

***British Literature for  
Christian Homeschoolers***

**Volume 2:  
Short Stories, Essays, and Poems**

**Answer Key to Review Questions**

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### Week 3, Day 2 – “A Modest Proposal”

1. Look up and write a brief definition of the term *satire*. How does “A Modest Proposal” fit the description?

*A satire is “A literary device of writing or art which principally ridicules its subject often as an intended means of provoking or preventing change. Humor, irony, and exaggeration are often used to aid this” (www.wiktionary.com). “A Modest Proposal” clearly fits the description, because to make a point, the essay offers a “solution” that is obviously ludicrous.*

2. What, exactly, is Swift’s “modest proposal”? How will this proposal “solve” a number of problems?

*To take one-year-old babies of poor Irish and sell them for food for the wealthy, which will “solve” the problem of hunger in children, lack of money for poverty-stricken families, and what to eat when beef and bacon get to be too repetitive.*

3. How does the author’s use of statistics and arithmetic and talk of profit to try to “prove” his point affect the reader?

*It (ideally!) angers the reader into reasoning to himself, “He can’t possibly mean cannibalism! Even aside from that horror, human beings are not just numbers; they’re created in God’s image, and can’t be looked at as statistics and arithmetic problems, regardless of how someone ‘proves’ that such a proposal works.”*

4. List some instances of “black humor” that Swift employs to make his point.

*Swift says, among other things, that...*

- *his plan would be perfect for landlords, since they already “devour” the parents, and their poor tenants could use their children as rent money,*
- *children’s hides could even be used to make ladies’ gloves and men’s boots,*
- *it would be wrong to use young teenagers for meat, since the males would be too tough, and the females could be better used as breeders,*
- *parents won’t have to worry about the cost of feeding and clothing children after they’re a year old,*
- *it will increase and improve marriages, since more couples will want to get married so they can make money selling their children for meat, and fewer men will kick their expectant wives, since they might cause miscarriages and lose money, and*
- *the different-flavored meat would be a welcome change to the same old tiresome meat they always eat (perfect for weddings and christenings!).*

5. What is Swift trying to accomplish with the paragraph that begins “I can think of no one objection that will possibly be raised...”?

*When he says, “Therefore let no man talk to me of other expedients,” and then lists them, he is actually saying that these proposals are excellent and should have been already carried through by the government and the people themselves.*

6. Explain the hypocrisy of much of the non-Christian world when it (rightfully) smiles at an essay like “A Modest Proposal,” but follows (or supports) policies that are just as gruesome and horrifying.

*Answers will vary, but most readers will get the theme of Swift’s essay: that policies that impoverish and cause great harm to people—especially vulnerable children—are evil. But many in today’s world will turn right around and defend abortion or “mercy-killings,” or the economic policies of socialism or communism (which produce widespread poverty and shortages of goods, harming the weakest citizens).*

### Week 3, Day 3 – “Lord Randal”

1. What phrase is repeated in each stanza? What effect does this have by the last stanza?

*The phrase is “make my bed soon.” This gives the poem a rhythmic quality.*

2. How is the last line of the last stanza slightly different from the previous stanzas’ last lines?

*It says “I’m sick at the heart” instead of “I’m weary wi’ hunting.”*

3. What has happened to Lord Randal? What elements in the story make his end even more tragic?

*He has been poisoned by a woman he loves. What makes his end even more tragic is the fact that it is his mother whom he tells he is dying, and that he is handsome and young.*

### **Week 3, Day 3 – “Sir Patrick Spens”**

1. Write a short summary of “Sir Patrick Spens.”

*A Scottish king requests that Sir Patrick Spens—the best sailor in the area—go to retrieve his daughter from Norway. The sailors warn Sir Patrick Spens that the upcoming storm is too dangerous, but Sir Patrick Spens sails anyway. The ship reaches Norway in two days, but on the return to Scotland it sinks when it has hardly gone a few miles from sea, drowning everyone—Sir Patrick Spens, the sailors, the Scottish lords, and the king’s daughter. A number of ladies sit on Scotland’s shore, waiting in vain for the ship’s return.*

2. Why does the “fate” of Sir Patrick Spens seem especially tragic—and unjust?

*The Scottish king seems to use his authority to demand that Sir Patrick Spens sail in such dangerous weather, and in fact, it’s possible that the Norwegian king should have allowed Sir Patrick Spens to wait to sail back to Scotland until the weather was better, especially since they were probably fortunate to reach Norway, with the sailors warning that the weather was not good for sailing. The injustice of Sir Patrick Spens’s “fate” lies in how it seems that he had little choice but to obey the whims of the king, regardless of the danger to himself and his men.*

3. Write down one or two questions—ones about characters’ backgrounds or actions or motivations—that are not answered by “Sir Patrick Spens.”

*Answers will vary, but here are a few: Why was the king drinking? Why couldn’t he wait until the weather was better to see his daughter? Why was Sir Patrick Spens walking on the beach when he is asked to sail the ship? Why doesn’t he listen to his men and/or tell the king it is too dangerous to sail, and that he risks losing his daughter?*

### **Week 3, Day 4 – “The Mortal Immortal”**

1. How does Winzy view immortality at the story’s beginning?

*As burdensome, weary to the mind and soul, vexing, etc.*

2. Sum up the author’s backstory with Cornelius Agrippa.

*He works for him, but after he is held in disgrace (possibly falsely), he cannot get an assistant and asks him to be his; he refuses and runs away.*

3. Describe the alteration of Bertha’s position and character. How does this influence a major decision by Winzy?

*She is adopted by a rich woman, and becomes haughty and impatient with Winzy, whom Bertha's mother considers unworthy of Bertha's friendship. Bertha pulls from Winzy her relationship with Cornelius Agrippa and encourages her to return to him, which Winzy does.*

4. How does Bertha's position and character alter? How does this influence a major decision by Winzy?

*It is a "philter to cure love," and Agrippa warns Winzy not to drink it, lest he stop loving Bertha. Winzy drinks the potion because he wants to lose his love for Bertha, whom he thinks will never love him.*

5. What effect does the elixir have on Winzy? What unintended effects does it have on his life and the lives of others?

*It makes him feel light-headed and happy, but doesn't work as he had hoped, as he goes to meet Bertha to spurn her, but finds he still loves her. He stays lighthearted even after marrying Bertha, though his personality wasn't such before. And most importantly, the elixir elongates his life, which he learns from his conversation with Cornelius on his deathbed.*

*He doesn't age, but Bertha does, which makes him look like her son, and irritates Bertha. His lack of aging also raises suspicion in his neighbors, who believe he is involved in witchcraft and shun him and Bertha, making them poor, since they won't even buy his farm produce.*

6. What are Bertha and Winzy's individual obsessions? What does Winzy decide to do as he finishes telling his story?

*Bertha obsesses over Winzy's youthful appearance, and hoping he ages as much as she does. Winzy tires of life after outliving Bertha and constantly plans methods of suicide. He finally decides to do something dangerous and grand, to either make himself famous or die attempting it.*

7. Explain what these passages say about immortality:

- John 11:25-26 – Jesus says that He is the resurrection and the life, and that those who believe on Him, even though they die, will live.
- 1 Corinthians 15:50-53 – Flesh cannot inherit the kingdom of God, but one day Christians will be raised by Christ to have bodies that are changed—incorruptible, not capable of dying, instead of corruptible.
- 1 Timothy 1:17 – God has many magnificent attributes, one of which is immortality.

### Week 4, Day 1 – “Of Discourse”

1. What does Bacon say some speakers crave in having a conversation? What does he say they *should* desire? How is Solomon’s request of God in 1 Kings 3:5-9 related to this?

*In conversation, some people crave being told they’re witty or correct instead of being thoughtful and showing good judgement of what is truth. When God told Solomon He would grant him anything he wished, Solomon asked for discernment between good and evil.*

2. Explain the meaning of this sentence in “Of Discourse”: “The honourablest part of talk is to give the occasion; and again to moderate and pass to somewhat else, for then a man leads the dance.”

*The best part of holding a conversation is giving others an opportunity to converse, and to lead the conversation without seeming to dominate it.*

3. What does Bacon say is a good way to hold a conversation?

*To vary your topics: stories, opinions, asking questions, involving others, telling good jokes—not ones about religion, government, others’ business, poor persons, or sharp criticisms of others.*

4. Bacon refers to “saltness” and “bitterness” in conversation. What do you think is the difference between the two? How does Colossians 4:6 compare to this advice?

*“Saltness” appears to refer to adding flavor to a conversation and making correct, beneficial observations. Bitterness involves making truthful or perceptive observations in speech, but in a cutting or overly critical way. Colossians 4:6 admonishes Christians this way: “Let your speech be always with grace, seasoned with salt, that ye may know how ye ought to answer every man.”*

5. What does a person who constantly mocks others in his speech and makes them “afraid of his wit” face?

*Those who mock others, and make them afraid of their wit, will be afraid of others’ memories, remembering his mocking and avoiding him or getting even.*

6. What other major pieces of advice about conversation does Bacon offer to readers?

*Answers will vary, but here are examples:*

*Asking questions will result in learning, especially from those who are knowledgeable; plus, it gives them an occasion to demonstrate their knowledge, pleasing them.*

- *Don’t let others monopolize conversations*
- *Don’t pretend to know more than you do (or you’ll always be under suspicion).*
- *Don’t talk about yourself constantly.*
- *Don’t speak scornfully.*
- *Discretion of speech is more than speaking eloquently.*
- *Speaking agreeably to listeners is more important than being correct.*
- *Monopolizing a conversation is selfish.*

### Week 4, Day 2 – “Sonnet XVIII”

1. How, exactly, *does* the poet’s love compare to a summer’s day?

*She is “more lovely and more temperate” (more agreeable, more gentle, etc.).*

2. What two things does the poet say cause beauty to fade? Why does he say that his love's "eternal summer" shall not fade?

*He says that beauty fades because of "chance" or by "nature's changing course untrimm'd" (when nature simply takes its course, a beautiful woman grows old and less physically beautiful).*

*The poet says that the beauty of the subject of the poem will live on as long as there are men who live and can see, because...his poem will be read by them and let them know about her beauty!*

### **Week 4, Day 3 – "On Conversation"**

1. How does Cowper say that the English and the French differ in the way they converse?

*He says that English people require a reason to talk; the French, on the other hand, talk constantly, and talk the same way to both the higher and lower "classes."*

2. In the fourth paragraph, what does Cowper say is the main mistake of many conversationalists? What does he say is the "essence of conversation"?

*Some who try to be good conversationalists make the mistake of turning the whole conversation to themselves, instead of following the "essence of conversation," which is talking together.*

3. What does Cowper mean by saying we should "adapt the matter of our discourse to our company"?

*If not, the subjects we talk about will seem absurd, because of the lack of knowledge or interest in the chosen subject, and it will give the impression that you are simply talking about what you want to talk about, rather than considering your company.*

4. List several of what you think are the most memorable "Bad Conversationalists" Cowper names.

*Answers will vary, but here are most of them:*

*Attitudinarians and Face-makers are those who ruin conversation by making weird faces or bodily motions to indicate their feelings, instead of thoughtful words, like mimes. Smirkers and Smilers set off their speech with odd facial tics. Mimics try to (poorly) imitate the person they're talking with.*

*Emphaticals speak distinctly and loudly, trying to ram home their points with excessive elocution and force. Whisperers or Low-speakers get too close and often breathe their foul breath in your face. Other bad speakers are the Wits, who do nothing but utter witty remarks, the Whistlers or Tune-hummers, and the Brawlers, who speaks much too loudly.*

*Tattlers speak too femininely, which contrasts strangely with their maleness, Swearers and Half-swearers waste words on bad words and fake bad words, Sensibles speak dogmatically on trivial subjects, Wonderers constantly...wonder, Phraseologists take too long to explain their points, and Silent Men seem afraid to talk.*

5. What is Cowper's main point in comparing man's speech with the "speech" of animals?

*Good conversation distinguishes man from the animals. The tongue should be used for good, not evil. Some speakers can be compared to animal counterparts: Praters with parrots, chatterers with monkeys, Grunters and Growlers with hogs, Snarlers with dogs, Spitfires with wild cats, Complainers with screech-owls, repetitive Storytellers with cuckoos, Critics with venomous serpents.*

6. What does God's Word teach about speech in Proverbs 10:8, Proverbs 15:26, Proverbs 17:27, 1 Corinthians 2:1-5, Colossians 4:6, Titus 2:7-8, and James 3:1-12?

*Proverbs 10:8 – A man who talks too much is a fool and will fall.*

*Proverbs 15:26 – “The words of the pure are pleasant words.”*

*Proverbs 17:27 – “He that hath knowledge spareth his words.”*

*1 Corinthians 2:1-5 – Paul had no “excellency of speech” or “enticing words of man’s wisdom,” so the faith of his converts should be in God’s power, not his great speaking techniques.*

*Colossians 4:6 – Our speech should be “with grace, seasoned with salt.”*

*Titus 2:7-8 – Our speech should be “sound,” so no one can accuse us of evil.*

*James 3:1-12 – The tongue is a monstrous evil, like a rudder that turns a mighty ship, and can hardly be tamed by man.*

*Christians should not utter both blessings and cursings from the same mouth.*

7. Name another type of Bad Conversationalist that we see in the modern age, with a short description of why this type of conversationalist needs work on speaking appropriately with others.

*Answers will vary!*

#### **Week 4, Day 4 – “Sonnet CXVI”**

1. What is the definition of true love, according to “Sonnet CXVI”?

*Love is an act that does not alter when the object of love changes; it is steady and is not shaken by “tempests” (difficulties or challenges); it is not “Time’s fool”—that is, love does not end just because a person’s looks decline through age; love lasts forever, “even to the edge of doom.”*

2. Explain the lines “It is the star to every wandering bark / Whose worth’s unknown, although his height be taken.”

*Love is a fixed, unwavering entity, like the North Star; the North Star is similar to love, because although we can use scientific instruments to find the distance to it and use it to guide sailing ships, its true worth cannot be measured.*



### Week 5, Day 2 – *The Canterbury Tales*

1. Sum up the reason for the group’s trip. How many are in the convoy? How does the author set up *The Canterbury Tales* in the prologue?

*The travelers are taking a pilgrimage to Thomas Becket’s grave. There are 29 individuals in the convoy, and the author sets up the tales, speaking as if he were one of the travelers and telling the reader his observations about each one.*

2. List several traits and background facts of the knight, the squire, and the yeoman.

*The knight has fought in the Crusades and is heroic and strong, but also gentle, meek, and wise—almost the perfect knight. His son, the squire, is an active, strong young man who sings and dances, skillfully jousts, and displays courtesy and humility. The yeoman is an independent farmer loyal to the knight, rugged, and well-armed.*

3. How are the Prioress, the Monk, and the Friar portrayed? Explain how Chaucer tells the reader about the size of the Prioress and Monk. What does this say about the Roman Catholic Church?

*The prioress is refined, polite, and sensitive. The monk would rather hunt and eat than keep his vows. The friar is a corrupt, alcohol-loving money-grubber, offering “forgiveness” for money (this Roman Catholic practice was known as “indulgences”).*

*The prioress and monk are both fat—Chaucer says the prioress was “not undergrown,” and he says the monk “stood in goodly case.” This is an indication of the wealth of the Roman Catholic Church, that its “servants” have so much more to eat than the average person.*

4. In what way do the Merchant and the Clerk differ?

*The merchant is more concerned about material values, and the clerk is a student—poor, thin, intellectual, and a bookworm.*

### Week 5, Day 3 – *The Canterbury Tales*

1. List some characteristics of the lawyer and the franklin. How are they similar?

*The lawyer is a brilliant and high-classed man, wealthy and an owner of much expensive property. The franklin is basically a pleasure seeker and enjoys food and drink. Both men are lovers of luxury and rich.*

2. What characteristic do the weaver, the dyer, and the arras-maker share?

*They are all learned men, qualified enough to be city councilmen if the need and desire arose.*

3. What kind of a man is the sailor? The physician? How are these two alike?

*The sailor is a violent man who gets into fights and sometimes kills victims, throwing them into the sea. The physician is a talented man of medicine who makes much money dispensing drugs and cures to his patients, but his character is deficient—he “read...little in the Bible” and loves gold.*

4. Describe the wife of Bath. What is the irony in the statement saying she had been “respectable throughout her life”? Compare this to John 4:7-18.

*She is an expert seamstress, but jealous of competition. She is richly dressed (as you might expect) and a large woman. The irony in the statement about her respectability is that the reason she is “respectable” is because the wife of Bath has been married five times—to all wonderful, church-going husbands! This is a reference to the Biblical account of Jesus speaking to the Samaritan woman who had been married five times and was living out of wedlock with a man.*

### Week 5, Day 4 – *The Canterbury Tales*

1. Give examples of the goodness and upright character of both the parson and the plowman. Explain what is meant by this line that describes the parson: “*This fine example to his flock he gave / That first he wrought and afterwards he taught.*”

*The parson is poor, patient, content with what he has, and a good example to the church. The plowman loves God and helps his neighbors, not concerned with monetary reward.*

*The line about the parson means he worked virtues in his own life, then he taught them, instead of just preaching to the church how to live without following his own words.*

2. How do the miller and manciple contrast with the parson and plowman?

*The miller cheats others he trades with, and he is a brawny, crude man; the manciple cheats those he deals with, and is a clever, vulgar man. Obviously this is a dramatic contrast with the parson and plowman, who deal scrupulously with others, with their good in mind.*

3. List some of the frightening facial and character features that mark the summoner.

*He has an angry face that “children feared,” covered with boils; it doesn’t help that he often shouts at those around him. He is corrupt, selling influence for bribes, and a drunk.*

4. What corrupt Roman Catholic Church practice is the pardoner deeply involved in? What does he claim to have in his possession? What kind of song does he sing “best of all”? What does this suggest?

*The pardoner is involved in the sale of indulgences, a practice begun by the Roman Catholic Church to increase its wealth by convincing church members that they could pay the church to “buy off” time for their dead relatives supposedly in purgatory. The pardoner claims he has a sail that belonged to Peter before he became a follower of Christ (relic worship has long been a characteristic of the Roman Catholic Church). The pardoner sings an offertory “best of all,” which means he does his best when there is money to be made.*

5. How does the storyteller introduce the next part of the story?

*He says that now he’s going to tell the reader what happened next on the pilgrimage with the travelers. He says he has to tell the truth about what happened, and he’ll do so now.*

6. What is the hotel owner like? Explain the game that he suggests. What is the prize for the winner?

*He is generous, friendly, and eager to serve his guests. He suggests that they have a tale-telling contest on the way and back to Canterbury, with each traveler telling two tales each way, so they will be entertained on their journey, instead of traveling in silence. He says that he will, if the group agrees, be the judge on whose tales are the best, and that that traveler will win a supper paid for by the other travelers.*

7. How does the group choose who gets to go first? Who is chosen to go first?

*They “draw straws,” the person drawing the shortest going first. The knight wins the contest, and agrees to tell his tales first.*

### Week 6, Day 1 – *The Canterbury Tales*

1. What mission does the Duke Theseus undertake, and why?

*He marries and comes home to the sound of ladies wailing since their husbands were killed in a war, and the victor wouldn't let them be buried. Duke Theseus then travels to Thebes, takes the city, and has the ladies' husbands buried.*

2. What does he do with the two knights? How does Emily affect them?

*He finds two knights alive and sends them to prison for life in a castle. Emily, the king's wife's sister, smites the two knights, the cousins Palamon and Arcita, with love. Arcita claims he must see Emily every day or die, and Palamon tells Arcita to forget Emily, since he saw her first.*

3. What is Arcita's "fate"?

*He is freed when his friend Pirithous puts in a good word for him with his friend Duke Theseus. The only condition is that Arcita may never return or he will be beheaded.*

4. How do both knights become more glum?

*Palamon is upset that Arcita is free and he is not, questioning why the "gods" would do this to him. Arcita is even more miserable than he was in prison, since he earlier claimed he had to see Emily every day or die, and he can't return under penalty of death. He claims, "I'm in worse prison now."*

### Week 6, Day 2 – *The Canterbury Tales*

1. Explain Arcita's plan. How do his looks help him succeed?

*After a few years of letting himself waste away in anguish, he decides to return to Emily. His love-sickness has made him much thinner and more haggard looking, and he comes back and gets a job in the home of Duke Theseus, near Emily, knowing he won't be recognized.*

2. What happens to Palamon? What angers him, and what does he propose?

*Palamon drugs the guard and escapes. He first decides to attack Theseus and either be killed or take Emily as his wife, but he overhears Arcita lamenting his life, gets angry and attacks him, and proposes a duel the next day for Emily's hand.*

3. Describe Theseus's involvement. What alters his decree upon Arcita and Palamon? Sum up his proposed "solution."

*The next day when Arcita and Palamon are battling, Theseus sees them and chides them. They confess who they are and why they are fighting, and Theseus sentences them to death. But the ladies with him begin to weep, and Theseus says he pardons them since they are fighting for love. He tells the two to come back in one year with 100 knights each, and that whoever's group wins the battle will win him Emily as his wife.*

### Week 6, Day 3 – *The Canterbury Tales*

1. Describe the amphitheater Theseus builds. Why does he build altars to both Venus and Mars?

*The amphitheater is huge—a mile in circumference, filled with carvings and artwork, and with "theatre seats." Theseus builds altars to both Venus and Mars because the occasion is marked by their "powers"—the battle is over the love of a woman (thus an altar to Venus, the "goddess" of love), and involves battle itself (thus an altar to Mars, the "god" of war).*

2. To whom does Palamon pray? What does he ask?

*He prays to Venus, asking her to give him Emily as a wife, and if he can't have Emily as a wife, to make sure he is killed in battle, because he doesn't want to live.*

3. Describe Emily's prayer to Diana. What is her answer?

*She prays to Diana, saying she doesn't want to be married. She asks Diana to move upon Arcita and Palamon so they won't love her any more, and if she does have to be married, to let it be to the man who loves her more. Diana tells Emily that she will marry one of the two.*

4. What does Arcita pray for and vow?

*He asks Mars for victory in battle, and vows to shave his head if he wins.*

5. Describe the quarrel among the "gods." What does Saturn declare?

*Venus and Mars quarrel about who should win, Arcita or Palamon. Saturn says he has power over death, and that he will make sure Palamon wins Emily.*

### **Week 6, Day 4 – The Canterbury Tales**

1. What instructions does Theseus give the warriors? Why do you think he does this?

*He says that no weapons made expressly for killing can be used, and that if any man is injured or otherwise overcome, he becomes the captive of the other side and his fighting is over. If either Palamon or Arcita is captured, the match is over, and the side that captures him wins. Theseus does this, probably, because he recalls the weeping women who came to him after their husbands died in battle, and he doesn't want to see any needless bloodshed or mourning. Especially since it's, you know, a GAME and everything....*

2. Who wins the battle, and how does the winner's "god" react? How does Saturn react? What unexpected event "befalls" the victor?

*Arcita wins when Palamon is captured. Venus is sad, but Saturn tells her to wait and see what happens, and Arcita is mortally wounded in a fall from his horse.*

3. What advice of Arcita and Theseus does Emily take? Explain the speech of Theseus about death.

*Arcita and Theseus both advise Emily to marry Palamon after Arcita's death, which she does. Theseus makes a speech at the funeral of Arcita about the nature of death—how all things die, and how he thinks it was glorious for Arcita to die in battle and not waste away in old age.*

## Week 9, Day 1 – “When I Consider How My Light Is Spent” and “Holy Sonnet X”

1. Summarize, as best you can, the message that you think Milton means to convey with his poem.

*Answers will vary, but Milton is saying that even though he is blind, he can still serve God*

2. What words and phrases in the poem refer to Milton’s blindness?

*Milton says his “light is spent” and refers to “this dark world.” He also says his talent is “lodg’d with me useless,” and refers to “light deny’d.”*

3. What talent do you think Milton refers to that it is “death to hide”? How does the reference to his talent and its being “death to hide” allude to the parable in Matthew 25:14-30?

*It could be his ability to write, which seemed to frustrate him, because his blindness made it more difficult for him to exercise this talent. His saying that his talent is “death to hide” seems to mean that even though he is blind, he shouldn’t “hide” his writing talent (like the wicked servant of the parable), but serve God with it, no matter how difficult it was to do.*

4. What do you think the lines “Doth God exact day-labour, light deny’d?” and “They also serve who only stand and wait” mean?

*The first expresses the idea that God does not demand of us more than He gives us the ability to do (like demanding we do work that can only be done in the daytime, without giving us light). The second seems to express the thought that even those who are not able to do the work that others can are able to serve God, if they are standing by with a willing heart to do so when He calls.*

5. What is John Donne’s essential message to Death in “Holy Sonnet X”?

*That it has no reason to boast, just because it briefly conquers all men, because it will die itself.*

6. What does God’s Word say about victory over death? (See John 5:24, Romans 6:8-9, Romans 8:38-39, 1 Corinthians 15:21-26, and Revelation 21:3-4.)

*It says that...*

- *those who believe on Jesus Christ have “passed from death unto life” (John 5:24),*
- *death has “no more dominion over [Jesus] (Romans 6:8-9),*
- *death cannot “separate us from the love of God, which is in Christ Jesus our Lord” (Romans 8:38-39),*
- *Jesus will put “all enemies under his feet,” and that “the last enemy that shall be destroyed is death” (1 Corinthians 15:12-26), and that*
- *God says that someday that “there shall be no more death, neither sorrow, nor crying, neither shall there be any more pain: for the former things are passed away” (Revelation 21:3-4).*

7. Compare the apostrophe to death found in 1 Corinthians 15:51-58 to “Holy Sonnet X.”

*Both are similar in that they speak directly to Death, telling it that it will not have the final victory. The passage in 1 Corinthians referenced says, in particular, “O death, where is thy sting? O grave, where is thy victory?” (1 Corinthians 15:55)*

## Week 9, Day 2 – “Tobacco and Good Manners”

1. Sum up King James’s thoughts on the habit of smoking at the dinner table. How does he say smoking makes a “kitchen” of smokers’ insides?

*James says blowing smoke on others ruins the dinner table, which is supposed to be a place of modesty and respect for others. He says that smoking makes a “kitchen” out of smokers’ insides by coating their innards with black soot, like the soot and grease that coat the insides of stoves after cooking.*

2. What does King James say about smoking and the breath?

*He says that it is a contempt of God’s gift of breath to stink it up with tobacco smoke, and that the smell almost never goes away. This is especially horrible for married couples, because if a husband, for example, smokes, and ruins his breath, the wife must also start smoking, or else she lives in constant torment of the stinking tobacco breath of her husband.*

3. What final thoughts about the offensiveness of smoking does King James pronounce? How are these thoughts similar to the modern day?

*James says that smokers should be ashamed at a habit that abuses their bodies, causing them to sin against God, making England look strange to foreign nations who see the English smoking, which is awful to look at, “hateful” to the nose, harmful to the brain and lungs, and resembling the pit of hell with its smoke.*

*These complaints and observations are many of the same complaints nonsmokers have in our day!*

4. Why do you think King James titled his essay “A Counterblast to Tobacco”?

*Answers will vary, but probably to point out the fact that smokers “blast” their smoky breath and smoke into the air of others.*

### **Week 9, Day 2 – “To Celia”**

1. What does the first line of “To Celia” mean? What other drink-related terms does Jonson use in the first stanza?

*He is asking Celia to “drink to me **only**,” by which he means, “Love me only and no one else.” He uses other drink-related words such as “cup,” “wine,” “thirst,” and “nectar.”*

2. What do the last two lines of the first stanza mean?

*The poet would not even trade a drink of “Jove’s nectar”—a drink from Jove (Jupiter) that legend says would grant him immortality—for a “drink” from his true love.*

3. Explain the two main ideas Jonson expresses in the last stanza.

*First, that he sent her a rose, not so much to honor her, but to give the rose hope that it would never wither, since Celia is so radiant and life-giving. Second, that when Celia sent the rose back to him, he loved to smell it, not because it was a rose, but because it smelled like her!*

### **Week 9, Day 3 – “The Adventure of the Dancing Men”**

1. Trace the logical chain that Holmes links together to deduce Watson’s investment decision. How does Watson annoy Holmes?

*He sees cue chalk on Watson’s hand, knows he played with Thurston, knows he has discussed investing with Thurston, knows Watson’s checkbook is still locked up, and knows Watson has no plans to invest with Thurston. Watson annoys Holmes by claiming that it is all “absurdly simple,” even after Holmes gets him to promise not to say so after he explains how he deduced Watson’s decision about investing.*

2. Explain the request Hilton Cubitt makes. What is unusual about Elsie's background, and how do the dancing men affect her?

*He asks Holmes to inspect the "dancing men" ciphers. Elsie's background is mysterious (she is from America), and she has a promise from her husband not to ask about it, although she says she is innocent of anything shameful. The dancing men frighten and disturb her terribly, to the point of causing her to faint in one instance.*

3. Why do new reports of the dancing men excite Holmes?

*The more examples of the dancing men, the greater chance he has to decipher the code, since there are different letters and more uses of the same letters.*

4. Sum up the news Holmes and Watson receive at North Walsham. What important sound and smell does Holmes ask the housekeeper and cook about?

*They learn that Hilton Cubitt has been shot dead, and that Elsie tried to kill herself, and is now suspected of murdering her husband. The smell of gunpowder upstairs proves there was a draft, which means the window was open, and the sound of a very loud explosion means that there were two guns fired at the same time, which leads Holmes to look for and find another bullet, proving there was a third person in the room and exonerating Elsie Cubitt.*

5. Explain the purpose of Holmes's note to Slaney.

*His note is written in the dancing men code, and it makes Abe Slaney think that Elsie Cubitt is writing him, because he believes no one else can know the code.*

6. Could this case be considered a failure for Holmes in any way?

*Answers will vary, but it is possible Holmes could have acted more quickly, knowing the danger that Abe Slaney posed for both Elsie and Hilton Cubitt.*

## Week 10, Day 1 – “Elegy Written in a Country Churchyard”

1. What is the setting for the opening of “Elegy”? Where does the focus turn to?

*The setting is the end of a day, with darkness and the rising of the moon; the focus turns to the graveyard on the grounds of a church building, and to those buried in the graves.*

2. What specific group of persons is “Elegy” written to honor?

*The unknown dead—those who did nothing “special” or noteworthy or famous.*

3. What is the overall meaning of lines 45-56 (especially 52-56)?

*Many unknown persons had the talent or creativity to have become famous or created great works of art or been “great” men, but couldn’t follow through on their plans because of their poverty or birthplace in an out-of-the-way village. Lines 52-56 compare these men to gems undiscovered in ocean caves and flowers that bloom beautifully when no one is around to see them.*

4. For whom do you think the closing epitaph is written?

*Answers will vary, but critics widely believe that this was written by Thomas Gray for himself.*

5. List what you think are some of the most famous phrases from “Elegy Written in a Country Churchyard.”

*Answers will vary, but a few are “The paths of glory lead but to the grave,” “Far from the madding crowd’s ignoble strife,”*

6. What does Gray say are the legacies of the “unhonour’d dead”? How does this relate to his purpose in writing the poem?

*They are important, because they are missed by those (like the old white-haired man who speaks) who lived and worked around them and with them—their wives, their children, their friends, their neighbors. The “unhonour’d dead” didn’t “do” much that would make them famous or honored by the public, but by writing this poem, Gray hopes to honor their lives and deaths, since very few poets or writers would be likely to pay tribute to them.*

## Week 10, Day 2 – “O For a Thousand Tongues to Sing”

1. What is the meter and rhyme scheme of “O For a Thousand Tongues to Sing”?

*Four beats (eight syllables) on the first and third lines, which rhyme; three beats (six syllables) on the second and fourth lines, which rhyme.*

2. What names or titles does Wesley give to God in “O For a Thousand Tongues to Sing”?

*“Dear Redeemer,” “gracious Master,” “my God,” “Lamb of God,” etc.*

3. What benefits and graces are credited to Jesus Christ in the hymn?

*He “charms our fears,” “bids our sorrows cease,” offers “life, and health, and peace,” “breaks the power of cancell’d sin,” “sets the prisoner free,” “makes the foulest clean,” gives “new life,”*

4. Listen to a choir singing “O For a Thousand Tongues to Sing.”

## Week 10, Day 3 – “The Pig and Whistle”



1. Name some of the traits of Mr. Ruddiman and Miss Fouracres that make them so likable. How does this affect the reader's feelings for them?

*Mr. Ruddiman is not rich, tries hard, isn't especially talented, but kindhearted, satisfied with simple things to make him happy, not even wanting to make himself seem "out of his class" by using a walking-stick. Miss Fouracres is pleasant, hardworking, faithful, gentle, courteous, discreet, and shy.*

*This makes them more sympathetic and induces readers to pull for them, bringing great satisfaction with their success at the story's end.*

2. How does Mr. Fouracres view his circumstances, in contrast to Mr. Ruddiman? How does this make the reader feel toward Mr. Ruddiman and Miss Fouracres?

*Fouracres is a braggart, rude to his daughter, and generally unlikable; he is constantly angry that he is in a "lower" position than he thinks he deserves, unlike Mr. Ruddiman, who accepts his "lot" in life and pleasantly tries to save his money and think of the future. The unpleasant personality of Mr. Fouracres makes the reader even more in sympathy to Mr. Ruddiman and Miss Fouracres.*

3. What larger truth does the author present by showing how Mr. Fouracres calls the Pig and Whistle a "pothouse" and how Mr. Ruddiman loves the place? Compare this to Philippians 4:11b and 1 Timothy 6:6-9.

*That some men are happy with less, and that it is possible to be happy with something that someone else disdains as "not enough." Philippians 4:11b says, "I have learned, in whatsoever state I am, therewith to be content." 1 Timothy 6:6-9 says, "But godliness with contentment is great gain. For we brought nothing into this world, and it is certain we can carry nothing out. And having food and raiment let us be therewith content. But they that will be rich fall into temptation and a snare, and into many foolish and hurtful lusts, which drown men in destruction and perdition."*

4. What makes the way the last paragraph is written more effective than if the author had spelled out exactly what was said?

*It keeps it from possibly sounding awkward, and gives the reader a chance to create the scene himself.*

## Week 11, Day 1 – “A Red, Red Rose” & “John Anderson, My Jo”

### “A Red, Red Rose”

1. Make a list of the beautiful thoughts expressed in this poem.

*His love is as beautiful as a red rose, she's like an in-tune melody, the poet will love her until the seas go dry, he will love her until the rocks melt from the sun, and he will return to her even if he is ten thousand miles away.*

### “John Anderson, My Jo”

2. How has John Anderson changed since his wife met him?

*His hair has gone from being thick and black to thin and white; his brow has become wrinkled with age.*

3. What do the lines “we clamb the hill thegither,” “we maun totter down,” and “sleep thegither at the foot” mean?  
*The first refers to their starting life together and growing as a young married couple; the second refers to their “descent” into older age and slowing down after many years of marriage; the third means they will be buried together at the foot of the hill.*
4. How would you describe the tone or atmosphere of “John Anderson, My Jo”?

*Answers will vary, but even though it speaks of a woman dying and being buried with her husband at the end, the poem is lighthearted and pleasant, fondly speaking of a couple's undying love for each other and happy life together.*

## Week 11, Day 2 – “On War”

1. What starts author James Boswell on a reflection of the “horrid irrationality of war”?

*A visit to an arsenal in Venice, in which he sees various instruments of war.*

2. What does Boswell say about the minds of most men? What does he mean when he says, “We know that there are individuals of our species to whom the immediate misery of others is nothing in comparison with their own advantage”?

*That almost none are “enlarged” enough to comprehend attempts to do good to all men, rather than do things such as (as Boswell observed) carefully and without thinking work hard to produce weapons to destroy other human beings. The men he saw thought of nothing but what money they would make in producing the weapons, not in the misery they would cause.*

*By the quotation, Boswell means that there are those persons who don't care at all that they cause the pain and suffering of others, as long as they benefit financially from it.*

3. What thoughts does Boswell express on the irrationality of war? Why do the two men he uses as examples praise war?

*That most men realize it, but there are some who believe that it brings happiness to humanity. The two men he gives as examples believed that war was wonderful; the first because the ceremony and pomp surrounding it blinded him to the nature of killing humans, and the second thought only of how a war benefited his own family, not thinking of how it grieved others.*

4. What reasons does the author say to advocates of war justify having regular wars?

*To those who say wars are helpful in ridding the world of unneeded persons and those who might need food that can't be provided, he says, it would be much better to send them away to find methods of cultivating food for themselves than simply having them killed, which is immoral, and besides, war doesn't pick and choose the worst of men as victims.*

5. What are some of the mind-bogglingly wicked and irrational aspects of war Boswell mentions?

*That men in war obey without question orders from complete strangers to whom they have no familial or otherwise attachment, and that men travel great distances to kill complete strangers who have done them no harm, and with whom they have no personal offense.*

6. How does war affect those involved? Of what “benefit” is it?

*It brings suffering upon most involved, but it does enrich a few (weapons manufacturers, politicians, bankers, etc.) and provide “subjects for history, poetry, and painting.”*

7. How does modern war differ from war in ancient times?

*In ancient times, it was man-to-man, with opportunities for combatants to distinguish themselves as brave and hardy. Now, war is a mass undertaking, with individuals used only as pieces of a puzzle, and outcomes often arbitrarily affected by mistakes and confusion.*

8. What does God’s Word say in James 4 about the origins of “wars and fightings”?

*They originate from the lusts of the heart, the lusts that “war in your members”; people “lust, and have not” and “kill, and desire to have, and cannot obtain” and “fight and war” to satisfy lusts.*

### **Week 11, Day 3 – “To a Mouse” & “To a Louse”**

#### **“To a Mouse”**

1. Since this poem (and “To a Louse”) is addressed to a person, animal, or object that can’t respond, what can they be classified as?

*As apostrophes!*

2. How is the man linked to the mouse in the poem, especially in the second and seventh stanzas?

*In the second stanza, Burns calls himself a “poor earth-born companion” of the mouse, and a “fellow mortal.” In the seventh, Burns points out that men also plan ahead, but their plans come to naught, sometimes because of forces outside their control.*

3. In the last stanza, why does the poet say that the mouse is luckier than he?

*Because the mouse just worries about the day it lives in; it doesn’t worry about the past and the future, like the farmer does.*

4. What do you think the poem’s most famous phrase is? What does it mean?

*Answers will vary, but the most famous line is “the best-laid schemes o’ mice and men gang aft a-gley.” The line refers to how the plans of both creatures and mankind often turn out differently than expected.*

#### **“To a Louse”**

5. What irritates the poet at seeing the louse on the lady’s bonnet?

*He thinks it doesn’t belong on such a fine lady’s beautiful bonnet, but somewhere dirtier and more common, like a beggar’s sideburns.*

6. What does the line “Whaur horn nor bane ne’er daur unsettle your thick plantations” mean?

*The writer urges the louse to go to a dirtier, more unkempt person’s hair, which is not “unsettled” by combs made out of horn or bone.*

7. How does the young lady wearing the bonnet apparently misunderstand the winks and pointing of others in the church service? What does the poet long for in the last stanza?

*The young lady seems to think that those around her are pointing and looking at her because she looks so beautiful, when they are actually staring at the louse crawling in her hair. Burns longs for the power to see ourselves as others see us (like the young lady in the bonnet), so we would stop putting on airs in the way we carry and dress ourselves.*

### Week 11, Day 4 – “Hot Potatoes”

1. What about the first section of “Hot Potatoes” indicates it will be a humorous story?

*How Mrs. Swann looks left and right out the door down the street and shivers, her fussing at Gilbert and overdramatizing that “The boy was gone!”, Bennett’s remarking that it wasn’t really warm out, though Gilbert claims it is, and Bennett’s saying that Gilbert’s departure was a “dramatic moment in the musical history of the Five Towns only in the minds of Mrs. Swann and Gilbert.*

2. How does the announcement of the concert affect the townspeople of Hanbridge, and more specifically, Mrs. Swann?

*There is an uproar of excitement and importance in the town, and Mrs. Swann imagines Gilbert will be the highlight of the entire concert.*

3. Why is Mrs. Swann so anxious about Mrs. Vernon and Mr. Millwain?

*She is a high-society woman whose cousin is Mr. Millwain, a London orchestra leader who is coming to town; since Gilbert has been invited to dine with them, Mrs. Swann believes the entire concert’s success rests on Gilbert.*

4. What makes Mrs. Swann’s confidence in her idea funnier than it would have been had she been hesitant about it?

*Answers will vary, but probably since the idea of hot potatoes comes across as absurd when put together with concerts and formal evening wear and dinner parties at a high-society house.*

5. Why do you think the author constantly has Mrs. Swann use Mrs. Vernon’s full name in both thought and words?

*Answers will vary, but it shows Mrs. Swann’s nervousness and belief that Mrs. Vernon is a giant, important figure, and saying the entire name reinforces this.*

6. Give some examples of humor in “Hot Potatoes.”

*Answers will vary, but here are a few:*

- *“In the Five Towns the number of cornet players is scarcely exceeded by the number of public-houses.”*
- *“The conductor of the largest Hanbridge choir...had an acute attack of self-importance, which, by the way, almost ended fatally a year later.”*
- *“...Mr. Swann, when he came home at six o’clock from his day’s majestic work at Toft End”*
- *Mrs. Swann is irritated that she meets so many people on the streetcar who aren’t going to the concert or even talking about it.*
- *“The Swanns were of the cream of the town, combining commerce with art....”*

- *“People do not expect steam from the interior of a visitor’s muff.”*

7. Write a one-sentence “moral to the story” for “Hot Potatoes.”

*Answers will vary.*

8. Name something you have read about (or seen in a movie), or something that happened to you or someone you know similar to the awkward situation Mrs. Swann faces with Mrs. Vernon.

*Answers will vary.*

## Week 14, Day 1 – “The Rime of the Ancient Mariner”

1. Explain how the story begins, and describe the ancient mariner.

*The ancient mariner, an old, grey-haired, skinny man, stops a man who is a relative of a bridegroom right before his wedding to tell him his story. The relative is compelled to listen, like a child.*

2. What contradictory reactions do the sailors have toward the albatross? What happens to it?

*They welcome it at first, because it seems to be good luck in helping them escape the perilous sailing conditions—ice, wind, etc.—but they also blame it for their troubles as well. The mariner shoots the albatross with his crossbow, which both angers the sailors (when they attribute their bad luck to its death) and makes them glad (when they blame it for the appearance of the fog and mist).*

3. What line in Part II of “The Rime of the Ancient Mariner” do you think is the poem’s most famous phrase? What does it mean?

*“Water, water, everywhere, Nor any drop to drink.” The men in the ship have no wind to push their ship on, and they are stuck in the middle of the ocean without any drinkable water, thirsting to death.*

4. Who wins the contest between Death and Nightmare Life-in-Death? What do you think the contest is all about?

*Nightmare Life-in-Death wins; the contest is apparently to determine what happens to the ancient mariner. Since Nightmare Life-in-Death wins, the mariner is not taken by Death like the other sailors, but has to live out his guilt for the rest of his life.*

5. Why can’t the mariner pray at first? What happens to “break the spell” and allow him to pray? What happens when he does?

*He is so upset by the scene of the dead men, cursing him with their lips for causing their deaths, that he can’t pray. Later, when he sees the beauty of the water snakes, which are living creatures, he is so thankful that he feels a “spring of love gush’t from [his] heart” and is able to pray; as he does so, the albatross falls from around his neck into the sea.*

6. What strange sight on the ship does the mariner see afterwards? What do the two voices say about his “fate”?

*The mariner sees the dead bodies of the sailors embodied with spirits which drive the boat home, even though there is no wind. The two voices say that the “fate” of the mariner includes more suffering for his killing the albatross.*

7. What happens to the mariner and to his ship? What does he tell the wedding guest that his destiny is?

*The mariner is rescued by a pilot, his son, and a hermit. The ship goes down in a whirlpool. The mariner tells the wedding guest that his destiny is to wander the earth, telling his tale to those he can tell will listen to it.*

8. What is the “moral” of the poem, as told by the mariner in the final part? Do you think that this is a strong moral? Why or why not?

*To treat God’s creatures well, both “great and small.” Answers will vary on whether the moral of the poem is strong, but it seems a bit over the top to curse a man for the rest of his life just for killing a bird—unless you believe that nature holds such an extremely elevated position in the world. Of course, since the albatross is called “a Christian soul” in the poem, it is possible that the bird represents something greater than simply an animal.*

9. From reading “The Rime of the Ancient Mariner,” what do you think the now-common saying “an albatross around your neck” refers to?

*It means that someone has a great guilt or burden that he bears.*

### Week 14, Day 2 – “Daffodils” (“I Wandered Lonely as a Cloud”)

1. How are the daffodils similar to the stars? How are they different?

*Daffodils stretch out in the poet’s view, seemingly by the millions, like the stars. They are different from stars, however, in that stars are bigger and relatively permanent, unlike the daffodils, which die soon.*

2. How does the poet’s appreciation of the daffodils change from the third stanza to the fourth stanza? How does this make the daffodils more like the stars?

*He doesn’t appreciate the wealth of beauty they brought him when he first saw them, but later as he lies and reflects, he recalls how beautiful they were. This continuing appreciation for the daffodils keeps them more “permanent” to the poet, like the stars’ permanent positions in the sky and constant appearance.*

### Week 14, Day 3 – “A Calm Address to our American Colonies”

1. Why does Wesley say that (See Point 1) American colonists should agree to the taxes imposed upon them by England’s government, and (See Point 2) that colonists can’t say, “We don’t have representation in Parliament, so we shouldn’t have to pay taxes”?

*Colonists agreed to live under the rules of the charters, which were granted by England’s kings. Therefore, the kings have a right to tax those under their rule. Also, Colonists who say they cannot be taxed without parliamentary representation must also believe that parliament cannot pass any laws at all without the colonists’ representation (which they don’t claim).*

2. Explain Wesley’s “Point 3” argument about consent; compare this to 1 Peter 2:13-17.

*It’s probably morally defensible, since it’s understandable that you live under a government which you didn’t choose; you’re subject to its laws simply because you were born in its dominion. But 1 Peter 2:13-17 says Christians are to be subjects to their government (or “to every ordinance of man for the Lord’s sake,” whether it’s a king’s order or a governor’s).*

3. How does Wesley respond to the claim of some American colonists that since they can’t vote for representatives, they have a right to set up their own government?

*That they live under the state that their ancestors chose—to be protected by England’s laws and bound by them as well. He also says that since they are similar to the many in England who don’t have the right to vote, but are also under the dominion of English law.*

4. In Point 8, what does Wesley say about the reasonableness of the taxes England has imposed upon the American colonies?

*American colonies were under attack by France, but British soldiers helped repel the attack, which benefited the colonists. Why shouldn’t they help pay for their own defense?*

5. How does Wesley in Points 10 and 12 respond to the idea that the American colonists are not free?

*He points out that they have more freedoms than anyone in the world—freedoms, for example, to worship freely, keep the fruits of their labor*

6. Why does Wesley say that the people of America can’t technically take back the power they never surrendered?

*They never had the power in the first place; that is reserved for rulers.*



## Week 15, Day 1 – “She Walks in Beauty”

1. List some words in “She Walks in Beauty” that indicate darkness and light.

*Some examples: night, starry, dark, bright, light, shade, raven, glow,*

2. What, exactly, give the subject of “She Walks in Beauty” her beauty?  
*“The best of dark and bright”—the beauty she exhibits in both aspects of darkness and light balance each other perfectly, according to the poet.*
3. Other than her physical beauty, what is especially attractive about the poem’s subject?

*Her fact is attractive because her expression shows her inner beauty; her smiles and “tints” show of “days in goodness spent.” She is a “soft,” “calm,” and “eloquent” woman, and innocent in her heart. Truly she is a beautiful person!*

## Week 15, Day 2 – “Of Studies” & “The Superstition of School”

### “Of Studies”

1. What does Bacon mean by saying, “To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humor of a scholar”?

*Studying too much shows laziness, since it is probably just for pleasure; studying too much to appear learned is big-headed and pretentious; basing all decisions on what you’ve learned in books is the approach of a snobby academic person and impractical.*

2. What does Bacon say is—and is not—the purpose of reading?  
*The purpose is to learn to make judgements and to weigh evidence and make wise decisions, not always to tell you what to believe and to learn to argue better.*
3. Explain these statements by the author:

- “Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.”

*Some books are simply read in part to learn a few ideas; some are read, but are not important enough to merit serious consideration; some books are important enough to read and to reflect deeply upon.*

- “Reading maketh a full man; conference a ready man; and writing an exact man.”

*Reading engages a man fully in his intelligence; discussion with others makes a man ready to expound his views; writing helps a man be precise in his words.*

- “Nay, there is no stound or impediment in the wit but may be wrought out by fit studies.”

*Reading and studying books clears up weaknesses or deficiencies in the ability to think clearly and sensibly.*

4. What does Bacon say are the “cures” for those who have wandering minds, an inability to discriminate between truth and error, or an inability to support his opinions?

*For the first, the study of mathematics, since one’s mind must stay focused to solve a problem (or have to start all over again); for the second, studying academic writers; for the third, studying the writings of lawyers.*

5. What does God’s Word say about “studies” in Ecclesiastes 12:12 and 2 Timothy 2:15?

*Ecclesiastes 12:12 says, “And further, by these, my son, be admonished: of making many books there is no end; and much study is a weariness of the flesh,” meaning that endless study for its own sake is not profitable.*

*2 Timothy 2:15 says, “Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” This is an admonishment to Christians to study God’s Word so that they will be able to tell truth from error.*

### “The Superstition of School”

1. What does Chesterton explain about the topic of “reaction”?

*The cliché is that older men get more set in their ways, when several older men have been real radicals, including Morris, Whitman, and Kropotkin. They should have known their ideas would result in reactions from others. Even little children learn from experience with items such as guns that there is such a thing as recoil. Surely older men who “fire off” revolutionary ideas should also have the experience to expect a reaction from others.*

2. How does the idea of “reaction” involve the topic of education? What is the “Superstition of School”?

*Modern education produces an equally opposite effect of what is intended by professional educators. Some ask if the poor should have an education and be given a part in running the country. The answer is that they should, since they show more wisdom than many in national government.*

*But when the uneducated get “educated,” an equally harmful reaction is produced: They pick up the Superstition of School, which is the belief that School magically transforms people into perfect beings, and the individual belief that School made him what he is, or made him better.*

3. What does excessive formal education often produce in those who undergo it?

*It produces a high-minded, superiority complex in those who undergo it, and it can lead to worship of Education over God.*

Explain the meanings of these quotations from “The Superstition of School”:

- “No man who worships education has got the best out of education; no man who sacrifices everything to education is even educated.”

*If you are truly educated, you realize that education itself is not an object of worship or a reason to rearrange your entire life; it should be an experience that creates curiosity and a desire to learn.*

- “Without a gentle contempt for education, no gentleman’s education is complete.”

*Your education can’t be complete unless you realize that modern methods of education, especially government-run education, are faulty in producing truly learned and educated persons.*

4. Explain the closing “searchlight” vs. “spotlight” analogy.

*Chesterton says that education should be a searchlight, shining on unknown topics and creating a curiosity to learn; most of the time, however, it is a spotlight shined on the “educated” himself, turning him into a self-centered, snobbish person.*

### Week 15, Day 3 – “Ozymandias”

1. Describe the stone statue that the traveler tells the poet about. What does the pedestal say?

*It is in the middle of a desert, broken to pieces, with the legs standing by themselves and the head, with a sneering and arrogant expression, sits half buried in the sand some distance over.*

*The pedestal says, “My name is Ozymandias, king of kings: Look on my works, ye mighty, and despair!”*

2. What is ironic about the inscription on the pedestal? What lesson does Shelley seem to present? (And what line in “Elegy in a Country Churchyard” expresses a similar idea?)

*It commands the viewer of the monument to “Look on my works...and despair!” This is ironic because the monument now is nothing but a broken down assemblage of rocks in a desert wasteland, and it doesn’t inspire fear in anyone, since the king has long been dead.*

*Shelley seems to say that all “great” men are destined for the same “fate” all men face—death, and then their “greatness” will end. This is similar to the line “The paths of glory lead but to the grave” in “Elegy Written in a Country Churchyard.”*

3. Read Daniel 4, Job 3:13-14, and John 19:1-11. How do these relate to “Ozymandias”?

*Daniel 4 tells of the arrogance of King Nebuchadnezzar and his humiliation at the hands of God, bringing Nebuchadnezzar to give God glory.*

*Job 3:13-14 shows Job lamenting his birth, saying he wishes he could have died, just like everybody on earth does, even important men like “kings and counselors” who “build desolate places for themselves”!*

*John 19:1-11 indicates that rulers should not be arrogant, since their power originates from God.*

### **Week 15, Day 4 – “The Mark of the Beast”**

1. How does Kipling set the scene with the soldiers at the opening?

*They are drunken, obnoxious, disorderly, immoral, and no doubt resented by the people they are there conquering (as evidenced by the mentions of soldiers being shot by the natives).*

2. Describe Fleete’s act that sets the story into motion, and the reaction from the natives.

*Fleete drunkenly disfigures a statue of Hanuman, the priests get angry, and a leper comes out and touches Fleete, which mollifies the priests.*

3. List some indications the morning after that something is wrong with Fleete. What additional changes does he undergo?

*He smells blood more keenly, wants to eat undercooked meat, stays, hungry, has a mark on his chest, and is feared strangely by his own horses. He also is ravenously hungry, rolls around in dirt, wants to stay outside in the bitter cold, and howls and snarls like a wolf.*

4. What method do the narrator and Strickland use to reverse Fleete’s condition?

*They torture the leprous Silver Man until he reverses the curse on Fleete.*

5. What do you think Kipling is saying about England and India in describing (a) how the soldiers act; (b) what happens with the narrator, Strickland, and the Silver Man; and (c) the actual “mark of the beast” itself?

*It seems that (a) Kipling is expressing sympathy for England’s provinces, since the soldiers are portrayed as repulsive invaders; (b) by showing the torture of the Silver Man by the narrator and Strickland, Kipling seems to say that England—while purporting to bring “civilization” to its conquered peoples—has somewhat lowered itself to similarly*

*savage behavior; and (c) that England is bringing a “black mark” upon herself by continuing occupation and subjugation of the peoples in her colonies (all of these are conjecture, of course!).*

6. What does the Bible say about the worship of “gods” like Hanuman, and about the power of Satan? See these passages:
- Exodus 7:8-12 – Satan can give powers to his followers, like Pharaoh’s magicians who also turned rods into serpents.
  - Deuteronomy 32:16-17 – The Israelites’ sacrifices to other “gods” were actually sacrifices to devils.
  - Luke 4:40 – Devils have the power to possess a person, though Christ has the power to cast them out.
  - 1 Corinthians 10:20 – Again, those who sacrifice to foreign “gods” are actually sacrificing to devils.
  - Revelation 9:20 – Worshiping devils is similar to worshiping idols made by men.

### Week 22, Day 1 – “On the Belief in a God”

1. According to Newton, what has to be the origin of our solar system?

*A “voluntary Agent,” meaning God.*

2. What does Newton say that the sun would be like if its formation were due simply to blind chance or natural gravitational causes?

*It would have been simply another planet, without the capacity to give off heat and light.*

3. How does Newton answer Bentley’s second query?

*He says that the planets’ orbits could only have arisen from God’s design, or they would have been rotating around the sun at the same speeds, which would have affected their orbits.*

4. What does Newton say about the placing of Saturn and Jupiter so far away from the sun?

*It is important, because their great mass otherwise would cause disruptions in the other bodies of the solar system. This, again, shows planning by God.*

5. What last issue does Newton say shows divine planning?

*The axis of rotation of the earth, Newton says, doesn’t give “extraordinary” proof of God’s existence, but its monthly and yearly actions, as well as those of the other planets, shows “the effect of choice rather than chance.”*

### Week 22, Day 2 – “Ode to the West Wind”

1. List the “deathly” words or phrases you find in “Ode to the West Wind.” What do these “deathly” words do for the poem?

*Some examples: “leaves dead,” “a corpse within a grave,” “earth’s decaying leaves,” “dirge,” “dying year,” and “a vast sepulchre.” These words set the mood as autumn ends and winter begins, with many living things (like leaves) dying.*

2. What sound can be heard at the poem’s beginning and end?

*The call of a clarion (or trumpet).*

3. What verb is featured prominently several times in the poem?

*“Hear!”*

4. Write a list of the requests the poet makes of the west wind. What does his last request mean?

*To “lift [him] as a wave, a leaf, a cloud,” to “make me thy lyre,” to “be though...my spirit,” and to “drive my dead thoughts over the universe like withered leaves to quicken a new birth.” The last request means to help spread the thoughts he expresses in his poems and other writings to the world.*

### Week 22, Day 3 – “The Adventure of Charles Augustus Milverton”

1. Why does Holmes call Milverton “the worst man in London”? What is Milverton’s *modus operandi*?

*Because he is a despicable blackmailer, worse in Holmes’s eyes as a criminal because of his cold, calculated nature and heartlessness. Milverton’s *modus operandi* is to obtain embarrassing information about rich persons and blackmail*

*them so he won't publish the information, or publish the information of those who won't pay, to make potential victims more willing to pay.*

2. What apt metaphor does Watson use to describe the safe?

*He calls it a "green and gold monster, a dragon which holds the secrets to many in its jaws.*

3. What surprise occurs during the attempt of Holmes and Watson to recover the documents?

*They are surprised by the appearance of a former victim of Milverton's, who shoots him for ruining her life and causing her husband to die of a broken spirit.*

4. What is memorable about the story's ending?

*There is humor in Holmes's interaction with Lestrade, who "informs" Holmes about the murder and the two suspects, the description of one of which, says Holmes, is too vague and could describe Watson. The "final ending" shows Holmes struggling to recall the identity of the stately lady who kills Milverton, and when he does, he takes Watson to a photograph of her in a store window and indicates that he will never divulge her secret crime.*

5. List several of the unethical actions which Holmes undertakes during this story.

*Answers will vary, but here are a few: Holmes tries to ambush Milverton to take the letters, he breaks and enters his house, he pretends to love an employee of Milverton's to gain access to his home (even getting engaged!), and he does nothing about a murder committed by a noblewoman.*

6. Do you see anything problematic about the publication of this story for Watson and Holmes?

*It gives away the fact that they are lawbreakers and know who killed Milverton!*

### Week 23, Day 1 – “Ode on a Grecian Urn”

1. What does the poet compare the urn to in the first several lines? Why does he use the last comparison?

*A bride, a foster-child, and a historian. He calls the urn a “sylvan historian” because it tells a tale about the past.*

2. What does the poet ask the urn? What does he mean by saying that “unheard melodies are sweeter”?

*He asks it what tales are told on its engraving—what people and “gods” and stories is it telling. By “unheard melodies are sweeter,” the poet is saying that not knowing what persons and tales are being told by the urn might be more fascinating than knowing exactly what they are.*

3. What do all the “canst not” and “never” and “cannot” lines mean?

*That the depictions on the urn will always stay the way they are; they are timeless and will not change.*

4. Explain the thought that the poet voices in the last stanza.

*That a great piece of ancient art is mesmerizing to the viewer, and it can continue to last—much longer than the present generation, always a “friend to man.” That is, it will continue to enrich the lives of those who see it.*

5. What is your take on the last two lines of the poem?

*Answers will vary, but for a Christian, “Beauty is truth, truth beauty” doesn’t quite cut it. Great art is interesting, and useful for determining facts about history, and shows great beauty. But Jesus Himself is actually the Truth, as well as the Way, and the Life (John 14:6).*

### Week 23, Day 2 – “Mr. Lismore and the Widow”

1. Why is the widow so interested in seeing Ernest Lismore make the speech at the story’s opening?

*It certainly isn’t the speech, which contains unexciting financial information; it is because she has fallen in love with him and is concerned about him.*

2. What does Lismore notice about the widow’s appearance during their first meeting at his office? What is the significance of this?

*He notices that the widow still retains some of her beauty and isn’t fat and doesn’t hide her gray hair, like many older women. Of course, this is because she really has retained much of her beauty, because she is not as old as she is made up to be, and she is trying to appear old, with gray hair.*

3. What is the widow’s connection to Mr. Lismore? What word does she tell him she has come to see him for?

*Lismore showed great courage and concern, saving her life in a fire several years ago (in which her older “husband” died), imperiling his ability to get on a ship for an important business appointment. The one word that sums up her business with him: gratitude.*

4. Why does Lismore think the widow asks him if he’s married or engaged? What is her real reason?

*He thinks she is going to try to set him up with her young daughter; her real reason is, of course, that she wants to know if he is “marry-able.”*

5. Upon what condition does the widow extend the loan to Lismore? What do you think about Lismore’s decision to accept?

*She will only lend him the money if he agrees to marry her in a “business marriage,” with each having one area of the house, just as a favor to him and for her to get control of the money her late husband left her.*

*Answers will vary on his decision to accept her condition. Some might feel this is abnormal or selfish, but Lismore seems very sincere when he tells her that her “great heart” has won him over.*

6. Explain the emotional change that Mrs. Lismore undergoes after their marriage, and the change that Ernest undergoes. What is the reason for each?

*She is depressed, naturally, because she loves Ernest and can't have him to herself as she wants, as a true wife; Ernest is shaken because he is attracted to a young woman he meets at the gallery and doesn't want to upset the “old lady” he is married to.*

7. How does the story's final resolution play out? In what ways is it satisfying to the reader?

*Mrs. Lismore tells Ernest to bring back the young woman to meet her. He does, but Mrs. Lismore has left. While they wait, the young woman needles Lismore about marrying “an old lady for her money” and about the “old lady's” looks. This angers Lismore, who turns to leave, but the young woman reveals herself to be his “old” wife, saying she is the actress Miss Max, a noble, upright woman who left her profession to marry an old man. Miss Max shows Ernest her husband's will, which says that he found her without friends or family, and lived with her as a father, and that after her life as an actress he made her free to marry. She has been disguising herself as old, hiding in her room. She came as herself to the art gallery and was overjoyed when Ernest noticed her. She opens a drawer and finds her false gray hair, which she tries to throw into the fire, but Ernest takes it from her, saying, “I must not forget my old wife.” This is a very satisfying ending for the reader, because Ernest, a man with great character, is rewarded for his chivalry with a loving, devoted, wife.*

### **Week 23, Day 3 – “Ulysses”**

1. Why is Ulysses unhappy with his position?

*He wants to have more adventures and to travel the world; he is unhappy with his position as ruler of Ithaca, where he says he is relegated to “rust unburnish'd, not to shine in use.”*

2. How much does Ulysses lament his “fate” and discuss his desire for more adventures, compared to the number of lines he gives to his family? What is your take on this?

*Much more; he barely mentions his wife Penelope at all (except to call her “aged”), and not even by name, and he mentions his son Telemachus only in a few lines, speaking of how he will be a good ruler. Answers will vary as to the take on this, but it seems reasonable to conclude that Ulysses is thinking a little too much of his own wants than those of his family and his subjects.*

3. What does the line “Some work of noble note may yet be done” mean? What is, in your estimation, the definition of “noble work”?

*Ulysses thinks there is still time in his life to do something “big” and important, like the wars he has fought in and the adventures he has partaken in. Definitions of “noble work” will vary among students, but any work that God puts before us and conforms to His word is noble, not necessarily just things that the world considers “great.”*

4. What is the plea of Ulysses that begins with the words “Come, my friends” and continues to the poem's end? What do you think the most famous lines in this section are, and how do you think they affect readers?

*Ulysses asks his friends and fellow soldiers/sailors to go seek new adventures, and even though they are older and not as strong, their wills are sturdy and will carry them.*



*The most famous two lines of the poem are “’Tis not too late to seek a newer world” and “To strive, to seek, to find, and not to yield.” These lines inspire readers to keep learning, keep seeking greatness, to keep accomplishing things.*

5. How does the overall theme of “Ulysses,” especially the line “As though to breathe were life,” compare to the main idea of John Milton’s “When I Consider How My Light Is Spent,” and its line “They also serve who only stand and wait”?

*The theme of “Ulysses” suggests that a man wants to accomplish “great” things instead of just sitting around spending his life doing nothing more than breathing. John Milton, who was blind, asserted that he could also do important things, even though he was blind, because he wanted to serve God.*

6. The Bible speaks of God as the One who does “great things” (Job 5:8-9, Psalm 71:19, Mark 3:8, Luke 1:49). How can Christians accomplish work for the kingdom of God? (See John 6:28-29 and 2 Timothy 3:16-17.) How is their perspective different from that of Ulysses? (See 1 Corinthians 1:21-31.)

*Christians can accomplish God’s work by “believ[ing] on Him whom He hath sent [Jesus]” (John 6:28-29) and telling others about Jesus Christ. They can also be able to do God’s work by knowing God’s Word, which is able to complete them so they can be “thoroughly furnished unto all good works” (2 Timothy 3:17).*

*A Christian’s perspective is different from that of Ulysses, since a Christian knows that “not many wise men after the flesh, not many mighty, not many noble” are used by God, “who hath chosen the foolish things of the world to confound the wise; and... the weak things of the world to confound the things which are mighty” (1 Corinthians 1:21-31). God uses those who are not “great” by the world’s standards to accomplish his great purposes, to His glory and eternal purpose.*

#### **Week 23, Day 4 – “The Magic Shop”**

1. Why does the narrator’s confusion about the location of the Magic Shop make more sense at the story’s end?

*Because at the story’s end, the shop “disappears” and seems to be truly a magic shop, which explains his confusion about the shop’s location.*

2. When does the narrator begin to realize that the Magic Shop is different?

*The proprietor takes magic very seriously, telling the narrator that his shop is “Genuine” and that there is no deception involved, even remarking to Gip that he is the “right sort of boy.”*

3. What do you make of the shop owner’s remark: ““We none of us know what the fair semblance of a human being may conceal, sir. Are we all then no better than brushed exteriors, whited sepulchres—”?”

*Answers will vary, but probably, humans have just as much to hide behind their false fronts and under the surface that they are willing to reveal. This is especially likely, given that the shop owner uses the words of Jesus when He pointed out hypocrisy and sinfulness of the religious leaders of His day.*

4. How does the creature he pulls from the narrator’s sleeve reinforce the idea of Question #3?

*The red demon he pulls from the narrator’s coat sleeve represents the evil that all men hide beneath their visible exteriors and are ashamed of—this is underscored by the narrator’s remark that “I was glad he hadn’t seen the thing,” and by the shopman’s insistence that the demon isn’t his; it’s something the narrator brought in himself.*

5. What disturbs the narrator about the magic shop?

*The apparently real magic, the shopman’s getting Gip to give him his finger (as he had only done for his father before), the assistant’s tricks with his nose, the shopman’s making Gip disappear under a drum, etc.)*

6. Name several concrete nouns and verbs that Wells uses to produce clear pictures in the reader's head.

*Answers will vary.*

7. What message does the author offer through Gip's (a) failure to see the demons or grotesque nose and (b) apparent ability to make his soldiers walk—without his father's seeing it happen?

*Gip doesn't see the demons or the assistant's grotesque nose (children don't see evil as adults do; they're still innocent and fascinated by the wondrous things in the world).*

### Week 29, Day 1 – “Old China”

1. What is it that Charles Lamb likes about “old china”?

*It’s simply his personal preference; he enjoys looking at the patterns and scenes on them, and just enjoys using old china in social settings.*

2. What does “Bridget” say when Charles remarks how much better it is to be able to afford luxuries like new pieces of china? What examples does she give as proof?

*She says she liked the old times better, when they couldn’t afford such things as easily, and to obtain something similar meant more enjoyment out of it when it wasn’t as easy to buy. She offers examples such as an old, worn suit Charles Lamb wore for much too long, because he couldn’t afford to replace it, having used the money to buy a precious book; a picture he bought; the times when they could barely afford to go to a cheap inn to eat, and relished their cheap food; their having to save up just to afford cheap seats at the theatre; eating strawberries; wondering how they would balance their finances at year’s end, and so on.*

3. How does Charles reply to “Bridget’s” take on the subject? What real pleasure, instead of the pleasure of being poor, is “Bridget” probably remembering?

*Charles replies that it was good to have little when they were younger, since it strengthened their bond with each other. “Bridget” is confusing the “pleasure” of being poor with the pleasure of being young, and building bonds with others who are also facing many of the same challenges.*

4. How does Charles Lamb’s writing style in “Old China” compare to other essays in this volume?

*Answers will vary, but Lamb’s essay seems more conversational, less formal, and more personal—which is one reason why they were very well received during his lifetime.*

### Week 29, Day 2 – “Sonnet XLIII”

1. List some ways in which the author loves her husband.

*As high and deep and wide as her soul can reach, freely, purely, daily, and with the “breath, smiles, tears, of all my life.”*

2. What do you think the author means by lines 9-12?

*She loves her husband with all the feeling that was previously used for grieving her losses. (Elizabeth Barrett Browning lost two brothers in 1840—one to fever, one to drowning—just a few years before this poem was written.)*

3. Give your take on the second half of the poem’s last sentence.

*The author looks forward to an even better love for her husband after she dies, and they spend eternity together in heaven.*

### Week 29, Day 2 – “The Charge of the Light Brigade”

1. What Biblical allusion is made in line three?

*The allusion is to Psalm 23’s “the valley of the shadow of death.”*

2. List some violent, brutal words and phrases that describe the battle.

*They include “Cannon,” “thunder’d,” “storm’d,” “shot,” “shell,” “jaws of Death,” “mouth of Hell,” “battery-smoke.”*

3. What is Tennyson’s view of the battle, as evidenced by the last few lines?

*He thinks it was gloriously brave of the soldiers who charged the Russian forces, which outnumbered them.*

4. What do you think is the poem’s most famous phrase? What idea does it suggest? Do you agree with this idea? Why or why not?

*The most famous line is “Theirs not to make reply, Theirs not to reason why, Theirs but to do and die.” It seems to suggest that soldiers have no say in anything, and that they should not try to reason or think about the practicality (or morality) of their superiors’ orders. It suggests that soldiers should simply do what they are told, even when it is to charge into an almost suicidal situation—and that their job is simply to die if they’re told to do something that will almost certainly result in their death! Answers will vary whether or not students agree, but certainly the implication that human beings—regardless of whether they are soldiers in a war—should simply blindly obey orders is questionable at best, especially for Christians.*

### **Week 29, Day 3 – “A Source of Irritation”**

1. What kind of man is Sam Gates? What is especially funny about the situation he finds himself in?

*Sam Gates is a solid, unemotional man who works the land and rarely gets irritated, except for with his niece Aggie constantly asks him, “Well, Uncle, is there any noos?” when there isn’t ever any news with him. What is so funny is how on this certain day, there is absolutely some “noos”!*

2. How do Sam’s emotions travel as he rides with the stranger? What are these emotions similar to?

*His emotions fluctuate (like the airplane he is riding in). Sam is terrified when he starts to fly, praying and reflecting upon his life as if he will die any second. He thinks of random, funny, disconnected events as he continues flying in the plane, even wondering if he is dead and this is how God takes people to heaven.*

3. What happens to Sam when the two arrive?

*They fly through gunfire and land safely, going into a building in which a man questions him, also pulling at his beard and hair. The Germans who captured Sam discuss how he is a perfect double of Paul Jouperts, a spy in their employ, and that it would put the English off their guard to shoot Sam and place him at a battle scene, allowing the English to find him and to think that Jouperts had died.*

*Sam is driven to an underground station on a battlefield, with bombs and bullets flying all around him. He is taken out, and a soldier aims a rifle at him, and Sam throws himself face-down, hearing an explosion. His would-be killer is killed, and he wakes up in the hands of his own people, who mistake him for Paul Jouperts, too.*

4. Underline or highlight several funny lines in “A Source of Irritation.” What is especially funny about the story’s ending? What additional funny lines or occurrences did you catch on your second read-through?

*Answers will vary on the first and last questions, but what is funny about the ending is (a) that Sam claims there is no news, even after the incredible events that happened to him that day, and (b) that Sam, after being captured, shot at, accused of being a spy, and almost blown up, he is irritated...at his niece for asking him about “noos”!*

## Week 30, Day 1 – “Markheim”

1. Having read “Markheim,” why do you think Markheim is so horrified when the dealer suggests he buy a mirror? How do mirrors turn up again later? What is the significance of mirrors?

*He doesn't want to look at himself (he even tells the dealer this and calls the mirror a “hand-conscience”), because he knows he is an evil man. After Markheim kills the dealer, he walks through the shop, reflected in many mirrors; he also looks at himself in the mirrors in the drawing room.*

*The significance of mirrors seems to be that they symbolically make known the sin of Markheim, and by extension, the fact of mankind's sin.*

2. How does the concept of time appear several times in “Markheim”? What is its significance?  
*As Markheim kills the dealer, many clocks are ticking. Markheim rationalizes his murder by comparing it to a clockmaker's simply stopping a clock from ticking.*

*The clocks signify the concept of time. The dealer has run out of time, Markheim doesn't have much time until his crime is discovered, and by extension, man has only a short time on earth.*

3. What is Markheim's initial feeling about his crime? How does he justify it to the visitor? How does his attitude change over the course of the story?

*He initially doesn't feel remorse or shame before God; he simply wants to escape the punishment of society. He tells the visitor that he is not responsible for his crimes, because he is a good person and has been driven to crime by hardships in his life. By the end of the story, however, Markheim is convinced of his own evil and brings about his own punishment.*

4. What deal does the visitor offer Markheim? Why is Markheim angry? How does the visitor respond to Markheim's anger?

*He offers to help Markheim find the dealer's money and escape in exchange for his soul. Markheim reacts angrily, saying that he is not a sinner, just someone who did evil and learned his lesson. The visitor tells Markheim that he has been sinning more and more for many years, and he will only grow worse.*

5. What does Markheim's last act represent?

*His redemption. He has accepted that he is a sinner, not just a victim of circumstance.*

6. What does the visitor's identity seem to be when he first appears? At the story's end, what do you believe he represents? How can this possible case of mistaken identity be explained?

*Answers will vary, but the visitor appears to be the devil at first, asking for Markheim's soul in exchange for telling him where the money is and urging him to kill the house servant who is coming to the shop, in order to protect himself from being discovered. But when Markheim refuses and says he hates evil (including the evil he has done, later turning himself in), the visitor's features “undergo a wonderful and lovely change” and are said to have “brightened and softened with a tender triumph.” The relief and happiness of the visitor seem to indicate that he is actually an angel of the Lord sent to test Markheim, playing devil's advocate for the purpose of driving him toward his salvation. Note: It is possible that the visitor doesn't actually exist except for in Markheim's disturbed mind—that he is a representation of his conscience, or the other side of his “dual nature.” (Keep in mind that Robert Louis Stevenson explored this topic in his novella Dr. Jekyll and Mr. Hyde.)*

7. What is the theme of “Markheim”? How does this relate to what God's Word teaches, for example, in Ezekiel 18:20-13, Mark 7:14-23, Mark 1:14-15, and Romans 6 (the whole chapter)?

*The theme of Markheim, in a nutshell, concerns the definition of evil and man's responsibility toward it.*

*Ezekiel 18:20-23 says that sinners will die and they are responsible for their own sins, but God wants the wicked to repent of (turn from) their sins, and He takes no pleasure at all that the wicked should die.*

*Mark 7:14-23 records the words of Jesus when he teaches that what comes out of a man “defileth the man”—evil thoughts, adulteries, fornications, murders, and so on. Man is responsible for his own sin.*

*Mark 1:14-15 records the commandment of Jesus to every man: “Repent ye, and believe the gospel.”*

*Romans 6 contradicts Markheim’s assertion that he can’t help but continue to do evil—that it is the fault of his past. God judges mankind for his sin, and Christians, especially, are able to resist sin. Our “old man is crucified” and the “body of sin is destroyed, that henceforth we should not serve sin (6:6). The Christian is “free[d] from sin” (6:7, 6:18, 6:22) and is commanded to “let not sin therefore reign in your mortal body” (6:12) and told that “sin shall not have dominion over you” (6:14). Praise God!*

### **Week 30, Day 2 – “Jabberwocky”**

1. Find a “nonsense” noun, adjective, and adverb, write down each, and explain how you can tell each one is the part of speech you say it is.

*Answers will vary!*

2. Sum up the poem’s plot.

*It is difficult, but as Alice (of Alice in Wonderland) says, “Somebody killed something: that’s clear, at any rate.” A young man is warned of a creature (the “Jabberwock”), he takes a sword to find it, it comes at him, he kills it, and he returns in triumph.*

3. Can you find two nonsense words created by Lewis Carroll in “Jabberwocky” that we use today? What do they mean?

*The words are “galumphing” (it means “walking heavily or awkwardly”) and “chortled” (it means “laughed”); it is a mixture between the words “chuckle” and “snort”).*

4. Write a four-line review of “Jabberwocky,” in the same style as one of the stanzas in the poem. Be prepared to share this with your classmates!

*Answers will vary!*

### **Week 30, Day 2 – “If”**

1. List the difficult actions in Stanza 1.

*Keeping your head during difficulties, even when others are losing theirs; trusting yourself when others doubt you; waiting without getting weary; eschewing lying even when you are being lied about; resisting hatred when others hate you; avoiding trying to “look to good” or “talk too wise.”*

2. What does the poet say are the pros and cons of thinking and dreaming?

*They are worthy actions, but they can take over and become the goals themselves, instead of what they can produce for good.*

3. Why does he call Triumph and Disaster “impostors”?

*Because they are often temporary and not lasting; they fool ambitious persons into thinking that either everything will always be an easy success, or always result in failure.*

4. What kind of attitude does much of “If” encourage the reader to take? That is, what does he believe is the definition of “A Man”? How does this compare to God’s Word in 1 Corinthians 16:13?

*Kipling believes “A Man” is someone who does not let defeats and doubts and the criticisms of others keep him down or discourage him from pressing on to conquer the goals he has. In 1 Corinthians 16:13, Paul tells Christians, “Watch ye, stand fast in the faith, quit you like men, be strong.”*

### **Week 30, Day 3 – “The Adventure of the Second Stain”**

1. Explain the crisis. Why does Holmes at first refuse to help?

*A letter has been stolen from secretary Trelawney Hope; this letter could lead to war in Europe and involve England—with a loss of 100,000 men and a billion pounds—if it is not recovered before it gets into the wrong hands. Holmes refuses to help because Hope and Lord Bellinger, the Prime Minister, will not divulge the details of the letter to him.*

2. What is Watson’s astonishing news? What does it mean to Holmes?

*That one of the spies Holmes believes could be involved has been murdered; to Holmes, it means that this man’s circumstances must be investigated, since the odds are too great that this could be a coincidence.*

3. Describe the interview with Lady Hilda Trelawney Hope. How do you view her as a character at the story’s end, compared to her entrance?

*She attempts to get Holmes to divulge the contents of the letter, but he refuses. Answers will vary as to how students view her at the story’s end, but she seems less of a noble, stately woman deserving of praise.*

4. What, exactly, is the “second stain” and its importance?

*It is a second bloodstain on the rug. It means the rug was moved, which turns out to be by Lady Hilda Trelawney Hope, fooling the constable on duty that she had fainted, so she could recover the letter from the hidden flooring panel where Lucas hid it.*

5. How does Holmes wrap up the mystery in a way that causes no harm to anyone?

*He confronts Lady Hilda about her having the letter (which she gives to him), replaces it Trelawney Hope’s box, and claims to believe it is still in the box, so he will never know she stole it from him.*

6. What is quite outrageous and stupid (if you think about it) about the potential disaster that lies in the publication of a letter, no matter how “provocative”?

*Can’t heads of state apologize and resolve their differences without resorting to a war that will cost the lives of 100,000 Englishmen and cost the country a billion pounds in taxes? Good grief!*