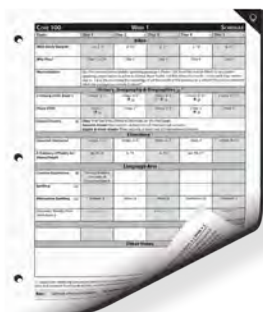


Quick Start Guide

Instructor's Guide: Core 300

1 Get to Know Your Instructor's Guide

Your Instructor's Guide (IG) gives you the structure and flexibility to homeschool with confidence. Each upper-level IG comes in two parts: a Parent Guide and a Student Guide. These guides help children become more independent in their learning and equip you to be their learning coach.



Note: The Parent Guide is formatted and numbered the same as the corresponding Student Guide. The only difference between them is that the Parent Guide has the answers written in and provides extra notes about books' plots and literary elements

(e.g., themes and styles). This allows you to discuss the reading with your children and check their answers even if you haven't read the books yourself. Your students don't see these extra helps or answers unless you want them to.

Before you dive into your new Sonlight materials, familiarize yourself with these vital tools. Remember that you are in control of your homeschool; the wealth of information in your IG is here to help you.

2 Plan Your Schedule and Use Your Notes

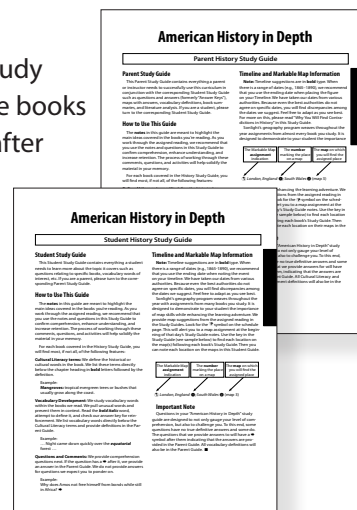
The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you. You can study every subject every day or focus on one subject at a time.



Find thought-provoking Notes for scheduled assignments and Creative Expression assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.

3 Find Help with Study Guides & Appendices

You have helpful Study Guides for most of the books you read. Find them after the large section of Schedule pages. The Study Guides feature vocabulary words, cultural literacy notes, and map and timeline activities to help solidify what your children are learning.



You can use the comprehension questions to be sure your children understand what they read. Find answers and learning objectives in your Parent Guide.

Appendices have extra helps and resources (like a sample plot line and "How to Do a Research Project") to make your job easier.

4 Start Your Journey

Ready? Set? Go! Your Core IG lets you to teach well from the very first day. As you progress, you can easily adapt the curriculum to meet your needs. Need to go faster or slower? Need to use more/less than what we offer? Sonlight puts you in control of your homeschool journey and enables you to customize your children's educational experience. Our goal is to make your job easier, help you overcome obstacles, and protect your family's interests. Please contact us if we can help. Visit www.sonlight.com/help or call (303) 730-6292.

Subjects for Core 300

- **History:** As your children study chronological History and enjoy historical fiction and fascinating biographies, they'll learn about the key events and people that shaped our world. In particular, Sonlight features historical figures whose character and achievements we want children to emulate. As children study the past, they begin to shape their future.
- **Bible:** Equip your children to study, interpret and apply the scripture to everyday life. Daily Bible readings and thought-provoking supplemental materials help you mentor your children as they grow in Christ.
- **Literature:** Literary classics and more historical fiction add color and depth to your children's history study. Includes the best books that teach your children, stretch their thinking, prepare them for college and foster a true love of learning.
- **Language Arts:** A complete writing program develops the critical thinking, literary analysis and creative writing skills your children will need to excel in college and effectively engage our culture from a Biblical worldview.

Three options for teaching your teens

- **Option 1, Hands-on Teaching:** Give your students the Student Guide and keep the Parent Guide yourself. You can do as much of the reading together as you want and give the scheduled assignments as you see fit. You and your students can follow along together each day. Using the extra notes in your Parent Guide, you can discuss the reading, comprehension questions and notes and enjoy the dialogue with your teen.
- **Option 2, Guided Independent Study:** Give your student the Student Guide and keep the Parent Guide yourself. As your students handle their own schedule and assignments, you can check their answers and discuss any points of interest. The extra notes in your Parent Guide help you discuss reading and ideas even if you haven't read the books yourself.
- **Option 3, Full Independent Study:** Give your student both the Parent and Student Guides. Your students can work independently from the Student Guide and then check their answers in the Parent Guide. You can check their progress and discuss their learning as you see fit.

20th Century World History—Schedule for Topics and Skills						
Week	Bible	History/ Government	Biography/ Historical Fiction	Geography	Literature	Research/ Creative Expression
1	Security; the Bible	Major world events from 1900 through 1903; 1900–1913: Across the Threshold	Christian Missionaries in Tibet	<i>South Africa; Europe; South Pacific; Texas</i>	Fiction; Poetry	Character sketch; Character summary
2	Temptation; God	Major world events from 1904 through 1908; 1900–1913: Across the Threshold	Armenian Holocaust	<i>South Africa; Russia; Mount Vesuvius; Turkey; Bosnia-Herzegovina</i>	Fiction (West Africa); Poetry	Diary/Journal; Interact with <i>Heart of Darkness</i>
3	Competition; Jesus Christ	Major world events from 1909 through 1911; 1900–1913: Across the Threshold	Armenian Holocaust	<i>North Pole; South Pole Japan; Korea; Europe</i>	Mystery; Poetry	Self-portrait; The Providence of God
4	Drugs; Jesus Christ's Death	Major world events from 1912 through 1915; 1900–1913: Across the Threshold, 1914–1919: The War to End All Wars	Labor Unions in the United States	<i>China; Eastern Europe; Panama Canal; Bosnia</i>	Mystery; Poetry	What Makes a Compelling Plot; <i>Labor's Untold Story</i> Response Paper
5	Doubt; Man and Sin	Major world events from 1916 through 1918; 1914–1919: The War to End All Wars;	Labor Unions in the United States	<i>Ireland; Cameroon; Mecca, Saudi Arabia; France</i>	Classic American Literature; Poetry	Music Review; The Spirit of the Age
6	Depression; the Holy Spirit	Major world events from 1919 through 1921; 1914–1919: The War to End All Wars; 1920–1929 All That Glitters	World War I	<i>Hungry; Berlin; Poland; England; Germany</i>	Classic American Literature; Poetry	Choose research topic and begin preliminary research; “Deep” Description; The Significance of <i>The Great Gatsby</i>
7	Reputation; Salvation	Major world events from 1922 through 1926; 1920–1929: All That Glitters	World War I	<i>Egypt; India; Greece; Japan; Tennessee, United States; Chinese Republic</i>	Classic Literature; Poetry	Finish preliminary research, begin locating source materials; Developing a Statement of Purpose and Controlling Statement or Thesis; <i>The Metamorphosis</i> and <i>Euthanasia</i>
8	God; Angels, Satan, and Poetry	Major world events from 1927 through 1929; 1920–1929: All That Glitters	World War I	<i>China; Palestine; Japan</i>	Fiction (Dystopia/Governmental Control); Poetry	Continue locating source material; <i>All Quiet on the Western Front</i> Response; Erich Remarque Summarizes His Thoughts on World War I
9	Divorce; Life; Satan; Omni-what?; Reasons to Read/Study; the Church	Major world events from 1930 through 1933; 1930–1939: Empty Pockets	Suffrage Movement in America; Elizabeth Cady Stanton	<i>India; Australia; Spain; Siam; Cuba</i>	Fiction (Dystopia/Governmental Control); Poetry	Working Outline; The United States Enters World War I; Dialog; Development of Thought

20th Century World History—Schedule for Topics and Skills (cont.)

Week	Bible	History/ Government	Biography/ Historical Fiction	Geography	Literature	Research/ Creative Expression
10	Guilt; Things to Come	Major world events from 1934 through 1938; 1930–1939: Empty Pockets	Albert Einstein's Theory of Relativity (Biography)	<i>Yugoslavia; Austria; England; Yen'an Providence</i>	Fiction (Dystopia/Governmental Control); Poetry	First Draft of Research Paper; Eliminating the Passive Voice; <i>Brave New World</i> Response Paper
11	Contentment; Is Christianity Rational?	Major world events from 1939 through 1940; 1930–1939: Empty Pockets; 1940–1945: World on Fire	Albert Einstein's Theory of Relativity (Biography)	<i>Europe</i>	Fiction (American Literature); Poetry	Rough Draft and Edit Process; Eliminating Dependant Verbs, Verbal Nouns, and Verbal Adjectives; Relativity, Faith, Knowledge and Ethics
12	Anger; Is There a God?	Major world events from 1941 through 1943; 1940–1945: World on Fire	Chinese History (Chairman Mao/Long March)	<i>Eastern Europe; French Indochina; Pearl Harbor; Iceland</i>	Fiction; Poetry	Final Draft and Works Cited; Proper Use of Definite Articles, Specifying Adjectives, and Pronouns; <i>The Snow Goose</i> : A Critical Essay
13	Career; Is Christ God?	Major world events from 1943 through 1945; 1940–1945: World on Fire	The Dutch in Nazi Holocaust (Corrie ten Boom)	<i>Europe; Philippines; Guam; Japan</i>	World War II Literature; Poetry	Getting People to Read What You've Written: The Hook; Poem from Art
14	Feelings; Did Christ Rise From the Dead?	Major world events from 1946 through 1949; 1940–1945: World on Fire; 1946–1963: Spreading the Wealth	The Dutch in Nazi Holocaust (Corrie ten Boom)	<i>Soviet Union; China; Argentina; Dead Sea; Czechoslovakia;</i>	World War II Literature; Poetry	Using the Right Word, Watching Tense and Other indicators of Time, Avoiding Unnecessary Modifiers, and Ensuring Logic; Meditative Essay
15	Bible Facts; Cosmic Coach or God of Grace; Bible Messes; Mysterious Ways; Is the Bible God's Word?	Major world events from 1950 through 1951; 1946–1963: Spreading the Wealth	The Dutch in Nazi Holocaust (Corrie ten Boom)	<i>Persian Gulf; Communist People's Republic of China; Vietnam</i>	World War II Literature; Poetry	Creating an Air-Tight Presentation; The Holocaust
16	Honesty; Are the Bible Documents Reliable?	Major world events from 1951 through 1953; 1946–1963: Spreading the Wealth	Nazi Germany	<i>Tibet; South Korea; Finland; Mount Everest; Cuba</i>	Culture and Government; Poetry	Perspective Article, Part 1, Response paper: <i>The Hiding Place</i>
17	Sex; Does Archaeology Verify Scripture?	Major world events from 1954 through 1956; 1946–1963: Spreading the Wealth	Nazi Germany	<i>Argentina; Suez Canal; Alabama</i>	South Pacific Origins, Poetry	Perspective Article, Part II; Book Report: <i>The Hiding Place</i>
18	Loneliness; Are Miracles Possible?	Major world events from 1957 through 1959; 1946–1963: Spreading the Wealth	Nazi Germany; Winston Churchill	<i>Europe; USSR; South America; Cuba; United States</i>	South Pacific Origins, Poetry	<i>Kon-Tiki</i> Description

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20th Century World History—Schedule for Topics and Skills (cont.)						
Week	Bible	History/ Government	Biography/ Historical Fiction	Geography	Literature	Research/ Creative Expression
19	Parents; Do Science and Scripture Agree?	Major world events from 1959 through 1960; 1946–1963: Spreading the Wealth	Nazi Germany; Winston Churchill	<i>South Africa; Congo; Laos; Cuba; United States</i>	South Africa Racial Injustice; Poetry	Family Member Biography; Winston Churchill Essay
20	Peers; Why Does God Allow Suffering and Evil?	Major world events from 1961 through 1963; 1946–1963: Spreading the Wealth	World War II Biographies	<i>East, West Berlin; Congo; Southeast Asia</i>	South Africa, Racial Injustice; Poetry	Choose research topic and begin preliminary research; Essay: The Essence of Marriage; Nonverbal Communication
21	Appearance; Does Christianity Differ From Other World Religions?	Major world events from 1963 through 1965; 1946–1963: Spreading the Wealth, 1964–1975: Dissent and Disobedience	World War II Biographies	<i>United States; South Asia; Dominican Republic</i>	South Africa, Racial Injustice; Poetry	Finish preliminary research, begin locating source materials; Mini-Report: South Africa; Book Review: <i>After the War</i>
22	Intolerance; Is Christian Experience Valid?	Major world events from 1966 through 1968; 1964–1975: Dissent and Disobedience	Siberian Prison Camp during Stalin's Rule	<i>Asia; South Africa; North Africa; Mediterranean</i>	Classic Literature; Poetry	Continue locating source material; Perspective Article, Part II; Creating Three-Dimensional Realism
23	Christianity vs. New Age; Love of a Lifetime; Empty Tomb; Fatherhood; Racism	Major world events from 1968 through 1969; 1964–1975: Dissent and Disobedience	Siberian Prison Camp during Stalin's Rule	<i>Ireland; Britain; California; Vietnam</i>	Inner-city America; Poetry	Working Outline; Physical Metaphor; A Personal Script
24	World Religions; the Law of Human Nature	Major world events from 1970 through 1972; 1964–1975: Dissent and Disobedience	Cultural Revolution in China	<i>United States; Northern Africa; Vietnam; Chile; Europe</i>	American Literature; Poetry	First Draft of Research Paper; Family Description; A Place's Personality
25	Secrets; Some Objections	Major world events from 1972 through 1974; 1964–1975: Dissent and Disobedience	Cultural Revolution in China	<i>Syria; Jordan; United States; Europe</i>	American Literature; Poetry	Rough Draft and Edit Process; Four Descriptions; Meditative Essay or Book Report: <i>The Moves Make the Man</i>
26	Death; the Reality of the Law	Major world events from 1975 through 1977; 1964–1975: Dissent and Disobedience, 1976–1992: A Global Burst of Freedom	Vietnam War	<i>Spain; Ethiopia; Cambodia; Vietnam; Uganda; Guatemala</i>	Shakespeare; Poetry	Final Draft and Works Cited; Close Reading: <i>The Tempest</i>
27	Popularity; What Lies Behind the Law	Major world events from 1977 through 1979; 1976–1992: A Global Burst of Freedom	Vietnam War	<i>South Africa; Israel; Nicaragua; Ukraine; Uganda; Iran; United States</i>	American Literature; Poetry	Inside the Church Article, Part I

20th Century World History—Schedule for Topics and Skills (cont.)

Week	Bible	History/ Government	Biography/ Historical Fiction	Geography	Literature	Research/ Creative Expression
28	Decisions; We Have Cause To Be Uneasy	Major world events from 1980 through 1981; 1976–1992: A Global Burst of Freedom	Vietnam War	<i>Europe; Khuzistan; Mount St. Helens; Vatican City</i>	American Literature; Poetry	Inside the Church in China, Part II; Response Paper: <i>Fallen Angels</i>
29	World's Biggest Events; Hell; Mistaken Identity; Rival Conceptions of God	Major world events from 1981 through 1983; 1976–1992: A Global Burst of Freedom	Cambodian Refugees	<i>Great Britain; Israel; Grenada</i>	Fiction; Poetry	Inside the Church in China, Part III
30	Invasion; the Shocking Alternative; the Perfect Penitent; the Practical Conclusion	Major world events from 1984 through 1986; 1976–1992: A Global Burst of Freedom	Cambodian Refugees	<i>Punjab; Mexico; Chernobyl; Lybia</i>	Cambodian Refugees; Poetry	Inside the Church in China, Part III (con't); Response to <i>Children of the River</i>
31	Three Parts of Morality; the "Cardinal Virtues"; Social Morality; Morality and Psychoanalysis	Major world events from 1986 through 1988; 1976–1992: A Global Burst of Freedom	Christian Missionaries	<i>Ireland; Persian Gulf; Korea; Armenia</i>	Cambodian Refugees; Poetry	Movie Critic; <i>The Great Gilly Hopkins</i>
32	Three Parts of Morality; the "Cardinal Virtues"; Social Morality; Morality and Psychoanalysis	Major world events from 1988 through 1990; 1976–1992: A Global Burst of Freedom	Christian Missionaries	<i>Europe; China (Tiananmen Square); Valdez, Alaska</i>	Fiction; Poetry	<i>Hope Was Here</i> : Food and Food Service; Inside the Church in China Article, Part IV
33	Charity; Hope; Faith; Faith	Major world events from 1990 through 1992; 1976–1992: A Global Burst of Freedom	20th Century Advertising	<i>England; Berlin; Kuwait; Bosnia-Herzegovina; Mozambique</i>	American Literature; Poetry	Advertising: Speaking to Your Readers; "Voice"
34	Making and Begetting; Three-Personal God; Time and Beyond Time; Good Infection	Major world events from 1993 through 1995; 1976–1992: A Global Burst of Freedom, 1993–1999: OurFuture.com	20th Century Advertising	<i>Ireland; Puerto Rico; United States; Rwanda</i>	American Literature; Poetry	Fictional Character Types; Making a Character "Real," Part I: Asking Questions
35	Obstinate Toy Soldier; Two Notes; Let's Pretend; Is Christianity Hard or Easy?	Major world events from 1995 through 1997; 1993–1999: OurFuture.com	Christian Missionaries in Mongolia	<i>Sarajevo; Afghanistan, Oklahoma, United States; Scotland</i>	Apocalyptic Fiction; Poetry	Lessons Learned; Making a Character "Real," Part II: "Actionizing" Characteristics
36	Counting the Cost; Nice People or New Men; the New Men	Major world events from 1998 through 1999; 1993–1999: OurFuture.com	Christian Missionaries in Mongolia	<i>South Pacific; Africa; Colorado, United States</i>	Apocalyptic Fiction; Poetry	Plot Webbing; Core 300 Evaluation

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
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible/Apologetics					
Bible	Genesis chaps. 1, 2	Genesis chaps. 3, 4	Genesis chaps. 5, 6	Genesis chaps 7, 8	Genesis chaps. 9, 10
How to Ruin Your Life By 40	pp. 12–16	pp. 16–19	pp. 20–24	pp. 24–26	
Memorization	Psalm 27: 1–2				
History: See Study Guide					
Special	Day 1: Parents and Students: make sure you both read the notes.				
The Visual History of the Modern World	Introduction & 1900–09 Overview Choose Topic to Research pp. 8–11	1900 pp. 12–13	1901 pp. 14–15	1902 pp. 16–17	1903 pp. 18–23
Our Century in Pictures for Young People		pp. 2–5		pp. 6–9	
Current Events	Day 1–Day 5: see instructions in Section One, beginning on p. 3. Three reports; at least two of international concern.				
Biographies and Historical Fiction					
God Spoke Tibetan	chaps. 1–2	chaps. 3–4	chaps. 5–7	chaps. 8–10	chaps. 11–12
Literature					
The Great Brain	chaps. 1–2	chaps. 3–4	chaps. 5–6	chap. 7	chap. 8
Robert Frost's Poems	Introduction (pp. 1–14)	"The Pasture"		"The Tuft of Flowers"	"Blueberries"
Heart to Heart			p. 7		
Language Arts					
Creative Expression	Assignment 1				Assignment 2
Optional: Analogies 3	pp. 1–2	p. 3	pp. 4–5	pp. 6–7	pp. 8–9
Optional: Wordly Wise 3000 Book 10	Exercise 1A		Exercise 1B		Exercise 1C
Other Notes					

1. The  symbol means there is a note for this book in the Notes section immediately following the schedule page.

2. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Biographies and Historical Fiction, and Literature Study Guide sections are ordered alphabetically by book title.

3. Please see the History Study Guide for timeline and markable map assignments. These appear at the beginning of each year.

4. Please look for your Creative Expression assignment in the Notes section immediately following the schedule page.

Key:  Check off when complete  See Notes following Schedule  Map Assignment  Timeline Suggestion

Bible/Apologetics

Memorization/Public Speaking

Some alternative Scriptures we recommend for possible memorization and presentation this year: 1 Corinthians 13; Exodus 20:1–17 (or Deuteronomy 5:5c–21); Psalm 1; Psalm 8; Psalm 15; Psalm 19; Psalm 23; Psalm 24; Psalm 90; Psalm 91; Psalm 103; Psalm 121; Psalm 150; Isaiah 53; Matthew 5:1–16; Matthew 6:1–18; Matthew 6:19–34; John 15:1–8; Hebrews 11:1–40; Hebrews 12:1–13; Revelation 21:1–22:6.

Reading

We will read the historical books of the Old Testament in order. Feel free to skim all genealogies and lists of names.

Study Guides

Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Biographies and Historical Fiction, and Literature. Study sections ordered alphabetically by book title.

Special

General Introduction to Our Studies of the 20th Century

This year we want to study “20th Century World History”—the history of the world in our times: the history of the world that most impacts us today and that will most impact the world during your (and my) lifetimes.

If we are to fulfill God’s purposes on earth, we must know what is happening around us: what God Himself is doing and what His enemy, the Devil, is up to.

Let me tell you: we have held off teaching 20th century history as long as possible partially because it is so ugly.

As you well know, there are ratings placed on commercial films. If the 20th century were rated, it should probably receive an “NC-17” or, at the least, a very strong “R”—not so much for sexual content (though there is far too much of that), but for violence: human violence against humans.

The 20th century is by far the most violent (not counting the Flood) in all of world history to the present.

I am sure you are well aware of Hitler and the Jewish holocaust in World War II. But it is quite likely that you are not so well informed about all the other holocausts of this century—beginning with the Turkish attempt to wipe out the Armenian people in the very earliest part of this century and continuing with deliberate policies of government that led to mass starvation in the Soviet Union and China (well over 60 million total killed in the two countries combined), and other tens of millions of deaths at the hands of warring factions the world over.

But despite the ugliness of this century, we need to look it in the face. We need to evaluate it for what it is, where it

came from and where it is going. We need to evaluate the roots of this century: what historical events and intellectual influences shaped people’s thinking and actions. I will discuss these matters in a moment.

But first, I want you to consider that what you will deal with this year is ...

A Disturbing Study

Your studies this year are quite likely to disturb you. Besides the “NC-17” content I have already mentioned, I expect you will find that some things you have been taught or somehow simply come to believe as “Gospel Truth” are ... not true.

You may find, for instance, that members of certain groups you have been taught to mistrust as “enemies” (members of labor unions? socialists? communists?) have some legitimate gripes against the powers that be.

In other words, by being introduced to some of these “enemies” concerns, your world may become quite a bit more complex than it ever has been in the past. You will suddenly find yourself wrestling with issues that had never crossed your mind before.

There are other disturbing aspects to our study. Many people want to know “the right answer,” the Truth. I am such a person. I want to know what really happened. I also want to know what is right: what should have happened.

The problem is, in historical studies, as with courtroom cases, “the Truth” cannot always be discovered. It may be that the “prosecution” or “defense” was able, over time, to do away with the records of the “opposition.” At this point, due to the destruction of evidence, no one knows what “the other side” said or did—or what they would have said or done had they been permitted to hear the “testimony” of those who opposed them and who have since written all the history books.

Then again it may be that no one destroyed any records. All the records are available to you; it’s simply that it is too hard to determine what really happened. You can see the “prosecution’s” case; you can understand the “defense’s” case; you can understand how or why they would each see the situation as they do. But you also know that they have a disagreement—and you don’t know how to sort things through.

Finally, you may find yourself—as I have found myself many times—simply lacking time, energy or other resources to hunt down “what really happened.”

You will need to learn the historian’s (and attorney’s and judge’s ...) habits of defining degrees of certainty: “There can be no question that ...” “The majority of evidence seems to indicate ...” “Jones says _____; however, ...”¹

1. If you feel strongly that you must have absolute assurance about everything you are taught, you will be particularly uncomfortable this year.

I want to remind you of something, however. Our Lord God remains Lord. He remains God. He *will* walk with you. I have confidence He will

MOST IMPORTANT! Day 2: Find Some Mentors

Besides reading the books, articles, and notes I have assigned you, I want you to find some mentors—people close at hand who can help you with your studies, encourage you when the going gets tough, and help you maintain your balance when you feel as if your faith is being buffeted. Most likely, this will and ought to be your mom or dad; but you (and they) may want to enlist the help of your pastor, or someone else who has either studied many of the issues or who has access to books and research that may be outside your grasp.

Have these mentors stand with you and help you as you do your study. When you find yourself feeling confused, ask them to interpret things for you. Ask them if they can help you form an opinion or, in cases where it seems someone you would expect to disagree with has the stronger argument—ask your mentors if they can help you formulate a better response.

As you approach your studies, you and your mentors need to know that I have assumed you (and they) are coming from a middle-class American evangelical Protestant background.²

That assumption has had several practical implications. Primarily, however, it means that I have written notes with that specific audience in mind.

If, for example, you come from a more blue-collar/working-class background, some of the notes I have written concerning the labor movement may seem elementary to you: you've heard it all before. But to someone coming from a more white-collar/middle-class background, they may be revelations. Similarly in other areas. There will be little pieces of information I put in—and others that I leave out—primarily because I have made certain assumptions concerning my audience.

Now, I must confess: as with most assumptions, they could be wrong. I could be wrong. And that's why I want to make sure your mom or dad reads the following note.

Note for Mom or Dad: You *must* take an active role in your son's or daughter's education. Take the time to read through my notes. If, for some reason, you are concerned that one or more of the books we read or one or more of my "counterbalancing perspectives" may set your son or daughter adrift theologi-

reveal **the truth you need** "to do justice, to love kindness, and to walk humbly with your God" (Micah 6:8). He probably won't reveal all the truth you *want*; but He will definitely reveal all the truth you *need*. (Remember Deuteronomy 29:29: "The secret things belong to YAHWEH our God, but the things revealed belong to us and to our children forever, that we may follow all the words of this law.")

2. I know that not everyone who studies this program is American, middle-class, or evangelical Protestant. But the audience I have defined is the audience with which I am primarily acquainted, and its strengths and limitations are those for which I seek to offer counterbalancing perspectives. If you find yourself coming from outside the specific group I have defined as my primary audience, I hope you will not hold against me that I am writing to that particular audience.

By the way. This seems an appropriate place to mention this. If you have additional information, or a quality counterbalancing perspective to something that either I say or one of the books we are reading says: please don't hesitate to write and give me your input! We will all be the richer because of your consideration.

cally, morally, or in some other way, the Scriptures clearly teach that it is your responsibility to "cut me off." Obliterate my questions or quotes. Do what you must to protect your children.

My parents permitted me to wrestle with the difficult issues. I believe I am stronger because of it. If your children are not ready for this kind of study, then please do not harm them by permitting them to study what we have laid out in this year's program.

I have structured our studies this year in the manner I have not only because I assumed you would have a mentor. I structured them as I have due to a practical limitation, and, partially, due to a philosophical commitment.

The structure of our studies is the result of a practical limitation of time. I had only a limited amount of time to prepare this manual. Since I assumed you would have access to a quality mentor, I felt it was not as important that I should provide rebuttals to arguments presented by the "opponents" as that I should provide arguments from "the other side" in the first place. I figured you and your mentor(s) could generate rebuttals. What you could not do as easily is acquire quality alternative perspectives.

But supposing I had more time to develop this manual: would I have taken the time to find answers to all the questions raised by the "opposition"? No. And there are two reasons for this.

First, practically speaking: I doubt all the questions ever will be answered—not while we're here on Earth, anyway.

But even beyond the practical difficulty, I believe that by failing (or refusing) to provide you answers that agree with everything you have ever been taught, you will be forced to dig a little deeper and work a little harder to come up with answers on your own. If I have done my homework correctly and provided you good quality alternative questions and arguments, you will not be satisfied until you have come to your own well-researched conclusion(s).

How to Study; What We Expect of You

The two history books we have chosen for you to read move rather rapidly through the 20th century and attempt to avoid providing an interpretive framework. This affords some positive benefits: you get to read history much the way it was experienced by people living at the time.

It has the disadvantage, however, that, until you have done your reading you won't have an obvious interpretive frame-work or outline into which you can place the events.

So. Do I have any helpful suggestions?

Perhaps.

One. I would like to suggest that you approach your studies the way you might approach building a jigsaw puzzle for which you believe you have most of the pieces, but for which there is no box or cover picture. You know the pieces are supposed to make a picture, you just don't know what the picture is about As time goes on and you fit together two pieces here, and five pieces there, you will begin to get an idea of what the puzzle depicts. Finally, after many, many hours, you will probably get a glimpse of what this or that portion of the larger picture

is supposed to portray. But it won't be until all the pieces are fitted together—and you discover that there are still some substantial holes in the picture—pieces missing—that you will have a pretty good idea of what the puzzle is really about.³

If you have done jigsaw puzzles, you know there are certain strategies one can follow to help organize pieces for putting the puzzle together: identify and collect edge pieces, for instance, by looking for pieces that have straight sides; sort and place pieces in piles according to common color; etc.

You may find you can benefit from a similar sorting process with the historical events and persons about which you read this year: take notes and sort your readings according to subject matter. For instance, collect literary and/or artistic events in one group, place political events in another, scientific and technological discoveries in a third, economic matters in a fourth, and so on.

Tie events of less universal significance to events that had broader impact on the world. For instance (and you may know of these key events already), you may want to organize your thinking around the following major events:

World War I and the End of Monarchism (1914–1918)
The Great Depression (1930–1939)
World War II (1939–1945)
The Cold War (1945–1989)
The Social Revolution of the 60s (1961–1969/70)

The Advent of the Personal Computer and Biotechnology (ca. 1980)

With these as anchor dates and events, you can sort others as “before,” “after,” or “during.” You may also be able to see how some of the more localized events are related to the broader movements and events of their day.

My View of the 20th Century in World History

If we had the time, I would begin our study of 20th century World History not in 1900 or 1901 but at least as far back as 1789—the time of the French Revolution. Why would I do such a thing? Because the French Revolution was a precursor of so much of what we find in the 20th century.

To my knowledge, the French Revolution was the first time in human history in which there was a concerted effort to destroy any and all influences of religion upon daily life and national affairs.

There had been movements before in which people had sought to limit the influence of religion—particularly in the area of political affairs, but the French Revolution marked a turning point in that its leaders sought to eliminate religion from any and all influence upon the life of a nation.

I view the French Revolution as a precursor to the modern secular state and to modern secular humanism—two realities that have deeply impacted the 20th century.

After the French Revolution, I would probably call your attention to the American Civil War, the first conflict in Western history (history after the fall of Rome) in which civilians were accepted as military targets. Sherman's “scorched earth” policy on his march to the sea became a precursor to tactics we have seen repeated throughout the 20th century.

And then I would have you pay attention to the three men of the 19th century whose philosophies and writings dominated the course of the 20th century like no others. Those three men: Charles Darwin, Karl Marx, and Julius Wellhausen.⁴

Darwin, as I'm sure you're aware, is known for having popularized a god-less view of human origin. More than that, his theory concerning the origin of species came to dominate a wide range of thinking in disparate fields. Undirected, purposeless “evolution” and “change” became watchwords not only in biology, but in theology, the social sciences and politics, too. The idea that only the “fittest” survive became the motivating force behind some of the greatest tragedies of our century.

To quote James Dale Davidson and Lord William Rees-Mogg: “Marx, Lenin, Stalin, Mao, and Hitler [all] saw the struggle for survival, ‘Mein Kampf’ [My Struggle] as Hitler called it, as the central political issue. The Marxists saw social classes as though they were separate species; the Nazis saw races in the same light ... Both ... wished to solve the same problem, the problem of the struggle for survival, ... by destroying competition. They invaded foreign territories, they promoted conflict between different classes who competed for social power, or different races who were seen either as economic exploiters (the normal charge made against Jews by anti-Semites) or as a dangerous under class (the fear held of blacks by their white enemies).”⁵

Karl Marx's co-worker, Friedrich Engels, stated at Marx's funeral that, “[j]ust as Darwin discovered the law of evolution in organic nature, so Marx discovered the law of evolution in human history.”⁶

Marx proposed that human history evolved through a struggle between the class of people who own the means of production—the capitalists, or bourgeoisie as he called them—and the class of people who make their way in life by selling their labor—the proletariat.

“Workers of the world unite!” Marx said at the close of his Communist Manifesto. “[You] have nothing to lose ... but [your] chains.” Sadly, as millions of Russians, Chinese, and other people who came under Communist domination discovered in the 20th Century, workers of the world (let alone owners of capital) had very much to lose in a Communist society: especially their lives.

4. Lord willing, we will be studying these men and others in another couple of years. A key introductory text concerning their thought and influence may be found in Dave Breese, *Seven Men Who Rule the World from the Grave* (Chicago, IL: Moody Press, 1990).

5. James Dale Davidson and Lord William Rees-Mogg, *The Sovereign Individual* (New York, NY: Simon & Schuster, 1997), p. 358

6. Philip Foner, *Karl Marx Remembered* (San Francisco: Synthesis, 1983), p. 38, quoted in Breese, op. cit., p. 56.

3. I must confess, even after reading several works on the 20th century, and spending several years thinking about this subject, I am still just beginning to figure things out (I think).

And Julius Wellhausen?

He is largely ignored in secular circles, but he laid the foundation for the wholesale abandonment of biblical Christianity. He was the man chiefly responsible for popularizing the idea that the Bible is not (and was not) the product of divine revelation and Holy Spirit inspiration but, rather, the result of a millennia-long evolution of religious thought and editorial revisions. One cannot look to Scripture for accurate history (let alone God-inspired theology), Wellhausen argued; rather, one can find in the Bible only the ideas of men, sacred myths that, over time, have been (inappropriately) granted the status of authoritative holy writ.

And so, with Scripture dethroned, God pushed aside, and man-kind and all human history thrown upon the “mercies” of one or another principle of impersonal, undirected evolution, human society—especially Western society—entered the 20th century.

What happened then? That’s what we intend to study throughout this year, so I will refrain from further comments at this time.

But where are we now ... and where are we going?

Where is History Headed at the Beginning of the 21st Century?

In Daniel 2 we read that God, through a dream, showed King Nebuchadnezzar “what [would] happen in days to come.”

“As you were lying there, O king,” Daniel tells Nebuchadnezzar, your mind turned to things to come, and the revealer of mysteries showed you what is going to happen.

... You looked, O king, and there before you stood a large statue—an enormous, dazzling statue, awesome in appearance. The head of the statue was made of pure gold, its chest and arms of silver, its belly and thighs of bronze, its legs of iron, and its feet partly of iron and partly of baked clay. While you were watching, a rock was cut out, but not by human hands. It struck the statue on its feet of iron and clay and smashed them. Then the iron, the clay, the bronze, the silver and the gold were broken to pieces at the same time and became like chaff on a threshing floor in the summer. The wind swept them away without leaving a trace. But the rock that struck the statue became a huge mountain and filled the whole earth.

This was the dream, and now we will interpret it to the king.

... The God of heaven will set up a kingdom that will never be destroyed, nor will it be left to another people. It will crush all [the earth’s] kingdoms and bring them to an end, but it will itself endure forever. This is the meaning of the vision of the rock cut out of a mountain, but not by human hands—a rock that broke the iron, the bronze, the clay, the silver and the gold to pieces.

The great God has shown the king what will take place in the future. The dream is true and the interpretation is trustworthy. (Daniel 2:29, 31–36, 44–45)

I am convinced that Jesus is that rock that was cut out of a mountain but not by human hands (see Romans 9:33; 1 Corinthians 10:4; 1 Peter 2:8). I believe and expect that

His kingdom will destroy every other earthly kingdom (1 Corinthians 15:24–28; Revelation 5:9–10; 11:15) and it, itself, will never be destroyed or left to another people (Luke 1:33; 1 Corinthians 15:24–28; Hebrews 1:8; 12:28; 2 Peter 1:11; Revelation 11:15).

This vision and expectation for the future affects the way in which I view—and, therefore, how I will teach you about—the 20th century.

I have few doubts about the future of the Church.

Most people I know think we are in the very last moments of the last days of history. Any day now Jesus is coming back to rapture us into heaven.

One of the pieces of “evidence” they point to for this interpretation of the future is what they perceive as a growing persecution of Christians here in the United States. Things are going from bad to worse, so the end is nigh (see Mt. 24:6–13, 21–22, 29–34; etc.).

I see things in a different light.

We are not yet at the end of history because that kingdom which is to “crush all [the earth’s] kingdoms and bring them to an end” has not yet crushed those kingdoms nor brought them to an end, that rock that was cut out of the mountain has not yet become “a huge mountain and filled the whole earth.” Historical events—things that the Lord has told us will occur before the end, before He returns—have not yet occurred.

I believe Christians in the United States are facing God’s judgment for our failure to serve faithfully as His ambassadors on earth. This means, I believe, that we are to be confronted with some tough times in the near future. But instead of viewing this near future as the last moments of the last days of world history, I believe that human history has some time left; probably lots of time: time in which God wants us to be faithful to Him as His representatives. He wants us, His people, to extend His authority—Godly authority—in every area of life.

“All authority in heaven and on earth has been given to Me,” said Jesus (Matthew 28:18). I expect Jesus to exert and extend that authority through us, His people, throughout history “until He has put all His enemies under His feet” (1 Corinthians 15:25); “then the end will come, when He hands over the kingdom to God the Father” (1 Corinthians 15:24).

I believe that, as members of His body on earth, as co-workers with Him, it is our responsibility to participate in helping our Lord to put His enemies under His feet.

While the immediate future looks rather bleak—almost entirely as a result of the rebellion *against* God’s kingdom, a rebellion that has grown and flourished throughout this century—my medium-range and long-term expectations for world history are very bright. I expect God’s word will be fulfilled, His Kingdom will come roaring back and His Name will be exalted in all the earth.

Thus, while we are at the bottom—or very close to the bottom—of societal decline as a result of this past century’s revolt against God’s Kingdom, there is a glorious future awaiting God’s people as we serve Him faithfully—both here on earth and, far more, in heaven.

Darwin, Marx, Wellhausen, and others of their kind did not operate and are not now operating individually. Oh, they *thought* they were operating individually and without outside direction. But, as Jesus said concerning the Jewish leaders of His day, these men of the 19th and 20th centuries proved by their deeds that they were every bit the sons of their father, the Devil, as we, by our deeds, are called to prove that we are the sons and daughters of our Father who is in heaven (see John 8:44, Mt. 5:14–16, 44–48, 6:1ff, etc.).

As we obey our Father in heaven, we can expect victory—if not tomorrow, then the next day, or the next, or the day after that.

Let us work and pray toward that end.

The Visual History of the Modern World

Day 1: Choose Topic to Research

Today begins your adventure through the 20th Century! Please read the Introduction and the 1900–09 decade Overview on pages 8–11. Before diving into each decade, it is helpful to get a “big picture” overview of the events and trends that will develop over the course of the decade. After reading the Introduction and decade Overview, be sure to read through the Prime Events and Trends for 1900–09 outline, which can be found in your History Study Guide on the first page of the notes for *The Visual History of the Modern World*. Note: A Prime Events and Trends outline will be provided for each decade, so be sure to look for this section of the notes as you begin each subsequent decade.

Your assignment today also indicates you need to Choose Topic to Research. Each decade, we would like for you to choose one key event that you would like to explore in-depth. So, as you get a “big picture” overview of the entire decade, you also need to choose an event to research in detail. We hope this combination of detailed research and “big picture” overview will give you a better, well-rounded understanding of the events of the 20th Century.

So what kind of research should you do? That's up to you and your parents. At the end of each decade, you will be writing a short summary report about the decade, so a written report is certainly not necessary for your research. If you want to write a detailed research report, you're welcome to do so, but we would like for you to use some thought and creativity as well. Interested in World War II? Perhaps part of your research could be watching a movie about World War II, such as *Saving Private Ryan*. Curious about the birth of rock 'n roll in the 1950s? Then explore that event by listening to music from that time period! Or maybe there's a book you could read that discusses your chosen event in detail. The possibilities here are endless. Just read the decade overview, choose an event you want to learn more about, and then, with the help of your parents, decide upon a creative way to research your chosen event. Have fun!

Creative Expression

Day 1: Assignment 1

On Day 5, your assignment will be to write a two one-paragraph character sketches of Tom in *The Great Brain*, from two different perspectives.

There are two things you can do in preparation for that assignment. First, as you read this week, note how narrator J.D. helps us get to know Tom's personality. Note the page numbers where J.D. conveys information about Tom.

And, second, do today's assignment.

Show! Don't Tell!

A well-dressed old woman who is very rich and self-centered leaves a store and gets into her car.

Are you able to picture her? I can't! The problem is that the description of this woman summarizes the observer's *judgments* about her; it doesn't really *describe* her.

Compare what you've just read to the following:

Impatiently waiting for her chauffeur to escort her to her limousine, Mrs. Rockefeller straightens the jeweled collar on the Pekinese tucked under her arm. With her hand-carved cane she motions aside a street vendor about to cross her path.

From this introduction you don't have to be told that Mrs. Rockefeller is elderly, wealthy, and self-centered; the description of her actions and appearance *demonstrates* that she is. The details help us picture the character in our minds and develop our own impressions of her.

Here is another descriptive passage from *The Wapshot Scandal* by John Cheever that accomplishes the same end with much the same technique:

He was a tall man with an astonishing and somehow elegant curvature of the spine, formed by an enlarged lower abdomen, which he carried in a stately and contented way, as if it contained money and securities. Now and then he patted his paunch—his pride, his solace, his margin for error, his friend.

What do you know about the man after reading this paragraph? Besides granting a very interesting picture of his corpulent anatomy, we know that the author is seeking to convey a more about the man than simply his appearance. Either he is a member of the upper or wealthy class (why else the specific words: “elegant,” “stately,” “contented,” “money and securities,” “margin for error”?) or else he seeks to *appear* to be a member of that category of people.

A Method

1. When you begin to write a character sketch, the best place to start is to decide what kind of personality that person has. Is the person nice or mean? A good guy or a bad guy? Friendly or standoffish? Here is a list of some personality types:

mean, nasty	protective	generous	a leader
friendly	lucky	stingy	a follower
gentle	down & out	moody	optimistic
honest	successful	crazy	pessimistic
kind	hardworking	saintly	dishonest
loving	lazy	ambitious	hateful

2. After you've figured out what type of personality the target person has, begin listing all of the physical characteristics of the person. Not just short or tall, fat or thin, old or young, but note the way the person dresses, moves, gestures, carries himself, and changes expression. Carefully observe the target closely—do you see any nervous habits, mannerisms, repeated gestures?

Go over your list and select only those physical characteristics that help prove the personality of the character. Then,

3. Think of things the target has said and done in his or her relationships with others. How does she treat people? What decisions is he responsible for? Make a list of the deeds that will prove your portrait.
4. Select a persona from which to observe the target. (In *The Great Brain*, J.D. is the persona who observes his brother Tom.)

As the observer, can you use your own voice, or would it be more convincing to pretend to be someone else? This is important, because different observers will notice different things about the same target. (Think how different a character sketch of you would be whether written by your grandmother versus your best friend, or an acquaintance at church.)

Go over the lists from steps 2 and 3, and make sure that each observation on the lists is in keeping with the persona of the observer.

5. Blend the observations of looks and deeds into a paragraph description that will convince your audience that the character really is of the particular personality type you believe he or she is. In constructing this paragraph, you may want to write a generic description, similar to John Cheever's description, or you may want to place your subject in a specific setting, or engaged in a particular activity, like "Mrs. Rockefeller."

* * *

Today I'd like you to think of a person you know who has one or more physical characteristics that are especially striking. Whether it is some facial feature or another aspect of appearance; a scent; the sound of the voice; a certain manner of walking, standing, gesturing, or whatever, I would like you to use that striking characteristic to convey what you know about this person in one tightly written paragraph.

(By the way: remember that a good writer often—I won't say always, but *virtually* always—writes, *rewrites*,

and rewrites once more before feeling satisfied with a paragraph. You should do the same.)

One last example before you begin your assignment:

In his chamber the doctor sat up in his high bed. He had on his dressing gown of red watered silk that had come from Paris, a little tight over the chest now if it was buttoned. On his lap was a silver tray with a silver chocolate pot and a tiny cup of eggshell china, so delicate that it looked silly when he lifted it with his big hand, lifted it with the tips of thumb and forefinger and spread the other three fingers wide to get them out of the way. His eyes rested in puffy little hammocks of flesh and his mouth drooped with discontent. He was growing very stout, and his voice was hoarse with the fat that pressed on his throat. Beside him on a table were a small Oriental gong and a bowl of cigarettes. The furnishings of the room were heavy and dark and gloomy.

—from *The Pearl* by John Steinbeck

Day 5: Assignment 2

Based on your notes this week, please use the same technique you used on Day 1 to portray *The Great Brain* in two paragraphs: one paragraph written from John D. Fitzgerald's perspective, and the other from yours. (I suspect your description might be a bit less flattering than John's.) ■

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible/Apologetics					
Bible	Genesis chaps. 11, 12	Genesis chaps. 13, 14	Genesis chaps. 15, 16	Genesis chaps. 17, 18	Genesis chap. 19
How to Ruin Your Life By 40	pp. 26–31	pp. 32–36	pp. 36–40	pp. 40–45	
Memorization	Psalm 27: 3–4				
History¹					
The Visual History of the Modern World	1904 pp. 24–25 🕒📅🌐🗺	1905 pp. 26–27 🕒📅🌐🗺	1906 pp. 28–29 🕒📅🌐🗺	1907 pp. 30–31 🕒📅🌐🗺	1908 pp. 32–35 🌐🗺
Our Century in Pictures for Young People	pp. 1, 10–13				
Current Events	Same instructions.				
Biographies and Historical Fiction¹					
The Road From Home	chaps. 1–2	chaps. 3–4	chaps. 5–6	chaps. 7–9 🌐🗺	chaps. 10–11
Literature¹					
Heart of Darkness	Sec 1, pp. 1–12 (first para)	Sec 1, pp. 12–27	Sec 2, pp. 27–50	Sec 3, pp. 50–72	
Robert Frost's Poems	"Home Burial"	"The Witch of Coös"		"Paul's Wife"	"Ghost House"
Heart to Heart			p. 8		
Language Arts					
Creative Expression	Diary/Journal 📅	Diary/Journal	Diary/Journal	Diary/Journal and Heart of Darkness 📅	Heart of Darkness
Optional: Analogies 3	Do Units A and B.				
Optional: Wordly Wise 3000 Book 10	Exercise 1D		Exercise 1E		Exercise 2A
Other Notes					

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Biographies and Historical Fiction, and Literature Study Guide sections are ordered alphabetically by book title.

Key: Check off when complete See Notes following Schedule Map Assignment Timeline Suggestion

Creative Expression

Days 1–5: Diary/Journal

As you read things this year that disturb you—and I expect you will read *many* things that disturb you!—please feel free to express your thoughts in writing. This kind of exercise permits you to “get things off your chest,” to get your thoughts down on paper so you can pick them up again at a later date or time when you’re a bit more prepared for the task. Writing down your thoughts permits you, also, to hold a careful conversation with yourself, to sort out what it is, exactly, that you are thinking—and why. It permits you to formulate a careful response to those issues that concern and disturb you.

You know, as I wrote my book *Dating with Integrity*—a project that took me five years—I found that, though I had strong opinions and a message I wanted to write about going into the project, my thinking was sharpened, my ideas clarified *through the process of writing*. And as my thoughts were refined, some also changed. Some ideas I had held at first were not correct. Others, though very near the truth, needed to be improved.

As William Zinsser suggests in his book *Writing to Learn* (New York, NY: HarperCollins, 1989), the process of writing itself is—or certainly can be—a learning experience. I want you to discover and enjoy that experience yourself.

THEREFORE, ... Please journal through this school year. In future weeks your journal will not be a specific, “credited” creative writing assignment, but this week it is.

Your journal should be notes to *yourself* about things you’re thinking about, strange and exciting (or distressing!) materials you’re reading. It’s your own record book; write it anyway you like. Please make sure you include the day’s date whenever you write in it.

You may want to share your journal, or at least portions, with your parents. Tell them some of your thinking, your questions, what’s bothering you. I’m sure they will have some insights that may help you.

An Example of a Journal Entry

When I was in seventh and eighth grade, I lived in a university community where there were violent protests against the war in Vietnam. I once rode my bicycle to school through the middle of overturned buses, police in riot gear, and college students who were smashing windows and spraying graffiti all over buildings.

A year later there was a protest at a college in Ohio (Kent State) where four students were killed. I was so upset by the foolishness of it all, I wrote a poem:

Where’s our reason?
People shout and incite
Riots while men with rifles
Stand by.

After order is asked
And warnings are given,
The riotous crowd
Throws hate.

Insults freely flow
From snarling lips ...
The rifles fire.
More hate comes back ...
Smoke of battle
Jerks around.

(Violence protests war.
Hate burns worse than Napalm.)¹

Around the States
Radios hurtle their message:
“Four Students Killed—
More Injured.”

It’s not a great poem, but it expressed my own wonderment at what was happening around me. (*How is it possible, I wondered, for violence to protest war? Isn’t violence itself a form of war? And hatred certainly does burn!*) I couldn’t understand these things (I still don’t). I just felt they were horribly wrong.

Note from Amy: It could be that you run out of time for “response” journal entries. I usually need to discuss the frustrations I have—a journal entry on my grief over the opening chapter of *Parallel Journeys*, for example, would take too long. Here are two other options you might consider.

First, you may want to keep track of the basics of the books you read: main characters, summary of the plot. That way, if you want to remember a book at a future date, you can find the information easily.

Second, you could keep a quotes journal. Simply record your favorite quotes. I tried to do this on the computer, but decided I prefer to have it easily accessible, without having to turn on a program and find a file and print it out. So I just write them in a book. Literary quotes like “The fascination of the abomination” (oh, how I love the way that sounds!), or sentimental quotes like “The larger the island of knowledge, the longer the shoreline of wonder” (Ralph W. Sockman—I have no idea who he is). Even now, as I looked through my journal to find favorite quotes, I found myself smiling. It’s a little piece of me, of what I’ve thought insightful or compelling.

So if you run out of time, at least try to do a quote journal. I think you’ll be glad you did.

1. Napalm was a chemical put in bombs and used in the Vietnam conflict. Upon impact, it exploded in flames.

Days 4–5: Diary Journal/Heart of Darkness

Please write about two pages in which you interact with Conrad's *Heart of Darkness*. Use quotations from the text to prove your points.

Some possible subjects you would like to choose from to discuss (though, remember, you may choose *any* topic from the book and discuss it on *any* level):

- What do you think Conrad believes *is* the “heart of darkness”? Is it Africa? Kurtz’s heart? Kurtz’s Intended’s heart? Marlow’s heart? Is it faith? The heart of every human?
- Marlow calls the darkness “triumphant” (p. 70). He bows his head “before that great and saving illusion that shone with an unearthly glow in the darkness, in the triumphant darkness.” Is the darkness triumphant? Why or why not?
- Analyze this book in the light of such Scriptures as Matthew 4:16; 5:14–16; 6:22–23; John 1:4–5, 9; 3:19–21; 8:12; 9:5; etc.
- Write something of your choosing. ■







CORE 300

WEEK 3

SCHEDULE

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	11	12	13	14	15
Bible/Apologetics					
Bible	Genesis chaps. 20, 21	Genesis chaps. 22, 23	Genesis chap. 24	Genesis chap. 25	Genesis chap. 26
How to Ruin Your Life By 40	pp. 45–47	pp. 48–53	pp. 53–57	pp. 57–61	
Memorization	Psalm 27: 5–6				
History¹					
The Visual History of the Modern World	1909 pp. 36–37 🕒📖🌐📖	Decade Summary Paper 📄	1910–19 Overview Choose Topic to Research 📄 pp. 38–39	1910 pp. 40–41 🕒📖🌐📖	1911 pp. 42–43 🕒📖🌐📖
Our Century in Pictures for Young People	pp. 14–15			pp. 16–17	
Current Events	Same instructions.				
Biographies and Historical Fiction¹					
The Road from Home	chaps. 13–15 🌐📖	chaps. 16–17	chaps. 18–19	chaps. 20–22	chaps. 23–24 🌐📖
Literature¹					
Murder on the Orient Express	(Part One) chaps. 1–3 🌐📖	chaps. 4–6 🌐📖	chaps. 7–8; (Part Two) chap. 1	(Part Two) chaps. 2–4	chaps. 5–8 🌐📖
Robert Frost's Poems	"At Woodward's Gardens"	"The Vindictives"		"Wild Grapes"	"The Bearer of Evil Tidings"
Heart to Heart			pp. 9–10		
Language Arts					
Creative Expression	A Self-Portrait 📄				The Providence of God 📄
Optional: Vocabulary from Classical Roots B	Lesson 1.				
Optional: Wordly Wise 3000 Book 10	Exercise 2B		Exercise 2C		Exercise 2D
Other Notes					

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Biographies and Historical Fiction, and Literature Study Guide sections are ordered alphabetically by book title.

Key:  Check off when complete  See Notes following Schedule  Map Assignment  Timeline Suggestion

The Visual History of the Modern World

Day 2: Decade Summary Paper

Today, your assignment is to write a Decade Summary Paper for 1900–09. You will write a Decade Summary Paper at the end of each decade. Your paper should be 1-2 pages about what you feel happened during the previous 10 years.

Rather than just summarizing the major events of the decade, try to write about what those events meant overall and how they might affect the events of the next decade. If you're having trouble getting started, go back and re-read the decade overview. Do you agree with the overview now that you've read about the events of the decade? What did the authors get right in the overview? What did they leave out?

Note: Your parents should be satisfied with your Decade Summary Paper if it evidences comprehension of the decade's events and an ability to see those events in the "big picture" of world history.

Day 3: Choose Topic to Research

Just like last decade, read the decade Overview in your book and the Prime Events and Trends outline in your History Study Guide notes. Then choose one event from the coming decade to research in-depth. Remember: Be creative in the way you choose to do your research!

Creative Expression

Day 1: A Self-Portrait

One semester in college, I (John) took a graphic arts course first thing in the morning. It must have been during my freshman year, because I remember clearly: I had not yet learned to pace myself to get the sleep I needed.

I found myself in class one day exhausted beyond endurance. Our teacher had us draw a self-portrait. We looked in a mirror and drew what we saw.

I did not want to do it, both because I felt that, exhausted as I was, I had no capacity to fulfill what I had been assigned, and because I did not like what I saw in the mirror: the haunted eyes, the ragged, dark circles, the wild hair, the unhappy lines extending from nose to mouth.

But I did the assignment, and today I believe that portrait may have been my best graphic production ever.

The portrait I drew encapsulated my spirit at that time: my frustration over my lack of discipline, the exhaustion, and my presence at the edge of despair. It was not a great work, but it was a good study. I have kept that portrait, and even if no one else can see and understand what I put into that portrait, I know—and I see it!

I hope you are not living at the point of exhaustion or the edge of despair. But whether you are or not, I want you to draw a verbal portrait of yourself.

Who are you? What is it like to be you today? What do you think about? What do you feel?

Note from Amy: This can be as self-introspective as you wish. I like the description of Mr. Ratchett in *Murder on the Orient Express*, Part One, chap. 2. If you reread it, you'll see it includes first the external appearance of the man, including the intense eyes; next the soft and dangerous voice, and finally, the effect that man had on Hercule Poirot.

If you do a self-portrait even with such basics as your external appearance (creatively described), without too much of the inner workings of the mind, that is great. A few paragraphs to a few pages.

Day 5: The Providence of God

Assignment from Amy: I love the way Veron's life is spared over and over in *The Road from Home*. God clearly protected her. And I love to see the hand of God at work in my life and the lives of those around me.

An example from a friend serving in Baghdad. His parents and friends prayed diligently for his protection. One day, he was looking at a map of the city with a chaplain, and the chaplain said, "Look at this. There are casualties on all sides, but for you and your battalion [or company—I forget], there are no casualties. It's as if the hand of God is covering you all."

This friend was later transferred to a different city, but the protection on his battalion stayed, and during the tour, they had one minor injury.

An example from my parents. When they found out they were expecting me, they were extremely poor. My mother made a list of what they would need for a baby, and waited to see how God would provide.

Soon after that, my uncle got married. He and his wife received both a toaster and a toaster oven, so they passed the toaster to my parents.

Oh, was my mother mad at God! She said, "God, I have a long list of things I need. I didn't write 'toaster' on my list. Sure, our current toaster isn't very good, but couldn't you provide for our needs, rather than just a minor want?"

Over the next few months, though, she watched in amazement as God did just that. While out driving, they passed a horribly ugly green dresser, waiting for the garbage man. They brought it home, stripped and stained it, and it serves as my dresser to this day, about 30 years later.

By the time I was born, my Mom had to go to God and say, "Please forgive me. You provided all our needs, and the toaster was your extra gift on top. You are a good God."

How about you and your family and friends? What wonderful stories of provision do you have? Write down one or two.

And I encourage you to keep doing that, as they happen. God is at work, and it is so faith-building for me to review how he works on my behalf. ■

The Visual History of the Modern World

Event and Trend Outline

We have yet to find the perfect book to teach 20th century world history. Each book has its own peculiar advantages and disadvantages.

The primary disadvantage to most books we've seen is that they get you so entangled in the details that you may never get the "big picture." What's happening on the macro scale?

So once a decade, rather than hitting the daily events or even the events of a particular year, we want to outline the bigger events and trends you should be watching develop over the course of that decade and, potentially, into the decade(s) that follow.

If you want to study this course primarily for an overview, we encourage you to concentrate on the events and trends listed here, and on the articles we have marked with a * in the main section.

We should note, too: the notes tend to highlight items of interest to the United States and to Americans. Therefore, you will find few references, say, to the trends in other countries: apartheid, say, in South Africa, or civil wars that kill large numbers of people in other countries but go largely unnoticed in the United States.

Prime Events and Trends for 1900–1909

Emotional Description for the Decade (from a U.S. perspective): A decade of hope. The U.S. is beginning to flex its muscles on the international stage and its achievements in Panama (completion of the Canal), on land (Henry Ford's automobile), and in the air (the Wright brothers' airplane)—not to mention the rapid spread of "American" inventions like Edison's light bulb and motion pictures—give it great influence worldwide.

1898–July 1902: Spanish-American War leads to U.S.-Filipino War—American soldiers, originally viewed as saviors by the Filipinos, are soon called upon to crush Filipino aspirations for independence. 4,200 U.S. soldiers, 20,000 Filipino soldiers, and 200,000 Filipino civilians die before the Philippines is subjected to U.S. control.

1899–1902: Boer War—Establishes a new low standard for treatment of civilians in Western warfare.

1900: Chinese "Boxer Rebellion"—Chinese nationalists—called "boxers" because they used martial arts and calisthenics rituals—seek to destroy Western encroachment into their society; they especially attack Christian missionaries.

1900–1920s and beyond: Huge Advances in Travel—First there is powered flight of a lighter-than-air vehicle (the Zeppelin dirigible; 1900), then of a heavier-than-air vehicle (the Wright brothers' airplane; 1903). The automobile becomes a vehicle for "everyone" (Ford introduces the Model A in 1903 and the Model T in 1908); meanwhile,

automobile speed records keep rising, with 120 mph speeds reached in 1908. Railroads become faster with a 16-hour New York-to-Chicago run in 1902. The use of oil in shipping extends the speed and range of naval vessels and leads to ever-larger designs

1900–1921: Irish Republicans seek independence from England—and eventually acquire Free State status (minus the six Northern counties).

1900–1960s: Huge advances in centralization of power in social structures—most especially in governments and businesses—around the world.

1901: First experimental radio broadcast.

1903–1918: German and British maneuvering for control of Middle Eastern oil and supremacy on the seas leads to World War I.

1904–1905: Russia and Japan maneuvering for control of the Far East. Japan keeps defeating Russian forces.

1904–1914: Panama Canal is built.

1905–1918: Russian Czar loses power and Bolsheviks take over.

1907–1945: Eugenics movement gains acceptance, then the backing of the international scientific and legal communities ... leading to forced sterilizations in the United States and, eventually, mass extermination (in Germany) of those considered "genetically unfit" or of the wrong class.

1900

Questions and Comments

* **Note:** Begun in late 1899, the Boer War was fought when Britain tried to take over the two Dutch ["Boer"] South African republics: the South African Republic [Transvaal] and the Orange Free State. The Boers fought to remain free.

1. Where is Knossos Palace, which archeologists excavate in 1900? ➔
2. According to Greek Mythology, whose palace was unearthed? ➔
3. What was the world population in 1900? ➔
4. What was the goal of the *I-ho ch'uan* (also known as the Boxers)? ➔

* **Note:** Your book does not mention that Filipinos overthrew the Spanish colonial power in June 1900. This event is an important precursor to American involvement in the Philippines.

Several modern histories of the United States make clear how the United States government at this time in

its history was heavily engaged in imperialistic (empire-building) behavior—something the founding president, George Washington, strongly urged the young nation to avoid.¹

Howard Zinn comments:

There was heated argument in the United States about whether or not to take the Philippines [after the Spanish-American War]. As one story has it, President McKinley told a group of ministers visiting the White House how he came to his decision:

... I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came:

- 1) That we could not give them back to Spain—that would be cowardly and dishonorable.
- 2) That we could not turn them over to France or Germany, our commercial rivals in the Orient—that would be bad business and discreditable.
- 3) That we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and
- 4) That there was nothing left for us to do but to take them all and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow men for whom Christ also died. And then I went to bed and went to sleep and slept soundly.

The Filipinos did not get the same message from God. In February 1899, they rose in revolt against American rule, as they had rebelled several times against the Spanish. Emilio Aguinaldo, a Filipino leader, who had earlier been brought back from China by U.S. warships to lead soldiers against Spain now became leader of the *insurrectos* fighting the United States. He proposed Filipino inde-

pendence within a U.S. protectorate, but this was rejected.

It took the United States three years to crush the rebellion, using seventy thousand troops.... It was a harsh war. For the Filipinos the death rate was enormous from battle casualties and from disease.²

Strange how President McKinley's desire to "uplift and civilize and Christianize" the Filipinos would encourage him to have American troops get involved in *killing* them!

I believe Zinn pulls the wrappers off the real reasons McKinley wanted American troops in the Philippines. Zinn quotes Senator Albert Beveridge's speech of January 9, 1900:

Mr. President, the times call for candor. The Philippines are ours forever.... And just beyond the Philippines are China's illimitable markets. We will not retreat from either.... We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world....

The Pacific is our ocean.... Where shall we turn for consumers of our surplus? Geography answers the question. China is our natural customer.... The Philippines give us a base at the door of all the East.... No land in America surpasses in fertility the plains and valleys of Luzon. Rice and coffee, sugar and coconuts, hemp and tobacco.... The wood of the Philippines can supply the furniture of the world for a century to come. At Cebu the best informed man on the island told me that 40 miles of Cebu's mountain chain are practically mountains of coal....

It has been charged that our conduct of the war has been cruel. Senators, it has been the reverse.... Senators must remember that we are not dealing with Americans or Europeans. We are dealing with Orientals.³

Was it religious zeal that led the United States to "take" the Philippines? Or was it something else? ... And what of that comment about "dealing with Orientals"? Zinn suggests how we ought to interpret it.

It was a time of intense racism in the United States. In the years between 1889 and 1903, on the average, every week, two Negroes were lynched by mobs—hanged, burned, mutilated. The Filipinos were brown-skinned, physically identifiable, strange-speaking and strange-looking to Americans. To the usual indiscriminate brutality of war was thus added the factor of racial hostility....

The Anti-Imperialist League published the letters of soldiers doing duty in the Philippines. A captain from Kansas wrote: "Caloocan was supposed to contain 17,000 inhabitants. The Twentieth Kansas swept through it, and now Caloocan contains not one living native." A private from the same outfit said he had "with my own hand set fire to over fifty houses of Filipinos after the victory at Caloocan. Women and children were wounded by our fire."

1. In his "Farewell Address," given September 17, 1796, Washington said:

Against the insidious wiles of foreign influence ... the jealousy of a free people ought to be constantly awake; since history and experience prove, that foreign influence is one of the most baneful foes of Republican Government. But that jealousy, to be useful, must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defence against it. Excessive partiality for one foreign nation, and excessive dislike of another, cause those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots, who may resist the intrigues of the favorite, are liable to become suspected and odious; while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

The great rule of conduct for us, in regard to foreign nations, is, in extending our commercial relations, to have with them as little political connexion as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop.

You will see, throughout this year, how the United States, beginning most especially with the McKinley administration, but continuing throughout the 20th century, completely ignored Washington's sage advice. I hope you will notice, too, how completely outside the scope of the United States' Constitution are most of these exploits.

2. Howard Zinn, *A People's History of the United States* (Harper Collins, 2003), pp. 312–313. Questions for consideration: What Constitutional grounds are there for the government of the United States "to educate the Filipinos, and uplift and civilize and Christianize them"?

3. *Ibid.*, pp. 313–314.

A volunteer from the state of Washington wrote: "Our fighting blood was up, and we all wanted to kill 'niggers.' ... This shooting human beings beats rabbit hunting all to pieces."⁴

During the course of the war, 200,000 Filipinos died: 20,000 soldiers, and 180,000 civilians. "Ironically, America had, in part gone to war because of the concentration camps introduced by the Spanish General, Weyler. The U.S. finally won the Philippine-American War by introducing the same technique in the Philippines," writes Robert Couttie in his article about the Spanish-American War. For more information, visit our IG links web page for a link that will allow you to read the entire story 📖.

Timeline and Map Activities

- 🕒 **Boer War begins (late 1899)**
- 🕒 **Second modern Olympics held (1900)**
- 🕒 **Zeppelin's first flight (1900)**
- 🕒 **Boxer Rebellion begins in China (1900)**
- 📍 **Crete (map 2)**
- 📍 **Great Britain (map 3)**
- 📍 **South Africa (map 5)**
- 📍 **China; Philippines (map 7)**

1901

Questions and Comments

5. Queen Victoria rules Great Britain for how many years? ➡
6. * Marconi sends a wireless telegraph message from England to Newfoundland. What is another name for this device? ➡
7. What American president is shot to death in office, and who becomes president in his place? ➡
8. Alfred Nobel, best remembered as the founder of the Nobel Peace Prize, ironically made his fortune from the invention of what? ➡

* **Note:** The discovery of oil in Texas opens the rush for oil in the western United States. Previously, all oil had been pumped from locations east of the Mississippi River. You need to understand the growing importance of oil at this moment in world history. Oil as a strategic and important resource was *just beginning* to be recognized. As F. William Engdahl points out:

In 1882, the black heavy sludge we know today as petroleum [*petro*=rock; *oleum*=oil] had little commercial interest other than for fuel to light new mineral oil lamps, [which lamps were only first] developed in Berlin in 1853.... The development of the internal combustion engine had not yet revolutionized world industry. But at least one man understood the military-strategic implications of petroleum for future

control of the world seas. Beginning with a public address in September 1882, Britain's Admiral Lord Fisher, then Captain Fisher, argued to anyone in the British establishment who would listen that Britain must convert its naval fleet from bulky coal-fired propulsion to the new oil fuel....

Fisher had done his homework on the ... superiority of petroleum over coal as a fuel, and knew his reasoning was sound. A battleship powered by a diesel motor burning petroleum issued no tell-tale smoke, while a coal ship's emission was visible up to 10 kilometers away. Where some 4 to 9 hours were required for a coal-fired ship to reach full power, an oil motor required only 30 minutes and could reach peak power within 5 minutes. To provide oil fuel for a battle-ship required the work of 12 men for 12 hours. The same equivalent of energy for a coal ship required the work of 500 men and 5 days. For equal horsepower propulsion, the oil-fired ship required 1/3 the engine weight, and almost one-quarter of the daily tonnage of fuel, a critical factor for a fleet, whether commercial or military. [Thus] the radius of action of an oil-powered fleet was up to four times as great as that of the comparable coal ship.

But at the time, Fisher was regarded by his English peers as an eccentric dreamer.

Meanwhile, by 1885 a German engineer, Gottlieb Daimler, developed the world's first workable petroleum motor to power a road vehicle. Although automobiles were regarded as playthings of the ultra-rich until the turn of the century, the economic potentials of the petroleum era were beginning to be more broadly realized by many beyond Admiral Fisher and his circle..⁵

Note: On September 7, 1901, the Peking Treaty ends the Boxer Rebellion. According to the Treaty, the Chinese must pay \$739 million and open ports to foreign troops.

Note: On November 18, 1901, a British-U.S. treaty grants the U.S. the right to build the Panama canal in Central America. The conditions of the treaty were the canal must be neutral, be available to ships of all countries, and remain non-fortified [i.e., demilitarized].

Timeline and Map Activities

- 🕒 **Queen Victoria (1819–1901)**
- 🕒 **President William McKinley (1843–1901)**
- 🕒 **Peking Treaty ends Boxer Rebellion (1901)**
- 🕒 **First Nobel prizes awarded (1901)**
- 📍 **Poldhu, Cornwall to St. Johns; Newfoundland (map 11)**
- 📍 **Texas (map 12)**

5. F. William Engdahl, *A Century of War: Anglo-American Oil Politics and the New World Order* (Concord, MA: Publishers Consortium, Inc, 1993), pp. 29–30.

4. Ibid., p. 315.

Questions and Comments

9. Cecil Rhodes (1853–1902) dies. Name two things that he did in his life. ➡
10. The Boer War ends. What does Britain take control of? ➡
11. What does the completion of the Aswan Dam in Egypt provide? ➡

Note: Scientists discover Yellow Fever is transmitted via mosquitoes. They postulate a microscopic virus is responsible.

Timeline and Map Activities

🕒 Boer War ends (1902)

📍 Egypt (map 5)

Questions and Comments

12. Why does the U.S. Congress attempt to limit immigration through a \$2 head tax and certain rules about who may be admitted to the country? ➡
13. The Balkan region continues to roil with hatred and murder. The Christians and Muslims in the area cannot get along. The Turks, Albanians, and Bulgarians fight regularly. Who do the Bulgarians massacre? ➡
14. Paul Gauguin dies. What artistic style was he known for? ➡
15. How does the French government crack down on Catholicism? ➡
16. What couple wins the Nobel Prize for their work with radioactivity? ➡
17. Still the flagship event of the sport, what famous bicycling race started this year in France? ➡
18. ✱ Wilbur and Orville Wright fly the first self-powered, heavier-than-air craft. The plane has moveable wing-tips and a lightweight motor. Where does this take place? ➡

✱ **Note:** Under military pressure from the United States, Cuba grants land to the United States for the purpose of establishing U.S. naval bases in Cuba. We took note, in 1900, of how the United States was involved in imperialistic activity. Cuba is another example. In Cuba,

The American military pretended that the Cuban rebel army did not exist. When the Spanish surrendered, no Cuban was allowed to confer on the surrender, or to sign it. [American] General William Shafter said no armed rebels could enter the capital city of Santiago, and told the Cuban rebel leader, General Calixto García, that not Cubans, but the old Spanish civil

authorities, would remain in charge of the municipal offices in Santiago....

The United States did not annex Cuba. But a Cuban Constitutional Convention was told that the United States army would not leave Cuba until the Platt Amendment, passed by [the American] Congress in February 1901, was incorporated into the new Cuban Constitution. This Amendment gave the United States “the right to intervene for the preservation of Cuban independence, the maintenance of a government adequate for the protection of life, property, and individual liberty....” It also provided for the United States to get coaling or naval stations at certain specified points....

A mass meeting of the American Anti-Imperialist League at Faneuil Hall in Boston denounced [the Platt Amendment], ex-governor George Boutwell saying: “In disregard of our pledge of freedom and sovereignty to Cuba we are imposing on that island conditions of colonial vassalage.” ...

A committee was delegated by the [Cuban] Constitutional Convention to reply to the United States’ insistence that the Platt Amendment be included in the Constitution. The committee report ... said:

For the United States to reserve to itself the power to determine when this independence was threatened, and when, therefore, it should intervene to preserve it, is equivalent to handing over the keys to our house so that they can enter it at any time, whenever the desire seizes them, day or night, whether with good or evil design.

The report termed the request for coaling or naval stations “a mutilation of the fatherland.” It concluded:

A people occupied militarily is being told that before consulting their own government, before being free in their own territory, they should grant the military occupants who came as friends and allies, rights and powers which would annul the sovereignty of these very people. That is the situation created for us by the method which the United States has just adopted. It could not be more obnoxious and inadmissible.

With this report, the Convention overwhelmingly rejected the Platt Amendment.

Within the next three months, however, the pressure from the United States, the military occupation, the refusal to allow the Cubans to set up their own government until they acquiesced, had its effect; the Convention, after several refusals, adopted the Platt Amendment. General Leonard Wood wrote in 1901 to Theodore Roosevelt: “There is, of course, little or no independence left Cuba under the Platt Amendment.”

Cuba was thus brought into the American sphere, but not as an outright colony.⁶

6. Howard Zinn, *A People's History of the United States* (HarperCollins, 2003), 309–312. As when we discussed the American occupation of the

Note: Why was the United States so interested in Cuba? For one, because of the American financial interests already in the country. As President Grover Cleveland indicated in 1896, “It is reasonably estimated that at least from \$30,000,000 to \$50,000,000 of American capital are invested in the plantations and in railroad, mining, and other business enterprises on the island. The volume of trade between the United States and Cuba, which in 1889 amounted to about \$64,000,000, rose in 1893 to about \$103,000,000.”⁷ But besides the business interests already there, we ought not to ignore the business prospects that lay immediately to hand in the future:

The *Lumbermen’s Review*, spokesman for the lumber industry, said in the midst of the war: “The moment Spain drops the reigns of government in Cuba ... the moment will arrive for American lumber interests to move into the island for the products of Cuban forests. Cuba still possesses 10,000,000 acres of virgin forest abounding in valuable timber ... nearly every foot of which would be saleable in the United States and bring high prices.”

Americans began taking over railroad, mine, and sugar properties when the war ended. ... United Fruit moved into the Cuban sugar industry. It bought 1,900,000 acres of land for about twenty cents an acre. The American Tobacco Company arrived. By the end of the occupation, in 1901, [Philip] Foner estimates that at least 80 percent of the export of Cuba’s minerals were in American hands, mostly Bethlehem Steel.⁸

*** Note:** Germany acquires from the Turkish government the right to build a railroad that will connect Baghdad to Constantinople. This acquisition will contribute to the outbreak in 1914 of what we know as World War I. F. William Engdahl notes:

By 1896 a rail line was open which could go from Berlin to Konia deep in the Turkish interior of the Anatolian highlands. ... The ancient rich valley of the Tigris and Euphrates rivers was coming into sight of modern transportation infrastructure. ... The rail link, once extended to Baghdad and a short distance further to Kuwait, would provide the cheapest and fastest link between Europe and the entire Indian subcontinent. ...

From the English side, this was [of grave concern]. “If ‘Berlin-Baghdad’ were achieved, a huge block of territory producing every kind of economic wealth, and unassailable by sea-power would be united under German authority,” warned R.G.D. Laffan, at that time a senior British military adviser. ...

“German and Turkish armies would be within easy striking distance of our Egyptian interests, and from the Persian Gulf, our Indian Empire would be threatened. The port of Alexandretta and the control of the Dardanelles would soon give Germany enormous naval power in the Mediterranean.”

Philippines, we have to ask here: What article of the Constitution gives the federal government of the United States of America the right to control the affairs of a foreign country? And for your consideration: How do you think the people—and especially the political leaders—of Cuba would have felt about the United States as a result of the United States’ policies and practices toward them?

7. Ibid., pp. 302–303.

8. Ibid., p. 310.

Laffan hinted at the British strategy to sabotage the Berlin-Baghdad link. “A glance at the map of the world will show how the chain of States stretched from Berlin to Baghdad. The German Empire, the Austro-Hungarian Empire, Bulgaria, Turkey. One little strip of territory alone blocked the way and prevented the two ends of the chain from being linked together. That little strip was Serbia. Serbia stood small but defiant between Germany and the great ports of Constantinople and Salonika, holding the Gate of the East. ... *Serbia was really the first line of defense of our eastern possessions. If she were crushed or enticed into the ‘Berlin-Baghdad’ system, then our vast but slightly defended empire would soon have felt the shock of Germany’s eastward thrust.*”⁹

Note: The newly-formed Republic of Panama concludes a treaty with the United States regarding a canal. Panama agrees to a U.S. zone on both sides of canal, and allows U.S. troops there.

Note: If you scan the sidebars in your book, you will notice that there is a significant amount of unrest and violence around the world at this time. Here are a few of the events you should be aware of:

- Scores of Russian Jews die during a pogrom in Kishinev on Easter Sunday.
- The Serbian King and Queen are murdered in Belgrade.
- Ottoman Turkish forces exterminate entire villages in Monistir [present-day Bitola], Macedonia.

Timeline and Map Activities

🕒 **Paul Gauguin (1848–1903)**

🕒 **Wilbur and Orville Wright’s first flight (1903)**

🕒 **Pierre and Marie Curie win Nobel Prize (1903)**

🌐 *Bulgaria* (map 2)

🌐 *France* (map 3)

🌐 *Turkey* (map 6)

🌐 *Cuba* (map 8)

🌐 *Kitty Hawk, North Carolina* (map 13)

🌐 *Review the Austro-Hungarian Empire* (map 15)

1904

Questions and Comments

19. *** What happens at Port Arthur (now Lü-shun) in southern Manchuria? ➡**

Both Japanese and Russian troops invade Korea.

20. British forces entered Tibet to prevent incursions in the area by what country? ➡

9. F. William Engdahl, *A Century of War: Anglo-American Oil Politics and the New World Order* (Concord, MA: Publishers Consortium, Inc., 1993), pp. 33–34.

21. Were any forces from this country encountered by the British? ➡

22. How do France and England settle disputes? ➡

Note: African Hereros are angry enough to kill more than 120 German colonists in Southwest Africa because of Germany's failure to compensate the tribe for land used to build a railroad and for German seizure of Herero cattle.

Note: Russian Czar Nicholas II tries to appease the strikers, but his suggestions do not succeed. He proposes liberty for peasants, increased press rights, and increased religious freedom, but he refuses to consider the idea of a constitutional assembly.

Note: On March 14, 1904, the Supreme Court applies the Sherman Antitrust Act to Northern Securities. The Northern Securities case hides an astonishing and wonderful story. As Burton W. Folsom, Jr. points out,

[M]ost historians say there was no way to get the happy ending of the transcontinental [railroad] story without federal aid. "Unless the government had been willing to build the transcontinental line itself," John Garraty typically asserts, "some system of subsidy was essential."

But there is a nagging problem in this argument. While some of this rush for subsidies was still going on, James J. Hill was building a transcontinental from St. Paul [Minnesota] to Seattle with no federal aid whatsoever. Also, Hill's road was the best built, the least corrupt, the most popular, and the only transcontinental never to go bankrupt. It took longer to build than the others, but Hill used this time to get the shortest route on the best grade with the least curvature. In doing so, he attracted settlement and trade by cutting costs for passengers and freight....

As Hill built his railroad across the Northwest, he followed a consistent strategy. First, he always built slowly and developed the export of the area before he moved farther west. In the Great Plains this export was wheat, and Hill promoted dry-farming to increase wheat yields. He advocated diversifying crops and imported 7,000 cattle from England and elsewhere, handing them over free of charge to settlers near his line. Hill was a pump-primer. He knew that if farmers prospered, their freight would give him steady returns every year. The key was to get people to come to the Northwest. To attract immigrants, Hill offered to bring them out to the Northwest for a mere \$10.00 each if they would farm near his railroad.... To make sure they prospered, he even set up his own experimental farms to test new seed, livestock, and equipment. He promoted crop rotation, mixed farming, and the use of fertilizers. Finally, he sponsored contests and awarded prizes to those who raised meaty livestock or grew abundant wheat.¹⁰

Hill's approach to railroad building was particularly striking in contrast to Henry Villard, the on-again, off-again operator of the government-subsidized Northern Pacific Railroad.

Congressmen chartered the Northern Pacific in 1864 as a transcontinental running through the Northwest. They gave it no loans, but granted it forty sections of land per mile, which was twice what the UP [Union Pacific] received. Various owners floundered and even bankrupted the NP, until Henry Villard took control in 1881....

Villard had many of the traits of his fellow transcontinental operators. First, like Jay Gould, he manipulated stock.... Second, like the Big Four on the CP [Central Pacific]; the Big Four were Leland Stanford, Collis Huntington, Charles Crocker, and Mark Hopkins—men who used their wealth and political pull to dominate and sometimes bribe California legislators in order to prevent any competing railroad from entering California, Villard liked monopolies. He even bought railroads and steamships along the Pacific coast, not for their value, but to remove them as competitors. Finally, like the leaders of the UP, Villard eagerly sought the 44,000,000 acres the government had promised him for building a railroad.¹¹

As Hill pushed [his Great Northern Railroad] westward, slowly but surely, the Northern Pacific was there to challenge him. Villard had first choice of routes, lavish financing from Germany, and 44,000,000 acres of free federal land. Yet it was Hill who was producing the superior product at a competitive cost. His investments in quality rails, low gradients, and short routes saved him costs in repress and fuel every trip across the Northwest. Hill, for example, was able to outrun the Northern Pacific from coast to coast at least partial because his Great Northern line was 115 miles shorter than Villard's NP.

More than this, though, Hill bested Villard in the day-to-day matters of running a railroad. For example, Villard got his coal from Indiana, but Hill got his from Iowa and saved \$2.00 per ton.¹²

Just a few more pieces of background, and then we'll get to the heart of the story.

In the depression year of 1893, all the transcontinental owners but Hill were lobbying in Congress for more government loans....

Hill criticized the grab for subsidies, but here is the ironic twist: those who got federal aid ended up being hung by the strings that were attached to it. In other words, there is some cause and effect between Hill's having no subsidy and prospering and the other Transcontinentals' getting aid and going bankrupt. First, the subsidies, whether in loans or land, were always given on the basis of each mile completed. In this arrangement, ... the incentive was not to build a quality line, as Hill did, but to build quickly to get the aid. This resulted not only in poorly built lines but ... increased fuel costs ... costly repairs and accidents along the line. Hill had no subsidy, so he built slowly and methodically ... [and] had lower fixed costs than did his subsidized competitors.

By building the Great Northern without government interference, Hill enjoyed other advantages as well. He could build his line as he saw fit. Until ... the 1890s, American rails were inferior to some foreign rails, so Hill bought English and German rails for the Great Northern [rails that cost him not only their original price and shipping, but steep government-mandated protective tariffs as well; Hill's rails cost 50

10. Burton W. Folsom, Jr., *The Myth of the Robber Barons: A New Look at the Rise of Big Business in America*, 3rd Edition (Herndon, VA: Young America's Foundation, 1996), 17, 18, 27.

11. *Ibid.*, pp. 22–23.

12. *Ibid.*, p. 28.

percent more than the rails his rivals purchased]. The subsidized transcontinentals were required in their charters to buy American-made steel, so they were stuck with the lesser product. Their charters also required them to carry government mail at a discount, and this cut into their earnings. Finally, without Congressional approval, the subsidized railroads could not build spur lines off the main line. Hill's Great Northern, in contrast, looked like an octopus, and he credited spur lines as critical to his success.¹³

Hill became America's greatest railroad builder, he believed, because he followed a consistent philosophy of business. First, build the most efficient line possible. Second, use this efficient line to promote the exports in your section.... Third, do not overextend; expand only as profits allow....¹⁴

Now we come to our story.

What Hill ultimately deplored more than tariffs and subsidies [was] ... the Sherman Anti-trust Act. Congress passed these vague laws to protest rate hikes and monopolies. They were passed to satisfy public clamor (which was often directed at the wrongdoing committed by Hill's subsidized rivals). Because they were vaguely written, they were harmless until Congress and the Supreme Court began to give them specific meaning. And here came the irony: laws that were passed to thwart monopolists, were applied to thwart Hill....

As written, the Sherman Act banned "every combination ... in restraint of trade." This vaguely written law was an immediate problem because every act of trade potentially restrains other trade. This meant that the courts would have to decide what the law meant. The first test of the Sherman Act, the *E. C. Knight* case (1895), liberated entrepreneurs to freely buy and sell. The American Sugar Refining Company had bought the *E. C. Knight* company and thereby held 98 percent of the American sugar market. The Supreme Court upheld this acquisition because no one had tried to "put a restraint upon trade or commerce." No one stopped anyone else from producing sugar and competing with American Sugar Refining. Therefore, the trade was legal even though "the result of the transaction ... was creation of a monopoly in the manufacture of a necessary of life...." In fact, other sugar producers did enter the market and steadily whittled the market share of American Sugar Refining from 98 to 25 percent by 1927.

With the *E. C. Knight* case the law of the land, Hill saw no problem when he created the Northern Securities Company in 1901. After the Panic of 1893, Hill bought a controlling interest in the bankrupt NP and sometimes used it to ship his own freight. In 1901, Hill Added the Chicago, Burlington, and Quincy to his holdings; this allowed him to tap markets to the South in lumber, meat-packing, and cotton. That same year he placed his stock in the GN, NP, and CB&Q in a holding company called the Northern Securities Company. Hill pointed out that in doing this he was not restraining trade; he was combining three smaller companies he already controlled into one larger company. Actually, competition among the transcontinentals was keener than ever....

Hill was therefore disappointed when President Theodore Roosevelt urged the Supreme Court to

strike down the Northern Securities under the Sherman Act. He called the Northern Securities a "very arrogant corporation" and Hill a "trust magnate, who attempts to do what the law forbids." But, of course, no one knew what the Sherman Act did or did not forbid. To lead his defense, Hill hired John G. Johnson, who was the "successful warrior" in the *E. C. Knight* case. Johnson defended the Northern Securities in much the same way he had defended the *E. C. Knight* Company. He argued that the Northern Securities did not restrain trade or bar other railroads from entering the Northwest.... With the *E. C. Knight* case as a precedent, with rates falling on Hill's railroads, and with competition stiff between the GN and the UP, Johnson argued his case with confidence.

In 1904, however, in a landmark case, the Supreme Court decided five to four against the Northern Securities. It had to be dissolved....

The *Northern Securities* decision, then, overturned the *E. C. Knight* case. Now "the mere existence" of a large corporation was seen as a threat to trade and therefore unlawful....

Since "the mere existence of such a combination" as the Northern Securities was bad, all large corporations now had to fear prosecution. Just how much this hurt American trade, at home and abroad will never be known. Robert Sobel and other business historians have argued that this fear of being too big made some corporations stifle innovation and reduce their dominance in their industries in order to protect inefficient competitors. General Motors and IBM are frequently cited as examples of companies that dulled their competitive edge to help their rivals survive.¹⁵

Timeline and Map Activities

🌐 **Russia and Japan at war (1904)**

🌐 **Russia's Trans-Siberian railroad completed (1904)**

🌐 **Teddy Roosevelt elected president (1904)**

🌐 *Port Arthur (now Lü-shun); Manchuria; Tibet* (map 7)

🌐 *Southwest Africa (Namibia)* (map 11)

1905

Questions and Comments

✳️ As workers march in St. Petersburg for improved working conditions, the Czar's troops fire on the marchers. Bloody Sunday leaves 105 dead.

23. The crew of the most powerful battleship of the Russian Black Sea fleet mutiny. What is this ship? ➡

24. What is the Duma that the Czar establishes? ➡

On October 30, 1905, the Czar signs over new constitutional rights to his people, ending the last autocratic government in Europe.

25. What famous scientist publishes his "Special Theory of Relativity"? ➡

13. Ibid., pp. 29–30.

14. Ibid., p. 34.

15. Ibid., pp. 35, 36–39.

Note: German Kaiser Wilhelm makes political waves this year. First, his visit to Morocco makes the French feel threatened. Then, he forms a defensive alliance with Russia.

Note: On August 8, 1905, U.S. President Roosevelt moderates a meeting between Russian and Japanese leaders. The countries meet because Russia seeks the end of the war due to massive loss of lives and arms, and Japan is bankrupt. Talks cover use of the Russian-built Manchurian railroad, Russian fishing rights, and sovereignty over Korea and Manchuria. The two countries eventually agree to a set of terms memorialized in the Treaty of Portsmouth: Russia leaves Manchuria and loses its only ice-free Pacific harbor, while Japan gains free reign in Korea and additional fishing rights.

Timeline and Map Activities

🕒 **Bloody Sunday (1905)**

🕒 **Russia and Japan agree to a treaty (1905)**

📍 *St. Petersburg, Russia; Odessa, Russia* (map 2)

📍 *Morocco* (map 5)

1906

Questions and Comments

26. The Liberal Party took advantage of what to win a landslide victory in the British general elections? ➡

27. ✳ What happens in San Francisco? ➡

Another major natural disaster occurs this same month when Mount Vesuvius erupts in Italy, killing hundreds.

28. Six thousand U.S. troops are sent where to restore order? ➡

Note: Suffragettes in England, France, and the U.S. decide to use violence to gain the right to vote.

✳ **Note:** Although not mentioned in your book, on June 30, 1906, President Roosevelt signs the Food and Drug Act. I believe you need to pay attention to this “foot in the door” of the federal government into our private affairs. As Thomas Szasz demonstrates in his fascinating book *Our Right to Drugs: The Case for a Free Market* (Syracuse, NY: Syracuse University Press, 1992), the Food and Drugs Act of 1906 opened the door to the situation in which we find ourselves today, where you are unable to purchase eyeglasses without a doctor’s prescription, even though a technician should be able to set you up with a very good pair. If you are prone to certain kinds of infections and know that a particular antibiotic will cure you, you’re not permitted to purchase the drug without your doctor’s permission in the form of a prescription. If one member of your family has received a doctor’s prescription for some medication, and then another member of your family contracts the same illness, it is a federal crime for the second person to use any portion of the first person’s medication.

The second person must get his or her own prescription from the doctor. And so forth.

The initial aim of prescription laws [enacted in the 1940s] was to protect uninformed patients from using powerful (“dangerous”) drugs. The laws were not intended to protect the drug user from his own desire to use a particular drug (opiates becoming the first exceptions). Thus, until the 1940s, lay persons could obtain most prescription drugs (except opiates) without a prescription; and pharmacists and physicians, who had unlimited access to prescription drugs, could use such drugs to medicate themselves as they saw fit.... Yet we now view a physician who prescribes a controlled substance for his own personal use not as an educated person exercising autonomous choice, but as a hapless victim of the disease of drug abuse—and as a criminal, to boot....¹⁶

Note the proclaimed purpose of the original 1906 legislation. It is meant to prohibit “the misbranding or adulteration of all foods and drugs manufactured in or shipped within the United States.” So what happened between then and now? Szasz summarizes the progression:

In 1914, trading in and using drugs was a right. In 1915, limited federal drug controls were a constitutionally questionable tax revenue measure. By 1921, the federal government had gained not only complete control over so-called dangerous drugs, but also a quasi-papal immunity to legal challenge of its authority....

In retelling this tale, it is impossible to overemphasize that, although initially the drug laws were intended to protect people from being “abused” by drugs *others wanted to sell them* [under false pretenses], this aim was soon replaced by that of protecting them from “abusing” drugs *they wanted to buy*. The government thus succeeded in depriving us not only of our basic right to ingest whatever we choose, but also of our right to grow, manufacture, sell, and buy agricultural products used by man since antiquity.¹⁷

The following hypothetical scenario illustrates [the distinction I wish to draw here—between the government’s using force *against others* to protect us from being harmed by them, and its using force *against us* to protect us from harming ourselves]. Suppose that in 1907 a dairy farmer discovered that one of his cows had tuberculosis. In compliance with the Food and Drugs Act, he would have been forbidden to sell its milk or meat; however, there was nothing in the law to prevent him from drinking the milk or eating the meat. Change the date from 1907 to 1987, replace the milk with marijuana, and the farmer becomes a criminal for the mere possession of the targeted substance....

Lysander Spooner’s *Vices Are Not Crimes*, ... rests on his using the words *vice* and *crime* in their literal senses. “*Vices*,” he declared, “are those acts by which a man harms himself or his property. *Crimes* are those acts by which one man harms the person or property of another.” However, nothing is easier than interchanging these terms metaphorically in order to persuade people that such figures of speech represent truth, and to create social policy based on and justified by such officially sanctioned falsehoods.

16. Szasz, op. cit., pp. 42–43.

17. Szasz, op. cit., pp. 41, 42.

Thus, in 1906 it was illegal to operate a lottery, but it was legal to sell and buy heroin; today it is the other way around. Formerly, gambling was considered to be both a vice and a crime; now, operating a lottery is considered to be a public service (indeed, it is a state monopoly, like the postal service), and playing the lottery is regarded as neither a vice nor a crime. (It is regarded as a disease only if the player loses too much money; then he suffers from “pathological gambling.”) My point is simply that neither participating in the drug trade nor using drugs (legal or illegal) need be interpreted as constituting vice, crime, or disease.¹⁸

Let us look further at part of the “definitions” section of the Food and Drug Act of 1904:

[F]or the purposes of this Act an article shall also be deemed misbranded: ... if the package fails to bear a statement on the label of the quantity or proportion of any alcohol, morphine, opium, cocaine, heroin, alpha or beta eucaine, chloroform, cannabis, chloral hydrate, or acetanilide.¹⁹

As Szasz notes, “It is implicit in this sentence that, back then, Congress took for granted the legality of a free market in drugs, including cannabis [marijuana], cocaine, heroin, and morphine.”²⁰

And in the particular case of heroin? When it was developed by the Bayer company (yes, the company known for Bayer Aspirin) laboratories in the late 1890s, “[s]cientists had been looking for some time for a non-addictive substitute for morphine, then widely used as a painkiller and in the treatment of respiratory diseases. If diacetylmorphine could be shown to be such a product, Bayer—and [the head of Bayer’s pharmacological laboratory, Heinrich] Dreser—would hit the jackpot.... Tuberculosis and pneumonia were then the leading causes of death, and even routine coughs and colds could be severely incapacitating. Heroin, which both depresses respiration and, as a sedative, gives a restorative night’s sleep, seemed a godsend.”²¹

Rather than laughable, then, heroin as a cough-suppressant is exactly the purpose for which the drug was developed. Indeed, “In 1906, the American Medical Association approved heroin for medical use, though with strong reservations about a ‘habit’ that was ‘readily formed.’ ... In Britain, the medical use of heroin continues to this day, accounting for 95 percent of the world’s legal heroin consumption.”²²

Timeline and Map Activities

American troops land in Cuba (1906)

 Mount Vesuvius (map 1)

 San Francisco (map 12)

18. Szasz, op. cit., pp. 42–43, 44.

19. Ibid., p. 38.

20. Ibid.

21. From <http://opioids.com/heroin/heroinhistory.html> (accessed 10 November 2003).

22. Ibid.

1907

Questions and Comments

29. On February 13, 1907, police arrest 57 British suffragettes. Why? ➡
30. Where does the 8,000 mile long auto race course lead? ➡
31. What two famous British ships broke transatlantic speed records this year? ➡
32. What technological advance do the French Lumiere brothers achieve? ➡


Note: On March 14, the stock market crashes, but it has little effect on the economy, as few people are invested.

Note: Sun Yat-Sen’s party, the *Kuomintang*, seeks to overthrow the Manchu government of China and replace it with a national republican state and land redistribution reform.

Timeline and Map Activities

Stock Market crashes (1907)

 Paris, France (map 4)

 Peking (map 7)

1908

Questions and Comments

33. What do the Turkish people demand that the Sultan fulfill? ➡
34. What leader of the revolutionary Young Turks would become the father of modern Turkey? ➡
35. Where are the Olympics held? ➡
36. The Olympics were marked by squabbling between athletes of what two countries? ➡
37. The annexation of Bosnia and Herzegovina by what country brought all of Central Europe to the brink of war? ➡
38. ✱ The first Model T is released. What is special about this car? ➡
39. What does Belgium annex? ➡
40. What autocrat had ruled the region for almost 30 years? ➡
41. Who was the first black heavyweight champion of the world? ➡

Note: On November 14, 1908, the Dowager Empress of China dies. China’s new emperor is an infant. Not all the Chinese hope for a new constitutional monarchy. Some desire it, while others hope for Manchu overthrow and establishment of a republic.

Timeline and Map Activities

- 📍 London (map 1)
- 📍 Belgium (map 4)
- 📍 Congo (map 5)
- 📍 Turkey (map 6)
- 📍 Bosnia-Herzegovina (map 21)

1909

Questions and Comments

42. What artistic movement gets its start in Paris? ➡
43. Robert Peary makes a name for himself when he does what? ➡
44. Who challenges Peary's claim to be the first to reach the North Pole? ➡
45. Louis Bleriot makes a name for himself. How? ➡

Note: Germany loses Prince von Bulow as chancellor while France ousts Clemenceau as premier. The loss of von Bulow is viewed with consternation because he had served as a moderating balance to the oft-times abrasive German Kaiser Wilhelm; he has been replaced by a long-time friend of the kaiser, the diplomatic ingénue, Bethmann-Hollweg—i.e., someone whom few people expect will provide a counterbalance to the kaiser.

Note: An angry Korean assassinates Prince Ito of Japan. Prince Ito is remembered for his role in helping to write the Japanese constitution and for making Japan into a world power.

Timeline and Map Activities

- 🕒 **William Howard Taft (1857–1930) becomes president of the U.S. (1909)**
- 📍 English Channel (map 1)
- 📍 Paris (map 4)
- 📍 North Pole (map 11)

Event & Trend Outline

Prime Events and Trends for 1910–1919

Emotional Description for the Decade (from a U.S. perspective): A decade of triumph. American inventions continue to gain worldwide attention and the late involvement of American forces in World War I clearly tips the balance to those who finally declare victory. American finances also help rebuild shattered Europe.

1911: Triangle Shirtwaist Factory fire (among other horrors) leads to major labor law reforms in the United States.

June 28, 1914–November 11, 1918: World War I and the introduction (among others) of air warfare, submarine warfare, trench warfare, the use of poison gas in warfare, and the tank.

1914–1922: Greek Holocaust at the hands of the Turks.

1914–1945: Japan seeks to control China.

1915: Armenian Holocaust at the hands of the Turks.

Hitler will use the Turks' crimes as a basis for his own. Shortly before he begins his destruction of the Jews, he asks, "Who now remembers the Armenians?"

1915: Einstein proposes the General Theory of Relativity which leads, soon, to the broader *social* theory of *relativism*.

1916–1920: Women's suffrage movement makes gains in the United States as Jeanette Rankin becomes the first Congresswoman (1916; before women have the right to vote) and the 19th Amendment is finally passed (1920), granting women the right to vote in federal elections.

1917: The United States enters the War in Europe and a military draft is enacted.

1917–1920: The Russian Revolution ends the reign of the Czar and establishes the Communist Party—and, more specifically, the Bolsheviks—in sole, absolute power.

1917–1929: Race relations in the United States are at all-time lows as Ku Klux Klan membership proliferates, race riots explode, and black lynchings—which have been in the double digits since the turn of the century (and in the low triple digits for 9 of the 11 years from 1891–1901)—continue apace. Please note that most of the details of this tension are buried in your book in the monthly sidebars or go completely unreported. For more on this aspect of American history, visit our IG links web page for a link that will allow you to read the entire story 📖.

1917–1948: The Zionist Movement gathers steam ... as British Foreign Minister Balfour issues the Balfour Declaration (1917) and Israel is eventually declared an independent nation (1948).

1918–1919: Spanish Flu kills millions—possibly more than any other pandemic in world history.

1918: The Russian Bolshevik Communists seek to spread their revolution worldwide, creating terror and unrest wherever they go. The Bolsheviks found Comintern (the Communist International or "Third International") in March 1919. At its Second Congress, in the summer of 1920, they proudly declare: "The Communist International is the international party for insurrection and proletarian dictatorship." During the ensuing years, organized, armed (violent, terrifying) insurrections are organized in Germany (Berlin & Bavaria—1919; Hamburg—1921), Hungary (1919), Estonia (1924), Bulgaria (1924), France (1924ff), China (1925ff), and elsewhere. Less organized, but no less terrifying, Communist "actions" take place elsewhere

around the world, including in the United States. (Meanwhile, many non-Communist parties and governments seek to benefit from the Communist terror by charging opponents as Communists who are not truly Communists, thus raising the specter of violent conflict even higher.)

1919: The British, Austro-Hungarian, and Ottoman empires collapse, leading to major political upheaval across Europe. The Austro-Hungarian and Ottoman empires died directly in the immediate aftermath of the War, and these changes were recognized by and formalized in the various treaties signed upon conclusion of the fighting. The British Empire suffered a slower decline precipitated by its enormous war debts. “From being the World’s largest overseas investor, it became one of its biggest debtors, with interest payments forming around 40% of all government spending. Inflation more than doubled between 1914 and its peak in 1920, while the value of the Pound Sterling fell by 61.2%. Reparations in the form of free German coal depressed the local industry, precipitating the 1926 General Strike.”²³

1919–1943: Anti-Communist and totalitarian, Fascism comes to rule Italy (1922–1943).

1910

Questions and Comments

46. What French river flooded the City of Paris? ➡
47. Samuel Clemens dies. For what is he known? ➡
48. Dr. Crippen was captured and brought to justice in large part thanks to what technology? ➡
49. Edison reveals the “kinetophone.” What is this? ➡

Note: In 1910, Nicaragua is involved in civil war. The U.S. does not get involved. U.S. Rear Admiral Kimball says that “No protection will be extended to any so-called American interests, which as a matter of fact *have no existence in law or in right.*” Despite rather consistent failure on the part of the U.S. federal government to refuse to “protect American interests” in other countries, the fact is, Kimball is correct: there is no constitutional justification for the United States military to get involved in other countries’ internal affairs, even when legal, political, or social changes in other countries may affect the rights of Americans (or American companies) who own property in those other countries.

Note: Japan formally annexes Korea. The Koreans rebel to no avail.

Note: In Mexico, rebels seek to oust Porfirio Diaz, self-proclaimed president who has ruled for 30 years. Rebels seek land redistribution in behalf of the 97 percent of families who own no land. Pancho Villa and Emiliano Zapata answer the call to arms.

23. From “Aftermath of World War I: British Empire” in *Wikipedia*, found at http://en.wikipedia.org/wiki/Aftermath_of_World_War_I#British_Empire on 19 October 2004.

Note: The Union of South Africa becomes the third nation with dominion status (after Canada and Australia) in the British Empire. It holds its first Parliament. The minority white settlers hold all political power; the majority Negroes have no vote.

Timeline and Map Activities

🕒 Mark Twain (1835–1910)

- 🌐 South Africa (map 5)
- 🌐 Japan; Korea (map 7)
- 🌐 Mexico; Nicaragua (map 8)

1911

Questions and Comments

50. King Edward VII’s son takes over as King of England. Who is he? ➡
51. Norwegian Roald Amundsen reaches the South Pole ahead of the Britisher Robert Scott. How did each man power his expedition? ➡
52. President Porfirio Diaz of what country resigns as rebel forces take control? ➡

*** Note:** The U.S. Senate votes to amend the Constitution to provide for election of senators by popular vote rather than by state legislatures. State governments now have no constitutional ability to impact the federal government. All elected positions within the federal government result from direct elections by private citizens.

Note: The United States Supreme Court determines that the Standard Oil Company is guilty of violating the Sherman Antitrust Act. In its decision, the court determines, that not all monopolies are illegal—only those that unreasonably restrict trade. This decision makes business owners wholly dependent on court decisions after the fact to determine whether their actions are “legal” or “illegal”! Creating a monopoly is not, in itself necessarily illegal, but then, how does one know if one’s business practices are “unreasonable” from other people’s perspective?

Note: A fire—combined with locked factory doors that prevented workers’ escape—results in the deaths of 146 workers at the Triangle Shirtwaist Company in New York City. Factory owners are put on trial for manslaughter as a result. The large death toll, caused almost completely because of the factory owners’ policies and practices, launched a massive public outcry and transformed many fire and safety regulations. As The History Buff explains, “The New York legislature, appalled by the event, created a commission ... to investigate conditions in the city’s sweatshops. This resulted in the present labor laws protecting factory workers in health, disability and fire prevention. The division of Fire Prevention was also created as part of the Fire Department. Their function is to rid factories of fire hazards. Among other restrictions, all doors must now open outwards [the doors in the Triangle

factory opened inwards; when the rush of fearful workers hit the doors, the people in the forefront could not open them fast enough to avoid being crushed against the doors by the people who followed; thus the doors were never opened—JAH], no doors are to be locked during working hours, sprinkler systems must be installed if a company employs more than 25 people above the ground floor, and fire drills are mandatory for buildings lacking sprinkler systems.” To read more about the true horrors of the event, visit our IG links web page for a link that will allow you to read the entire story 📖. By the way, a “shirt-waist” is a woman’s blouse or bodice that is styled like a tailored shirt.

Note: Italy and Turkey (the center of the Ottoman Empire) go to war over Libya.

Note: Five-year-old Emperor Pu-Yi virtually ends the Manchu dynasty when he grants a constitution and a Cabinet devoid of nobles. Some hope that this action might avoid revolution in China, but many believe the action is too little too late.

Note: France and Germany sign a treaty: France controls Morocco, Tunisia, and Algeria. Germany is granted the right to almost 100,000 square miles in the northern French Congo.

Timeline and Map Activities

🕒 **George V (1865–1936) coronated King of England (1911)**

📍 *France; Germany; Italy* (map 3)

📍 *Libya* (map 5)

📍 *Turkey* (map 6)

📍 *South Pole* (map 11)

1912

Questions and Comments

53. China becomes a republic. The dynasty steps down. Sun Yet-sen acts as president until an election is held. Does Sun Yet-sen want to win the vote? ➡

54. A former president of Princeton University receives the Democratic nomination for president of the United States. Who is that? ➡

Note: In anticipation of a potential run for office, he wrote a book in 1908 called *The Constitutional Government of the United States*. In it, he suggested the United States government needed to be placed upon a new and different footing than that which the founders used:

The government of the United States was constructed upon the ... theory of political dynamics, which was a sort of unconscious copy of the Newtonian²⁴ theory of the universe. In our own day,

whenever we discuss the structure or development of anything, ... we consciously or unconsciously follow Mr. Darwin; but before Mr. Darwin, they followed Newton....

The trouble with the [Founders’] theory is that government is not a machine, but a living thing. It falls, not under the theory of the universe, but under the theory of organic life. It is accountable to Darwin, not to Newton. It is modified by its environment, ... shaped to its functions by the sheer pressure of life.... Government is not a body of blind forces; it is a body of men....²⁵

55. How does Wilson become the first Democratic president of the U.S. in more than 20 years? ➡

Note: Wilson’s total popular vote, though significantly more than the votes for any of his rivals, is still less than the total vote accorded to his rivals.

56. The “unsinkable” Titanic sinks and drowns over 1,500 passengers and crew. What causes this tragedy? ➡

Note: Turkey cedes Libya to Italy. Italy must remove its forces from the Aegean Sea. Turkish troops also continue to experience defeat at the hands of the Balkan League. Albanians seek an Albanian state. Russia seeks a port for shipment.

Timeline and Map Activities

🕒 **Woodrow Wilson (1856–1924) elected U.S. president (1912)**

📍 *China* (map 7)

1913

Questions and Comments

57. Who leads the Young Turks in a coup in Turkey? ➡

58. What city becomes the film center, due to varied countryside and idea sharing? ➡

59. How do suffragettes in England draw attention to their call for women’s right to vote? ➡

60. What country emerged from the Balkan wars as a powerful regional state, despite the fact that it did not have access to the sea? ➡

61. What innovation does Henry Ford establish? ➡

62. ✳ What famous canal opens? ➡

25. Woodrow Wilson, *The Constitutional Government of the United States* (New York: Columbia University Press, [1908] 1961), pp. 54–57, quoted in Gary North, *Crossed Fingers: How the Liberals Captured the Presbyterian Church* (Tyler, TX: Institute for Christian Economics, 1996), p. 330. So that you understand the full analogy: think through the way in which the Founders discussed government: in terms of *checks and balances*. They spoke of *architecture* and God as the *Great Architect*.... The eighteenth century was full of Newtonian rationalism. Then came Darwin. And suddenly people abandoned physical (physics-based) analogies of speech, and adopted evolutionary and biological analogies. They no longer spoke so much, as Wilson put it, of “blind forces,” but, rather, about adaptation, development, change.

24. As in, *Sir Isaac Newton* and his (for his time) revolutionary view of the universe as a mathematical and rational entity.

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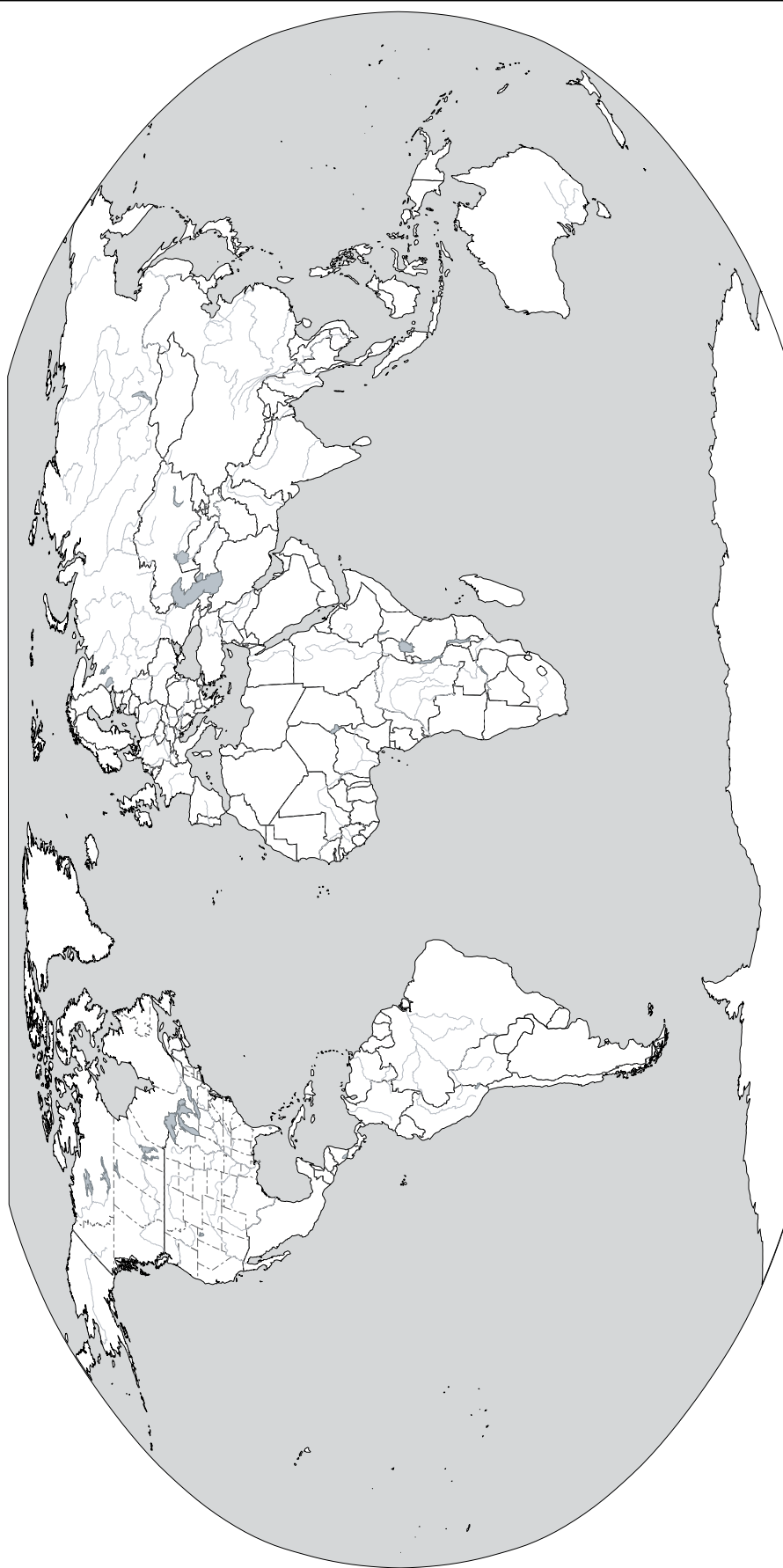
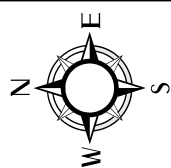
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God Spoke Tibetan

Introductory Comments

The Twentieth Century is not a century of sweetness and light. It's a century of hatred, of genocide, of horrors.

We wanted to bookend this program with amazing stories of God's provision in the midst of hard things. This week you get to read the marvelous story of the translation of the Tibetan Bible, from 1855 to 1945. The final two weeks are another incredible story of God's redemption, *There's a Sheep in My Bathtub*, that ends in the early years of the Twenty-first Century.

God is faithful. He keeps his promises. May you remember that in the midst of the hard things we read about.

Chapters 1–2

Questions and Comments

Note: It's interesting that, while demon-possessed, the Oracle was still able to carry out a personal vendetta.

Note: I'm thankful I don't believe in signs. How depressing to believe from the day of my birth that I would know real trouble. How much better to avoid worrying about anything beyond this day: each day has enough troubles of its own (Matthew 6:34).

Timeline and Map Activities

- 📍 *Kyi Chu River; Nyenchentangla Range; Chang Tang plateau; Bay of Bengal; Mongolia; Nepal; Bhutan; India* (map 1)

Chapters 3–5

Vocabulary Development

Like a gigantic **chorten** of the gods....

Tempu stood gazing at the sacred **massif** while his men bowed in worship.

Behind them the mountains leaned icy **seracs** against an azure sky.

... to the gilded image of **Sakya Muni**....

Questions and Comments

1. How did Tempu believe he would gain salvation? ➡
2. Does the Gergan religion offer joy? ➡

Note: I love that the Gergan parents name their son "Sonam—Bearer of Good Tidings." Such an appropriate, a prophetic name, despite the parents' ignorance of the God of the Bible. "How beautiful upon the mountains are the feet of him that bringeth good tidings, that publisheth peace; that bringeth good tidings of good, that publisheth salvation; that saith unto Zion, Thy God reigneth!" (Isaiah 52:7)

3. Pagel and Dr. Heyde pray for wisdom. Do they receive it? ➡

Timeline and Map Activities

- 📍 *Leh; Kashmir; Indus; Kangting; Tendong; Makalu; Mount Everest; Naini Tal; Badrinath; Kailas* (map 1)
- 📍 *Journey: Calcutta, up the Brahmaputra, Tsangpo River, Darjeeling, by Mount Kanchenjunga, Tista Gorge, Kalimpong, across into Sikkim, to the Jelep-la, through the Himalayas, into the Chumbi Valley, down through Gyangtse, and Shigatse, to Lhasa* (map 2)

Chapters 6–8

Questions and Comments

4. Like the Josephs in the Old and New Testaments, how is Yoseb directed as to which way his life should go? ➡

Note: I love that Dr. Heyde had prayed that he might live to see the day when Yoseb joined him in ministry, despite being old enough that rest would be attractive, and perhaps even expected. Oh, that we might finish so well!

5. Where did Yoseb find the key for the Bible translation? ➡

Note: I love the conclusion Yoseb reaches in response to his question, "Why?" "God works out everything in His own good time, and he must be content to leave the matter there" (p. 95).

6. How did God miraculously spare the manuscript in Britain? ➡
7. How did God preserve the translation in Kashmir? ➡
8. Why is the printing delayed? ➡

Note: This section ends so painfully. Were this the end of the story, what an awful, hopeless story it would be. Satan appears to have triumphed. Thankfully, this is not the end.

Chapters 9–10

Questions and Comments

9. How do the believers fight back against Satan's attacks? ➡
10. How does Gappel persuade his congregation that he should go to Lahore? ➡

Note: Gappel was caught between Pakistani and Indian forces. When Britain relinquished rule of Pakistan and India, it was supposed to allow the rulers of each princely state to decide whether to belong to India or Pakistan. Kashmir was 77% Muslim and shares a border with Pakistan—most assumed Kashmir would be part of Pakistan.

The Maharaja, however, did not side with Pakistan, so Pakistani guerrillas began a war. Indian forces came to smash the guerrilla rebellion. The Pakistanis now control about one third of Kashmir—the unpopulated, difficult to access part. India controls about half of Kashmir—the populated, civilized, productive part. To be a Pakistani, traveling among Indian troops, would certainly have been a dangerous thing—a Pakistani would have been a suspected guerrilla.

11. What miracles does God do for Chandhu Ray as he goes to get Gappel? ➡

Timeline and Map Activities

📍 *Amritsar; Delhi; Lahore* (map 1)

Chapters 11–12

Questions and Comments

12. How does Chandhu Ray help Gappel, used to the icy Himalayas, survive extremely hot weather? ➡
13. How many years did it take to translate the Bible into Tibetan? ➡

Note: I am mystified by several things in the final chapter. If charms did work for the Tibetans for centuries, why did they stop working against the Chinese? How did the Dalai Lama and his followers control the weather so he could escape? (And was that similar to the storm that Jesus rebukes and calms—can demons control the weather?)

14. What was the only book available in both Chinese and Tibetan? ➡
15. What is one reason that God may have allowed the Bible translation to take so long? ➡

God is so good! May we give unto the Lord the glory due his name.

Timeline and Map Activities

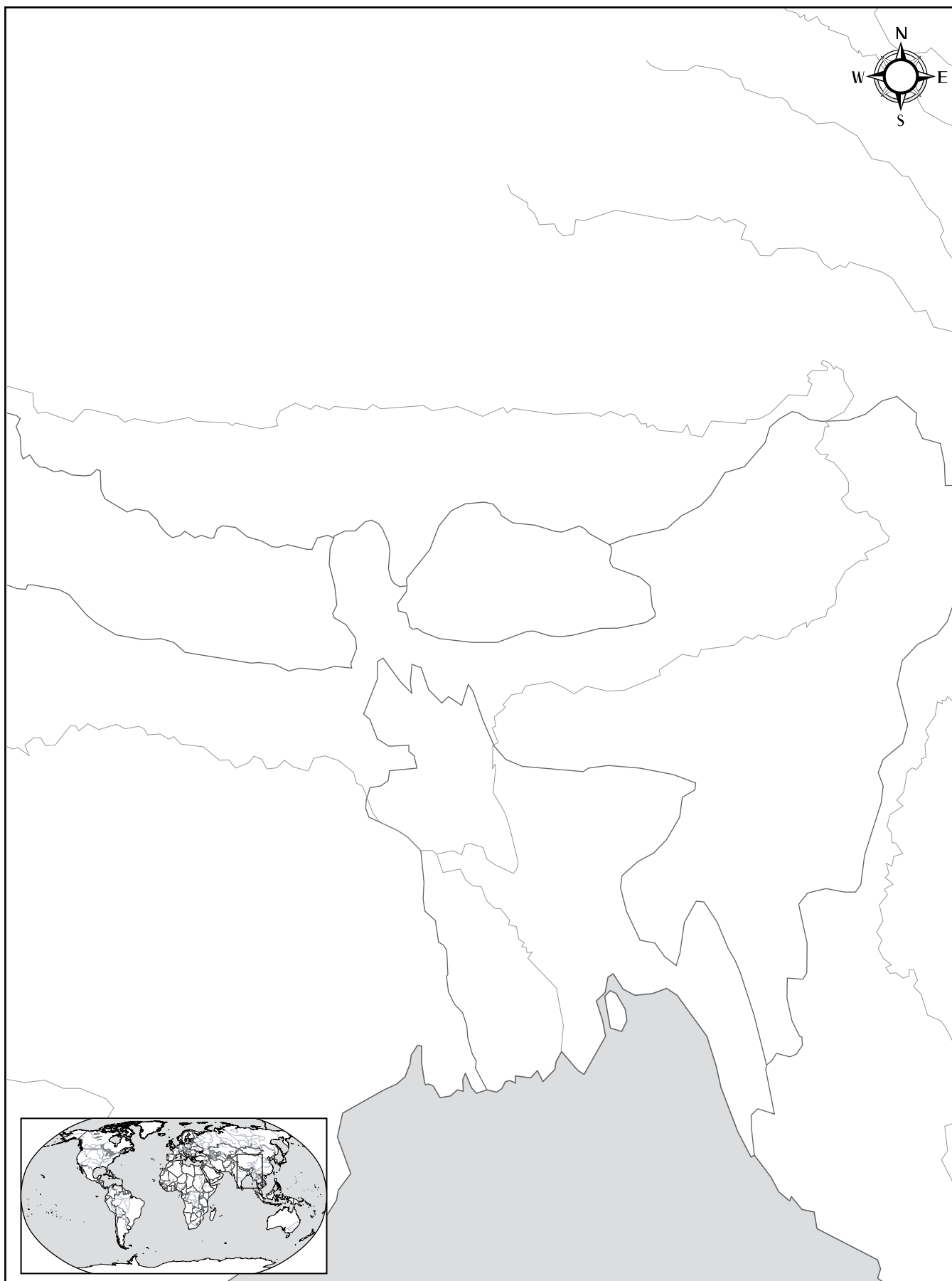
📍 *Yatung; Assam Hills; Mussoorie* (map 1) ■

God Spoke Tibetan—Map 1



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God Spoke Tibetan—Map 2



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The Road From Home

Introductory Comments

With so many genocides in the Twentieth Century to choose from, why spend two weeks reading about the Armenian extermination?

I think the answer comes before the Author's Note, in the front pages. Read the quote by Talaat Pasha, that orders the Armenians all killed, "however criminal the measures taken may be."

And then, the chilling statement by Hitler, ordering all Poles killed: "After all, who remembers today the extermination of the Armenians."

Hitler uses as his justification for genocide the lack of memory of history!

May this quote spur you on to pray for events in our world today, whether the genocide in Sudan, the horrific conditions in North Korea, or whatever other mind-numbing horrors are taking place.

Chapters 1–2

Vocabulary Development

He would travel all over the country with ... *mohair*, which he also sold.

... in the distance could be heard the cries of the *muezzin* ...

Questions and Comments

Note: I find it interesting how casually Veron refers to her father's business: "harvesting and selling the gum that was used in making opium" (p. 2). With the US so heavily invested in the "War on Drugs," it seems incongruous that there was a time where kind family men simply grew the ingredients for opium, today processed as heroin. What a different time that was.

1. Was Veron's family wealthy? How do you know? ➡

Note: It's interesting, too, to see how other cultures live, such as the communal bakery, where families took their food to be cooked at a specific time. It's hard to fathom not just having a stove of my own!

2. At the end of the first chapter, Veron and her cousin are spanked for giving themselves bangs: "Only Turkish girls wear their hair in bangs. You have brought a disgrace upon our family" (p. 14). Would you call this racism? Or something else? ➡
3. Veron's Great-Grandma used to say, "It is important to have peace in old age" (p. 22). Veron is surprised that not everyone does, and her Grandma tells her, "it must be earned and acquired before one has grown old. It must be *prepared for*" (p. 22). What does this mean? ➡
4. Another proverb is, "What you learn in childhood is carved on stone; what you learn in old age is carved on ice" (p. 23). What do you think that means? ➡

5. When Veron's mother says, "Whatever you do, Veron, you do for yourself" (p. 18), what does that mean? ➡

Timeline and Map Activities

- 🌐 **Note:** the map in the front section of the book, that traces Veron's journey through Turkey.

Chapters 3–4

Cultural Literacy

Seljuks: Turkish Sunni Muslim group that ruled the Middle East from the 11th to the 14th centuries.

Questions and Comments

Note: I like Veron's description of land transfer: "We did live on the same soil, but I was told that soil could be owned and that the present owner of this soil, which we had always called home, was Turkey." This could apply to American Indians and European settlers, also. It's hard to imagine what that would feel like, should it happen to me.

6. Why is Grandma not deported? ➡
7. Papa says, "Men who love God love life. God does not have a nationality, nor does life" (p. 37). What do you think of this statement? ➡
8. Papa also says, "All men's problems are caused by sleep. There is no such thing as conscious evil" (p. 38). Do you agree? ➡
9. Papa says of *insallah*, "as if we haven't had enough of Oriental philosophy and fatalism." What does this mean? ➡
10. What allies do the Armenians have? ➡

Chapters 5–6

Cultural Literacy

Lazes: Caucasians from northeast Turkey.

Circassians: people of the northwest Caucasus.

fez: brimless felt hat with a tassel from the crown.

Questions and Comments

11. Grandpa does not understand why they are living in a time of trouble. Do you have an answer for him? ➡
12. What do you think of the proverb, "Hurrying comes from the devil, patience comes from Allah"? ➡
13. Grandpa makes the statement, "It is the not knowing that ages a man" (p. 62), especially not knowing when they would move or where they will go. Can you think of other examples of not knowing, in your family, that might age a person? ➡

Chapters 7–9

Cultural Literacy

Cholera: bacterium that causes exhaustive diarrhea. In its most severe forms, cholera is one of the most rapidly fatal illnesses known; infected patients may die within three hours if medical treatment is not provided. In a common scenario, the disease progresses from the first liquid stool to shock in 4 to 12 hours, with death following in 18 hours to several days, unless oral rehydration therapy is provided.

Vocabulary Development

The Turkish gendarmes have been **billeted** in all the townships.

One day we came to a crossroad where a group of Turkish soldiers were **bivouacked**.

Questions and Comments

14. In several of the books we'll read this year, the selfishness of survival overrules any desire to love one another. Is that Veron's experience? ➔
15. What do you think Papa means when he says that the tired man "alone must bear the conscience for an entire village" (p. 73)? ➔
16. What thriving civilization once existed in the midst of the barren desert Veron finds herself in? ➔
17. What disasters prevent Veron's family from having enough to eat? ➔
18. What kills Veron's family members? ➔

Timeline and Map Activities

🌐 *Constantinople; Baghdad; Damascus; Euphrates River* (map 1)

Chapters 10–12

Vocabulary Development

... they put their hands to their mouths and sent out a ringing **tremolo**.

Questions and Comments

19. Is Veron's Papa concerned that she isn't more active, that her days are boring? ➔
20. What is Papa's final wish for Veron? ➔

Chapters 13–15

Questions and Comments

21. When Veron sees her Grandma again, she is surprised at how different she looks. Has this ever happened to you? To see a relative or friend after some absence and realize how much they have changed? ➔
22. For the relatives who did not have to leave Azizya, was life easy? ➔
23. Veron realizes that ties of blood do not bring people together. What does? ➔
24. Veron feels guilty that she does not have such sadness as Grandma. How does Grandma respond? ➔

Chapters 16–17

Questions and Comments

25. Why does Aunt Arousiag abandon Veron? ➔
26. "At the end of every bad road, a good road begins" (p. 162). Is this aphorism true for your life?
27. What incredible escapes does Veron make in these chapters? ➔
28. What unusual way did Aunt Lousapere come to find Veron? ➔

Chapters 18–19

Questions and Comments

29. After Veron is "adopted" by a wealthy woman, and treated more like a servant, she says, "The very rich are miserable, I thought, but it's not the kind of misery one can feel sorry for" (p. 179). What does she mean? ➔
30. Veron has several other miraculous escapes in these chapters. What? ➔

Chapters 20–22

Questions and Comments

31. In what seems like incredible callousness, all foreign ships declined to save the Armenians from the destruction of Smyrna, opting instead to save only their own citizens. What might be their rationale? ➔
32. What keeps Auntie from drowning herself? ➔
33. In the nightmare on the quay, what miracle preserves the people? ➔
34. What made America attractive to Veron? ➔
35. Why is Veron's first engagement broken off? ➔

Chapters 23–24

Questions and Comments

36. Although Veron longs to live in America, she hesitates to marry Melkon Kherdian in America. Why? ➡
37. What makes her decide to marry? ➡

Timeline and Map Activities

- 🌐 *Salonika; Anatolia* (map 1)
- 🌐 *Chicago; Wisconsin* [delightfully spelled “Veeskahn-tzsun” in the text] (map 2) ■

The Road from Home—Map 1



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The Road from Home—Map 2



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The Great Brain

Introductory Comments

This book portrays realistic events with straightforward prose: it shows a **slice of life**. It serves as a humorous picture of life in small town Utah at the turn of the century. From the first flushing toilet in town to the first immigrant the town had seen, there is an underlying innocence to the vignettes portrayed.

Sort of.

There is also greed, racism, bullying, neglect to the point of death, and lies. Human nature really doesn't change.

For myself, if the first paragraph didn't reassure me that 1896 was the time of The Great Brain's reformation, I would have a hard time reading this book. Although The Great Brain is reformed in the end, he is a nasty boy—underhanded and a swindler—until then.

Chapters 1–2

Questions and Comments

1. Mamma claims that Mr. Harvey didn't like children because "he had never had to put up with any of his own" (p. 3). J.D. doesn't think that sounds quite right. What do you think she means by that (or is she just lying)? ➔

Note: J.D. claims he's never seen his Mamma's hands idle: they were always moving, working to keep the house running. This is certainly a different situation than current times, when mothers have more leisure time to read, watch movies, or talk to friends.

2. How would you describe the mental capacity of Tom and J.D.? ➔
3. Did twenty children really cheat Tom and try to get a larger refund than they should have? ➔
4. When sickness hit the family, what interesting system did Mamma employ? ➔
5. Mama and Papa do not use corporal punishment, rather they use "the silent treatment." What do you think about this method? ➔

Note: The end of Chapter Two is disgusting to me. The whole of the chapter turns my stomach, how purposefully cruel the boys are to each other, but the end, where Tom swindles J.D. out of the Indian belt, and J.D. is so relieved he "thanked God for giving me such a big-hearted and wonderful brother" (p. 42)—ugh! I would call this **irony**, which is a literary term that involves some incongruity between what is said and what is meant. (Sarcasm would be an example of verbal irony. If a person sitting on the side of the road, bleeding from a car accident says, "Oh, I'm doing great," we know that the opposite is true.)

For J.D. the child, he is truly thankful. However, for J.D. the author, and for the reader, we know how unkind and conniving Tom actually is. As readers, we expect J.D. to be

angry that his brother stole his revenge and took his precious belt. Instead, J.D. is simply thankful his punishment is over. This is an example of situational irony, or a situation that turns out differently than you expect.

Timeline and Map Activities

🌐 Utah (map 1)

Chapters 3–4

Questions and Comments

6. What fast and effective way does J.D. learn to swim? ➔
7. Did you notice the example of verbal irony (or sarcasm) on p. 66? ➔
8. Before electrical refrigeration, how did people keep their food chilled? ➔
9. Would you say that Tom has learned how not to swindle his friends? ➔

Chapters 5–6

Questions and Comments

10. How racially integrated was Adenville? ➔
11. Sammy asks an interesting question: "Why should us American kids get whacked and kicked when we got a Greek kid we can make the jackass all the time?" (p. 81). How would you answer him? ➔
12. Mr. Kokovinis says to Tom, "You are a good boy" (p. 84). Do you agree? ➔
13. Parents train their children: some parents train badly. What bad example shows up in these chapters? ➔
14. Did Tom earn the dollar he received after Basil defeated Sammy? ➔
15. Why was the town guilty for Abie's death? ➔
16. Mamma asks God to will give them strength to bear their burden of guilt. Is this a legitimate request? ➔

Timeline and Map Activities

🌐 Greece (map 2)

Chapter 7

Questions and Comments

17. How did Andy lose his leg? ➔
18. Miss Thatcher had a shrewd method of discipline. What was it? ➔
19. Why did Tom get a paddling, and did he deserve it? ➔
20. What made Tom's plot so egregious? ➔

Chapter 8

Questions and Comments

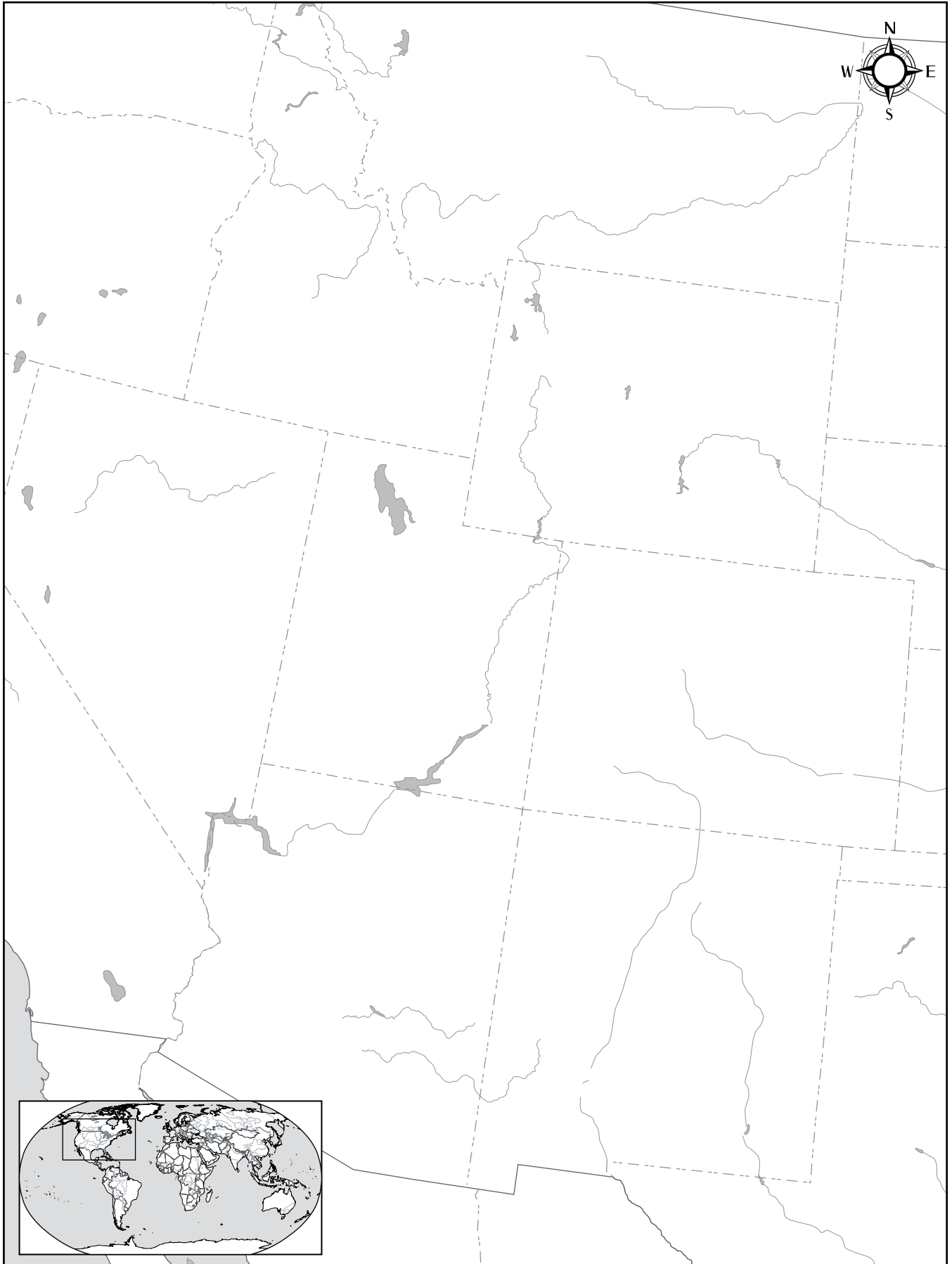
Note: Something to teach your children: if a sibling or friend (or stranger) asks you to keep something from a parent, it is often because that person is not doing right.

21. Tom is able to figure out how Andy can do his chores.
What is Tom's method? ➡

And don't you love the ending of this book? ■

The Great Brain—Map 1

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The Great Brain—Map 2



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Introductory Comments

I chose this poetry book because, aesthetically, I liked the mesh of 20th Century art and the poems' commentary on the art.

For those who have studied art history, or even looked through an art history book, you can probably tell quickly that the art was done recently in history. Rather than beautiful rendering of classical beauties, or peaceful scenes of water and agriculture, 20th Century art is often disjointed, often strange.

The poems, too, are not classical in any sense. You won't find a sonnet (a 14-line poem with 10 syllables per line and a specific rhyme scheme) or a narrative poem (one that tells a story) in this book. Rather, the poems are free form, with no rhyme at the end. You can recognize them as poetry mainly because they are not prose.

Prose is the language of most writing: novels, science texts, history. The lines of text go to the edge of the page (except at a paragraph break), and the language is usually more plain than poetry.

Poetry is harder to define. As poet Archibald MacLeish says, "A poem should not mean/but be." Very cryptic. In college, one of my poetry professors tried to argue that anything could be poetry, even a bus schedule. I don't agree with him, but his comment shows how broad a category poetry can take.

Another professor basically said, "The only way you can tell what a poem is, is by looking at it." So if the words don't form paragraphs, it is probably a poem.

In my opinion, the best book about poetry is *Sound and Sense*. I hope you have the opportunity to study it at some point. Sonlight offers both the book and an answer key, and if you plan to take the AP English literature test, you will need to study poetry in order to pass.

But don't study *Heart to Heart*—just enjoy it. ■

Introductory Comments

As a Robert Frost fan, I enjoy his insight. I enjoy his rhyme. Some poems I can hardly read aloud without crying—and, really, why would I want to keep from crying at something so beautiful as “Choose Something Like a Star”?

Note from John: Poetry is written to be read differently than prose. It is what I like to call “concentrated” writing.

So take note: if you normally read quickly, you need to *slow down* when reading poetry. If you normally read slowly, you should *slow down further*. Savor every word. Take your time. Think about the images, the cadence of the words, the sounds, the flow, and, most of all, the meaning. With Robert Frost’s poetry, reading aloud is an excellent practice.

As you read serious poems, even those with a strong meter (“beat”) and rhyme, you need to pay closer attention to the *meaning* of the words than to the stylistic elements of meter and rhyme. In other words, read poetry, as much as possible, with a normal “prose” cadence. Fight the urge to read along with the meter and emphasizing the rhyme. Instead, read it as if you were reading any *unrhymed, unmeasured* work. Such discipline will help you understand the poem’s meaning.

(A few applicable definitions at this point: a line that ends with a period, or at least a pause, is end-stopped. “Nothing Gold Can Stay,” on p. 223 is entirely end-stopped. That makes it easy for the reader to emphasize the rhymes. By contrast, the next poem, “After Apple-Picking,” is fairly split between end-stopped lines and enjambment, in which the thought straddles two lines. “And there’s a barrel that I didn’t fill / Beside it, and there may be two or three” is a good example of both enjambment and caesura, which is a pause mid-line. The caesura comes after the words “Beside it,” in the pause created by the comma. And now you know the meanings of end-stopped, enjambment, and caesura!)

While an author of normal, high-end prose literature will include allusions, metaphors, and second-level meanings, high-end poets weave literary tapestries in which, sometimes, every sentence and almost every word is laden with meaning—not just on the surface; perhaps not even merely on a second level, but on a third level as well.

I have to confess: I do not read poetry nearly enough to recognize secondary and tertiary meanings. I feel pretty good if I can grab most of the first-level meanings from a work. But as an educated reader of poetry, you should be asking yourself constantly: what allusions is the author making? What meanings has s/he made obviously present? What meanings do I think *may* be present? If you don’t understand something, or have no idea what the author is talking about, see what you can discover through dictionary or encyclopedia research.

Example: In “Choose Something Like a Star,” Frost refers to Keats’ *Eremita*. A simple Google search turns up Keats’ poem “Bright Star,” a beautiful poem in its own right, and one that offers a clear example of steadfastness.

Please note that in this book, many poems have commentary *preceding* the poems. I find Louis Untermeyer’s commentary helpful, and I encourage you to take advantage of his insights.

Also, you may want to do a Google search for Frost reading his poems. There are many recordings—try Googling “Robert Frost reads” to find some options. For one example, please visit our IG links page [IG links page](#).

A Brief Poetic Terms Tutorial

Here are some common poetry terms that it would behoove you to know. For much of the following information please see our IG links page [IG links page](#).

There are three main poetry divisions: lyric, narrative, and dramatic.

Lyric poems are the thoughts of a single speaker about someone or something. Psalm 23 is one of the most famous lyric poems. Most of Frost’s poems are lyric poems, including his two most famous, “The Road Not Taken” (p. 219) and “Stopping by Woods on a Snowy Evening” (p. 189).

Narrative poems tell a story, with rising action, a climax, and a resolution. Homer’s famous epics, *The Iliad* and *The Odyssey*, are narrative poems. “Brown’s Descent” (p. 103) is a humorous narrative poem you’ll read this year.

Dramatic poems are like short plays, or monologues. Robert Browning wrote some of the most famous (you may have read his “My Last Duchess.”) Robert Frost’s “Death of a Hired Man” (p. 158) is probably his most famous, though there are several others in this collection (“Home Burial” (p. 27) is one of my favorites).

“Meter” refers to the pattern of stressed and unstressed syllables, as well as the number of syllables per line. That famous easy reader *The Cat in the Hat* follows an “anapestic tetrameter.” An “anapest” sounds like “da da DUM,” and there are four sets—tetra, or four—of these “da da DUM” sequences in each line. Four anapests, or anapestic tetrameter. A line from that book sounds like this: da da DUM da da DUM da da DUM da da DUM. “But our FISH said no NO and our FISH shook with FEAR.”

You might also know the poem “The Night Before Christmas,” which also uses anapestic tetrameter: “’Twas the NIGHT before CHRISTmas when ALL through the HOUSE / Not a CREATURE was STIRring not Even a MOUSE.”

The most widely used meter in English, though, is not anapestic tetrameter, but iambic pentameter. An iamb sounds like this: “da DUM,” and there are five—penta—in each line. Perhaps my favorite of the iambic pentameter poems in this book is “Acquainted with the Night” (pp. 268–9).

Iambic pentameter is the meter used in sonnets, the most popular form in English. “Acquainted with the Night” is a sonnet.

Blank verse uses regular meter, but no rhyme. His poem “Birches” (p. 90), among others, uses blank verse. The lines are iambic pentameter, but the ends do not rhyme.

(Take note: “Free verse” is not the same thing as “blank verse”: in free verse, there is no regularity at all: no meter, no rhyme, no standard line length. Frost said of free verse, “I’d sooner write free verse as play tennis with the net down.” He was a fan of fitting the poem to the form, not throwing out the form altogether.)

I hope you’ve found this brief tutorial helpful, and that, as a result of these definitions, you’ll be able to read with a deeper appreciation of Frost’s craft. ■

Introductory Comments

Heart of Darkness is either a love-it or hate-it book. I am in the love-it camp. For some years in high school and college, Joseph Conrad (along with Charles Dickens) was my favorite author. Although English was Conrad's third language (after Polish and French), I loved his use of language, primarily. Incredible, effervescent language!

Which is, in truth, the main thing about this book I can recommend to you. I don't know that anyone reads *Heart of Darkness* solely for its plot.

Here is a thumbnail of the plot: Marlow goes to Africa to be a river steamboat captain. When he gets there, he is suspiciously delayed for several months, but finally manages to sail upstream. He meets the mysterious Kurtz, who had been a man of morals in Europe, but who turned cruel, greedy, and corrupt in Africa. Marlow brings Kurtz back downriver with him, but Kurtz dies on the way. Marlow returns to England.

During Marlow's lengthy monologue, he says, "It seems to me I am trying to tell you a dream—making a vain attempt, because no relation of a dream can convey the dream-sensation, that commingling of absurdity, surprise, and bewilderment in a tremor of struggling revolt, that notion of being captured by the incredible which is of the very essence of dreams" (p. 24).

(Don't you love that language?! Gorgeous!)

So at the outset, please realize that the author wrote not just to relate a plot, but the ambience, the feeling, the mood of the plot, too. And it's supposed to have the dream-like quality, the obscurity, of a scary dream—a nightmare almost.

Joseph Conrad wrote this as a narrative within a narrative, and Conrad is not the narrator. What? Joseph Conrad creates a narrator who tells about Marlow and how Marlow told a story for the narrator and some friends. One of the most egregious errors (or so I learned in college) is to mistake the author for the narrator. It makes sense that that shouldn't happen—you don't assume that every first person story you read is about the author. (In *Moby Dick*, when the narrator says in opening, "Call me Ishmael," no one thinks that Herman Melville hopes to be called Ishmael.) So Joseph Conrad is not the narrator telling the story.

This is not an easy work, though it is not long. Here are some suggestions as you read.

- Do your best to get through a section without stopping. Conrad's prose is so dense, if you take many breaks, it is harder to understand. (For what it's worth: it took me about 75 minutes to read through the first section.)
- Imagine it. Make a mental movie of the characters and places.

- Use a pencil or pen to mark it up. (This is a very inexpensive copy, so even if you don't usually mark up your books, this is one case where the book warrants it.) Circle all the times white/black or light/dark comes up. In the first section especially, mentions are on almost every page. Also circle "death" (or related words, like "carcass"); find "loneliness" or "solitude" or "silence." Find "wilderness" and mentions of twisted growth, rot, or isolation. In Part I, notice how often the river is described as a snake. In Part II, watch for "heart" and "day" and "night." Even if you don't do deep analysis of each usage (and, really, that wouldn't be much fun), it is incredible to see how frequently Conrad used these words.

I hope you enjoy this book. It is worth it. In the words of a customer, a former English teacher (Donna in California), "It is the story, the images, the characters that carry the meaning of the story. If you get caught up in the story and respond to it, the 'meaning' of it will be so much more satisfying than if you approach it like it's a problem to figure out.

"Flannery O'Connor said, 'Too much interpretation is certainly worse than too little, and where feeling for a story is absent, theory will not supply it.'

"If *Heart of Darkness* doesn't grab you, you can still analyze it. But, it won't be as much fun."

I hope you have fun.

And if you don't, at least be encouraged that this novella will soon be over, and that you have successfully completed one of the most difficult books in any Sonlight program!

Section 1, pp. 1–27

Vocabulary Development

... knitting black wool as for a warm **pall** ...

... his **cravat** was large and billowy ...

... he said **sententiously** ...

... a sense of **lugubrious drollery** in the sight; and it was not **dissipated** ...

... the contorted **mangroves** ...

... hoisted his weapon to his shoulder with **alacrity**.

Questions and Comments

Summary: Did you understand the events in this section? Marlow, on board a ship with some friends, tells a story from his younger years (pp. 1–4). He wanted to go to Africa, since he had been fascinated with the continent since his youth. His aunt had connections and got him a job as a riverboat captain (pp. 5–6). When he goes to sign the contract, he finds the atmosphere at his employers very eerie (pp. 7–8). After a visit to the doctor and his

aunt (pp. 9–10), he set off. He travels for 30 days and sees unsettling things (pp. 10–12). When he reaches the station, he finds a chain gang, fruitless labor, and men dying in a grove of trees (pp. 13–14). He meets the spotless chief accountant and stays in the station ten days. Here he first hears about the mysterious Mr. Kurtz (pp. 15–16). He goes on a 200 mile tramp in order to reach his steamboat (p. 17). He meets the manager and is informed that his boat won't be ready for three months, due to an unexpected "accident" (pp. 18–19). After a shed fire, Marlow comes across the manager scheming with an employee (p. 20), and Marlow talks to that employee and the manager, and thinks that he has intimidated the manager enough to get the needed rivets for his vessel (pp. 20–25). He and a friend rejoice at the coming rivets (p. 26). Finally, a group of buccaneers, called the Eldorado Exploring Expedition, comes to the station (p. 27).

This section has some direct parallels to Conrad's life. As Wikipedia says, "Conrad drew inspiration from his own experience in the Congo: eight and a half years before writing the book, he had gone to serve as the captain of a Congo steamer. However, upon arriving in the Congo, he found his steamer damaged and under repair. He soon became ill and returned to Europe before ever serving as captain."

1. Where is this story located? ➡
2. The narrator says that "most seamen lead ... a sedentary life." What does he mean by this? ➡

Note: This is such an incredibly brilliant work! The narrator says that, to Marlow "the meaning of an episode was not inside like a kernel but outside, enveloping the tale..." Conrad is here setting us up for what he intends to do with the rest of the story that Marlow is about to tell. This isn't going to be a direct, obvious story like a normal biography ("He was born, lived, died"), but rather a more ethereal story, hard to pin down, without a solid plot, but more a haze. And here's the brilliant part—the mention of "moonshine" at the end. The moon in literature is linked with madness. Take note.

Note: The narrator says Marlow "resembles an idol" (p. 1) and sat in "the pose of a Buddha" (p. 4). I would guess that this is supposed to show that Marlow is a deep thinker, and perhaps a dangerous one (idolatry is not a good thing for a Christian, obviously).

Note: Marlow, who has the pose of "a Buddha," looks like "an ascetic," resembles "an idol" now says, "What saves us is efficiency." In context, this means, "We Englishmen would not descend too far into hatred and disgust, because we are efficient." Interesting that the word "saves" comes up in the same paragraph as "Buddha." (I would say that Marlow is not speaking sarcastically. I think he really does believe that efficiency "saves," but only in that it keeps the darkness at bay.)

Note: The place of which Marlow speaks in the paragraph on pp. 5–6 "had become a place of darkness." In context, he is saying that, in his childhood, it had been "a

white patch for a boy to dream ... over." Now that the map is filled "with rivers and lakes and names," it is "a place of darkness". Usually I would think of an empty map as the place of darkness, and the explored area as a place of light (more knowledge to me means more light). However, Marlow's statement turns this idea on its head. Or maybe the point is that there are no "light" places, as even England "has been one of the dark places of the earth" (p. 3).

3. This particular river "fascinated me as a snake would a bird" and "The snake had charmed me" (p. 6). Is the allure of a snake a good thing, and what would that make you expect later in the story? ➡

Note: Oh, this book is amazing! Marlow says that the city "always makes me think of a whited sepulcher," and that the company's offices were the biggest thing in the town. This refers to Matthew 23:27–28, where Jesus says of the Pharisees, "Woe unto you, scribes and Pharisees, hypocrites! for ye are like unto whited sepulchres, which indeed appear beautiful outward, but are within full of dead men's bones, and of all uncleanness. Even so ye also outwardly appear righteous unto men, but within ye are full of hypocrisy and iniquity." The Pharisees, and, by allusion, the company, have hearts of darkness. Isn't it amazing how much meaning Conrad can get out of such a few words?

Note: Marlow says, "Ave! ... *Morituri te salutant.*" This was the Roman gladiators' greeting to Caesar before they fought to the death. "Hail! Those who are about to die salute you!"

Note from John: The doctor asks to measure Marlow's head. This was an integral part of the "science" of phrenology, in which a man's character was supposed to be related to the size and shape of his head. After having his head measured, Marlow asks the doctor whether he measures men's heads upon their return. "Oh, I never see them," says the doctor. In those days, the majority of white men who went to Africa died there.

4. Marlow says goodbye to his aunt, who viewed him as "one of the Workers.... Something like an emissary of light, something like a lower sort of apostle" (pp. 9–10). In her mind, what sort of job would he do? ➡
5. Marlow tells his aunt that the company is run for profit, and she replies, "the laborer is worthy of his hire," a quote from Luke 10:7. This refers to Jesus' instructions to his disciples, when they went to proclaim the good news. Jesus told them to accept lodging and food, for the worker is worthy of his wages. Were their ideas of profit similar? ➡

Note: Marlow leaves for "the center of the earth" (p. 10). In Medieval thought, this was the location of hell (as in Dante's *Inferno*).

6. The young agent, in cahoots with the crooked station master, says that Kurtz "is an emissary of pity, and science, and progress," and he has been sent to Africa to provide "guidance of the cause entrusted to [the

company and its employees] by Europe: ... higher intelligence, wide sympathies, [and] a singleness of purpose" (p. 22). Do you think the young man supports what Kurtz is supposed to represent or not? ➡

7. Marlow refers to the agent as a "papier-mâché Mephistopheles." Mephistopheles was the Devil in a medieval story called *Faust*; a *papier-mâché* Mephistopheles would likely be a very shallow, unthinking Mephistopheles ... an idea we find confirmed in the next sentence where Marlow says he could "poke my forefinger through him, and would find nothing inside but a little loose dirt, maybe" (p. 23). Is Marlow impressed by the man or not? ➡

Note from John: During the latter part of the 19th and early part of the 20th century, there was still a vestige of thought that man is (or was) superior to nature and to the animals because we have our reason, our rational faculties. But on p. 11 when Marlow speaks of "the voice of the surf ... that had its reason, that had a meaning," and on p. 23 when he speaks of primeval mud and primeval forest, he is not glorying in man's rational faculties. Rather, nature is more rational, more brotherly, than man.

8. Marlow wonders whether the "stillness on the face the of the immensity looking at us two were meant as an appeal or as a menace. ... Could we handle that dumb thing, or would it handle us?" (p. 23). What does he mean? ➡

Note: Eldorado (as in, the Eldorado Exploring Expedition) was a mythical land of gold, that explorers sought to find.

9. What is Marlow curious about at the end of this section? ➡
10. Wikipedia says, "The reversal of the black and white imagery is also a major theme in the novel. Conrad challenges typical literary associations when he associates 'black' with 'good' and 'white' with 'bad' or 'evil.' The associations of black with good appear throughout the novel, especially in reference to the African natives and their actions." As you think about the mentions of white and black in this section, would you say that one is significantly better than the other? ➡

Section 2, pp. 27–50

Vocabulary Development

... to rush out **incontinently** ...

... moving appeal to every **altruistic** sentiment ...

He looked like a **harlequin**.

Questions and Comments

Summary: Marlow overhears a conversation between the manager and his uncle, in cahoots against Kurtz (pp. 27–29). Marlow finally gets to journey up the river to Kurtz (pp. 30–50). The sailing itself was full of peril and tested his abilities to the extreme (pp. 30–32). Fifty miles from Kurtz, he comes across an outpost with a strange warn-

ing and finds a navigation book with strange writing (pp. 33–34). A scream echoes out from the white fog (p. 35). Marlow suddenly realizes how hungry his cannibals must be, and how much restraint they have shown in not killing and eating the whites (pp. 36–38). Those in the riverboat fear attack (p. 39), and finally an attack does come, first with arrows (p. 40) and then with spears, one of which kills Marlow's faithful helper (pp. 41–42). (Marlow takes a four-page interval here to talk about Kurtz's voice and beliefs, p. 43–46). Although they believe Kurtz is dead, the expedition presses on, first shooting at the attacking natives, then scaring them with the steamboat whistle (p. 47). Marlow meets Kurtz's Russian assistant and speaks to this devoted follower (pp. 48–50).

11. Marlow describes his amazement at the behavior of the Africans who accompany the pilgrims upriver. What is it that amazes him, and what does this glaring fact say about the Europeans on board the boat? ➡
12. Without really letting us see Kurtz, Marlow still introduces him. According to what we read on pp. 43–46, describe Kurtz's character. What kind of man is he? ➡

Section 3, pp. 50–72

Vocabulary Development

... he had enough strength in him—**factitious** no doubt ...

... a crimson spot on her **tawny** cheek ...

... the colossal body of the **fecund** and mysterious life ...

... an air of brooding over an **inscrutable** purpose.

... forced upon me in the **tenebrous** land ...

... revolving **obsequiously** round his inextinguishable gift of noble and lofty expression.

... that soul **satiated** with primitive emotions ...

Questions and Comments

Summary: Marlow speaks with the Russian, and sees Kurtz's dwelling—surrounded by stakes with human heads (pp. 50–53). Kurtz, almost dead, boards the ship (pp. 53–55). Kurtz's (assumed) mistress pays her respects and leaves (p. 56). The manager thinks Kurtz's method wasn't the best; Marlow says that Kurtz had no method (p. 57). The Russian confesses that Kurtz ordered the attack on the steamship, and then he leaves (p. 58). That night, Kurtz crawls off the ship, seeking to rejoin the Africans. Marlow chases him and somehow manages to persuade him to return to the ship (p. 59–61). The ship sails back down the river, with Kurtz speaking, discoursing, along the way (pp. 62–63). After looking into the horror of his heart, Kurtz dies (p. 64). Marlow gets sick (p. 65). Marlow returns to civilization and has to resist members of the Company who want to get Kurtz's private papers (p. 66–68). Marlow eventually visits the Intended, and finds in her a woman completely trusting in Kurtz's goodness, without any bearing in reality (pp. 69–72).

13. Kurtz was clearly a grave mortal danger both to the Africans and to the Russian. Why do you think they stuck around him? ➡

14. Marlow exclaims, "There had been enemies, criminals, workers—and these were rebels" (p. 54). What disgusts and distresses him that he makes this comment? Is he merely making a comment, or is he passing judgment on Kurtz and the Company? ➡

Note from John: Marlow says, "Let us hope that the man who can talk so well of love in general will find some particular reason to spare us this time" (p. 54). It has been said similarly of Vladimir Lenin, Josef Stalin, ... and far too many Christians that they (we?! "love mankind in general—it's just their neighbors they can't stand."

15. What were "the thunderbolts of that pitiful Jupiter" (p. 55), and why does Marlow call Kurtz "Jupiter"? ➡

16. Marlow and the superintendent disagree about Kurtz's dealings with the Africans. The superintendent says Kurtz "did not see the time was not ripe for vigorous action" and he says Kurtz used an "unsound method" (p. 57). How does Marlow disagree? ➡

17. What "jolly lark" and "little fun" did the pilgrims first "anticipate" and then begin (p. 62)? ➡

Marlow says that what he saw "was as though a veil had been rent" (p. 64). This alludes to Matthew 27:51, where the curtain of the Temple was torn in two, the Holy of Holies—God himself—no longer inaccessible to man. Here, though, the rent veil shows only sin at its most raw; a complete inversion of the beautiful union in the Bible.

18. What were Kurtz's final words, and what do you think he was referring to? ➡

Note from John: Marlow summarizes his view of life after meeting Kurtz. He says it is "that mysterious arrangement of merciless logic for a futile purpose. The most you can hope from it is some knowledge of yourself, ... a crop of inextinguishable regrets" (p. 65). Moreover, he says, Kurtz was a remarkable man because "he had something to say. He said it... He had summed up—he had judged.... His cry ... was an affirmation, a moral victory paid for by innumerable defeats, by abominable terrors, by abominable satisfactions. But it was a victory!" (p. 65). What Marlow said here is extremely close to what a group of philosophers called **Existentialists** began teaching in the late 1940s: Man is significant if and when he *makes a decision* and *acts*. It hardly matters what a man does; it is in the acting that his life becomes meaningful. Let me say it here: this is definitely *not* biblical thinking! In Scripture, it is *God* who judges a matter and determines whether it is good or evil, profitable or unprofitable, worthy of praise or worthy of condemnation. And there are standards by which those actions are judged—not capriciously.

19. By p. 66, Marlow is an angry man. What disturbs him? ➡

20. Kurtz's "Intended" says such things about him as, "It was impossible to know him and not to admire him." "[It was impossible not to] love him." "No one knew him so well as I ... I knew him best." "I knew him better than anyone on earth" (pp. 68–69). Is she lying? Insane? Speaking the truth? Deceived? ➡

21. Look back to the sketch Marlow describes on the bottom of p. 21 and the top of p. 22: "a small sketch in oils, on a panel, representing a woman, draped and blindfolded, carrying a lighted torch." Read the entire description, plus the paragraph immediately following. Who painted the picture, and who was portrayed? ➡

22. Throughout the story, Marlow goes deeper and deeper into "the heart of darkness" in Africa and comes out again. At the end of the book, he finds himself in a dark (and ever darker) room. And he is talking with a woman whose "glance was guileless, profound, confident, and trustful", whose "forehead, smooth and white, remained illumined by the inextinguishable light of belief and love", and whose faith was a "great and saving illusion that shone with an unearthly glow in the darkness, in the triumphant darkness from which I could not have defended her—from which I could not even defend myself". Finally, he reaches a place too dark for him to enter. If he could have said it in one or two sentences, what would *that* "heart of darkness" be? ➡

Summary

Questions and Comments

23. What are the two hearts of darkness in this book? ➡

24. What color is ivory, and how does that color relate to the black/white interaction in this book? ➡

25. What scenes are the most memorable for you? ➡

26. Marlow says, "When [policemen, neighbors, and public opinion] are gone you must fall back upon your own innate strength, upon your own capacity for faithfulness" (p. 45). Is he correct? (If you were left without policemen, neighbors and public opinion, would you have to act based on innate strength?) ➡

27. When you get to the end of the story, is Kurtz a believable character? ➡

28. Two world view questions to ask: What does Conrad think is the condition of man? What does he think is the hope for man? ➡

29. Now reread the first four pages, and prepare to be amazed! The themes that come up there are interwoven throughout the rest of the book. Gorgeous! Note especially the comparison to the Roman soldier, who is, apparently, conquering and not colonizing. But is there really much difference?

You may want to watch the 1979 movie *Apocalypse Now*, a *Heart of Darkness* story set in Vietnam during the war. (I watched it in high school, and remember none of it.) ■

Murder on the Orient Express

Introductory Comments

I love Agatha Christie mysteries. One summer when I was in high school, I scoured four libraries, searching for all the Agatha Christie mysteries I could find. I gave them star ranking, and *Murder on the Orient Express* was one of only three to earn all five stars.

What makes a Christie mystery so compelling is that the endings are a surprise. Completely. The character you didn't suspect, the character with the perfect alibi, is, somehow, the one who did the wrong. (When I read 17 of these in 14 days, I did—finally—start to see some overlap of plot, and guessed maybe three of them. But if I had paced my reading a bit more, I doubt I would have guessed any.) She also writes very clean mysteries—plenty of blood, but no issues with language or immorality.

Agatha Christie is the best-selling writer of all time—four billion books sold. And now one of those four billion belongs to you. I hope you enjoy it.

Part One, Chapters 1–3

Cultural Literacy

Le Santa Sophie/Santa Sophia Cathedral: main cathedral in Kiev, Ukraine, built in the 11th Century.

Balzac: French novelist.

Vocabulary Development

At the station M. Bouc was greeted with respectful **emprossement** by the brown-uniformed Wagon Lit conductor.

M. Bouc, who was already seated, **gesticulated** a greeting....

A very small and expensive black **toque** was hideously unbecoming to the yellow, toad-like face beneath it.

Poirot studied that **unprepossessing** face....

Timeline and Map Activities

📍 *Aleppo, Syria; France; Begium; Stamboul/ Constantinople (Istambul); Balkans; Germany; Baghdad; Kirkuk; Mosul; Konya; Bosphorus; London; Calais; Lausanne; Belgrade; Athens; Bucharest; Paris* (map 1)

Part One, Chapters 4–6

Timeline and Map Activities

📍 *Smyrna; Vincovci; Brod; Milan; Jugo-Slavia (Yugoslavia); Persia* (map 1)

📍 *New York* (map 2)

Part One, Chapters 7–8; Part Two, Chapter 1

Cultural Literacy

Foreshadowing: is a literary device in which the author gives hints as to what is to come.

Vocabulary Development

"Then I must have had the **cauchemar**," said Poirot philosophically.

Questions and Comments

1. In light of what you read today, how does Poirot's earlier observation, "I could not rid myself of the impression that evil had passed me very close" (Part One, Chapter 2) come to fruition? ➡

Part Two, Chapters 5–8

Cultural Literacy

Ur of the Chaldees: key city of Sumer; in the Bible, Abram left Ur to travel where God led him.

Vocabulary Development

We played **piquet** together.

"And that," his manner seemed to say, "is one for you, you interfering little **jackanapes**."

Made one quite thankful to get back to the **fug**...."

She's a **pukka sahib**.

Part Two, Chapters 9–12

Timeline and Map Activities

📍 *Chicago; Cleveland; Detroit* (map 2)

Part Three, Chapters 3–6

Questions and Comments

2. What condition does Poirot suggest in order to get a truthful answer out of a liar? ➡

Part Three, Chapters 7–9

Vocabulary Development

"This," said Dr. Constantine, "is more wildly improbably than any **roman policier** I have ever read."

Questions and Comments

3. How does Colonel Arbuthnot's comment, "trial by jury is a sound system" (Part Two, Chapter 8) foreshadow the end of this mystery? ➡

Murder on the Orient Express—Map 1

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Murder on the Orient Express—Map 2



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