful study. 398.

11. Do you feel that this poem has a purpose? If so, what is it?

12. Which of its several descriptions seems to you most remarkable?

C. Holmes

13. What do you know of Holmes’ life? 408.

14. It is difficult to grasp the full significance of the Chambered Nautilus unless one has seen the nautilus shell. 410.

15. This poem should be memorized by all.

16. The quiet fun of Contentment is characteristic of Holmes. 411.

VOLUME X

III. Later American Poets

1. By different people Walt Whitman is differently estimated. Many are devoted to him; others do not find him tolerable. 452.

2. Note that Whitman served as a hospital nurse during the Civil War and under the strain lost his health, which he never recovered. 453.

3. Democracy, the brotherhood of man and fraternal spirit inspired many of Whitman's poems. Science fascinated him, but he was prone to drag into the full light of day whatever theme he touched upon-forgetting that twilight, dawn and even pitch darkness fill each a purpose. 453.

4. What kind of poems did Field write? 447.

5. Little Boy Blue and Wynken, Blynken and Nod are great favorites. 448, 449.

6. To what section of our land do most of Joaquin Miller's poems belong? 450.

7. Perhaps he never wrote anything nobler than his Columbus. 450.

"A musical thought is one spoken by a mind that has penetrated into the inmost heart of the thing; detected the inmost mystery of it, named the melody that lies hidden in it, the inward harmony of coherence which is its soul, whereby it exists and has a right to be here in the world."

–Carlyle

VOLUME X

BOOKS FOR FURTHER READING

- Study of English and American Poets, Clark
- American Literature, Bronson
- Poets of America, Stedman
- Poems of American History, Stevenson
- American Anthology, Stedman
- Pen Pictures of Modern Authors, Walsh
- Homes of American Authors, Curtis
- Builders of American Literature, Underwood
- Men and Letters, Scudder
- Introduction to American Literature, Matthews

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Organized by the 12-Month Rotation Schedule Used in the Well-Educated Heart

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