

**Middle School Literature for
Christian Homeschoolers:
8th Grade**

Answer Key to Review Questions

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Week 1, Day 1: 1 Corinthians 2

1. List the ways in which Paul “puts down” himself, and instead talks about how great the gospel message is.

He says he “came not with excellency of speech,” but “in weakness, and in fear, and in much trembling,” that his preaching was “not with enticing words of man’s wisdom,” but what to some appears to be, in contrast with worldly wisdom, “foolishness.” He lifts up God’s “Spirit and...power” and “hidden wisdom.”

2. How does Paul say a person receives the wisdom of God?

Through His Spirit, Who teaches us to compare “spiritual things with spiritual.”

3. What are some ways that Christians can show that we have “the mind of Christ” (verse 16)?

Answers will vary!

Week 1, Day 2: “Some Thoughts Concerning Education”

1. Why does Mill say students should study the Bible and *Tully’s Offices*? As a Christian, what’s a little disturbing about placing these books side by side this way?

So they can learn to morality and ethics. To a Christian, placing Tully’s Offices right next to the Bible is disturbing, because Mill suggests that both books are just useful, instead of the Bible’s being God’s Word.

2. In the fifth paragraph, why does Mill warn against focusing on logic?

He says it can turn your student into a proud arguer who regularly tries to win arguments and dispute with others, instead of using logic to find truth.

3. In the sixth paragraph, how does Mill argue that effective speaking and writing should be learned, instead of obsessing over grammar rules? Why does he say English-speaking students should focus on English, instead of other languages?

He says students should practice it, writing and speaking over and over until theirs improves, instead of focusing on learning endless rules about grammar and so on. Mill says since English-speaking students speak English, they should focus on their natural tongue until they are proficient in it first.

4. What is your take on Mill’s last thought about the study of the Bible, and the spirit and the body?

Answers will vary! It doesn’t seem, however, too focused on God as the object of learning, but the practicality of thinking about spiritual things.

5. How does this essay, although practical, compare to yesterday’s 1 Corinthians 2, in which Paul emphasizes that he’s focusing on the gospel, and not the “wisdom of this world”?

It seems more focused on worldly wisdom, being practical, and so on, instead of Godly wisdom.

Week 1, Day 3: “God Makes a Path”

1. Determine the poem’s basic structure and rhyme. (How many syllables do the lines have? Which lines rhyme?)

The odd lines have about eight syllables, and the even lines have six. The even lines rhyme (Line Two with Line Four, and so on).

2. What do you think Williams mean by saying he has many times had “No house, but hollow tree!”?

He’s had nowhere comfortable to live, or maybe he has experienced discomforts similar to having no good place to live.

3. Explain the meaning of the last two lines.

God’s “sweet’ning” (goodness, mercy, aid, truth) is able to overcome any battles or hardships we face.

Week 1, Day 3: “The Mind That Was in Christ”

1. How are the verses mentioned in the introduction reflected in the poem?

By mentioning “Christ crucified” (1 Corinthians 2:2), “the mind of Christ” (1 Corinthians 2:16), “perfect love casteth out fear” (1 John 4:18), and how Jesus said He is “meek and lowly” (Matthew 11:29).

2. What words does Wesley use to describe the mind of Jesus?

Quiet, noble, loving, thankful, constant, and perfect.

Week 1, Day 4: “How To Be a Spectator at Spring Planting”

1. What point do you think Benchley is making by suggesting that gardening spectators do all the ridiculous things in this essay?

He’s trying to point out how irritating it is to be a person trying to garden, and at the same time having to listen to somebody who’s NOT gardening sitting there right in your ear giving you all kinds of advice.

2. List some of the funny things that Benchley writes in this essay. Why are they funny?

Answers will vary

3. Have you ever experienced a time where someone kept hassling you with advice, without helping you, especially if you think he didn’t know what he was talking about? If so, what happened?

Answers will vary

Week 2, Day 1: John Wesley's *Journal*

1. List some memorable experiences that Wesley goes through.

Preaching to prisoners, sailing to Georgia to preach to Choctaw Indians, speaking to thousands outside, being burned in effigy, facing men with guns while he preaches

2. What lesson can we learn from Wesley's experience with Mrs. Williamson in Georgia?

That there are false Christians who will try to harm real ones when Christians reprove their unchristian behavior—we shouldn't be surprised when this happens.

3. Why does the mayor of Coventry deny Wesley the use of the town hall? What then does the mayor do? What's your take on this?

He refuses without telling Wesley why, but later lets a dancing teacher use it; this shows the bias against Christians of government officers.

4. How is Wesley's health as he reaches his eighties? How does he explain this?

He says he's as strong as he was as a young man, which he attributes to his traveling thousands of miles per year, God's power, getting up at the same time every day, sleeping whenever he needs to, and constant preaching.

Week 2, Day 2: "A Golden Wedding"

1. What kind of a person is Lovell Stevens? How does that affect your reading of the story?

He's a pleasant, cheerful, generous young man who isn't necessarily a genius; those characteristics make him very likable, and the reader pulls for him to succeed.

2. Why are Uncle Tom and Aunt Sally where they are at the story's beginning? What is especially upsetting about it?

They're in the poorhouse because they couldn't work, due to poor health. It's especially upsetting because their 50th wedding anniversary is two weeks away.

3. Why does Lovell feel so kindly toward Tom and Sally?

They took him in after his father died and raised and loved him.

4. Describe the celebration and how it comes off.

Lovell buys back his aunt and uncle's house, has it decorated (with help from the townspeople), brings his aunt and uncle back to celebrate, and gives them \$500 in gold, to take care of them the rest of their days.

5. What do we find out at the end is especially kind about Lovell's act?

He suggests to his aunt and uncle that he has plenty more money, but in reality he has given them every cent he has saved up for many years, except for enough to get him a train ticket back west to get another job.

Week 2, Day 3: “No Enemies”

1. Why does the author say that someone who brags of not having any enemies has done only small work, and might have been a coward?

He says that because he believes that if you do great things, some people will be angry with you, either possibly because of jealousy, or because you opposed their evil.

2. Proverbs 16:7 says, “When a man's ways please the LORD, he maketh even his enemies to be at peace with him.” Give an example of how this could happen.

Answers will vary!

3. Why shouldn't Christians be too surprised if they have enemies in this world (assuming they haven't made enemies by sinful behavior)? (See John 15:18-21 and 1 John 3:11-13.) How do these Bible passages make a similar point to Mackay's in the above poem?

Because the world hates Jesus, so it will hate Christians, who follow Jesus. In John 15:18-21 Jesus says that the world hates Christians because the world hates Jesus; 1 John 3:11-13 says that Christians should not be surprised if the world hates them, because their works will show the world's works as evil. These passages sound somewhat similar to Mackay's point, because both express the idea that evil persons will be the enemies of righteous persons.

4. How should Christians treat their enemies? (See Matthew 5:43-48 and Romans 12:17-21.)

Lovingly, by giving them what they need (food, drink, and so on), to follow God's example—since he “sendeth rain on the just and on the unjust.” We are to bless those that curse us, do good to them, and pray for them.

Week 2, Day 3: “A Name in the Sand”

1. How does the wave make the author think about her life?

It washes away what she wrote in the sand, which makes her think about how time will “wash away” all the evidence that she was alive on earth.

2. Why does this not bother her?

She says that God keeps a record of her works, even if the world forgets her.

3. Compare the poem's main idea to John 6:28-29, Titus 3:8, 1 Peter 2:11-12, and 1 John 2:17.

In John 6:28-29 Jesus says that if we want to do the work of God, then we should “believe on him whom he hath sent.” Titus 3:8 says that “they which believed in God might be careful to maintain good works.” 1 Peter 2:11-12 says Christians should show non-Christians that they're sincere by their good works, and 1 John 2:17 says that (unlike the poet's name in the sand) “the world passeth away, and the lust thereof: but he that doeth the will of God abideth for ever.”

Week 2, Day 4: “The Adventure of the Three Students”

1. What does Soames notice in his office door when he returns? Why is this alarming? What else does he find in the room?

A key, which isn't his—it's his servant Bannister's. This is alarming, since he had left the answers to the Greek translation part of the scholarship exam on his desk for more than an hour. He also finds pencil sharpenings, a cut on his leather chair, and a ball of dough-like material with specks of sawdust-like material in it.

2. What does the doughy material in Soames's bedroom mean?

That Soames came up to the office unexpectedly, and the student jumped into his room and hid.

3. Why does Holmes ask Bannister what chair he dropped in when he almost faints?

He could have sat in several other chairs closer, but chose a particular chair in order to cover up Gilchrist's track gloves.

4. Explain the pencil trick Holmes uses when he visits the three students' rooms.

He pretends he's drawing architecture and breaks his pencil to find out what kind of pencil sharpener the students have.

5. Why does Holmes focus on the student's heights?

He knows the tallest student could see through the window and know that the papers were on Soames's desk, and given the fact that Gilchrist was wearing his spikes shoes, which made him taller, his guilt was almost a lock.

6. What mysteries of the case does Holmes clear up at the story's end?

That the doughy material was from the school's track, which showed the perpetrator used the track. And that Bannister helped Gilchrist escape, since Bannister was formerly a butler to Gilchrist's father.

Week 3, Day 1: “Some Fools and a Saint,” Chapter 1

1. Why does Curtis Burns have to board at Long Alec’s? What does Sheldon say about Alice Harper?

Burns doesn’t have enough money to buy furniture for the manse, so he boards at Alec Fields’s home, who lives with his sister, Lucia, and their invalid cousin Alice Harper. Sheldon calls her a wonderful woman and a great influence on the community, even though she has been paralyzed from the hips down after falling from a barn loft 10 years ago.

2. What incredible thing does Sheldon tell Burns about Long Alec’s place? Who else lives there?

That it is “haunted,” or at least, that unexplainable things happen there all the time, which he experienced when he stayed there. Jack MacCree, a “half-wit,” and Julia Marsh, a servant girl.

3. Why won’t Edna Pollock marry Alec Fields?

She thinks there’s a curse on the Field place, because of the suicide of Anna Marsh after her baby drowned, and a suicide note that said any baby born on the Field place would be cursed.

4. What kinds of horrors have hired hands suffered from on the Field place?

Hearing violin playing at odd hours, icy hands on their faces, weird laughter in the night, hair cut off in the night, cradles rocking where there aren’t cradles, and other tricks and pranks.

5. Why does suspicion rest on Lucia Field?

Lucia plays violin, and it is thought she doesn’t want Alec to marry Edna Pollock (whom she doesn’t like).

6. What is Burns’s final thought about the house and Mr. Sheldon?

Burns thinks it is a charming house, with an interesting roof, and he thinks Sheldon, since he is older, believes things too easily.

Week 3, Day 2: “Some Fools and a Saint,” Chapter 2

1. What develops between Burns and Lucia...and Burns and Alice? What does he think about Julia Marsh?

He is in love with Lucia, and good friends with Alice. Julia is troublesome to Burns; he notices her birthmark, and sees her fits of anger when she can’t be trifled with.

2. What is Jock like? Why does Burns seek him out?

He’s about 50, slow-witted, musical, and can be trusted to do nothing but care of the pigs. Burns tries to talk to him to solve the mystery, but Jock avoids and fears him.

3. List some odd things Burns sees. Whom does he suspect?

A figure looking out of a window, the feeling he’s being watched by an angry spirit. He doesn’t know whom to suspect, but when Alice protests too much at Lucia’s innocence, he suspects Lucia.

4. Describe the written “curse” Alec receives.

It says that the Fields’s lives will be wrecked and the house destroyed, in a letter filled with misspelled words.

5. How is Alice a big help to Burns? Name her talents and faults.

She fills him in on more “ghost” details, and helps him with church issues. She’s good at mimicking Mr. Kirk, and always wants to know everything that goes on in town, even to a fault.

6. What happens when Burns notices that Lucia has been crying? Describe what happens to her favorite tree.

He wants to comfort her, and would have, but Alice has a bad spell, and Lucia has to care for her for the next 24 hours. Her favorite tree is found cut down, although Burns remembers hearing Lucia tell Jock to sharpen the axe.

7. Name some other odd occurrences at the house. Whom does Burns suspect? How does Lucia answer his questions?

Cradle rocking, telephones ringing, violins playing, spooky laughing outside his door. Burns suspects Lucia; she says that (a) he may have the total freedom to do anything he wants, as long as he doesn’t tell her about it; and (b) that Edna Pollock isn’t good enough to marry Alec.

Week 3, Day 3: “Some Fools and a Saint,” Chapter 3

1. How do circumstances worsen? What is especially upsetting to Lucia?

Terrible things happen that result in much more work for Lucia; even her pet kitten is found killed.

2. How does Henry Kildare’s arrival shake things up?

He tries to watch for the ghost with Burns, but hears Winthrop’s voice talking and quits. He tells Burns he’d better get out, along with everybody else, saying it wasn’t safe for the women.

3. Describe Burns’s obsession.

He is determined to catch the ghost, and begins obsessing over it, losing much sleep and worrying Sheldon, who tells him to leave. But Burns can’t, because he loves Lucia.

4. What happens to Julia to break her down in tears? Why does she turn down Curtis?

Her afghan is unraveled, undoing months of work. She says she can’t leave Alec and Alice to fend for themselves.

5. Describe what starts happening to Burns, and Alice’s advice to him. What does he see one night, and what convinces him he should leave?

The “ghost” starts attacking and bothering him (even ruining a treasured book of his), and Alice advises him to leave, saying that the Fields don’t love others like he does. He sees Lucia’s face in the spare-room, and when he asks her about it, she lies to him, saying she wasn’t there.

6. What does Curtis learn from Henry? What do they see in the Fields' orchard?

That Henry loves Alice, and wants to marry her, regardless of her paralysis. They see a figure running across the orchard, and they chase it and catch it.

Week 3, Day 4: “Some Fools and a Saint,” Chapter 4

1. Who is the “ghost”? Explain the “ghost’s” reasons for “haunting” the Field home.

It’s Alice. She has been pretending to be lame for years (although she was lame for a while) to get even at what she says is the shabby treatment she’s received from her cousins—looking down on her and treating her as an inferior, as well as her uncle and aunt belittling and even striking her. Alice starts “suffering” and demanding attention and treatment any time she thinks her cousins need discipline. When she learns Alec is going to marry Edna, she decides he can’t, because Lucia will go, and Edna wouldn’t take care of her as well as Lucia did.

2. What talents help the “ghost” pull off the tricks? How do the Sheldons suffer?

Alice’s acting skills and her skills at mimicry help her look sick and sound like Uncle Winthrop. Alice forces Sheldon to spend time with her, just to annoy his wife, who died later.

3. Do you think Henry and Alice made a good decision? Why or why not?

Answers will vary!

4. What does Curtis claim about Alice while talking to Sheldon? Do you agree that it explains her behavior? Why or why not?

He says her ugly, selfish behavior is due to her father and grandfather’s drunkenness. Answers will vary, but many children of drunks make up their minds not to drink or otherwise ruin their lives. Alice is responsible for her own behavior!

Week 4, Day 1: “Psalm 7”

1. What does it mean to “persecute” someone? What forms of the word appear in Psalm 7?

To threaten or harass someone unjustly. There are forms of “persecute” in verses 1, 5, and 13.

2. Give an example of how verses 13-16 could happen in real life.

AWV, but anyone who tries to hurt someone else and ends up hurting himself fits the bill.

3. If you had to sum up Psalm 7 in one sentence, what could you write?

AWV, but something like “God rewards the upright man, but is against evil persecutors.”

Week 4, Day 1: “Psalm 8”

1. How did Jesus use Psalm 8:2 to rebuke the priests and scribes in Matthew 21:15-16?

Children were singing “Hosanna to the son of David!” to Jesus; when the scribes and Pharisees asked Jesus, “Hearest thou what they say?” Jesus referred them to Psalm 8:2.

2. How does Psalm 8:5 contrast the evolutionist view of mankind?

It says that God created man “a little lower than the angels,” instead of a little more evolved than apes!

3. Sum up verses five through eight.

God has put the earth and other animals on it under the rule of mankind.

4. How does the beginning and end of Psalm 8 make it seem more beautiful and poetic?

They both repeat the same sentence, which gives the psalm a balanced, repetitive, musical quality.

Week 4, Day 2: “Our Aromatic Uncle”

1. What does the judge’s son do to set the story in motion?

He changes the market baskets on the back doors of two houses, one with high-quality, expensive goods and one with poor-quality goods; the butcher-boy sees him do it. The judge’s son (the author’s wife’s uncle) is the “aromatic uncle” of the story’s title, and he later runs away to sea and is gone for many years.

2. What is unusual about Uncle David’s communication with—and his sent gifts to—his family over the years?

He hardly writes, and when he does, the letters barely tell his family anything at all about himself—although eventually, he does express his love for his family (sort of). He begins sending cheap gifts, but later the gifts get more and more expensive, until they fill the family home and turn it into almost a museum, the pride of the town.

3. What is the smell of the house that the author mentions?

A pleasant, fragrant smell made of the combination of the eastern gifts that Uncle has sent.

4. What surprises the author when Uncle David comes to visit? What does Uncle David do around the house?

He doesn't look rich and like a man of the world, his dress and perfume is unsophisticated, he is small and unimportant-looking, and he barely talks at all. Uncle David basically does nothing except take walks, smoke his pipe, read the newspaper and history books, and keep quiet.

5. Describe Aunt Lucretia's visit. Why, do we understand later, doesn't Uncle David want her to visit?

Aunt Lucretia comes unexpectedly, after an invitation that the author's wife makes, against his wishes. She blazes in, sees her brother (who walks out without saying anything), and says that he's not her brother—since Uncle David lost an arm!

6. What does the photograph prove? How does everyone involved react?

That their visiting "Uncle David" isn't Uncle David at all, but his business partner, Tommy Biggs! He admits who he is, the author's wife hugs him anyway, Aunt Lucretia stomps out, never to return, and Biggs says, "Ain't changed a mite in forty-seven years."

7. Sum up what the author learns at the story's end. What happens to the "aromatic uncle" and the author and his wife?

That the real Uncle David was a fine man with many "peculiarities," including not keeping in touch with his family or sending them things (which Biggs had to do for him). Uncle David died, and Biggs took his place writing David's family, and finally coming over because he was lonely. Biggs is also revealed to be the boy who idolized David in the beginning of the story! He was so fond and worshipful of David that he followed him around and covered for his mistakes until David died, having treated Biggs terribly the whole time. After telling the author this, he tells his wife, who tells Biggs they love him and want him to stay. But Biggs is too ashamed about his trick, and he leaves, later sending them a note that he is dying and will send them something. He later leaves the husband and wife his entire estate.

8. Do you have a relative (maybe an older one) who is quirky and unusual, but whom you love very much anyway? How is this relative unusual?

Answers will vary!

Week 4, Day 3: "The Blind Man"

1. What adjectives does Hay use to describe the priests' faces in the first section?

"Scowling" and "hate-clouded" faces.

2. What does the author mean by a "hundred-fathom-rooted rock"? To what does he compare it?

A rock that is strongly rooted, with hundreds of feet of "rock root" underground, so it can't be moved. He compares the faith of the blind man to this rock, while the "wind" of the Sanhedrin's threats and questions howls helplessly around him.

3. Why does the author point out that the formerly blind man was "unlearned, poor, and humbly born"?

It contrasts with the Sanhedrin's haughty attitude, and it shows that even this humble, uneducated man knew more than they did about the important thing in life: faith in Jesus Christ.

Week 4, Day 4: “Gertrude the Governess”

1. List what you think are some of the funniest parts of “Gertrude the Governess.”

Answers will vary!

2. How does Leacock poke fun at typical fairy tale elements like the castle, the acts of the characters, the plot, and so on?

He announces that every part of the home is from some ancient, respected historical person; he says ridiculous things like how Lord Ronald “rode off madly in all directions,” the Countess, who passes her hand across her brow, then spits on the floor; Ronald, who is trained in badminton and needlework; the ridiculous behaviors of the characters; the “happily ever after” ending, and so on.

3. Describe the story’s tone and how it parodies a typical fairy tale.

The writing style is pompous, even when it says ridiculously absurd things about the characters.

4. What are some parts or features of fairy tales that you don’t care for? Did you notice if Leacock parodied any of those parts?

Answers will vary!

Week 5, Day 1: “The Spirit of the Herd”

1. Explain the term “spirit of the herd.” When does it become dangerous?

The overall mood of the herd; it becomes dangerous when some are restless, and they’re likely to follow any cow that stampedes in response, which is dangerous to those around the herd.

2. Describe “the growl” and what it means.

It’s a sound made by many cattle when they’re restless or unhappy, and it is ominous to cattlemen, because it signals the possibility of a stampede. The herd is making it because they’re thirsty.

3. What is dangerous about where the herd is camped? What does Wade have to do about it?

The camp is very near a cliff with a fall of 300 feet, which the cattle could stampede and go over. The cattle are especially susceptible because they’re thirsty, and any sudden noise could send them over, so Wade sings and has his men sing and keep the cattle milling, so they’ll (a) not be so likely spooked if they hear another noise, and (b) be busy and not think too much of their thirst.

4. What happens to thwart Wade’s plans, and how does he respond?

Lightning strikes, spooking the herd, which stampedes. Wade rides and gets ahead of the leaders to stop them from running over the cliff to try to get to water.

5. What other meaning could the title of this essay refer to?

It could refer to the horse’s “spirit,” which senses danger and is able to work closely with Wade to help the cattle (and the horse and Wade too!) from danger.

Week 5, Day 2: “The Art of Discouragement”

1. What, exactly, is a “cold-water pourer”?

Someone who’s always critical of a new idea and discourages the inventor or innovator.

2. What does the author’s friend say is often the “fate” of inventors and innovators? What often happens even if they do succeed in their new idea?

To be followed around by “cold-water pourers,” and sometimes to die earlier than they would have, because of their hard work and the toll that this and the discouragers take on them! Often if an inventor succeeds, critics still find fault with it.

3. For what reasons does the author say “cold-water pourers” do what they do?

Fear of new things, jealousy, bad temper, lack of imagination, lack of sympathy, and so on.

4. Relate the following Bible verses to the point of this essay: Proverbs 25:11, Romans 14:19, and Ephesians 4:29.

Proverbs 25:11 says, A word fitly spoken is like apples of gold in pictures of silver,” which describes how good words are pleasant to hearers; Romans 14:19 says to Christians, “Let us therefore follow after the things

which make for peace, and things wherewith one may edify another,” which encourages Christians to build each other up; and Ephesians 4:29 says, “Let no corrupt [rotten, bad, worthless] communication proceed out of your mouth, but that which is good to the use of edifying, that it may minister grace unto the hearers,” which commands Christians to speak things that are edifying to other believers—not discouraging words and criticisms!

5. Give an example of an invention in world history that probably seemed crazy at the time, but worked out well and benefited humanity. What do you think critics of the idea said to the inventor?

Answers will vary!

6. Has anyone ever been critical of an idea you had or work that you produced? Which idea or work? how did you respond?

Answers will vary!

Week 5, Day 3: “A Parental Ode to My Son”

1. List some amusing things that the poet’s son does or gets into.

He sticks peas in his ear, swallows a pin, throws ink on the floor, almost falls down the stairs, pulls the dog’s tail, jumps rope and almost breaks a mirror, grabs a knife, and so on.

2. How does the somewhat formal language of some of the poem’s lines (“thou,” “thy,” “mirth,” “cherub,” “beauteous,” “bestride,” “domestic,” and so on) make the lines in parentheses appear more amusing?

They contrast so much—just when you start another more “poetic” line using “poetic” words in this “ode,” the father has to comment on something dangerous or naughty his son does and/or grab his son and make sure he doesn’t hurt himself or damage property.

Week 5, Day 4: “Dr. Bates and Miss Sally”

1. List some ways in which Dr. Bates and Miss Sally are different.

He’s 35, she’s 22; he’s quiet, she’s talkative; he’s more serious, she’s a little frivolous, and so on.

2. What do you think of Sally the first time she appears in the story?

Answers will vary, but probably poorly, since she petulantly gets angry because Dr. Bates isn’t there because of a surgery he has to suddenly perform.

3. How does Ferdie’s joke totally flop, and contribute to Sally’s embarrassing herself in front of Dr. Bates?

Ferdie tells Sally when she comes to their house that Dr. Bates had to leave unexpectedly (he didn’t), when he is actually right there. Sally badmouths him out loud to them, not realizing that Dr. Bates is sitting right there listening to her. She tries to get away before he confronts her, but as she’s going down the back of the house on a ladder, he appears at the bottom to help her!

4. Explain the misunderstanding of the suitcases. How does this play into the final confrontation?

George asks Sally to drive him to the Bevises' house, and she's going there anyway, so they both have their suitcases in the car. When others see them, it looks like they're running away to get married! Later, when the doctor is needed for an immediate surgery, Sally is reluctant to take him because others might think she's going with him to get married.

5. What about the final confrontation almost reverses Bates and Sally's positions?

He speaks out forcefully, and she quits her "pretty baby" ways in response, to meet the challenge.

Week 6, Day 1: “Where Love Is, There God Is Also”

1. How does Hebrews 11:6 match up with the character of Martin Avdeitch?

Hebrews 11:6 says, “But without faith it is impossible to please him: for he that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him.” Martin Avdeitch is a man who is diligently seeking God, and God rewards him.

2. Compare the events of the story to James 2:15-16 and 1 John 4:19.

James 2:15-16 says, “If a brother or sister be naked, and destitute of daily food, and one of you say unto them, Depart in peace, be ye warmed and filled; notwithstanding ye give them not those things which are needful to the body; what doth it profit?.” This is exactly what Martin does for the needy persons God sends his way. 1 John 4:19 says, “If a man say, I love God, and hateth his brother, he is a liar: for he that loveth not his brother whom he hath seen, how can he love God whom he hath not seen?” Martin doesn’t see God, but he does see others, whom he shows that he loves through his actions.

3. Were you able to guess the story’s ending? If so, how does the story still make an impact?

Answers will vary, but readers might say that the story is so warm and touching, seeing a man love others like Christ loves us, that it still makes an impact.

4. If a person wants to do God’s work, what should he do, according to Jesus in John 6:28-29?

Jesus said, “This is the work of God, that ye believe on him whom he hath sent.” The first thing anyone who wants to do God’s work should do is believe on Jesus Christ! (See also Acts 16:31.)

Week 6, Day 2: “Surly Joe”

1. How is the story’s opening different?

It is spoken as if Surly Joe is speaking to someone who has asked him about his life.

2. What does the girl, bravely, asks Surly Joe to do during the storm? How does this affect Joe’s later response—and yours, as the reader?

She asks him to let her drown and go save his boys, who can’t swim, and she even tries to escape Joe’s grasp. It makes Joe more willing to help her and forgiving later; it also makes the reader more willing to favor the girl, who wasn’t just a brat who acted foolishly and demanded her way (so she seems more “worth saving”).

3. How does the family react to Joe’s heroism, and what is his response?

They pay for all his medical bills, and the offer to buy him a new boat and give him a yearly income, but he rejects these angrily, and he threatens the lawyer who represents the family with violence if he comes back.

4. Describe Joe’s life in the years following the accident. What does his encounter with a little girl finally do?

He hates everyone, stays angry with the family and girl, doesn’t speak to anyone for days, turns to alcohol to numb his pain, and so on. When a little girl many years later comes up to him to ask him to fix her spade, he gruffly rebuffs her, then feels tender and helps her. He feels his hatred for the world softening, and he even begins to treat fellow sailors better as well.

5. Why do the little girls tell Joe that their parents won't take them out to sea? What shock does Joe receive?

Because their mother doesn't want to, saying that the sea is "cruel." Of course, we know why later! The shock is that the girls' mother is the girl that he saved many years ago, and that she has been burdened by his sacrifice for her.

6. How does the family bless Joe additionally, and what does he gain by the end?

They give him his boat back, as well as a beautiful cottage, and he eventually marries a widow and has another son of his own!

Week 6, Day 3: "The Village Blacksmith"

1. List some of the strong nouns and verbs in the poem that create clear pictures in your mind.

Answers will vary!

2. What personal characteristics of the blacksmith do we learn about, besides his work? What does this do for the poem?

He is confident, pays his bills, welcomes children to his shop, loves his children and thinks of his dead wife when his daughter sings in the choir, works hard, earns his rest, and so on. This makes the smith a more real and sympathetic character, and makes the poem more enjoyable.

3. What lesson does the poet say he learns from the blacksmith?

That life is hard, but worth living, and that we must face it to earn our victories.

Week 6, Day 3: "The Anvil of God's Word"

1. How does the author compare the Word of God to an anvil?

Because it wears down and breaks critics who try to discredit and destroy it, like an anvil wears down and breaks hammers which hammer it.

2. Why do you think so many critics over hundreds of years try so hard to "hammer" the Bible?

Answers will vary, but critics don't want to obey what Gods says in it, so they try to discredit it.

3. How are Isaiah 40:8, 1 Peter 1:24-25, and Matthew 24:35 related to the main idea the author expresses in "The Anvil of God's Word"?

Isaiah 40:8 says, "The grass withereth, the flower fadeth: but the word of our God shall stand for ever." 1 Peter 1:24-25 says, "For all flesh is as grass, and all the glory of man as the flower of grass. The grass withereth, and the flower thereof falleth away: But the word of the Lord endureth for ever. And this is the word which by the gospel is preached unto you." In Matthew 24:35 Jesus says, "Heaven and earth shall pass away, but my words shall not pass away." All these passages point out the permanency of God's word.

Week 6, Day 4: “The Million-Dollar Bond Robbery”

1. Sum up Esme Farquhar’s problem.

She’s engaged to Philip Ridgeway, the nephew of the director of the bank whose bonds were stolen (Ridgeway was responsible for them), and she’s trying to help him restore his reputation.

2. What is interesting about the way the trunk is robbed, and about how quickly the bonds are sold?

The thieves look as if they tried to pry it open many times first, then simply unlocked it. But why would they do that if they had the key? They’re also sold even before the boat docks, which is incredibly quickly.

3. What does Poirot learn from Vavasour and Shaw?

That only they had the other keys, and that Shaw got sick the very day Philip left.

4. What does Poirot’s discovery that his “friend” Ventnor was next door to Ridgeway on the ship prove?

That it was Shaw (whose story is that he was sick), disguised as an old man, who broke into Ridgeway’s cabin, pretended to try to force the lock, used the key to steal the package, and threw it overboard, drawing attention away from the real crime.

5. Explain Poirot’s deduction of what happened to the bonds.

They were never in Ridgeway’s possession; the sealed package was a “dummy,” and the selling of the bonds occurred, therefore, elsewhere while everyone’s attention was focused on the ship.

Week 7, Day 1: “The Lost Children”

1. What do you think could have been done to help minimize the conflicts among the settlers and various Native American Indian tribes?

Answers will vary!

2. Why does it seem especially unjust that families like the Hartmans suffered as they did in this story?

Because they were Christians and peaceful people, doing nothing more than making a living on their farm.

3. What do you think would be some of the most difficult challenges faced by kidnapped children? How about the most difficult challenges faced by their parents?

Answers will vary.

4. If you were a young person returned to your family after having been kidnapped for several years, what would be the first things you’d want to do?

Answers will vary.

Week 7, Day 2: “Giving That Doth Not Impoverish”

1. What is Henry Steel’s basic outlook on giving?

He sees it as wasteful and turning the receivers into lazy persons, or envious ones.

2. What is Erwin’s main argument? What “orphanage” example does he give?

That Steel will receive much more pleasure out of giving away his money to worthy causes than hoarding it for himself. The “orphanage” example shows that for very little of Steel’s money, he could sponsor the taking in of many additional children into the orphanage that would otherwise have no way to go.

3. What happens when Steel takes the advice?

He feels much better about himself, having accomplished something eternal, affecting the souls of the children he sponsors, remarking that this investment paid more dividends than any other he had made!

4. What does God say about riches in Psalm 62:10, Mark 10:23-25, and James 5:1-3

Psalm 62:10 says, “Trust not in oppression, and become not vain in robbery: if riches increase, set not your heart upon them.” In Mark 10:23-25, Jesus says that “How hard is it for them that trust in riches to enter into the kingdom of God! It is easier for a camel to go through the eye of a needle, than for a rich man to enter into the kingdom of God.” James 5:1-3 warns the rich of the miseries that shall come upon them.”

5. Do you know anyone who is very rich, yet unhappy? What, exactly, about being rich doesn’t cure unhappiness?

Answers will vary!

Week 7, Day 3: “The Fool’s Prayer”

1. Study the poem’s structure. What is its rhyme scheme, and how many syllables make up each line?

Each line has eight syllables, and every second line rhymes.

2. How do Psalm 23:4, Proverbs 20:30, Proverbs 26:3, and Luke 18:9-14 relate to the poem?

Psalm 23:4 says, “thy rod and thy staff, they comfort me”; Proverbs 20:30 says, “The blueness of a wound cleanseth away evil.” These indicate how the rod brings comfort through discipline, and the poem’s fourth stanza says, “The rod must heal the sin.” Proverbs 26:3 says that the rod is appropriate for a fool’s back, like the previous verse—and even more appropriate since “the fool” is praying! In Luke 18:9-14 Jesus tells the story of a bragger who prays a bragging prayer, then a humble man who says to God, “Be merciful to me, a sinner”—just like the jester does several times in the poem, as does the king at the end.

3. How is it unexpected for both a court jester and a king to say to God, “Be merciful to me, a fool!”?

For the court jester, it’s unexpected because it’s more serious; for the king it’s unexpected because it’s a king in a high position humbling himself.

Week 7, Day 4: “How I Edited an Agricultural Paper”

1. What does the editor think when he first sees all the farmers pointing and looking at him? What surprises him when he opens a door?

He thinks they’re in awe of his writing talent and there to praise him; he’s surprised when he opens a door and two men jump through a window to get away from him.

2. List several funny things that happen in the story, including some examples of *understatement*.

Answers will vary, but some understatement examples include the editor’s calmly saying, “I was surprised” when the men jump through the window; saying “I fancied he was displeased about something” when the old man tears up the editor’s column, stomps on it, and bangs out the door;

3. What point do you think the author (not the editor) is making about newspaper writing with the temporary editor’s angry speech to the actual editor?

Answers will vary, but probably that much newspaper writing is ignorant and misinformed, because it is written by writers who are...ignorant and misinformed!

Week 8, Day 1: *Three Men in a Boat*, Chapter I

1. What is wrong with the narrator? What does his doctor friend “prescribe”?

Nothing, really; he just imagines he’s sick. His doctor prescribes a good meal, a walk every day, to bed by 11, and to quit worrying!

2. What main “symptom” does the narrator say he’s had since boyhood? What does this *really* mean?

A liver disease, since one symptom is “a general disinclination to work of any kind.” Translation: He’s lazy.

3. What do the narrator and his friends decide they need to restore their health? How does the narrator object to the idea of a sea trip? What does he agree to?

Rest from “overwork”! The narrator says week-long sea trips are terrible and hard on travelers; he’s had relatives and friends who’ve had awful experiences with it. He agrees to travel on a river, not the ocean, so it won’t be so terrible.

4. Give some examples of humor in this chapter.

Answers will vary!

Week 8, Day 2: *Three Men in a Boat*, Chapters II and III

1. What upsets the narrator’s speaking beautifully about nature and humanity at the beginning of Chapter II and in Chapter III?

Harris’s blunt, unpoetic nature, ruining the moment for him, first; with Chapter III he goes off for so long that he forgets what he’s talking about!

2. What “fun” does the group anticipate having setting up a tent, camping, and preparing food? What do they decide to do instead?

The tent falls apart, they’re soaking wet, rainwater is their main “food,” having soaked all their actual food, etc. They decide to find a hotel to stay.

3. Describe Montmorency.

He’s J.’s dog, a fox terrier who gets into trouble (killing chickens and cats, threatening neighbors, fighting other neighborhood dogs, etc.).

4. How does J. compare Harris to his Uncle Podger?

Both claim they want to help when there’s a job to be done, and end up inconveniencing everybody around them instead.

5. How does J. view the idea of bathing/swimming?

J. hates the whole idea: The cold, the sharp rocks, the waves that knock him down constantly, etc.

Week 8, Day 3: *Three Men in a Boat*, Chapter IV

1. What does the group decide about cooking—and cheese? Why?

To use anything but kerosene, and to eat cheese sparingly, because of the smell of each. The narrator relates a horrible experience he had bringing his friend's cheese to his home, and the horrible smell that drove everybody around him away.

2. What is funny about the packing?

J. volunteers to pack, but he means he wants to boss them around while they pack, and he says it irritates him to see other men just lolling around doing nothing. Of course, this is funny, because it's exactly what he wants to do, even though he claims he has an "energetic nature." He makes a mess of it, then George and Harris try, and they make a worse mess of it, and it takes almost three hours to pack!

Week 8, Day 4: *Three Men in a Boat*, Chapter V

List some things that go wrong on the group's "launch day."

The men oversleep, one falls into a tub, they can't find a toothbrush, they overpack and have to get help taking their things to the train station, a crowd gathers to gawk at the group before they leave, and they can't get correct information about their train, which takes a roundabout way to reach their destination.

Week 9, Day 1: *Three Men in a Boat*, Chapter VI

1. What claim does J. make about the oaken panels?

That people take for granted what is theirs, and that those without would gladly have them. Also, the antiques of today were the commonplace, ordinary items of hundreds of years ago. The same is true for other things like the sunset: we don't see the beauty of it because it's too familiar.

2. What do you think the point of this chapter is, by telling stories of people needing companionship and getting lost in the Hampton Court Maze?

Answers will vary, but it's a break from the humor of the other chapters, and it seems to represent how people "get lost" in life sometimes and have a tough time—or need help from others—finding their "way back."

Week 9, Day 2: *Three Men in a Boat*, Chapter VII

1. How does J. start feeling as he thinks about dressing up in fine clothes and his trip with the ladies in the boat?

He feels alive, thinking about the rich colors they dressed in, and enjoys his thoughts.

2. Describe J.'s memories of being outside a little country church. Why do you think he objects so greatly to visiting Mrs. Thomas's—or anybody's—tombstone?

He remembers how peaceful and good he feels—forgiving, loving, and wanting to do good. Answers will vary to the second question, but he probably doesn't want to think about death; he feels like too many obsess over it, wanting to see tombstones and the like.

Week 9, Day 3: *Three Men in a Boat*, Chapter VIII

1. How do the men react to the ruffian who tells them to get off the bank? What is humorous about J.'s remarks?

They're irritated that owners act as if their land is being ruined by simply standing on part of it as they travel down the river. Harris goes overboard, but J. convinces him, he says humorously, not to want to kill the landowner's entire family and dance on their graves while singing funny songs!

2. Sum up the two "funny songs." How do they differ?

The first is supposed to be funny, but irritates the crowd because the singer can't carry a joke or remember the words; the second is funny only to the reader, because a German sings a sad song to a crowd that has been punked into thinking it's a funny song!

Week 9, Day 4: *Three Men in a Boat*, Chapter IX

1. What do J. and Harris insist on when George joins them?

That he works on pushing the boat on to make up for all the hours they've spent rowing.

2. Name the troubles that tow-lines can cause river boaters. Why do you think J. talks so long about them?

Answers will vary, but they get tangled, cross with other tow-lines, get pulled too fast or too slow, etc.

Week 10, Day 1: *Three Men in a Boat*, Chapters X & XI

1. Describe the group's attempt to put up their tent. Has something like this ever happened to you?

It's a disaster; pieces won't fit, George gets tangled up, etc. Answers will vary on the second question, but almost everyone has experienced trying to put together something with terrible directions or pieces that won't fit together well!

2. What does J. say a good meal does to a man?

It makes him happy and content: "a good citizen, a loving husband, and a tender father—a noble, pious man."

3. Do you agree that being "away from the world, with its sin and temptation," as George says, will make a man happy and virtuous? What does the Bible say about that subject in Matthew 15:10-11, 17-18, and 1 Timothy 6:5-8?

Answers will vary, but you can do evil and be unhappy no matter where you are; it's also true that in some ways, having temptations right in front of you makes it harder to resist them. The Bible says in Matthew 15 that it's not things that go into a man that defile him; it's what comes out. In 1 Timothy 6:5-8, the Bible warns Christians to withdraw themselves from men who equate getting rich with godliness, and that "godliness with contentment is great gain"—that we should be content with what we have.

4. Based on writings like J.'s regarding the signing of the Magna Carta, how do you think the boat trip is affecting him, other than just being a vacation?

Answers will vary, but it seems as though the time on the river with little worldly distractions—in addition to providing some funny moments—is making him think about history and other important things about life.

Week 10, Day 2: *Three Men in a Boat*, Chapter XII

List several funny things that happen to the group as they travel. Write down a few sentences that you think are particularly funny. How does the author create humor by his writing style?

Answers will vary!

Week 10, Day 3: *Three Men in a Boat*, Chapter XIII

1. Find one of the historical persons the author refers to in this chapter and look him/her up; write a few interesting facts about that person.

Answers will vary!

2. What is ridiculous about the procession that comes to the group's boat with food? What does the boatman ask them? Why?

It looks like a parade, with all the people bringing an enormous amount of food. The boatman wants to know which big boat is getting the food, and when he's told it's the little boat the men are using, he's surprised!

3. Why does J. hate steam launches? What do he and the others do about them?

He hates the arrogance of those who drive and ride in them, feeling that they think they're better than those on smaller boats. He and the others make life hard for steam launchers trying to get around them, pretending they can't hear the whistle warning them to move over and the people screaming at them.

Week 10, Day 4: *Three Men in a Boat*, Chapter XIV

1. List some examples of humor in this chapter.

Saying that giving up swearing and fighting for children isn't worth a monetary reward, joking about the boy who didn't ever do anything wrong being displayed in a glass case, Montmorency's fight with the tea kettle, peeling potatoes until they're as big as peanuts, putting a water rat into the Irish stew, Harris's fight with the swans and not remembering much about it later.

2. Do you think the men are getting a good vacation, with all the funny and frustrating things that happen to them? Why or why not?

Answers will vary!

Week 11, Day 1: *Three Men in a Boat*, Chapter XV

1. What does J. say about the subject of work?

That he loves it: He can sit and stare at it for hours, and he wants to make sure he has a lot of work to do always, so he keeps putting it off! He also says he used to clamor for more hard work, but now he likes to give the youngsters a chance.

2. Which of the narrator's crazy boating experiences do you think is the most memorable? Has anything like it ever happened to you?

Answers will vary!

3. Explain what the narrator's saying "Experience is always cheap at any price" means. Compare this saying to Ecclesiastes 1:16 and Romans 5:1-5.

Experience is valuable, even if it costs you time and money, because it will (ideally) result in your learning how to handle yourself better in the future, saving yourself...time and money! Ecclesiastes 1:16 says, "I [King Solomon] communed with mine own heart, saying, Lo, I am come to great estate, and have gotten more wisdom than all they that have been before me in Jerusalem: yea, my heart had great experience of wisdom and knowledge"—which discusses the king's great experience. Romans 5:1-5 says, "Therefore being justified by faith, we have peace with God through our Lord Jesus Christ: By whom also we have access by faith into this grace wherein we stand, and rejoice in hope of the glory of God. And not only so, but we glory in tribulations also: knowing that tribulation worketh patience; And patience, experience; and experience, hope: And hope maketh not ashamed; because the love of God is shed abroad in our hearts by the Holy Ghost which is given unto us." This passage says that Christians experience hard times, but these hard times teach us patience, patience brings experience, and experience brings hope.

Week 11, Day 2: *Three Men in a Boat*, Chapters XVI & XVII

1. What is ironic about J.'s complaint about the rowboats getting in his way of being towed by a steam launch?

He earlier complained about steam launches' hogging the river and thinking they owned the water, but now that his boat's being towed by one, he complains about the rowboats getting in their way!

2. What is different about what the woman experiences with her friends and family and what the woman experiences with Jesus in John 8:1-11?

The woman who committed suicide had sinned and borne a child out of wedlock, but her friends and family shunned her; when Jesus came upon a woman who had committed adultery, He told her that he did not condemn her, but that she should "go and sin no more."

3. What happens when the men wash their clothes?

They get even dirtier than before, from the dirt in the river!

4. What points does J. make about the sport of fishing?

That most men really don't fish well, or catch as much as they say, and it often turns otherwise honest men into liars!

Week 11, Day 3: *Three Men in a Boat*, Chapter XVIII

1. J. mentions that he was disappointed in seeing Iffley Lock and Mill, saying that “Few things, I have noticed, come quite up to the pictures of them, in this world.” Name something you’ve experienced that shows this statement to be true.

Answers will vary!

2. Why do you think, as J. says (assuming it’s true!) that “everybody is always so exceptionally irritable on the river”?

Answers will vary, but it might be because there is danger in falling in, as well as frustration with not being able to move about with such control of the situation as there is on land. People tend to be more tense with others when they’re having a hard time.

Week 11, Day 4: *Three Men in a Boat*, Chapter XIX

1. Why does J. say it’s good to try to row upstream—against the current? What funny comments does he make about the practice?

He says it’s good to teach you how to overcome an obstacle—but, of course, he says he feels this way mostly when somebody else is rowing! He also mentions that men hired to row up-river like to travel early in the morning and away from others...so they won’t see him!

2. Why does the group decide to make a change on the trip back? What’s your take on this?

The boat they’re given to travel back on is a total piece of junk, and it rains non-stop, so the men just decide to hang it and take the train back home. Readers’ opinions on this course of action will vary, but it seems reasonable, especially in light of all the travelers have endured!

Week 12, Day 1: “Old Abe’s Conversion”

1. How are Robert and Abram Dixon different?

Abram preaches off the cuff, Robert has a college education; Robert believes in exercise (like playing football), Abram disdains it; their preaching styles are different; Robert is more of a “doer” preacher than a “preacher” preacher.

2. What does Robert’s sermon demonstrate about himself and the congregation?

That he tries to do it without notes shows that he’s sensitive to their ways; the congregation shows that it is there only to put him on trial, which it does, and fails him for not being loud and active like his father.

3. What effect does Abram’s visit to his son’s home and work have?

He sees the Christian work with the boys that Robert is doing, and is touched so much that he feels he is “converted” in his methods, wanting to be more like Robert.

4. Is it possible to preach God’s Word strongly *and* be gentle toward the lost and needy? Give an example of how.

Yes, it’s possible! Answers will vary, but surely Robert and Abram would both tell the children about Jesus while also rebuking any sinful behavior they participate in.

Week 12, Day 2: “Some Fruits of Solitude”

1. What does the first line under “Education” mean?

It means that education often tries to book-learn students to death, rather than teach them practical, useful learning that will help them in life.

2. On what does Penn say a child’s education should focus? What areas does he think are overemphasized and wasteful?

It should focus on useful things, like knowing instead of talking, practical knowledge instead of obsessing over foreign languages and memorizing grammar rules, and so on. He says that focusing on learning about the natural makes children more useful, happy, and in tune with God’s creation, which honors Him.

3. What are the benefits of work, according to Penn?

It makes you a living, gives you exercise, keeps your mind busy, and keeps you from being idle, which is unhealthy for the mind and body.

4. Define “the government of thoughts.” How does it benefit a person?

Keeping your thoughts ordered and rightly using and directing them; this brings happiness and sound judgement, and it keeps a person from wasting time, since he will think about his work and plan it out first, avoiding loss of time and money afterwards.

5. What are the benefits of charity?

It helps the poor, bonds the charitable person with others, expresses God's love, and gives us a "taste of heaven upon earth."

6. Name something you could do to put into practice one of Penn's recommendations.

Answers will vary!

Week 12, Day 3: "When the Frost Is on the Punkin" and "When the Syrup's on the Flapjack"

1. Describe how the poems' rhythms and feel are nearly identical.

Each line in each poem has 15 syllables and an identical rhyme scheme; the accented syllables are also very similar.

2. What does Riley's country dialect style do for the first poem?

It makes it sound down-to-earth and homey, giving it an old country feel—and it also makes it bright and amusing .

3. Name several clear nouns and verbs in both poems that create pictures of autumn and country life in your mind.

Answers will vary!

Week 12, Day 4: "A Retrieved Reformation"

1. What does Jimmy go back to immediately after getting out of prison? Why does Ben Price get involved?

Cracking safes using his special equipment hidden in a secret wall of his apartment. Ben Price gets involved because several safes get cracked, and they all look like Jimmy's work.

2. What changes Jimmy's life dramatically? What happens to him during the next year?

Annabel Adams, who convinces him (without saying anything to him) to drop his safecracking and open up a shoe store, which prospers greatly. Over the next year he becomes rich, makes many friends, and gets engaged to Annabel Adams.

3. What do you think of the story's ending, and Ben Price's action?

Answers will vary!

Week 13, Day 1: “Rescued from Death”

1. What horrible news does the crew discover by reading the records of the lost crew?

That it had been eight months since the last entry, and that the food was due to run out in 40 days, which means that all the men had surely died already.

2. Describe the first found man’s appearance and what Colwell sees in the tent.

He is gaunt and starved-looking, nearly to weak to walk, hair and beard long, hollow-eyed. In the tent Colwell sees seven men, including a man with no hands or feet (lost to frostbite), and Greely, who is almost senseless. There is no real food; the men have been boiling part of their clothing to eat.

3. How does Colwell feed the men? How do they react?

Slowly, and they pitifully beg for more, unable to even stand. Colwell resists feeding them too much, and focuses on getting them to the ship.

4. How do the rescuers react to the sight of the men? How do you think you’d react to the sight?

They are overwhelmed with emotion.

Week 13, Day 2: “Government”

1. What is the only way that government can “give” things to its citizens? How does this take advantage of what Bastiat calls man’s “retreat from trouble”?

It can only take the money from some and give to others. Many citizens are fine with this, because they benefit, and they are able to use the government to steal from others so they don’t have to work at all, or as much. This shrinking from the pain and trouble of work is what the government takes advantage of, gaining power for itself while satisfying the immoral desires of its citizens.

2. What about having the government steal for a man eases his conscience?

He can say, “I didn’t steal anything from anybody [which would bother his conscience]; it must be moral, since the program came from the law [the government]!”

3. Write down Bastiat’s own definition of government.

Government is the great fiction, through which everybody attempts to live at the expense of everybody else.

4. How does Bastiat define government’s proper at the essay’s end? How does this match what the Bible says is government’s proper role in Ezekiel 45:9, Jeremiah 22:3, Romans 13:3, and 1 Peter 2:13-14?

He says government’s proper role is causing justice and security to reign (protecting the lives and property of the people). This matches what the Bible says about government’s proper role: to execute justice and judgment (Ezekiel 45:9), to deliver the spoiled (stolen from) out of the hand of the oppressor, to be a terror to evil (harming others) (Romans 13:3), and to punish evildoers (1 Peter 2:13-14).

Week 13, Day 3: “To a Waterfowl”

1. Study the poem’s structure. What is the rhyme scheme? How many syllables does each line have?

The rhyme scheme in each stanza is ABAB; in each stanza, lines 1 and 4 have six syllables, and lines 2 and 3 have 10 syllables (roughly).

2. Sum up what happens in this poem. What lesson does Bryant say he learns from the waterfowl?

The poet is walking along, facing an important decision, and sees a waterfowl flying, trying to get home, in potential danger, and alone, which reminds the poet of himself. The waterfowl disappears and apparently reaches his destination with the help of God (or nature), reassuring the poet that God (or nature?) will also help him find his path and home.

3. When Bryant wrote this poem, he was a young man facing decisions about his career. How does this make the ending more meaningful? Have you ever had the same feeling Bryant had?

Answers will vary!

4. Reread the fourth stanza and focus on the last line. Have you ever heard a saying similar to that line? What was it?

The line describes the waterfowl: “Lone wandering, but not lost.” This is similar to the line “Not all those who wander are lost,” from J. R. R. Tolkien’s novel The Fellowship of the Ring.

5. Compare the poem’s main idea to Psalm 91 and Matthew 10:29-31.

In Psalm 91, David calls God his refuge and fortress, hiding under God’s wing. In Matthew 10:29-31, Jesus says that God knows when every sparrow falls, so he certainly cares about His children, who are worth more than many sparrows.

Week 13, Day 4: “One Minute Longer”

1. Describe Wolf. Although he doesn’t take to strangers, what makes him likable?

AWV, but loyal, hardworking, trustworthy, and willing at whatever cost to endure cold and pain to help his master—these traits all make him likable.

2. How does the author create tension in the story?

He describes the dangerous situation the Boy finds himself in, struggling to keep his head above water in the dangerous mud slough, and following Wolf as he keeps trying to get help for the Boy.

3. How can the reader tell that the author is fond of dogs?

AWV, but he knows so much about their habits and praises Wolf for his actions. Also, he scolds humans for being so quick to believe a dog is “mad” (has rabies) if the dog acts strangely, as in Wolf’s case.

4. Why do you suppose the author never names the Boy?

AWV, but possibly to focus the story on Wolf instead.

Week 14, Day 1: “Jesus in the Book of Genesis”

1. What does God tell Adam and Eve will happen to them the same day if they eat of the tree of the knowledge of good and evil?

They will die—that is, God will execute them for disobeying Him.

2. Instead of receiving this death penalty, what does God do for them (see verse 21)?

He kills animals (lambs?) instead, and uses their skins to cover Adam and Eve’s nakedness.

3. How does this act on behalf of Adam and Eve remind you of what Jesus did on the cross?

It reminds us of Jesus dying for our sins and paying the penalty, and his blood “covers” our sins, like the skins of the animals covers Adam and Eve.

1. How does Abraham show his faith in God by what he says to his servants in verse five?

He tells them that he and Isaac will return, which means that he believed after he killed Isaac, God would raise Isaac from the dead.

2. What does Abraham sacrifice instead of Isaac? How does this remind us of what Jesus did for the world’s sins?

A ram, which reminds us of how Jesus took our place, dying for our sins.

3. What about this substitute’s description in verse 13 reminds us even more about Jesus?

The ram is caught in a thicket (thorns) by his horns—just like Jesus wore a crown of thorns on his head!

Week 14, Day 2: “How I Learned to Speak”

1. How does Helen Keller describe her life before Anne Sullivan’s arrival?

Dark and lonely, always wanting to break out of the “fog” she lived in—not just literal darkness, but being cut off from the world and wanting to learn.

2. Why does she say that hearing children don’t appreciate learning how to communicate as much as deaf children?

It takes deaf children more effort, so they appreciate it much more.

3. Explain how Anne Sullivan’s using the word “think” inspires Helen Keller’s understanding of the word “love.”

Sullivan taps Helen’s head and spells “think,” which makes Helen understand that “think” is something going on in her head—an abstract idea. Helen then thinks about “love”—another abstract idea.

4. How does Helen learn how to read?

Anne Sullivan gives her words in raised cardboard letters, which Helen strings together, pinning the words on objects to form sentences.

5. Describe Helen Keller’s obsession with sound and learning to speak.

She loves to feel vibrations (cats purring, dogs barking, a piano playing, a singer), and wants to speak like others do. She realizes she doesn’t communicate like others who speak, and becomes passionate about expressing herself through speech. She learns to speak beginning when she’s 10 years old, from Sarah Fuller, who allows Helen to pass her hand over her (Fuller’s) lips and tongue to imitate the sounds. Helen greatly enjoys speaking, which makes her feel free, and she’s proud of being able to speak to her younger sister, Mildred.

6. Explain how Helen uses the manual alphabet to communicate.

She feels someone else’s hand, who spells words (which she also does), and understands as if the person is speaking, rapidly taking in the words, not slowly letter by letter, but faster.

Week 14, Day 3: “A Thank-Offering”

1. Well, why do you think Ella Higginson *did* title this poem “A Thank-Offering”?

Answers will vary, but the poem itself is her “offering” to God to thank Him for his blessings.

2. List the colors used by the poet to describe objects.

Silver nights, golden days, violet mist, blue sea, golden sunset, crimson haze, gray and red wolves.

3. Give your interpretation of the line “For some of us the gray wolf at the door, the red within.”

Answers will vary, but the two types of wolves could represent outside threats and internal fears that make life difficult at times.

4. How could you sum up the poet’s overall theme in this poem?

Answers will vary, but thanking God for the beauty in America, as well as the fewer and less devastating hardships that most of our people suffer than those around the world.

Week 14, Day 4: “The Birth-mark”

1. What kind of man is Aylmer? How does he see his wife’s birthmark?

Obsessed with science and devoted to his wife. He sees the birthmark as a single flaw on an otherwise perfect beauty—something hideous, since it’s her only flaw; something ugly and sinful; and something that he, using science, can remove.

2. What dream does Aylmer have? How does Georgiana react to it?

That he is removing the birthmark in an operation, but having to cut all the way to Georgian’s heart; she hears him say, “It is in her heart now; we must have it out!” This upsets her, and she wants him to remove the birthmark so he won’t look at her with such revulsion.

3. What “sides” of man do Aylmer and Aminadab represent? How is Aylmer’s attitude toward his operation on Georgiana?

Aylmer the cool, advanced, scientific side, and Aminadab the earthy, sinful, undeveloped side. Aylmer is quite confident that he'll succeed in perfecting Georgiana.

4. What would you say is the overall attitude toward “science” in this story, until the very end?

Reverent, awed, almost worshipful—as if science had all the answers to the world's problems.

5. What does Georgiana notice most of her husband's successes turn out to be? How is this a warning to her?

Failures! She should have taken this as a warning not to undergo the surgery to take away the birthmark.

6. What should Aylmer probably focus on, then, instead of her birthmark? How does Jesus speak on this topic in Matthew 7:1-5

Aylmer himself also becomes pale and worried before the operation. His failures suggest that he's looking too deeply into the flaws of others, instead of his own giant ones! In Matthew 7:1-5, Jesus warns us to fix our own large flaws before pointing out others' relatively small ones—just like Aylmer does.

7. Explain what Aylmer tells Georgiana about the birthmark. How does he assure her that the potion will work?

He says it has gripped her very core, and that it will be difficult to remove, without affecting her health and life. He pours it onto a sickly flower, which gains strength and color before their eyes.

8. What happens to Georgiana? What do you think this represents, or what point do you think Hawthorne is trying to make in this story?

She dies from the attempt of “science” to help her achieve perfection. Probably the meaning of this story is not to expect Science to be a cure-all for everything wrong with humanity, since it is sometimes off-base, and blindly followed too much. So-called “scientific” cures and methods, because they take science as ultimate truth, are doomed to fail.

Week 15, Day 1: “One With Christ”

1. How does Taylor open by describing his work? (That is, he says it is “plentiful” and “difficult”—but what is now, happily, gone?)

The “weight” and the “strain.”

2. What frustrated Taylor about his spiritual life? How did he resolve it?

He is striving to be holy and righteous, but failing, and ever more aware of his sin. He realized that he was missing the faith required. He simply acted upon the promise of Jesus—“I will never leave you or forsake you”—and rested in Him.

3. What benefits does Taylor share that he has in Jesus Christ?

Peace, joy, rest in Jesus, a tender conscience, faith that He will lead him in whatever he does.

Week 15, Day 2: “My Fight with a Catamount”

1. What happens to put the narrator in danger? Why doesn’t he fire his revolver as a signal?

He falls and breaks his rifle, rendering it useless; he doesn’t fire his revolver as a signal because he only has the cartridges in the gun (to travel lightly).

2. How does French build suspense?

He describes the catamount’s slow tracking of the narrator, hiding and waiting, then the terrifying fall, then the waiting for the catamount to come to the narrator, then seeing the catamount drag its partially-paralyzed body closer and closer to the narrator.

3. Look up some tips for safety while hiking or hunting in the woods. Which ones does the author refer to in “My Fight with a Catamount”?

Answers will vary!

Week 15, Day 3: “Conscience and Remorse”

1. What happens to the poet’s conscience?

He thrusts it off, and when he wants it again, it says it can’t come back, because remorse has taken its place.

2. Explain how John 8:1-11 and Hebrews 3:12-13 compare to “Conscience and Remorse.”

John 8:1-11 shows how the religious teachers accused a woman of adultery, but were convicted by their own consciences (through the actions of Jesus) and walked away. Hebrews 3:12-13 warns Christians not to let their hearts be hardened “through the deceitfulness of sin” and “[depart] from the living God.” This is similar to what happens to the poet in “Conscience and Remorse.”

Week 15, Day 3: “Sympathy”

1. Describe the poem’s rhythm, rhyme scheme, and repetition.

It has four “beats” per line, an ABAABCC rhyme scheme in each stanza, and an almost-repeated first line in each stanza.

2. What things, which the poet lists, does the “caged bird” miss?

The sun, the soft wind, the grass, the river, the flowers, other birds, freedom, the ability to move around, etc.

3. What is the caged bird’s song, according to the poet?

It’s a prayer to God to be free.

Week 15, Day 4: “Men Who Have Shaved Me”

List several ways that the author pokes fun at barbers. Have *you* had a similar experience at a barber shop or hair salon? How was it similar?

They take too long to shave customers, they waste time on betting talk, they strap you down and boil your face, and so on. Answers will vary on the second part of the question!

Week 17, Day 1: *The Red House Mystery*, Chapters I and II

1. Describe the story's main characters.

Audrey Stevens is a young woman, and Mrs. Stevens her aunt (who raised Audrey after her mother's death) a late-fifties woman, working for Mark Ablett, the bachelor master of Red House and a neat, friendly man. Mr. Cayley runs the Red House; he is "ugly," but has a nice smile. Robert is a scowling, sloppy, unfriendly man.

2. What sets the story in motion?

Mark Ablett's brother Robert is returning to England from Australia for the first time in 15 years. Mr. Cayley is Mark's cousin and a guest at the Red House. When he rudely demands that Audrey get Mark, she goes to the Temple, but can't find him. She hears a gunshot and discovers it came from the house; her aunt and Elsie are terrified, hiding in a room, when Robert bangs on a nearby door and demands to be let in.

3. Sum up Mark's background and present situation.

He came from a poor family (father a minister), had to pay his father's debts, was supported by a wealthy woman, came into all her money when she died, bought the Red House, supports his nephew Matthew Cayley (his right-hand man), and is a patron of the arts—entertaining those at his house who aren't able to pay him back.

4. What happens at the breakfast?

It's the morning of the events that occurred in Chapter I. Various characters interact, and Mark gets a letter saying Robert is coming that afternoon; he is very displeased to learn it.

5. Describe Antony Gillingham and how he fits into the story.

He's an observant young man (now 30) who lives by his wits and tries to learn about people by working at many various jobs, even offering to work the first month for free and double the wages on the second month! Antony is friends with Bill Beverley, one of Mark Ablett's breakfast guests. Antony is staying nearby, gets an invitation from Bill to come to the Red House, and arrives just as Robert Ablett is banging on the door in the house demanding to be let in.

Week 17, Day 2: *The Red House Mystery*, Chapter III

1. Who is banging on the door, and why? Describe what Cayley and Antony find.

Cayley is, and when he and Antony break in, they find Robert Ablett, dead of a bullet wound.

2. What does Antony believe about the situation? Why?

Antony thinks that Cayley believes Mark killed his brother, because he could have easily broken a window to get in, but maybe Cayley was purposely waiting to give Mark a chance to escape. He also believes whoever killed Robert knew the house well, because he escaped out of the window and into the cover of shrubbery.

Week 17, Day 3: *The Red House Mystery*, Chapter IV

1. Describe the letter Mark received from London.

It said his brother was coming from Australia, and he would arrive about 3 PM.

2. How does Cayley answer the inspector's question on what he thinks happened in the office?

Cayley says he thinks Robert came in with a gun, Mark wrestled it away from him, it went off accidentally, and he fled out the window.

3. What is Antony certain of, when the inspector asks him?

That nobody came out the front door after the shot.

Week 17, Day 4: *The Red House Mystery*, Chapters V & VI

1. What does Elsie know about what Mark and Robert said to each other in the office before Robert's death?

Robert says something about working in a passage, and Mark says, "It's my turn now. You wait."

2. What does Antony think about in front of the house? What puzzles him?

Why he and Cayley didn't run around the other way to get to the window of the office, since it would have been faster. He's puzzled because if Cayley thought Mark was the killer, why would he run to the scene, even though he did it the longer way? And why would he be thankful it was Mark when he turned over the body? Wouldn't he have wanted to make sure to catch Robert, if he thought Robert had killed Mark?

3. What point about the key does Antony make? How does he dismiss the idea of Mark's killing his brother in the way others have guessed is true?

He says usually upstairs people in rooms lock themselves in with a key on the inside of the door, to keep others from entering. But downstairs people keep keys in the outside of room doors, in case a burglar comes in through a window, so he can't get out of that room. So probably the key was on the outside of the door when Mark entered the room, and it's unlikely that after the gun went off, Mark went out the door (risking being seen), took the key out of the lock on the outside, closed the door, locked the door from the inside, then bolted. Antony also says it would be too risky for Mark to kill Robert in that way; the much better way would be to fake an accident, since the way it supposedly happened would have immediately brought suspicion upon Mark.

4. What theory does Cayley hold to, and why does Antony disagree?

Cayley believes Mark killed Robert accidentally after locking himself in, but Antony reminds Cayley that Mark told Cayley to stand by, so how was Cayley supposed to get in easily with the door locked? And why would Mark lock himself in a room when he knew the conversation would be so unpleasant?

Week 18, Day 1: *The Red House Mystery*, Chapters VII & VIII

1. What does Antony ask Bill on their walk? How does he answer?

First, about what he thinks of Mark; Bill says Mark wants his own way with his guests, arranges things and pouts if everyone doesn't obey, gets flustered and loses his head sometimes (like with the ghost put-on). He also asks about Cayley; Bill says he has a potential girlfriend down the road, kept busy (and relied upon) by Mark, silent and often a loner. Antony believes Cayley knows more than he lets on, and that he doesn't want others—including, or maybe especially Antony—to know what he knows.

2. Sum up the “key” discovery and Antony’s belief of where the office key is.

Bill says all the keys are inside the rooms except for the library. But he saw the billiard room key on the outside earlier in the day, even though it is inside the room later on (meaning Cayley switched them). This makes him wonder if the same were true for the office key, which Cayley had to have switched also (Antony made a big show of saying this was important and to let Cayley know he and Bill would be gone for a while, giving Cayley a chance to change the keys' positions).

3. What points about Cayley’s behavior and the murder does Antony make?

That Cayley knows how the murder happened: when he heard the shot, he had to have gone into the office to know who shot whom (not just locked the door from the outside and fled, leaving Mark more time to get away). Also, it doesn't make sense that Cayley is covering up for Mark because (a) it's the stupidest way to murder someone possible, since Mark looks guilty; and (b) if Cayley's going to lie anyway, why wouldn't he just lie and say the gun went off accidentally?

Week 18, Day 2: *The Red House Mystery*, Chapter IX

1. What does Miss Norris’s ghost impersonation have to do with the case? What question does it bring up?

It means there's a secret passage, since Bill and Betty never saw her until she “appeared” in the middle of the green. It brings up the question if she had something to do with the murder. She also must know about the secret passage.

2. What does the “fake conversation” trick allow Antony to discover? What questions does he think about?

That there's a secret trap door in the second croquet box, and Cayley is in it, eavesdropping. He thinks about why Cayley wanted/encouraged her to leave on an earlier train, instead of facing a detective's questions. This means the passage has something to do with Robert's death. Also, he wonders if Mark is hiding in this secret passage.

Week 18, Day 3: *The Red House Mystery*, Chapter X

1. How does Antony regard Elsie’s hearing Mark say, “It’s my turn now. You wait”? How does it compare to Cayley’s evidence? How is it limited?

Elsie's evidence is the only proof that Mark was actually there that afternoon. Antony regards it as more trustworthy, since Cayley might have something to gain by lying about Mark's actions. It's not proof that Mark shot Robert; it could easily mean he would get even later (“You wait”).

2. Why does Antony reject the possibility that Mark drowned himself in the pond?

It's easier to shoot yourself, he couldn't have weighed himself down (no big rocks), etc.

3. Explain Antony's theory about the secret passage and Miss Norris.

He thinks Mark was proud of it, either he or Cayley gave it away to Miss Norris several days before Robert's shooting, and whisked her away from the house to prevent her accidentally giving it away to others, which would raise suspicion and a search.

Week 18, Day 4: *The Red House Mystery*, Chapters XI & XII

1. Where does Antony think the passage is? Why?

The dining room is too used, and might have been observed by others there by now.

2. What did Mark have done a year ago? What is the significance of this?

He had the library redone; it's important, because he might have had the passage installed then.

3. How does Antony discover the passage?

He looks for the books that are least likely to be checked out.

4. What does Antony theorize about the pond and Cayley?

That since Cayley asked the inspector to drag the pond, he (a) wants the inspector to find something he put there, or (b) intends to hide something there afterwards.

5. Explain the title of Chapter XII.

The shadow on the wall refers to how Cayley shut a door with a window near it the day before when he walked out of the room with Robert's body. Cayley shut the door very slowly, bringing the shadow slowly across, and keeping the door from making any noise, instead of quickly, which Bill does naturally in the pair's recreation of the scene the day before.

Week 19, Day 1: *The Red House Mystery*, Chapters XIII & XIV

1. Why does Cayley go into the next room, deduces Antony?

To open the window; he shut the door so Antony wouldn't hear him. He took the long run around the house, using the little time he got ahead of Antony to open the room's window to make them look as if Mark had escaped through it. (This was after they broke open the office windows.)

2. Describe the tense scene in the library when Antony enters the passage.

Cayley comes in unexpectedly before Bill can get in, and Bill has to signal to Antony not to come back out and expose himself to Cayley; he does this by tapping "C" in Morse Code to Antony while pretending to look at the books near the entrance.

3. What does Antony find in the passage? When does he say to Bill that they'll know what was in the locked door in the passage?

Antony finds a locked door; he tells Bill they'll find out what's behind the locked door tonight when Cayley drops it into the pond.

Week 19, Day 2: *The Red House Mystery*, Chapter XV

1. What awkward situation is Miss Norbury in?

She seems to love Mark, and is upset about his disappearance, and has somehow sent a wrong signal to Cayley, who is attracted to her and has got the idea that she is with him.

2. What does Antony learn from Mrs. Norbury?

About the awkward situation, and that Mark dropped in two days ago to see Miss Norbury around tea time. Mark also went to Middleston that day, and most importantly, Cayley has reason to be jealous of Mark.

3. For what two possible reasons does Antony say Cayley is lying?

Either to help Mark, or to endanger him.

Week 19, Day 3: *The Red House Mystery*, Chapter XVI

1. What does Antony believe has happened to Mark?

He believes Cayley or Robert argued with him, and either Mark killed Robert accidentally, or Cayley killed Mark accidentally over an argument about Miss Norbury. He believes that now Mark's body is in the passage waiting for Cayley to sink it in the pond.

2. Why don't Antony and Bill call the police to watch with them to try to catch Cayley at the pond? What danger is there in this approach?

They're not 100 percent sure of their theories and don't want to involve the police until they are. The danger is that something happens without the police's seeing it, and Antony and Bill themselves could be in danger.

3. Sum up the plan.

The two plan to sneak out and watch Cayley dump Mark's body, then measure where it is in the pond against the fence posts, and recover it later.

Week 19, Day 4: *The Red House Mystery*, Chapter XVII

1. What builds suspense as the two carry out the plan?

Answers will vary, but the quiet night, the possibility of being discovered, Cayley's staying in Bill's room a long time, the danger and importance of the plan's success, and so on.

2. What is in the bag? What's the importance of this?

Mark's clothes—the ones he was supposed to have worn when he fled the scene of the crime. (The coat has the letter from Robert to Mark in it also.) If he doesn't have them on, then the story is wrong, and evidence points to Mark's kidnapping and possible murder. The office key and passage cupboard key are also there—although the men find nothing in the cupboard.

3. What alternative theory does Bill suggest? How does Antony shoot it down?

That Mark killed Robert accidentally, and Cayley gave him a change of clothes to escape in (since what he was wearing was known to the police). But the only way anyone knew Mark was in a brown suit was because Cayley told the police; nobody else saw him in it. And why also include a change of underwear, too? That wouldn't be needed to avoid suspicion.

Week 20, Day 1: *The Red House Mystery*, Chapter XVIII & XIX

1. What is strange about Mark's telling the Norburys that Robert is a "black sheep" of the family?

He told them the day before he got the letter from Robert telling him he was coming, and even stranger, told them on the way to Middleston—which means he had to get out of the car, walk a long way, and tell them.

2. Why does Antony now doubt Mark has been killed? Explain the collar's importance.

It's more important to hide a body (which wasn't done) than a suit. The collar wasn't found in the bag, or in the cupboard, which is odd, if you're going to change all of your clothes, including your underwear. (A collar was found, however, in the office basket.)

3. What does the grand jury decide after the coroner's inquest?

That Mark Ablett should be charged with the murder of Robert.

Week 20, Day 2: *The Red House Mystery*, Chapter XX

1. What "health questions" does Antony ask Bill?

If Mark had trouble with his teeth, what his health was like, and if he was fond of swimming.

2. What do the two find out about the person who stayed at the inn Monday?

It was a woman, not a man (Mark or Robert), as Bill thought it would be.

3. What does Antony inform Bill did *not* happen?

That Mark Ablett did not kill Robert.

Week 20, Day 3: *The Red House Mystery*, Chapter XXI

Sum up Cayley's letter to Antony. What things surprised you about it?

Mark is a self-absorbed person who trained Cayley to be his right-hand man and audience. He refused to help Cayley's brother, who was ruined, breaking his mother's heart. Cayley began to hate Mark and plotted his murder. Mark fell in love with Miss Norbury, which (Cayley says) would have ruined her life; even her mother wanted her to marry Mark.

After dinner, Mark acts arrogantly, irritating Miss Norris, who (with Cayley) decides to scare Mark with a ghost prank, Cayley having to let her in on the secret passage. It works, irritates Mark, and makes him want revenge on her (Cayley helping, of course). He agrees to pretend to be Robert and bother her (Robert died three years ago, with nobody caring, in Australia). But Mark means it as a prank; Cayley means it as a way to kill Mark and say it was Robert.

They dress Mark up, down to his shoes and ragged fingernails and underwear, go to the office, where Mark says (speaking like Robert) to Cayley, "It's my turn now. Just wait." Cayley then kills Mark.

Week 20, Day 4: *The Red House Mystery*, Chapter XXII

1. What is the importance of the dentist?

He's the only one who can identify the body of Mark, having worked on his teeth many times before.

2. Name some other questions that get answered in this chapter.

The collar was Mark's; he dropped it into the basket, overlooked by Cayley. Antony saw many empty brandy bottles in the cupboard, showing Mark's drinking habit; he didn't "see" it at the time, since he was looking for a collar, not bottles. Antony realizes that "Robert" used the secret passage on the day of his murder, which wasn't possible, since he didn't know it existed—meaning it was Mark, not Robert.

Week 21, Day 1: “The Value of Small Things”

1. Why does Washington encourage the students to write a weekly letter to their families?

It is important to keep in touch, it forces them to think of others, it helps them stay under the influence of their homes, it shows thankfulness, and it helps them set a routine for their lives.

2. Why is Washington so careful and demanding about the Tuskegee students’ appearance?

It creates discipline and self-respect, and it combats a common perception that blacks were “shiftless.”

3. Describe mealtime at Tuskegee.

It’s a training period for manners and self-restraint—waiting for ladies to be seated first, having good conversation, men acting like gentlemen in front of the ladies, and so on.

4. To Booker T. Washington, how does making excuses affect your life?

It’s a sign of poor character, it gets to be a habit, and it affects the way you approach all your duties. To him personally, it hurts Tuskegee, because he wants students to be responsible, and he wants donors to Tuskegee to feel as if their money has gone to a worthy cause, with worth students.

5. How does the simple cowpea illustrate Washington’s point?

It isn’t thought of as much except for fertilizer or cattle food, but research showed that it was nutritious and should be included. Likewise, small things like dress and being on time and neatness add up to a great deal.

6. What is a “small thing” that you could start improving or changing in your life—maybe something that would improve life for Mom or Dad or your siblings—that you’d be willing to start doing?

Answers will vary!

Week 21, Day 2: “The Watchmen”

1. Who are The Watchmen? Why did they come to Sumatra, and how did God use Von Asselt to summon them?

They are angels of God, come to protect Von Asselt and his wife; God prompted him to pray for protection, then answered his prayers!

2. Compare the descriptions in Genesis 3:24 and Numbers 22:21-31.

They are similar; the first passage describes angels with flaming swords, similar to the watchmen whose weapons, according to the assassin, “shine[d] like fire.” The second passage describes an angel sent by God to stop Balaam; Balaam doesn’t see the angel, but his donkey does.

3. How does Von Asselt answer the man’s last question? What lesson can you gain from this incident?

He says that the watchmen were sent so that the Battas “might learn to believe.” Answers will vary on the second question, but it’s a good reminder of the power of God.

Week 21, Day 2: “Moffat and Africaner”

1. Robert Moffat, it is said, is a “full-grown man” at age 20. In your view, what does it take to be a “full-grown man”? What do many 20-year-olds lack today to be “full-grown men”?

Answers will vary on both questions!

2. How does Moffat treat the farmer with respect, while disgusted with the farmer’s outlook? How do the native Africans respond?

He tactfully uses a text where Jesus invites “the dogs” to eat at the table, like the farmer’s claim that the black workers were little more than dogs. The Africans respond with joy at being included, and many are saved.

3. How is Africaner changed by the gospel? What happens as a result of his conversion?

His whole life is different, he admonishes “his” people to become Christians and remember the ways of Christ, even after his (Africaner’s) death, and the South African government pardons him.

Week 21, Day 3: “The Aged Stranger”

1. What does the farmer keep doing every time the aged man tries to talk about his being with Grant before the war?

He keeps interrupting him and finishing the aged man’s thoughts, or trying to predict what he was going to say, so the aged man doesn’t get to finish for a while.

2. Explain the humor in the poem.

The aged man was only trying to say he knew Grant three years before the war, which has nothing at all to do with the farmer’s son and how he fared during the war! And at the end, the farmer gets mad at the aged man and throws him out, even though he’d done nothing wrong.

Week 21, Day 4: “The Aged Mother”

1. The governor says at the end of this story that he forgot the well-known saying, “With the crown of snow, there cometh wisdom.” What does this saying mean, and how does it compare to Proverbs 16:31?

It means that older people with a “crown of snow” (white hair) have often obtained wisdom with their years of experience. Similarly, Proverbs 16:31 says, “The hoary [white] head is a crown of glory, if it be found in the way of righteousness.”

2. How does the Bible say we should treat our elders in 1 Timothy 5:1-4, and how elders should act in Titus 2:1-5?

1 Timothy 5:1-4 says Christians should respect older men and women, honoring widows, and that the children or nephews of widows should take care of them and “requite” them (pay them back).

3. In what ways today have you noticed that elderly persons are looked down upon and treated with disrespect or neglect?

Answers will vary!

Week 21, Day 4: “My Husband’s Book”

1. Give some examples of humor in this story.

George’s wife says how he didn’t bother to woo her—he just talked about the Metaphysics of Ethics; she mentions how ambitious he is, even though he doesn’t write his book, giving many excuses; he keeps putting off writing it, falling asleep, saying he’ll start when ___ happens, and so on.

2. What is the actual *work* of writing? Why do you think George keeps putting off the writing of his book?

The thinking of ideas and organizing them into paragraphs is the actual work of writing—not scraping a pen across a piece of paper or typing words into a word processing software program. Answers will vary on the second question, but it’s likely George just can’t think of many ideas!

Week 22, Day 1: “Romans 12”

1. List several commands in Romans 12 that made a strong impression on you as you read them. What would happen if Christians today made a serious commitment to follow the ones you wrote down?

Answers will vary!

2. Which of these exhortations do you think *you* should work on improving and being more diligent about?

Answers will vary!

Week 22, Day 2: “The Golden days of ‘Forty-Nine’”

1. Describe the phenomenon of “gold fever.”

When gold is found at Sutter’s Mill, people go crazy, drop everything they’re doing, quit their jobs, and sell everything to try to strike it rich. They refuse to work at other jobs, and those formerly employed elsewhere demand double their wages to continue.

2. How do other businesses in the area take advantage of the rush?

They start manufacturing things that the miners will want and need, and they charge high prices.

3. How does California’s population grow?

It goes from about 2,000 to about 80,000 in three years.

4. Look up Psalm 62:10 and Proverbs 11:28, and write them down.

Psalm 62:10 says, “Trust not in oppression, and become not vain in robbery: if riches increase, set not your heart upon them.” Proverbs 11:28 says, “He that trusteth in his riches shall fall; but the righteous shall flourish as a branch.”

Week 22, Day 3: “The Feet of Judas”

1. Look up the term *iambic pentameter* and write the definition. Now, study the poem’s meter (except for the first line of each stanza). Does “The Feet of Judas” fit the definition?

Pentameter means “five beats per line,” and iambic is a rhythm that emphasizes the second, fourth, sixth, eighth, and so on syllables. “The Feet of Judas” does match this definition!

2. What does the repeated line in each stanza do for you as a reader?

Answers will vary, but readers might say that it drives the message home.

3. What is the lesson the author offers in the poem, as expressed in the last stanza?

That we should be willing to forgive others for their wrongs toward us, since nobody was wronged as much as Jesus was—and even then, knowing what Judas would do beforehand, He still washed his feet.

Week 22, Day 4: “Being a Public Character”

1. What, exactly, is a “public character”? What has Spot done to make himself one?

Someone who’s a big shot or has done something others think is important. The dog narrating accidentally bit a lion, thinking it was another dog, and got a reputation as a tough dog.

2. In what ways does the author mock the worship of and behavior coming from many “public characters”?

His point is—like the dog—many “public characters have really done nothing worthy of public admiration, at least not to the extent they receive it. And because the dog changes the way he acts around others since becoming a “public character” (growling at them, not being as friendly, and so on), this reminds readers that many famous persons, after becoming famous, act the same way!

3. How does Spot make excuses about losing to the Blind Man’s Dog?

He says he was tight-skinned, and says he was just about to whip him when Freckles hit the dog with a lump of coal.

4. What does Spot’s involvement in the fire suggest?

That Spot is a hero accidentally—again!—and that people are too quick to judge somebody a “hero” for doing something that isn’t necessarily heroic at all.

Week 23, Day 1: *The Thirty-Nine Steps*, Chapter I

1. What is ironic about Hannay's complaints about England, and what happens to him?

He's bored in London after living in Africa for so long, and he wants something to happen to him. It does!

2. What does the stranger from the nearby apartment tell Hannay? Why does he choose Hannay?

The stranger, Franklin P. Scudder, has found out how Constantine Karolides is to be assassinated by an Austria, so Vienna and Germany will be blamed (and cause a war). He is being followed by spies trying to kill him.

3. What does the stranger do to throw his enemies off his trail? What other details does he tell Hannay?

He fakes his own death by pretending to be terribly sick in front of his valet and getting a corpse to take his place. In the conspiracy to assassinate Karolides, a woman, Julia Chechenyi, will be a decoy; there is a black stone and a man with a lisp involved; and that an old man with a young voice who can hood his eyes like a hawk.

4. What surprise does Hannay discover?

The body of Scudder, who has been killed.

Week 23, Day 2: *The Thirty-Nine Steps*, Chapters II & III

3. From what two directions does Hannay face danger? What does he decide to do?

Either he'll be charged with murdering Scudder, or the same ones who killed Scudder will kill him, since Scudder confided in him. He decides to vanish until after Karolides makes his appearance, but to tell those who need to know what Scudder told him.

4. Why does Hannay somewhat welcome the danger he's in?

He looks at the danger as a challenge—as something exciting to do!

5. How does he escape the initial danger he faces?

He trades clothes with the milkman and walks past the spies tailing him, then gets on a train and poses as a Scotchman.

1. Explain what Hannay finds in Scudder's black book.

Marking and names, which are apparently cyphers (codes).

2. What is unusual about Hannay's feeling while on the moor, as opposed to his feeling while on the crowded train? What proves him right?

He feels terrified and vulnerable to the men looking for him on the quiet moor than he does on the crowded train, even though the men looking for him are near. He's proved right when an airplane begins flying over, probably someone searching for him.

3. How does Hannay get the innkeeper to help him? How do they trick the spies, helping Hannay escape?

He offers to tell him stories the innkeeper can write to help his writing career in exchange for putting him up. The innkeeper tells them Hannay left, and Hannay gives him a fake note that makes them go after a false trail. Hannay tells the innkeeper to call the police on the two men (he knows they'll return), and when they do he steals a car they leave in the road.

Week 23, Day 3: *The Thirty-Nine Steps*, Chapter IV

1. What does Hannay learn from the cypher? What phrase is repeated?

That Scudder had lied some to him, because Scudder wanted all the credit for his discovery. A war involving many nations that would surprise Britain was unquestionably coming. British and French General Staffs were to meet to discuss an alliance soon, but information for the French was to be stolen by the "Black Stone" and used against Britain. "Thirty-nine steps" is repeated.

2. Describe Hannay's speech. Why is he asked to give it?

He's mistaken by Sir Harry, a local man, for someone else, and ends up giving a decent speech on a topic he knows nearly nothing about!

3. How else does Sir Harry help Hannay?

He listens to his story, believes him, gives him a suit and advice on whom to talk to, lends him a bicycle, sends him to safety at the cottage of his uncle (Walter Bullivant), promising to write his uncle, the Permanent Secretary of the Foreign Office.

Week 23, Day 4: *The Thirty-Nine Steps*, Chapter V

Give a few examples of how Hannay "thinks on his feet."

Answers will vary!

Week 24, Day 1: *The Thirty-Nine Steps*, Chapter VI

1. What was your thought when the older man quickly and without hesitation accepted Hannay into his cottage?

It seemed too convenient, too trusting of him, which proves true when we learn who he is!

2. What is the older man like? How does Hannay guess who he is?

Calm, devilish, with cold, evil eyes; he also has lids that fall over his eyes, which Scudder warned Hannay about.

3. In your view, what is the most impressive thing Hannay does in this chapter to avoid being captured?

Answers will vary!

Week 24, Day 2: *The Thirty-Nine Steps*, Chapter VII

1. Describe how Mr. Turnbull helps Hannay.

He takes him in, bathes him, tends to his wounds, and feeds him.

2. If you had experienced an ordeal like Hannay had, what would be the first thing you'd want to do to recover?

Answers will vary!

3. Who is the fisherman Hannay encounters? What does he tell Hannay?

Sir Walter Bullivant, who tells Hannay he's in no danger from the police, because Scudder wrote Bullivant to tell him he was in danger, but found a friend that would come to him.

4. What does Bullivant tell Hannay about Scudder? How is he soon proved wrong?

He says Scudder was too romantic, and that there will be no assassination attempt on Karolides. Bullivant is proved wrong when he receives a notice that Karolides has been killed.

Week 24, Day 3: *The Thirty-Nine Steps*, Chapters VIII & IX

1. What does Bullivant say the enemy's goal is?

To get the details of the plan without anyone's knowing they got it—without attracting attention.

2. How does Hannay feel after he's told to let the government handle things for a while?

Restless, like he should be part of it, that he could provide great knowledge and service to see the job finished.

3. What does Hannay notice about the First Sea Lord as he passes by? How does he confirm this?

That his face looks familiar. Hannay confirms that by calling his home; he is told the First Sea Lord has not gone out. This confirms that the man in the secret meeting was impersonating the First Sea Lord.

4. What does the group decide to do about the impersonator?

To search for him, thinking that a spy wants the credit for his discovery, so he won't telegraph the secret information, but want to bring it personally.

5. How does Scudder's black book prove useful?

"Thirty-nine steps," Hannay deduces, refers to a place on the beach where the enemy spies will take off for Germany.

Week 24, Day 4: *The Thirty-Nine Steps*, Chapter X

1. What confuses Hannay about his attempts to catch the spies at the resort? How does advice from his friend and his memory of rhebok hunting help him?

He sees no one but men who clearly appear to be English. His friend Peter, he remembers, said that creating a disguise involves creating an atmosphere around you. And Hannay remembers losing a rhebok during a hunt when it simply stood still and blended into the background—just like the spies are doing.

2. How does Hannay's attempt to arrest the three start badly? What does he notice that confirms his suspicions?

The three play the parts of Englishmen so well that Hannay is sure he's made a mistake, but the old man drums his fingers like the old man in the cottage, which gives him away.

Week 25, Day 1: Things As They Are, Chapter IX

1. Why does Amy Carmichael say that Indians often resist the gospel?

They live in an isolated way, quite set in their ways, especially the Hindu religion and its caste system.

2. How are young girls and women especially negatively affected by this culture?

They are isolated and encouraged to live without thinking, which makes it difficult for them to “think outside the Hindu box,” and look at the truth of the gospel over what they’re told to believe. To leave the culture they must give up everything.

3. What do Indian converts to Christianity face? What works in their favor?

The common “masses” face persecution, but can still live at home; the higher castes face expulsion, violence, and even murder. The change that occurs in them is a testimony to the truth of the gospel, since Amy Carmichael says that mothers, for example, see the purity of their children’s hearts.

Week 25, Day 2: Things As They Are, Chapters XVI & XXX

1. Describe the Brahman caste in India.

They’re about five percent, but hold great positions of influence and power, and are thought of as “gods” on earth. They greatly resist any change to their position, and Christianity is a threat to that.

2. What examples does Amy Carmichael give of Brahmans who became Christians?

They were young men who were thrown out of their families, one lost his wife, was poisoned, and escaped. The other was baptized and never seen again, presumably murdered. Others are kidnapped and tortured.

3. How do the accounts Amy Carmichael tells in these chapters affect you?

Answers will vary, but they probably convict us to do better in standing up for our faith, after hearing the examples of these brave young Christians.

Week 25, Day 3: “The Owl Critic”

1. Explain the irony in the young man’s statement to Mr. Brown: “You’ll soon be the laughingstock all over town!”

At the end, it’s the young man himself who looks like a complete fool!

2. The original title of “The Owl Critic” included “A Lesson to Fault-finders.” What do you think is the lesson to fault-finders?

Not to be so quick to be a know-it-all, and to observe and learn more carefully before you go off spouting

3. Compare Proverbs 29:23 and Isaiah 2:11 to the main idea of “The Owl Critic.”

Proverbs 29:23 says, “A man's pride shall bring him low: but honour shall uphold the humble in spirit,” and Isaiah 2:11 says, “The lofty looks of man shall be humbled, and the haughtiness of men shall be bowed down, and the LORD alone shall be exalted in that day.” Pretty good comparison!

4. How does the last line, even though it's the fifth time it's been repeated, seem a little different than the previous times?

The line “And the barber kept on shaving” somehow the last time seems like another way of saying to the owl critic that his words were really ridiculous, and that the barber—and others who have heard young hot shots brag and criticize before—keep right on going through their foolishness.

5. Can you think of an example of how young people today act in a similar way to the owl critic in this poem?

Answers will vary!

Week 25, Day 4: “King Arthur Stories”

1. Why does Merlin take Arthur and give him to Sir Ector to raise?

After Uther dies, many barons jostle for power, and Merlin knows that Arthur probably would have been killed to increase the chances of others gaining the throne.

2. How does Arthur “prove” he is to be king?

He draws a sword out of an anvil that no one else is able to draw.

3. What does Arthur's rule bring to Britain? Compare this to Proverbs 29:2

He is righteous, protecting the poor and ruling justly. Proverbs 29:2 says, similarly, “When the righteous are in authority, the people rejoice: but when the wicked beareth rule, the people mourn.”

4. How does Lady Annoure's clash with Arthur resemble Matthew 4:1-11?

She offers Arthur a greater kingdom than the one he has if he will obey her, but he refuses; this is similar to the “deal” the devil offers Jesus in Matthew 4:1-11.

5. Describe Excalibur's characteristics.

It is a beautiful sword given to Arthur by the Lady of the Lake; Arthur takes it from the middle of the lake; on one side is written “Keep me,” and on the other side, “Throw me away”; Merlin tells Arthur that scabbard will keep him (Arthur) from ever bleeding to death in battle.

Week 26, Day 1: “Adolescents Only (Part 1)”

1. Describe Elvin’s situation, and what he finds outside.

He’s living with a rather loud family with teenagers who party often. Elvin sees a red flame in the sky and hears a meteorite, he thinks, hit the ground. He goes out and finds a rocket making a hypnotic sound. He finds a sheet of metal in the rocket and feels a strange sensation when he picks it up. He then finds multicolored spheres in different colors.

2. What do the students do with the spheres? What does Elvin see for a split second?

They think it’s bubble gum and chew it, thinks Elvin, though he is mistaken. Elvin, for a split second, seems to see all the students freezing, like a frame of a movie.

3. Why does Elvin go to the library, and what odd thing does he learn? What does he think the rocket is?

He goes to learn about rockets and sound convincing to his students that it was just a prank (since the rocket and the hole in the earth are gone). The librarian tells him that his students checked out hundreds of books that day, some saying that they read them all in a matter of hours. He decides the rocket was a prank pulled on him by prankster Bill Blake.

4. What is Elvin’s payback for the students, and how does it puzzle him? What other similar things does he see in the students?

He makes an impossible test for them to pass, but everyone finishes very quickly, and everyone gets all the answers right. he also sees students reading and absorbing books abnormally quickly in class, just flipping a page every second.

5. Describe the scene at the school auditorium and the chemistry lab. What does Elvin conclude has happened, and what does he plan to do?

The stuff old principal starts dancing, and other teachers swear there’s something weird going on with the kids; they’re all hauled off to hospitals! The chemistry lab shows students making gold and floating above their tables, as if there were no gravity. Elvin decides that a mass hypnosis is occurring, and he plans to break Donald and David into confessing.

Week 26, Day 2: “Adolescents Only (Part 2)”

1. How do the twins react to Elvin’s questioning?

Oddly unemotionally, using huge vocabulary words above their normal habit and ability.

2. What does Mrs. Schermerhorn tell Elvin? What else shows up which causes riots?

The bank is gone, and in its place is a jungle; several deadly animals have been shot and killed. Elvin sees she’s correct, and later a man drives around saying there’s gold everywhere, which causes chaos.

3. What does Elvin see next?

A medieval castle and then a 19th-century factory, which disappear, replaced by the bank and houses that were there originally. Then a jungle grows over the bank and houses, and wild animals roam around again. Then gold chaos, with it piling up everywhere and government agents flying in to inspect.

4. What happens as a result of the gold discovery?

The economies of the world collapse, and nations start going to war with each other.

5. Describe what Elvin finds in his coat pocket. How does he use it? What does he realize about the students?

He finds the strip of meal that sealed the cylinder of colored spheres. His body heat explodes the spheres, and he sees earth-shattering visions and hears a voice explaining that these spheres are knowledge capsules and were sent by beings from Dyran to help Earth learn. He realizes the students chewed the capsules, thinking they were bubble gum, and absorbed the information.

6. What does Elvin decide his responsibility is? What surprise does he discover in the workshop?

He decides he has to be the one to tell the students they can't play around with all Dyran's scientific discoveries, but he's surprised to discover the students already repenting and trying to put things back the way they were before. They decide to show the world their discoveries using a minor machine (Elvin wants to show the world the one where matter is transmuted, but the kids say if it got into the wrong hands, it could be used to kill others.

7. What do the students decide to do?

They decide to use their knowledge to suspend themselves in animation, since they believe that adolescents like themselves are too immature to change the world via inventions. They also turn back time and leave the rocket without any knowledge capsules, so they can "erase" all the bad things that have happened, so the story ends with Elvin going out to see the meteorite.

Week 26, Day 3: "O God, Our Help in Ages Past"

1. Describe the rhyme scheme of "O God Our Help in Ages Past."

It has an ABAB rhyme scheme.

2. What characteristics of God does Watts praise in the hymn?

Helping us, giving us hope, sheltering us, being everlasting.

Week 26, Day 3: "When I Survey the Wondrous Cross"

1. Compare Ephesians 2:8-9 and Philippians 3:7-8 to this hymn.

Several lines from this hymn are taken from those passages: not boasting in our own work, counting all but Christ "loss," and so on.

2. Sum up in your own words the meaning of the last stanza.

Watts says that it wouldn't matter if he owned the whole world; it wouldn't compare to the riches he has in Christ; he also says that the love of Jesus is so great that it demands his whole life.

Week 26, Day 4: “Alida’s Homeliness”

1. What do the boys (and others) most dislike about Alida?

Not her homeliness, but her rotten temper.

2. Sum up what Alida learns from Doctor Agnes.

The old definition of “homely,” and how she (Alida) can turn her life around by becoming a pleasant, friendly person to be around—homely in the old sense, in other words! Afterwards, when she becomes an apprentice, she learns medicine and how to be cheerful and tend to others’ needs.

3. How do 1 Samuel 16:7 and Proverbs 18:24 relate to the lesson in this story?

In 1 Samuel 16:7, God says that He looks not at a person’s outward appearance, but at his heart; Proverbs 18:24 says that if you want friends, you should be friendly yourself! These are both lessons Alida learns.

Week 27, Day 1: *Miss Cayley's Adventures*, Chapter I

1. What kind of young lady is Lois Cayley? What about Lois makes her someone you root for as a reader?

Spirited, well-educated, confident, and adventurous; also classy and kind-hearted. Answers will vary for the second question!

2. How does the Cantankerous Old Lady also seem likable, even as grouchy and superior as she comes across?

She gives Lois a chance to be her companion, seems generally harmless in her complaints as opposed to mean-spirited and cruel, and is thankful to Lois for saving her jewels.

3. Did you suspect the “Continental gentleman” before Lois says she suspects him? If so, why?

Answers will vary!

Week 27, Day 2: *Miss Cayley's Adventures*, Chapter II

1. What is ironic in Georgina Fawley’s saying about the Germans, “They’re bursting with self-satisfaction—have such an exaggerated belief in their ‘land’ and their ‘folk.’ And when they come to England, they do nothing but find fault with us.”

That’s exactly what she’s been doing the whole trip so far!

2. What are some of Harold’s good and bad qualities?

He is pleasant and witty, and seems to have a somewhat important position. But he appears weak and mushy, overly fawning to his aunt without seeming sincere, and doesn’t have the ambition and spunk that Lois has.

3. Explain the conflict Lois has with her feelings for Harold, and his feelings for her. What does Lady Georgina say about the situation? Do you think Lois made the right decision? Why or why not?

Lois likes him and even considers marrying him, but she thinks his family will look at her as a gold-digger, just after his money. Lady Georgina reveals that she was giving Lois the evil eye just for show, and that she brought her to see Harold because she thought Lois would be perfect for him! Answers will vary on whether Lois made the right decision: She might be right about never being to overcome his family’s objections, but, then again, she might be able to. The British class system seems very strong, however, especially in light of Lady Georgina’s references to how Harold is the heir of a duke, the “peerage” publications, and so on.

Week 27, Day 3: *Miss Cayley's Adventures*, Chapter III

1. How is Lois both heavyhearted and optimistic at the chapter’s opening?

She misses Harold, but has enough money to last a week or so and looks forward to new adventures.

2. What is your first take on Cyrus Hitchcock, before you know his game? How would you have felt in Lois’s shoes?

He seems odd or creepy, as if he’s stalking Lois, before we know his purpose. Answers will vary on the second question, but it must have been unsettling.

3. What convinces Lois to take a chance, other than her spirit of adventure?

She sees the fat, lifeless German women at the hotel, and she determines she's not going to be like one of them, and takes a chance.

4. What do you think the race means to Lois, other than just winning money to continue her adventures?

Answers will vary, but a sense of accomplishment, a temporary break from her heavy thoughts on Harold, confidence that she can overcome future obstacles, and so on.

Week 27, Day 4: Miss Cayley's Adventures, Chapter IV

1. What arrangement do Lois and Cyrus come to? What arrangement do they *not* come to?

Lois will sell the Manitou bicycle for 20 pounds and receive 25 percent profit. She rejects, however, Cyrus's proposal for marriage.

2. What is Lois's sales technique? How does she use her money generously?

She rides around, showing off her ability to climb steep hills with no effort, until other cyclists ask her how she does it. She uses part of her money earned to buy Elsie a ticket to come visit her.

3. Why is the Manitou especially beneficial to Elsie? What does Lois bravely suggest to Cyrus?

Elsie is weak and fragile, and the bicycle is much easier for her to pedal around. Lois even gets Cyrus to make Elsie another saleswoman, getting her a free bicycle!

4. What surprise does Lois discover after meeting Mrs. Evelegh? Do you think the ladies did the right thing? Why or why not?

She finds that Mrs. Evelegh's "doctor" is actually the "Count" who tried to steal Mrs. Fawley's jewel case. (Actually, he's just a man-servant leading a life of crime.) Letting him go is debatable; he could easily fleece others whom he comes across.

Week 28, Day 1: Miss Cayley's Adventures, Chapter V

1. Do you think Harold is right when he says that Lois has to marry him now that she has saved his life? Why or why not?

Answers will vary!

2. What is your take on the “marriage question” faced by Lois and Harold? Do you think Harold should renounce his inheritance to marry Lois, or that Lois should be willing to marry him anyway? Or is there anything else the couple could do to set things right and stave off any possible objections by Harold’s family that Lois is just marrying him for his money?

Answers will vary!

Week 28, Day 2: Miss Cayley's Adventures, Chapter VII

1. What does it show about Lois’s character that she goes to Florence and opens up a new business for herself and Elsie?

She’s plucky and willing to take risks, and she cares deeply about her friend Elsie, enough to make the move to Florence because Elsie’s doctor recommends it for her health.

2. Describe Ashurst. What does Lois say to him about his claims about Bible prophecies, and what does she really believe?

Ashurst is Lady Georgina’s fussy millionaire brother. Lois politely “agrees” with him, but secretly think he’s a little nuts with his odd theories about Britain being the object of Biblical prophecies.

3. How does the author build suspense during Ashurst’s dictating his will? What shock does Ashurst receive?

Ashurst takes a long time to dictate his will to Lois, and Lois is dreading hearing the part that concerns his nephew, Harold. When Ashurst declares he’ll disinherit Harold if he marries the woman who he claims is just after his money (as Higginson, his servant has told him), Lois reveals herself as the woman.

4. How does Higginson again play a role? How does Lois threaten him?

He shows up as Amhurst’s servant! She tells him that if he says anything else against her, she’ll reveal to Mr. Ashurst who Higginson really is.

Week 28, Day 3: Miss Cayley's Adventures, Chapter VII

1. What new job does Lois obtain? How does she keep getting jobs wherever she goes?

A writer of news articles on what happens to her and her English friends in Egypt. She keeps getting jobs because she’s plucky and asks for them, then shows she’s able to do them.

2. Describe the character of Dr. Macloghlen. How does he resemble Lois?

He’s a fiery, tough, bold Irishman, but good-hearted as well. He’s like Lois in that they both are bold, even a little aggressive, but in a way that’s admirable

3. What do you think would be the hardest thing to endure if you were kidnapped, like the Englishwoman, and forced to live among strangers for many years? What challenges does she face after going back home? Does her situation remind you of an Old Testament character's story?

Answers will vary. Her situation is like Joseph, who was sold as a slave in Egypt.

Week 28, Day 4: Miss Cayley's Adventures, Chapter VIII

1. Why does Lois write Lady Georgina, at least partly?

To hear about how Harold is doing.

2. Describe the Viscount Southminster. Why does Lois think he's there near her?

A stupid, stilted, arrogant creep, whom Lois thinks is there to try to catch her doing something wrong to put Harold in badly with his uncle, so he'll forfeit his inheritance to Southminster.

3. Who else is on the ship? How does he treat Lois, and what does this mean to her?

Higginson! He treats her overly nicely; to Lois, this means he has put Lord Southminster up to the task of catching her somehow, to discredit her and/or Harold—for Higginson to get even.

4. How does Lois toy with Lord Southminster? Explain how his cluelessness and attitude toward his uncle make him especially despicable to Lois.

He's utterly impossible to like, since he's such a snob, even pretending to like "artists" that Lois offers up that are nothing but Italian foods! He's so clueless that he really believes Lois will want to marry him for his money, instead of Harold, whom he says is going to be left out of the will. And he's so flippant and cares so little about his uncle—who's about to leave him a great deal of money—that it is disgracefully selfish.

Week 29, Day 1: *Miss Cayley's Adventures*, Chapter IX

1. What's a little surprising about Lois's inward attitude toward the Maharajah? Why is he appreciative of her kindness toward him?

She acts put out and irritated about Harold's having sent him to greet her party, saying she didn't want that "heathen to bother us." But she treats him warmly, which he appreciates, because many Europeans in India treat him as nothing.

2. What is admirable about the Maharajah? What is disgraceful?

He is very hospitable, working to accommodate his guests' habits and customs; but he also saves a tiger for them to hunt, not even caring that it kills several villagers first.

3. Describe the tiger hunt. How is Lord Southminster portrayed more positively?

It is dangerous; the tiger attacks Lois's elephant, and she accidentally kills it, the gun going off by itself! Lord Southminster is shown to be a courageous hunter, and Lois admits he's not all bad.

4. What news arrives? What's your feeling toward Lord Southminster afterwards, and why?

Marmaduke Ashurst has died, and Lord Southminster doesn't even care, just casually crumpling up a telegram which gave him the news. Readers certainly will feel disgusted at his callous action.

Week 29, Day 2: *Miss Cayley's Adventures*, Chapter X

1. Describe the letter Lois receives and the trick Lord Southminster plays on Harold. How does Lois think Southminster will present it?

Harold writes Lois, asking her to marry him, even though his uncle left him all his money. Southminster contests the will as a forgery, and Lois think's he'll try to pin it as a job done by Lois (she helped Ashurst write the will) and Harold together (probably with Higginson's help).

2. How does Southminster actually pull his trick? Why did Ashurst change his will later?

Southminster says the old will, drawn up 20 years earlier, should be followed (which benefits him). Ashurst changed his will later because he saw what "fools" Southminster and his brothers had grown up to be.

3. Who was witness to Ashurst's new will? How does this hurt his case?

One is Higginson's sister, which won't help Harold (Higginson cleverly kept himself off the witness stand, knowing he'll be accused of his crimes and discredited); another is a waiter who is dead or won't come to testify.

4. What is frustrating about Lois's testimony on the witness stand?

The lawyer for Bertie completely tries to make a fool of her, and all her favorable points and actions get twisted around to mean the opposite. He even accuses her of working with Higginson to forge the will in Harold's favor!

5. What “distressed [Lois] more than anything else” after the verdict is read? What do you think happened?

Harold’s disappearance. Answers will vary!

Week 29, Day 3: Miss Cayley’s Adventures, Chapter XI

1. How does the author build suspense in this chapter?

Harold and Lois travel right under the noses of thousands of news reporters and police looking for them, and have several narrow escapes.

2. What point about the news media and news-reading public do you think the author makes?

That newspapers don’t care about the truth; they just want something sensational to sell the public their newspapers, regardless of whether it’s true or not.

3. What is your opinion of both Harold and Lois by the chapter’s end?

Answers will vary, but they certainly show their honor and mettle in (a) escaping, (b) holding to their word (Lois in marrying Harold when he’s penniless and friendless, and Harold in turning himself in after he’s married her), and (c) standing up to public scrutiny and doing what they believe is the right thing, even though they both know Harold isn’t guilty.

Week 29, Day 4: Miss Cayley’s Adventures, Chapter XII

1. Why does Bertie try so hard to evict Lady Georgina from the house so quickly?

He’s looking for the original will—since the one he submitted is a forgery—to destroy it.

2. By what trick did Higginson get the will copy? What mistake did he make?

He tried to get the original, but Lois refused it to him, but he saw a copy in the trash can and used it. The only problem: The original will has the word “especially” in pencil on it, which Ashurst said to Lois—but the forgery does not.

3. What common characteristic of criminals helps to unravel the conspiracy to steal the inheritance?

Their willingness to “save their own bacon”—to protect themselves, even if they have to “rat out” other members of their gang. We see this with White, who rats out Higginson and Bertie.

4. What about ending makes the story especially satisfying?

Answers will vary!

Week 30, Day 1: “Ephesians 2”

1. How do verses 1-3 describe the Ephesian Christians’ former lives?

As “dead in trespasses and sins,” walking in the devil’s power, “fulfilling the desires of the flesh and of the mind,” and “the children of wrath.”

2. Sum up verses 8 and 9.

Christians are saved by their faith, and not their works; it’s God’s gift to us, so He gets the credit, not us, so we have nothing to brag about.

3. How has Jesus Christ ended the separation between the Jews and Gentiles?

His blood has broken down the wall between the two groups: both are accepted by God through faith in Jesus. His death on the cross “abolished...the law of commandments.” Christians—whether Jew or Gentile—are no longer bound to the Old Testament law, but saved by God’s grace and faith in Jesus.

4. What word does Paul use to describe Christians’ relationship to each other in verse 19?

“Fellowcitizens.”

5. Sum up the “building” comparison in verses 19-22.

Christians are compared to being part of a building, with the cornerstone being Jesus Christ, and the entire building, framed together, is the holy temple of God.

Week 30, Day 2: *Life on the Mississippi*

1. What does the appearance of the steamboat do for the town?

It wakes everyone up, gets them excited, creates activity, wondering what the boat will bring.

2. How does Twain compare the Mississippi River to a book? What does he mean by saying it had “a new story to tell every day”?

It’s like something to read and think about; it has different points of interest that show up on different days, similar to a book with a new story every day.

3. What has the author lost by knowing so many tiny details of the river? How does he compare his condition with that of a doctor?

He lost the ability to focus on the river’s beauty and charm, instead looking at every nook and cranny as something to be piloted through. He says this is like a doctor who cannot see the beauty of a woman, for example, just seeing her bone structure and skin as part of his profession to fix.

4. Name something that *you* see beauty and interest in, although you suspect (or know!) that many others don’t think it’s beautiful or interesting at all.

Answers will vary!

Week 30, Day 3: “Take My Life and Let It Be”

1. List the items that the author asks God to take from her.

Her life, moments, days, hands, feet, voice, lips, silver, gold, intellect, heart, love, and herself.

2. Read Romans 10:13-15. How does this compare to Stanza 2?

“Take My Life and Let It Be” sums up the verse that says, “How beautiful are the feet of them that preach the gospel of peace, and bring glad tidings of good things!”