

A SON'S LETTER TO HIS DEAD FATHER.

(A little story to promote a better understanding between living fathers and their sons.)

Dear Dad:

I am writing this to you, though you have been dead for thirty years. From your seat in the Place Beyond I hope you can see these lines. I feel I must say something to you, things I didn't know when I was a boy in your house, things I was too stupid to say. It's only now, after passing through the long, hard school of years; only now when my own hair is gray that I understand how you felt. I must have been a bitter trial to you. I was such a fool. I believed my own petty wisdom and I know how ridiculous it was compared to that calm, ripe, wholesome wisdom of yours. Most of all I want to confess my worst sin against you. It was the feeling that I had that you "did not understand." When I look back over it now, I know that you did understand - you understood me better than I did myself. Your wisdom flowed around mine like thy ocean around an island - and how patient you were with me! How full of long suffering and kindness and how pathetic were your efforts to get close to me to win my confidence, to be my pal.

I wouldn't let you, I couldn't - - what was it held me aloof? I don't know. But it was tragic - - that wall that rises between a boy and his father, and their frantic attempts to see through it and climb over it.

I wish you were here across the table from me, for an hour so that I could tell you how there's no wall any more; I understand you now, Dad, how I love ~~xxxxxxx~~ you and how I wish I could go back to be your boy again. I know now how you felt. Well, it won't be long Dad, till I am over and I believe you'll be the first to take me by the hand and take me up the further slope. And I'll put in the first thousand years or so making you realize that not one pang or yearning on your part was wasted. It took a good many years for this prodigal son - and all sons are in a measure prodigal - to come to himself, but I've come. I see it all now.

I know that the richest, most priceless things on earth, and the thing least understood, is that mighty love and tenderness and craving to help, which a father feels toward his boy. For I have a boy of my own.

And it is he that makes me want to go back to you and get down on my knees to you.

Up there somewhere in the Silence, hear me Dad, and believe me,

Your Son.

FORGIVENESS

Just s'pose I walked along th' street,
Just moseyin', an' we should meet
Right face t' face, an' you'd say?
Lookin' up to me in that ol' sweet way:
"Ted, know me? Let's be friends, us two."
I wonder what I'd really do
Ef we should meet.

Know you? Say, ef all th' world should be
Jest wiped away, 'cept you an' me - -
Ef all of life should change as well,
Th' ocean lose its rollin' swell,
Ef stars should fade, th' sunlight dead:
I'd know you! Quick's you'd say, "Ted!"
Ef we should meet.

I - I guess I'd come real close t' you,
An' choke out jest a word or two.
Y'see, I'd be a-tremblin' some,
Strugglin' for words that wouldn't come - -
T' tell the happiness in my heart,
Th' joy nigh bustin' my soul apart!
Ef we should meet.

An' by 'm by, ef you'd tell me,
Things weren't as fine as they ought to be;
That this here world hadn't been as good
An' kind t' you as it really should - -
G ee! I'd show you all I've got,
An' shout, "It's yours! Th' whole blame lot!"
Ef we should meet.

An' ef you'd try t'say a word
I'd hush you up! It'd be absurd
Fer you t' think o' thankin' me;
Once pards, then pards we'll always be!
Pshaw, what's bygones worth today?
That's past an' gone - - that's what I'd say
Ef we should meet!

An' maybe sometime, things'll change
An' Fate'll kind of rearrange
This scheme of life, to wipe things out,
An' take away th' grudge an' doubt -
I'm hopin' so - I'm hopin' when
Th' years pass by, that maybe then
We two'll meet!

Courtney Riley Cooper

" TO A FRIEND"

The following, we think, is one of the finest tributes to the charm and power of friendship we have ever read. We don't know who wrote it. Wish we did!

- - - - -

"I love you not only for what you are, but for what I am when I am with you.

"I love you not only for what you have made of yourself, but for what you are making of me.

"I love you for the part of me that you bring out.

"I love you for putting your hand into my heaped-up heart and passing over all the foolish and frivolous and weak things that you can't help dimly seeing there, and for drawing out into the light all the beautiful, radiant belongings that no one else had looked quite far enough to find.

"I love you for ignoring the possibilities of the fool and weakling in me, and for laying firm hold on the possibilities of the good in me.

"I love you for closing your ears to the discords in me, and for adding to the music in me by worshipful listening.

"I love you because you are helping me to make of the lumber of my life not a tavern, but a temple, and of the words of my every day not a reproach, but a song."

Show
me
folder

Leland J. Sparks.

L II A.

Jan. 28, '08.

ST English.

- I. The 12 poets bet. 1350 + 1815 are —
1. Spenser, wrote "Faerie Queene", "Shepherd of Calender".
Elizabethan School.
 2. Marlowe, "Edward II" and "Richard of Malta".
Elizabethan School.
Both belonged to Elizabethan School.
Spenser was one of the greatest of his age and
Marlowe was one of the greatest dramatists of
his age.
 3. Shakespeare, wrote "Julius Caesar", "Hamlet"
Elizabethan School, greatest poet and play-
write that ever lived.
 4. Ben Jonson, wrote - "The Devil is an Ass"
"Banquet upon an Ash" - Shakespearean School.
 5. Milton - wrote - "Comus, Lycidas"; greatest poet
of his age, and most learned.
 6. Dryden, wrote "Alexander's Feast", "Heroic Stanzas
on Death of Cromwell." Conventional School.
One of greatest poets of age.
 7. Pope - wrote - "Rape of Lock", "Dunciad." Conventional
School. great poet.
 8. Thompson - wrote "Seasons." Style was pleasing
but not a great poet.
 9. Dr. Johnson, wrote - "London", "Vanity of Human Wishes".
School?
 10. Gray - wrote - "Elegy", "The Bard" - Conventional
School. Most learned poet of age but put forth
few productions
 11. Goldsmith - "Deserted Village" "She stoops to Conquer"

Sparks
L4 Eng.

BURTON
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I cont.

B. Couper - Hymns, "John Gilpin";

II. Gray and Pope. - Pope was a typical satirist, and had no sympathy with nature. He wrote to please the court; his poetry was cold; but he was a wit; Ex - from "Rape of Lock"

"All aid in parties and begin the attack,

Silks ruffle and stout whale-bones crack."

Gray can't be called a typical nature poet but he did have love for nature; all through Elegy, for instance - a stanza that is left out of the Elegy -

There scattered oft the earliest of the year

By hands unseen are showers of violets found,

The red-heart loves to build and ^{nest} ~~make~~ ^{nest} there

And little foot-steps lightly ^{spring} ~~step~~ ^{spring} the ground.

His style was pleasing and smooth (Pope at times) was

finer.

Character
generally

(old)

III Summary of Plot of Comus was to have Comus capture the Sister; Comus was the evil spirit and the Sister was the good spirit; an evil spirit will try to overcome the good spirit, but if the evil spirit is himself overcome the virtue in the good one is Chastity.

Plot in Rape of Lock was to ridicule Belinda for making such a fuss over such a small matter as the loss of her curl, and to ridicule all

Sparks

L 4 Eng.

III cont.

quandaries that arise from trivial matters.

IV. The Sonnet was first introduced by Wyatt from Italy. Used by Spenser, Shakespeare, Dryden, Wordsworth, Byron etc. Not used after death of Milton but revived at end of 18th century.

It consists of two parts - octave rhyming -
ab ba, ~~ab~~ ba, also a sestet rhyming -
cde cde, or cd, cd, cd.

not finished.

not necessary

Please
Complete

LOWELL HIGH SCHOOL
NOTE-BOOK

Property of Leland J. Sparks,
English,
No. 32 Subject ~~History~~

MANUFACTURED FOR THE TRADE BY THE MYSELL-ROLLINS CO.

For High School Work.

Department of History Work of H. I. C. Class _____
 NAME Leland J. Sparks COURSE _____
 Term beginning _____, and ending _____, 190 _____

PAPER No.	DATE 190.....	TITLE	NOTE-BOOK PAGE
1.		Topical Outline: Wolfson - Chap XVIII	1.
2.		Special Report: The Etuscan Civilization	4.
3.		Tabular Review: Roman Gov. after 476 B.C. Sen & Cons.	6.
B		" " " " 257 B.C. Magistrates.	7.
4.		Topical Outline: Roman Conquest of Italy.	8.
5A		Map - Roman Territory from 396 - 272 B.C.	12.
B		Territory conquered by 1st Punic War.	"
C		" " after 1st Punic War.	"
D		Correction of above map.	13.
6.		Abstract - Roman Arms and Armor.	14.
7.		Notes from Reports given in class.	16.
8.		Abstract: The Punic Wars.	18.
9.		Tabular Review - Roman Territorial Expansion ^{264-133 B.C.}	22.
9.		Map - Roman Territorial Expansion 264-133 B.C.	23.
10.		Abstract - Roman Conquest of the East	24.

Burke's Conciliation Speech.

Bristol

Macaulay's Speech on the Reform Bill.

Webster's Reply to Hayne.

Syllogisms.

Reputation.

Examples of Induction.

Historical Outline of Eng. Poetry.

Types of Poetry.

Byron & Shelley - Their Influence on Each Other.

Keats - Devices of Description.

"Narrative Methods in 'Greg St. Agnes'"

All Low 4 Work to end of October.

Leland J. Sparks
H4A English.

Burke's Conciliation Speech. Brief.

OK

Exordium.

I. My plan for the restoration of order in America is a feasible one.

A. The question of American affairs is an important one.

1. It has been before the house before (and)
2. To now brought before us again.

B. A definite form of government in the Colonies is essential.

1. The people will not submit to our parliamentary forms.

a. I got my information about this from the chairman of the committee of American affairs of 1776.

Transition.

I. My plan of is one of peace. (and)

A. To formed to meet the demands of the people.

1. This principle is all that is necessary.

B. The idea of conciliation is admissible.

1. The House admitted this before America submitted.

a. The House admitted that the objections of America to taxation were not unpounded. groundless.

2. We should originate the plan of conciliation by concession.

a. Acknowledged force is not impaired

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Burke's Council Speech (Cont.)

- by unwillingness to exert itself.
- b. The mother country can offer peace with safety.
 - 1. Such an offer would be attributed to magnanimity.

Discussion. —

I. We should concede to the Colonies.

A. Conditions there demand a change in Parliamentary attitudes.

1. Population demands attention.
 - a. It is great now. (and)
 - b. So rapidly increasing.
2. Commerce demands attention.
 - a. Its volume is greatly increasing.
 - 1. as shown by statistics from 1704-1772.
 - 2. Pennsylvania's exports in 1772 equaled those of entire Colonies in 1704.
3. Agriculture demands attention.
 - a. Volume of annual export of grain is great and increasing.
 - b. For some time the Old World has exported from the exports of the New instead of vice-versa.
4. Fisheries demand attention.
 - a. They cover the entire globe.
5. We should not use force in dealing with the Colonies. (because)
 - a. Force is only temporary.

Reputation

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Bunker's Council Speech (Cont.)

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- b. Force is not certain.
 - 1. If conciliation and force fail ~~nothing~~ no other plan remains.
- c. You impair the object by your endeavors to prove it.
- d. Experience does not warrant force as an instrument of government in the Colonies.
- 6. The character and temperament of the people tends toward liberty.
 - a. The descent of the colonists is an originator of liberty.
 - 1. England loves liberty.
 - 2. The colonists are descendants of the English.
 - b. Their forms of government strengthen liberty.
 - c. 1. Their government is popular.
 - 2. The religion in the colonies of the north strengthens liberty.
 - 1. They are Protestants.
 - 2. This religion is based on liberty.
 - d. The people in the southern colonies love liberty.
 - 1. Those who are slaves are jealous of their freedom.
 - a. Freedom is their right.
 - b. Former events prove this.
 - 2. Their education tends toward liberty.
 - 1. Law is widely studied.
 - 2. Knowledge of law makes them resourceful.

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Burke's Concl. Speech (Cont.)

f. Remoteness of Colonists from America causes disobedient spirit of liberty.
 1. Spain and Turkey had same trouble with dependents.

- B. The two alternatives are impatientable.
1. It would be unwise to try to change spirit of Colonists by removing causes.
 - a. Growth of population cannot be checked.
 1. They would still occupy if grants were stopped.
 - b. To stop their Commerce would be unwise.
 1. To be obedient they would be unwise.
 - c. We cannot change their character and Temper.
 1. We cannot alter their history.
 - d. We cannot change their religion or education.
 - e. We cannot change the aristocracy of the South.
 1. It would be dangerous to free the slaves.
 2. We cannot change their spirit by prosecuting as criminal (because)
 - a. There is no method of indicting a whole people.

- II. We should concede according to my plan.
- A. The Concession should be to let the Colonists into an interest in our Constitution.
1. The objections for abolishing taxation are not strong.
 - a. The Colonists will not demand more if taxation is removed.
 1. Their objections are suppositions.
 - b. The Colonists will not attack trade laws

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Burke's Council Speech (Cont.)

if taxes are removed.

1. Trade laws do not affect the Colonists.
 - (a) Restraints on trade are useless.
 - (b) They are of no advantage to us and do not burden those on whom they are imposed.
- c. The quarrel with America was not a cloak to cover attack on trade laws.
 1. Taxation was not the origin of the quarrel.
 2. The quarrel has not brought many disputes over trade laws.
 3. Commercial disputes did not necessitate disputes over taxation.
 4. It is preposterous to punish people on our own conjectures.

B. Previous examples prove that this plan is a good one.

1. Ireland is a good example.
 - a. England's Constitution, rather arms conquered Ireland.
 - b. Wales was a second example.
 1. Peace and obedience were not obtained till a complete representation was given Wales.
 - c. The County Palatine of Chester is a third example.
 1. It showed that freedom and not servitude was the remedy for quarrel.
 2. Parliament heeded Chester's petition.
 - d. The County Palatine of Durham is a fourth example.
 1. This example of Chester was followed in regard to Durham.

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Bunker's Council Speech (Cont.)

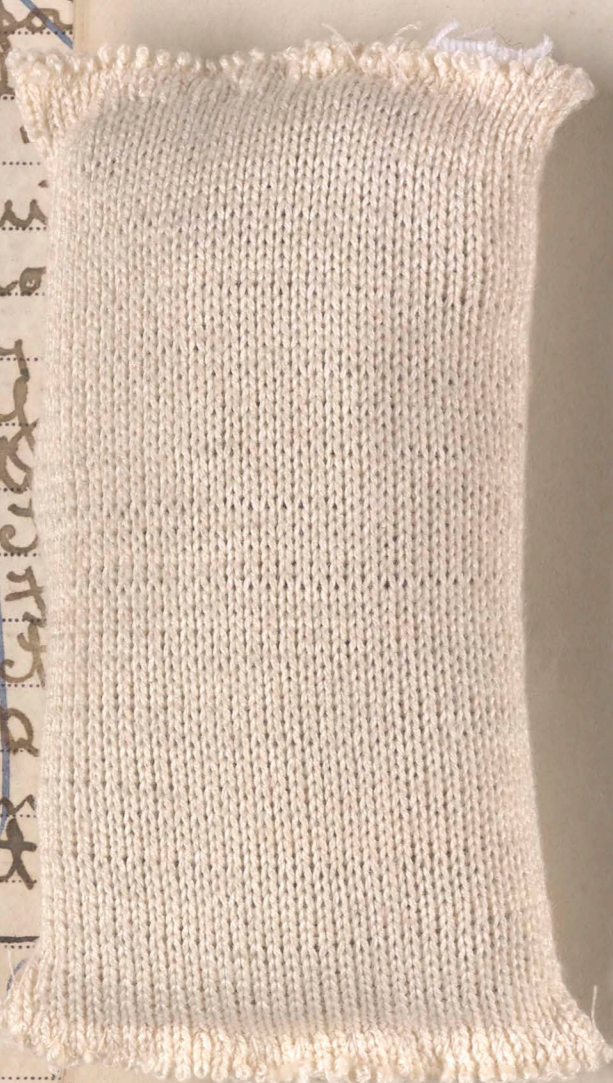
- C. Several resolutions comprise my plan.
1. I mean to justify of taxation by grant and not by imposition.
 - a. The opinion is that trouble started over taxation.
 - b. The Colonists objected to "taxation without representation".
 1. Several acts have been changed because the Colonists ~~had~~ were given.
 - c. Trade laws do not bring in money.
 2. I mean to mark the legal competency of the Assembly for support of their government in peace and for public aid in time of war.
 - a. Their acts of Supply prove competency.
 1. Constant ~~state~~ practice of granting is an aid to his Majesty.
 3. I mean to acknowledge that this legal competency has been beneficial.
 - a. They granted what was required of them from his Majesty's Secretary of State for public aids.
 - b. Parliament acknowledged it before.
 1. Parliament reimbursed the Colonies (a.) They had given more than they could afford.
 2. Parliament rewarded the Colonies for the maintenance of troops.
 4. I mean to show that experience has shown the benefits of their grants.
 - a. The grants ~~are~~ have been of more benefit

For His

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Bunker's Council Speech Cont.

than the impositions of Parliament.

1. Statements in journals have this.
5. I mean to show how futile Parliamentary taxation is as a means of supply.
 - a. Journals have that trade laws are useless.
6. I mean to try to affect many acts.
 - a. I wish to repeal an act granting duties in Colonies on exports and preventing the carrying of goods in Colonies.
 - b. I wish to repeal the Boston Port Bills.
 1. It was not passed with established principle.
 - c. I wish to restore the charter to Massachusetts.
 - d. I wish to repeal an act for bringing persons accused of murder to England for trial.
 1. It has calculated the duration of our quarrel with the Colonies.
7. I wish to provide for the Colonies a fair and unbiased judiciary.
8. I wish to regulate the Courts of Admiralty.
 - a. In order to make them more commodious to those who sue.
 - b. The complaint of Congress of being robbed of justice is justified.

- IV. B. I can remove all objections.
 1. The objections to the use of a preamble to the Charter Act is without foundation.
 - a. It did not prove too much.

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Burke's Conil Speech (Cont.)

1. The words were those of Parliament and not mine.
 2. Chatham and Grenville favored it.
 - b. The grievance of taxation without representation makes no difference in taxation or legislation.
 - c. The Colonists will not offer any statements in the preamble to all parts of legislation.
 2. The Colonists have made no inhuman demands in regard to taxation.
 - a. The demands were natural and proper.
 1. all governments are founded on compromise and barter.
3. America will not have no interest contrary to the glory of England when the oppression is removed.
 - a. They will respect the acts of legislature.
 - b. There is no need of apprehension about the discontents joined by putting a people at their ease.
4. It would destroy the Unity of England to allow the grant to assemblies.
 - a. Ireland did not destroy unity.
 1. Every thing was disposed of with harmony.
 - b. Ireland and America are in the same position.
 - c. My plan is better than Lord North's.
 1. North's plan of raising money by auction is a project.

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Bunker's Council Speech (Cont)

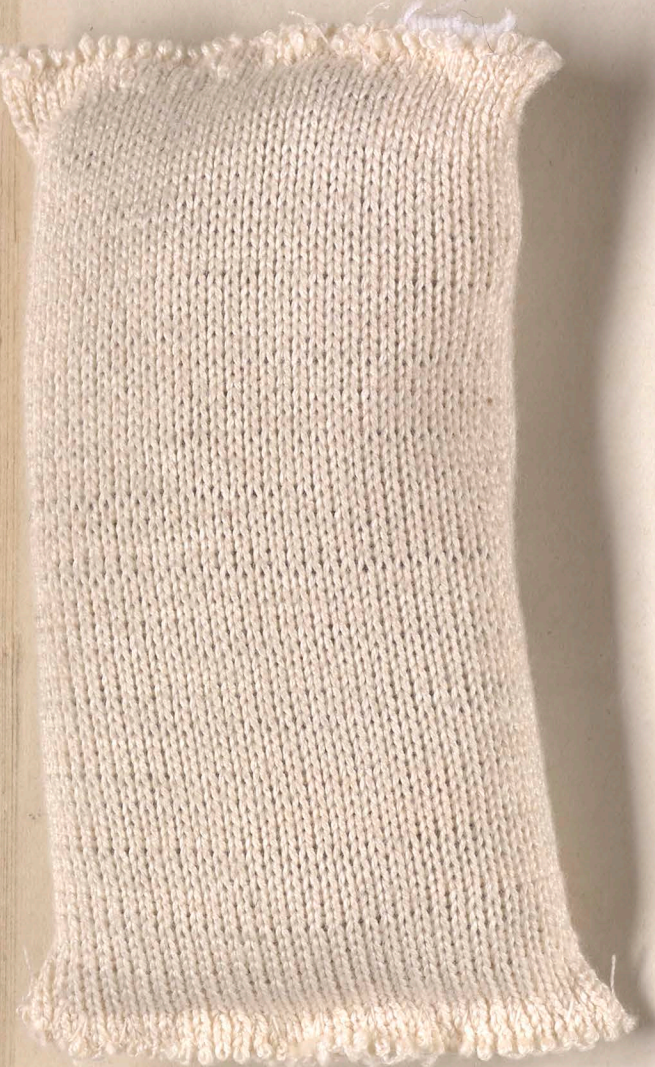
- a. It is not grounded on former instances.
 - b. It is neither a Colony grant or taxation by Parliament.
 - c. Trial of new experiments is dangerous.
2. It will prove fatal to us.
 - a. It is only a scheme of taxation in the ante-chamber of Lord North and his successors.
 - b. It is chimerical to settle the real proportional payment of each Colony.
 - c. Parliament cannot consider the grievances of each Colony about the proportion.
3. It does not satisfy the complaints of the Colonists.
 - a. It gives grievance instead of remedy.
 - b. Parliament will not allow the Colonies to choose their own taxation.
4. This plan will cause great difficulties.
 - a. The time of Parliament sitting is not certain.
 - b. The matter will be one of delay. delay.
 1. The obedient Colonies will be unjustly taxed while others will not be taxed at all.
 - a. It would be unwise to fix a permanent contingency.
 1. There would be no remedy.
 - b. It would be unwise to change every emergency.
 1. There would be a new quarrel at every + reparation.
 2. The payment of the tax is not certain.
 1. Either restraining laws, or war is necessary to external payment.

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Burke's Council Speech (Cont)

f. Instead of standing revenue there would be standing quarrell.

1. North's statement proves this.

2. It is not a scheme of peace, but of division.

3. This proves that my plan is the better.

a. Mine is simple, but North's is complex.

b. Mine is universal; his refers only to the colonies.

4. His plan would gain no revenue.

a. The Colonies would refuse to pay.

b. Even India can't pay revenue.

Peroration.

V. I move that the American Colonies be given representation.

1. My trust in the Colonies is in their interest in the British Constitution.

1. England is united by blood to the Colonies.

2. It is not the form of government that makes it great.

a. It is the spirit of the English Constitution.

3. The same spirit of England is what gets the payment of taxes.

4. Magnanimity in politics is not seldom the truest wisdom.

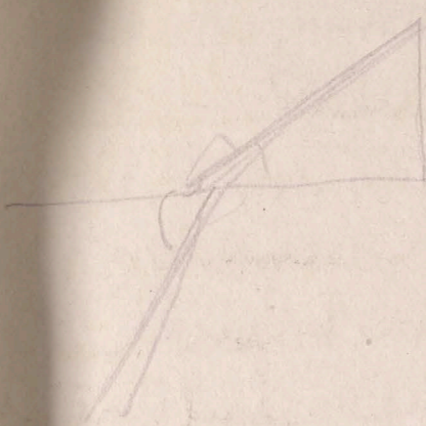
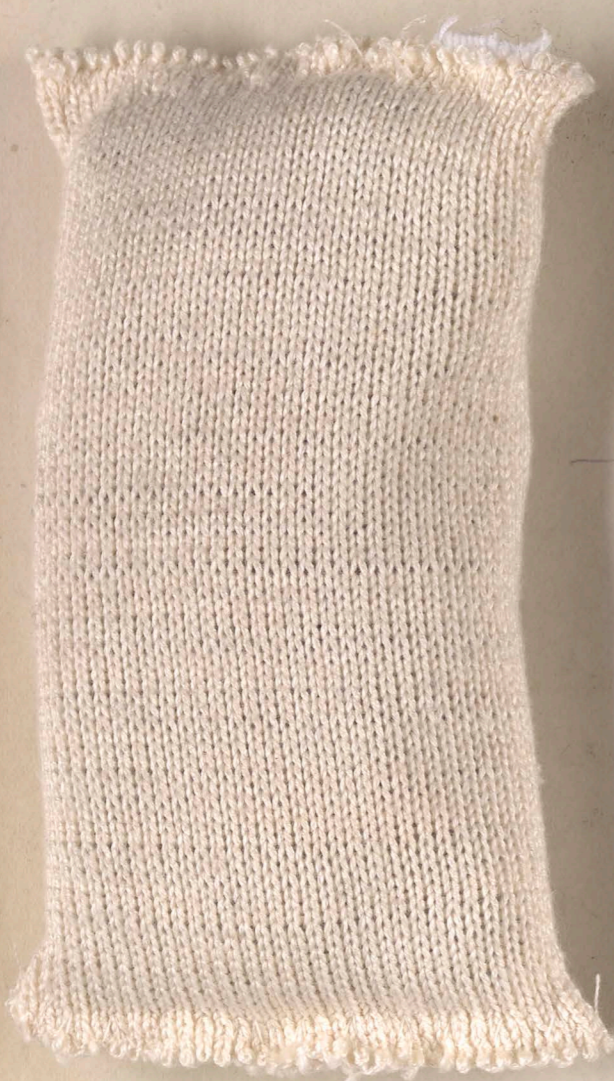
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9.	Map - Romo
10.	Abstract-



$$\cos x + 2 \cos 3x + \cos 6x$$

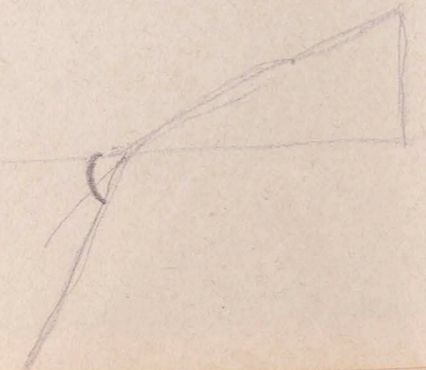
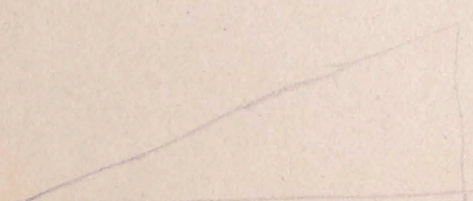
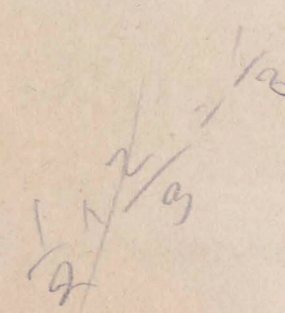
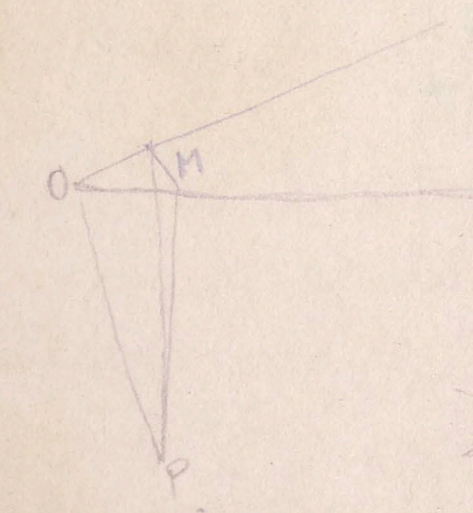
3. Deriv. form. for
($\sin x - B$) when $x = \frac{\pi}{2}$

II. Show val. $\cos(270 - \theta)$ & $\sin(270 - \theta)$

III. Reduce $\tan^2 \theta$ & $\tan^2 \theta - 1$
 $\frac{\sin^2 \theta - \cos^2 \theta}{\cos^2 \theta \cdot \cos^2 \theta}$

IV. Simp. $\cos x + 2 \cos 3x + \cos 6x$

V. Simp. $\cos 3\theta$



Seland J. Sparks.
H4A English.

Bunke's Bristol Speech. Brief.

Exord

- I. I have come to address this assembly.
- A. I wish to show you why I should be re-elected to my seat in Parliament.
1. I have served this city honorably.
 - a. I have proceeded straight forward.
 - b. I have acted the part openly.

Transition

- II. We should not be fearful with a public servant.
- A. It is impossible to please every one.
1. If a man is servile to the people he will be incurable.
 - a. If he is narrow minded he will degrade our representation.
 - b. The people of Bristol make four charges against me.
 1. Neglect of attention to constituents and in frequent visits to Bristol.
 2. My conduct in the first Irish Trade Act is questioned.
 3. My procedure on Lord Beauchamp's Bill is questioned.
 4. My notes on the Roman Catholic affairs are a full explanation.

Discussion.

- III. I will defend my self against these charges.
- A. I did not neglect my constituents.
1. I live one hundred miles from Bristol.

For His

Department of History
NAME Leland J. Sparks

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Bunke's Con

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Macaulay's

Webster's

Syllabi

Reputat

Examples

Historical

Types of P

Byron & S

Keats - D

" " Anat

Sparks.
H4A Eng.

Bunke's Bristol Speech. (Cont.)

2. A visit to Bristol would have done me
me no good.

a. I need rest of ter long sessions in
Parliament.

3. I canvassed for you in the House of
Commons.

a. I did not do it through your persons but
through your affairs.

4. I could buy my mind to come to see you.
a. We would not agree on American
affairs.

1. I was for peace, you for war.

b. I did not want to triumph over you.

B. In the affairs with Ireland I acted for the
good of the nation.

1. Ireland is my birth place, there-
fore I love it.

2. I wished to unite the remainder of
the empire.

3. The former concession and history of
French caused the trouble in Ireland.

a. They wanted freedom of trade.

b. Humiliation taught us wisdom.

c. I saw that trouble would come.

4. I acted as my duty called

a. It was my duty to read the future
of Ireland - from the American war.

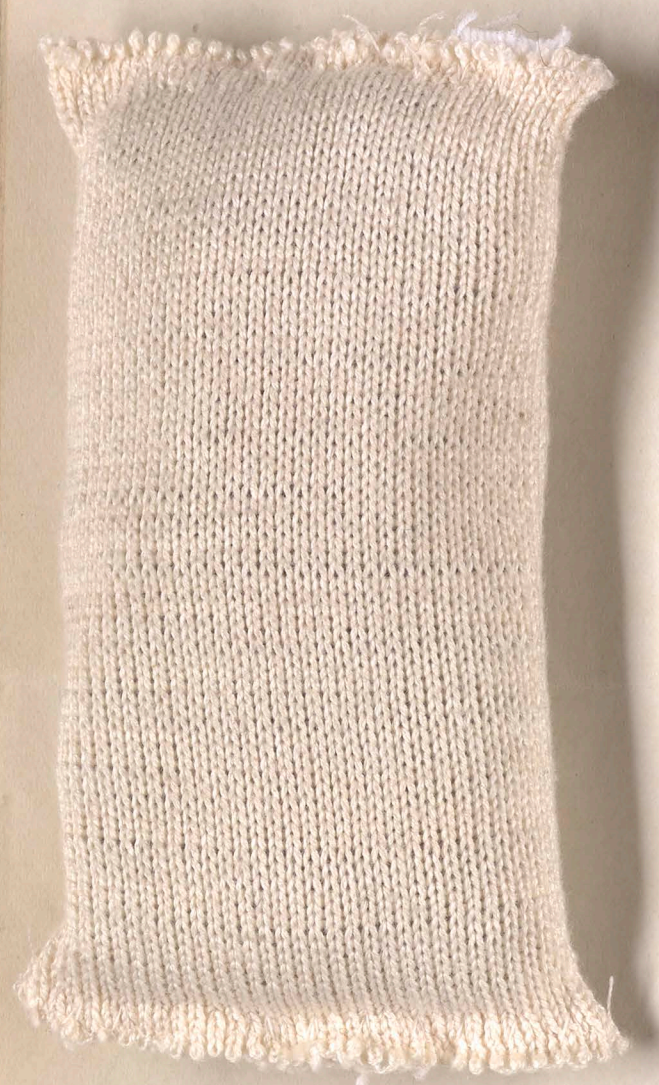
5. I judged that a worthy representation of
you would be a person of stability.

For High

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Burke's Cont
B.
Macaulay's
Webster's
Syllabus
Reputation
Examples
Historical
Types of P
Byron & S
Keats - P
" Hamlet

Sparks. H4A Eng.

Burke's Hist. Sp. (cont.)

- Reputation
1. They comprise our best manufactures.
 6. The act benefited Protestants in other countries.
 - a. England soon tolerated Catholics.
 7. We escaped infamy by not repealing the act.
 - a. It bound Catholics to allegiance to this country.
 - b. If we had repealed this act we would have broken a promise.
 8. Objections to our act are not correct.
 - a. Parliament was not hasty.
 - b. Catholics are not enemies to liberty and to our Constitution.
 - c. They are not persecuted for religion.
 9. The late spirit was grossly misrepresented.
 - a. There were two years of tranquility.
 - b. Ireland copied the act.

Reveration

IV. I hope I shall again represent Bristol in Parliament.

1. The charges are in my favor.
 1. I am not accused of neglect of duty.
 2. Charges are all of one kind.
 - a. That I have pushed the principles of general justice too far.

Reput.

p 134
138 ad

For High

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Term beginning

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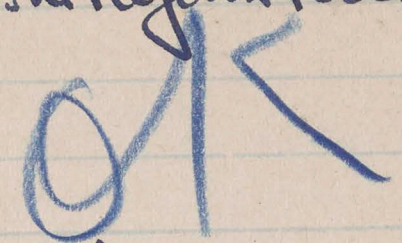
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" Anna

Seland J. Sparks.
H 44.
Eng.

Macaulay's Speech on The Reform Bill.
Brief.



Exordium.

- I. Fortunate circumstances surround this Bill.
 - a. All who are in favor of reform are in favor of this Bill.
 - B. No true reformers have any other plan.

Transition.

- I. The principles of this Bill are noble.
 - A. Public liberty will be brought about by it.
 - B. It will establish peace.

Discussion.

- I. ^{do not} Splend for universal representation. (for)
 - A. The change is too violent.
 - B. The laboring class would not act wisely.
 - C. The right of suffrage should not depend on a small qualification.
- II. A change is necessary (because)
 - A. If suffrage were granted many people who now oppose the government would uphold it.
 - B. The wealthy and populous parts of the country should be represented (for)
 - 1. The great city of New London is not.
 - 2. Manchester, Birmingham Leeds and Sheffield are not represented.

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 " Name

Refut. - much omitted ^{Sparks. Eng.}
 Macaulay's Sp. (Cont.)

3. Edinburgh and Glasgow have much representation.

III. Former methods do not suit conditions for a Population in different parts of the country has greatly changed.

a. The case of Aldborough shows this.
 1. considered large when given representation but small now.

IV. Time necessitates change for a
 a. Even the honorable laureat has changed his views.

1. At first he opposed repeal of Test and Corporation Acts, now at later supported it.

2. at first opposed removal of Catholic disabilities later repealed them.

3. They see we are in danger of great peril if we do not establish Parliamentary Reform.

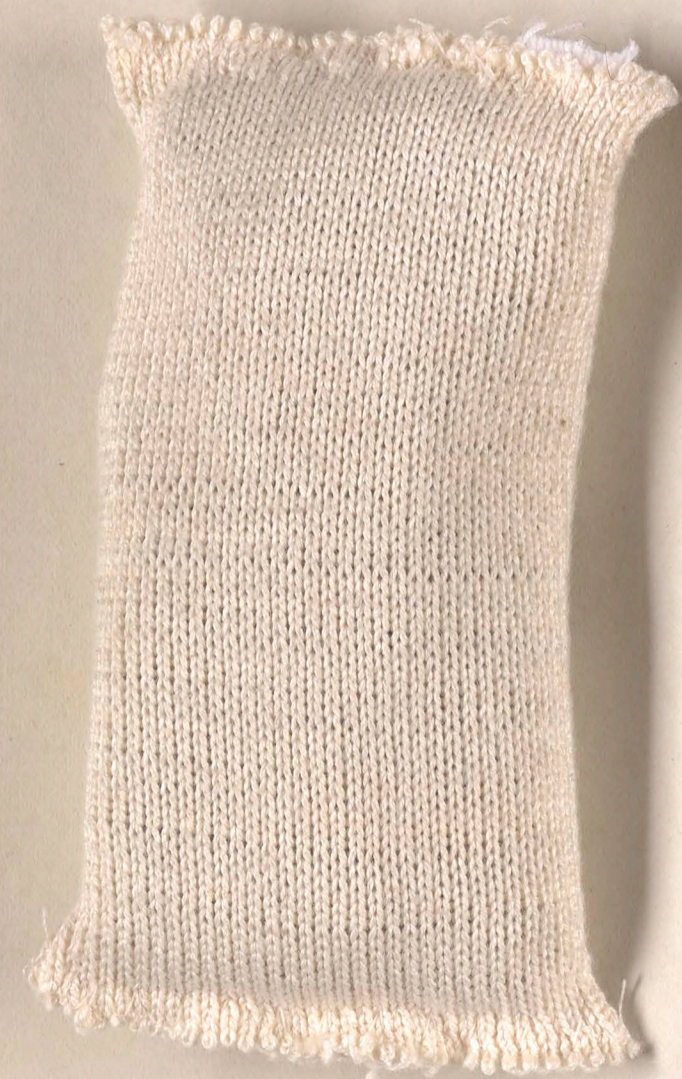
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		" Hamlet



Leland J. Sparks
H 4A
Eng.

Webster's Reply to Hayne.
Brief.

Exordium.

- I. We should follow the prudence of the manner (for)
 - A. We should find out where we are.
 - B. We should hear thoroughly again the resolution which has caused this debate.

Transition

- I. (Secretary reads resolution on Public Lands.)

Discussion.

- I. The personal charges of the gentleman against me are uncalled for (for)
 - A. I did not reply to his speech, through any personal feeling.
 - 1. If his speech were left unanswered it would have an injurious effect.
 - B. I made no attack on Southern institutions.
 - 1. It is the general opinion that the Ordinance of 1787 was a wise measure.
 - 2. The national ideas on slavery were fixed by Congress in its first session.
 - a. It declared that it (Congress) had no power to interfere in treatment of slaves.
 - C. My stand has been constant on the question of internal improvement.
 - 1. My votes were on measures that were for the benefit of the whole country.

For High

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Burke's Crit
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Seland J. Sparks.
144.

Webster's Reply to Hayne.

2. I consider the country a union, not individual states.

II. The gentleman's attack on New-England has no grounds.
A. New-England favored internal improvements before 1825 (for)

1. Her representatives voted for acts of 1820 & 1821.
2. South Carolina took the lead and through my efforts New-England followed. (for)
 - a. History of tariff in 1816 proves it.
 - b. Debates on tariff in 1817 and 1828 are further proofs.

Counter charge

B. The South has been inconsistent (for)

1. In 1827 the gentleman and the Vice President opposed measures that would give Congress no power in internal improvements.
2. They introduced a bill for money for national improvements.

III. The gentleman does not understand my ideas on the national debt (because)

- A. I believe it should be reduced.
- B. I think the debt strengthens the Union (for)
 1. It is an objection to disunion.

IV. He does not understand my argument on consolidation.

- A. I did not argue for the enlargement of the powers of the government (for)
 1. I do not wish to enlarge but to preserve.

V. His contention that New-England is as disloyal as the South is weak (for)

A. The press writings which he reads are

For High

Department of History
NAME Deland J. Sparks

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Burke's Crit
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Better to state by a positive math theory
Webster's Reply to Hayne. Sparks. 144 A.

not typical of northern sentiment.
B. The Hartford Convention does not aid in his endeavor to prove his statement (for)
1. If it intended to dissolve the union it was at fault.

II. I do not wish to tear down the glory of the South (for).
A. Her patriots are ours - they belong to the Union.

III. The gentleman's theory is ~~is~~ wrong (for)
A. a state has not the power to decide on the law.

B. The government is the agent of the people.
C. The Constitution states just in what degree the states are sovereign

Webster's National
copy. ←

~~D. The U.S. constitution is supreme.~~
IV. New England's doctrine is not like that of South Carolina. (for)
A. They did not nullify the embargo act.
B. When ever she deems a law unconstitutional she passes it up to the Supreme Court to decide.
C. She accepts the decision even though it is against her.

IX. The Supreme Court is the one and only power that can nullify an unconstitutional law.

X. South Carolina's plan for nullification would cause rebellion. (because)
A. neither side would submit.

XI. All evils that arise can be rectified (for).
A. The Constitution can be amended.
B. There are methods of removal, by frequent

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Sparks.
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Webster's Reply to Hayne.

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Peroration.

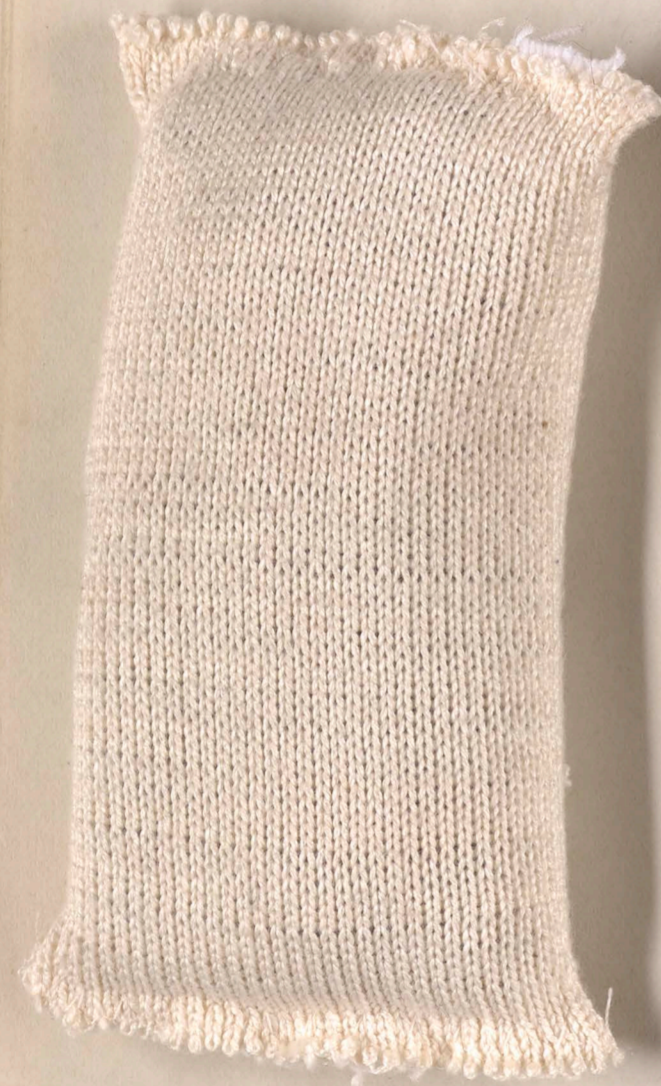
- I. Stand for Liberty and Union one and inseparable (or)
- A. We owe our liberty at home to the Union.
 - B. We owe our dignity abroad to the Union.
 - C. If the Union is preserved our future is mighty.
 - D. If it is not preserved I have a grave fear for our future.

For High

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Leland J. Sparks.
H 4A.
Eng.

Syllogisms.

Original.

1. Major Premise - All professors have a degree.
2. Minor " " Mr. Gayley is a professor.
3. Conclusion - Therefore Mr. Gayley has a degree.

1. Major Premise - All rats have the plague.
2. Minor " " The animal killed at Lowell was a rat.
3. Conclusion - Therefore that rat had the plague.

1. Major Premise. All admirals are brave.
2. Minor " " " Fighting Bob " Evans is an admiral.
3. Conclusion - Therefore " Fighting Bob " Evans is brave.

From Burke's Conciliation Speech.

The restoration of order in America is a feasible plan.
My plan is the restoration of order in America.
Therefore my plan is a feasible one.

England and English people love freedom.
Americans are descendants of the English.
Therefore Americans love freedom.

From Burke's Bristol Speech.

We should not be peevish with a public servant
I am a public servant.
Therefore you should not be peevish with me.

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Bunker's Car
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Leland J. Sparks.
#44 Eng

Refutation.

OK

Dilemma.

On a certain Thursday afternoon a certain person had to take an examination for recommendations in Solid Geometry. That same afternoon there was an important meeting of the Board of Directors at which this person had to preside, to grant the track-team money for a trip. There were only nine members present beside the chairman. It takes nine to make a quorum. If this person left the chair the ~~vice~~ vice-president would have to take it. Then there would not be a quorum and no money could be granted and the track-team couldn't take its trip. If this person stayed at the meeting he would miss the examination and not get his recommendations. He was therefore in a dilemma.

Reductio ad absurdum.

Enthusiastic San Franciscans say there is not a foot of building space left. San Francisco is building very rapidly but how about that district between Richmond and the beach?

Counter charge of inconsistency.

I am charged with once voting against this measure but now upholding it. My opponent before upheld it but now he is voting against it.

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Seland J. Sparks

Reputation (cont.)

Residues or Elimination.

This metal must be silver copper or gold
 It is not silver because it is not malleable, it
 is not copper because strong acids effect it, it
 is gold because strong acids do not effect it
 and it is malleable.

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Sparks.
Aug.

Induction (cont.)

From Bristol Sp.

In Holland the Catholics have peace.
 a Protestant holds a high office in Austrian
 Netherlands.
 The just minister of finance in France is a
 Protestant.
 Toleration and peace exists in the greater
 part of the country.

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Leland J. Sparks.
L II a.

Historical Outline of English Poetry.

A

I. Anonymous.

- a. -
- b. "Beowulf"
- c. Story handed down, description of mode of life in peace and war. Scene laid in England.
- d. "Let us have fame or death."

II. Caedmon (-680).

- a. Dependent, afterward monk.
- b. Paraphrase of creation.
- c. Had a vision and was inspired by it.
- d. Baeda, great prose writer.

III. Elfhelm (656-709).

"Riddles" - one of popular songs in 12th century.

IV. Cynewulf (720-793)

- a. Wandering singer, trouble caused him to write religious poetry.
- b. "Riddles," "Christ," "Elene."
- c. Sympathy with nature, nature poet, inspired by hope and peace, vivid.
- d)

V. Layamon (about 1205.)

- b) "Brut."
- c. Short lines, frequent metaphors. (Middle English.)

VI. Gower (1330-1408).

- a. Courtier
- b. "Confessio Amantis" about 1393.
- "Tripartite Chronicle," "Balads."

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Burke's C
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Sparks
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Eng (cont).

- c. Smooth verse, satirist, ranked as high as Chaucer in his day.
- d. Mandeville, Wycliff, Chaucer, Langland.
- III William Langland (1332-1400).
 - b. Version of Piers Plowman.
 - c. Brings together typical characters; represents sorrow and griefs of peasantry.
 - d. Chaucer, Wycliff, Gower, Richard II, Mandeville.
- IV Geoffrey Chaucer 1340-1400.
 - a. 1. Page at court.
 - 2. Service in army in France.
 - 3. Valet of King's chamber.
 - 4. Diplomatic Mission to Italy.
 - 5. Member of Parliament.
 - 6. Reduced to poverty by change in politics.
 - 7. Buried in Westminster Abbey.
 - b. "Canterbury Tales."
 - "Legend of Good Women."
 - "House of Fame."
 - "Troilus & Criseyde"
 - "Parliament of Fowles"
 - c. Very witty, humorous; knowledge of human nature; in sympathy with nature.
"A [duty] Sheep and a Clean Sheep."
 - d) Pre-Elizabethan.
- I. Lydgate, (1370-1451).
 - a. Troy Book, Falls of Princes, Story of Thebes.
 - b. Gay and great lover of nature.

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Spauls. LII

Eng (Cont.)

- c. Studied in Oxford + Cambridge.
- d. Became monk in 1389.

~~II. Poets~~

II. Hoccleve. 1370-?

- a. Portrait of Chaucer.
- b. Government of Princes.
- c. Chaucer, Coxtor, Sudgeat Henry V.
- d. Religious, had resigies.

III. Wyatt. (1503-1542.)

- a. Travels in Italy on missions of State.
- b. Sonnets and blank verse.
- c. Surrey, a contemporary, Henry VIII.

Elizabethans

IV. Surrey (1516-1547)

- a. Studied in Italy, got good education; beheaded.
- b. Translation of Jall + 4th books of Thiad.
- c. Janafre, lyric poetry; one of founders of blank-verse. Sonnet writer.
- d. Wyatt, Henry VIII.

B. Elizabethan Era. 1547-1674.

I Thomas Sackville (1536-1608.)

- a. Educated at Oxford, Counsellor of Elizabeth.
- b. After early manhood, affairs wrapped up in State.
- c. Comblant of Henry Duke of Buckingham.
- d. "Moria for Magistrates.
- e. Stanza structure of Trodgeduis in verse.
- f. Sidney + Spencers.

For Hig

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Spauls
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Eng. (Cont.)

III. Edmund Spenser. (1552-1599.)

- a.) Age of chivalry at Pembroke College, Cambridge, charity student.
2. Spent two years in north of England.
3. Received appointment to Lord Gray as secretary.
4. Married in 1594.
5. After returning to Ireland was made sheriff of Cork.
6. Buried in Westminster Abbey.
- b.) "Faerie Queene"; stanza structure, sweeter system, fanciful sensitive to beauty; the poet and prophet of beauty; "A bold bad man."
- c. Sidney, Sackville, Samuel Daniel, Drayton, Giles & Plinier. Witches, Joseph Hall. In prose - Sir Walter Raleigh, Francis Bacon & Richard Hooker.
- In dramatic - John Lyly, George Peele, Thomas Heyly, Robert Greene, Marlowe, Shakespeare, Ben Jonson, Beaumont, Massinger, John Webster.

IV. John Lyly (1553-1601)

- a. Euphuism.
- b. Elegant affectation
- c. Contemporaries same as Spenser.

V. George Peele (1552-1598)

- a. David & Bethsabe, Asolom.
- b. Pathetic appeal, richness of language.

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Sparks
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Eng. (Cont.)

- II. Thomas Kyd. 15-?-1595)
 - a. Geronimo, "Spanish Tragedy."
 - d. Same as Spenser.
- III. Robert Greene (1560-1592).
 - a. Never too late. Quatworth of Writ.
 - b. Author of Miscellaneous subjects.
 - d. Same as Spenser.
- IV. Christopher Marlowe. (1564-1593)
 - a. Edward II, Passionate Shepherd.
 - Tambullane the Great.
 - b. Blank verse, great power + beauty of lines
 - d. Same as Spenser.
- V. William Shakespeare. (1564-1616).
 - a. Tragedies, Henry VI, Richard II, Henry VIII.
 - Historical. Hamlet, King Lear, Macbeth, Julius Caesar.
 - dictional - Merchant of Venice, Taming of Shrew. Comedy of Errors, Many others.
 - b. Greatest dramatist ever lived.
 - d. Same as Spenser; Queen Elizabeth.
- VI. Ben Jonson.
 - a. Every man in his humor.
 - Colatmis Conspiracy.
 - b. Comedy writer; faniful, power of analysis.
 - d. Same as Spenser.
- VII. Francis Beaumont.
 - a. Woman-Hater, Elder brother, Little French Lawyer. Imitator of Shakespeare.
 - d. Same as Spenser.

For Hig

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Eng. (Cont.) Sparks

7. Visited London & finally crossed to France.
 8. Relations stopped supplies so in 1792, lack of money.
 9. Placed beyond want by loan of 900 pounds from Bailey Cabert.
 10. Resolved to devote himself to poetry, while at Roudown.
 11. Left in 1797 & went to Alfoxden, Somersetshire.
 12. Work developed greatly under companionship with Coleridge.
 13. In winter 1798-1799 visited Germany.
 14. On return settled in Westmoreland, finally moving to Dove's Nest.
 15. Married cousin in 1802.
 16. Made Post Laureate in 1843.
- C. "Lyrical" Ballads; "Ode to Duty"; "Internally";
 "Ode on Immortality";
 C. Poet of new love of nature; simple & serene life; religious emotion.
 D. Coleridge, Southey, DeQuincy, DeMolay.

For High

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Eng. (Cont.)

- III. Philip Massinger - 1584-1640
 - a. Fatal Downy, New way to pay old debts.
 - b. Style + versification sweet + noble.
 - d. Same as Spenser.
- III. John Ford. - 1586-1639.
 - a. Witch of Edmonton; Brother + Sister - Lady's trial.
 - b. Tragedies.
 - d. Same as Spenser.
- IV. John Webster. (1602 - 1624).
 - a. Devil's Law-Case, Guise, White Devil.
 - b. Emotional, very fiery. d. Same as Spenser.
- V. John Milton. (1608-1674)
 - a. Early education at St. Paul's + tutors.
 - b. Entered Christ's College, Cambridge.
 - c. Home in Wotton. Best works (1632-1638).
 - d. Made journey to Italy.
 - e. Was going to Greece, when news brought him home in 1639.
 - f. Opened boys school in London.
 - g. 1643 married Mary Powell.
 - h. 1649 made Latin secretary to Council, held for 3 years.
 - i. Overworked + became blind.
 - j. Included in pardon of Charles II.
 - g' Allegro, St Penseroso, Comus, ~~Lucifer~~ Lycidas
 - Paradise Lost.
 - k. True Puritan, man of high ideals, am. letters, nature poet beloved in simple life.

For Hig

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Eng (Cont)

simple style of writing.
 Contemporaries - Dryden, John Bunyan.
 (Age of Restoration.
 I. Samuel Butler (1612-1680.)
 a. Early life spent in obscurity?
 b. Satirist.

works?
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For Hig

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Age of the Restoration.

I. Samuel Butler. (1612-1680.)

- a. Early life spent in obscurity.
- b. Satirist.
- c. Came in touch with puritans through Cromwell.
- d. Wrote *Udibras*.
- e. John Bunyan, Walton, Earl of Clarendon, Samuel Pepis.

II. Walton (1593-1683).

- a. Born in Stafford, lived in London as linen draper.
- b. *The Complete Angler*.
- c. In form of dialogues language, & thoughts pure and sweet.
- d. Same as Samuel Butler.

III. John Bunyan (1628-1688.)

- a. Born in Bedfordshire; high Baptist; put in prison where he wrote his books.
- b. *Pilgrim's Progress*.

IV. John Dryden. (1631-1700).

- a. 1. Born in Northamptonshire.
- 2. In 1657 went to London.
- 3. In 1663 married & wrote for stage.
- 4. Made Poet Laureate.
- 5. Began to write satires in 1681.
- 6. Adopted Roman Catholic faith.
- 7. Lost Laureate ship in 1689.
- 8. Buried in Westminster Abbey.
- 9. *Alexander's Feast*, "Fables" "St Cecilia Day."
- 10. *Absalom and Achitophel*, "Hero's Stanzas"

For His

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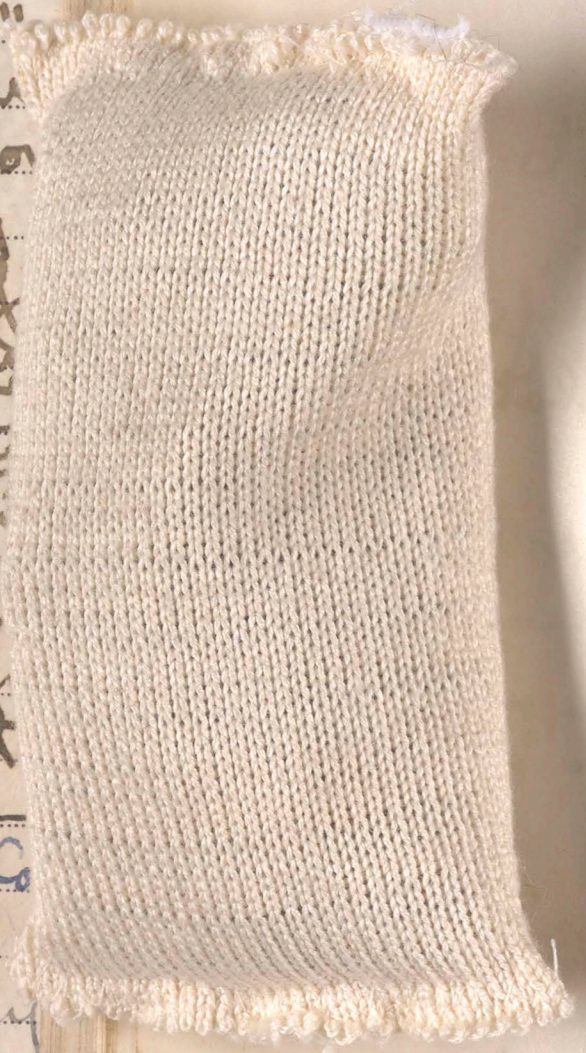
- c. Satirist, polished style, perfect versification, heroic couplet, wit, natural powers, historical and critical. Lyrical poems.
- C. The Eighteenth Century.
 - (The Classical or Conventional School.)
 - I. Alexander Pope. (1688-1744).
 - a) 1. Born in London.
 - 2. Educated 1st under Catholic priests, after 12 years of age under own guidance.
 - 3. Badly deformed & crippled for all life.
 - 4. From 1715-1720 worked on translation of Horace's Odes.
 - 5. From 1728 till death wrote series of half-philosophical, half satirical poems.
 - b. "Rape of Locks", "Pastorals", "Essay on Criticism", " Windsor Forest", "Dunciad", "Essay on Man", translation of Dryden.
 - c. Satirist, smooth & fluent versification, wit & refinement, clear.
 - d. Steele, Addison, Samuel Richardson, John Fielding.
 - II. James Thomson (1700-1748)
 - a) 1. Educated in Edinburgh.
 - 2. Studied for church.
 - 3. Held several sinecure offices.
 - b. "Seasons", "Castle of Indulgence", "Liberty", "Agamemnon", "Ode to Memory of Sir Isaac Newton."
 - d. Pope.

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Eng. Cont.

- III. Dr. Samuel Johnson. (1709-1784).
- a.) 1. Educated at Pembroke College, Oxford.
 2. Established a school at Edin, near Sidh-feld in 1736, which failed.
 3. In 1755 ~~was~~ received degree A.M. from Oxford.
 4. In 1773 took journey with Boswell.
- b. "Life of Savage", "Greece", "Rasselas", "Vanity of Human Wishes".
- c. Inclined to be didactic, strong in satire, not in sympathy with human nature.
- d. Garrick, Joshua Reynolds, Goldsmith, Burke Gray.
- Transition.
- IV. Thomas Gray.
- a.) 1. Educated at Eton, then Cambridge.
 2. Traveled on continent.
 3. Lived in country town then moved to Cambridge.
- b. "Ode to Spring", "Ode on a Distant Prospect of Eton College", "Elegy".
- c. Mind clear & searching, taste refined, knowledge of mythology, sympathy with nature.
- d. Horace Walpole, Dr. Johnson, Goldsmith.
- V. Oliver Goldsmith. (1728-1744).
- a.) 1. Educated at Trinity College.
 2. Studied to be clergyman, lawyer & doctor.
 3. Traveled on continent.
 4. Finally tried writing & was successful.

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Sparks

Eng (cont).

b. "Deserted Villages": "Enquiry into State of
 Polite Learning in Europe: "History of England."
 "History of Animated Nature." "The Traveler."
 "The Vicar of Wakefield." "She Stoops to Conquer."
 c. Easy, simple + natural. Full of humanity +
 grace of simplicity + sweetness.

J. W. Johnson, Reynolds, Burke, Burns + Swift.

VI. William Cowper (1731-1800).

a. 1. Educated at Westminster School.
 2. Entered Middle Temple.
 3. Appointed Commissioner of Bankrupts 1759.
 4. In 1765 removed to Huntingdon.
 5. Subject to melancholia.

b. "Poems": "The Task," with "Mosses," John
 Gilpin, "Epistles to Joseph Bell," ~~his~~
 Homer's Iliad + Odyssey. "Ode on the Death of
 Oliver Heyrick."

c. Reality + Directness of nature descriptions,
 sympathy with human life; gentle,
 love of animals

J. Blake, Burns.

VII. George Crabbe (1754-1832).

a. 1. Surgeon in Aldeburgh Suffolk but failed.
 2. Chaplain to Duke of Rutland.
 3. In 1789 became rector of Weston + Allington.

b. "The Library," "The Village," "The Newspaper," "The
 Parish Register," "Sales of the Hall."

c. Brought realism of early part of century to
 to painting of home life often repulsive life
 of country poor.

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Sparks

Eng (Cont).

1. Burke, Dr. Johnson, Goldsmith.
- III. Robert Burns. (1759-1796).
 - a. 1) Little education, but great reader.
 2. After publication of "Poems" became "lion" and remained in Edinburgh.
 3. In 1789 became excise man which ended disastrously.
 - b. "Cotter's Saturday Night", "Poems" chiefly in Scottish Dialect, "Tam O' Shanter", "To a Mountain Daisy", "To a Mouse", "Scots, Wha Hae the Wallace Bleed".
 - c. Greatest poet of Scotland. true nature poet; notes of fowls, fields & animals.
 - d. Cooper, Crabbe.

- The Romantic School.
- I. William Wordsworth. (1770-1850.).
 - a) 1. Born at Cocker, Cumberland
 2. Inherited from parents that sympathy with country, + with simple incidents of country life which is principal element of country verse.
 3. Serenity of and grandeur of early surroundings entered deep into life.
 4. In daily companionship with nature he felt at first an unreasoning rapture, which later turned into love.
 5. More regular education obtained at Hawkshead School, Lancashire and at Cambridge.
 6. Graduated in 1791.

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Leland J. Spauld

Eng (Cont.)

- II. Sir Walter Scott. (1771-1832.)
- a. Son of Edinburgh lawyer. Same from infancy, but of cheerful disposition.
 - b. Married in 1797. Ten children.
 - c. Asked to become Poet Laureate.
 - d. Latter part of life gave up poetry + wrote prose, because "Byron's Doom" as a poet.
 - e. Made baronet in 1820. In 1825 went bankrupt + spent last years of life working it off.
 - f. "Lady of Lake", "Marmion", "Waverley Novels", "Travels".
 - g. Southey, Byron, Coleridge, Wordsworth, Shelley, Keats.

- III. Robert Southey. (1774-1843.)
- a. Spent early child-hood at Bath. Entered Oxford in 1792.
 - b. Married at Bristol in 1795.
 - c. Poet Laureate in 1813.
 - d. Wife died in 1837. Married again in 1839. Mind gave way soon after + died in 1843.

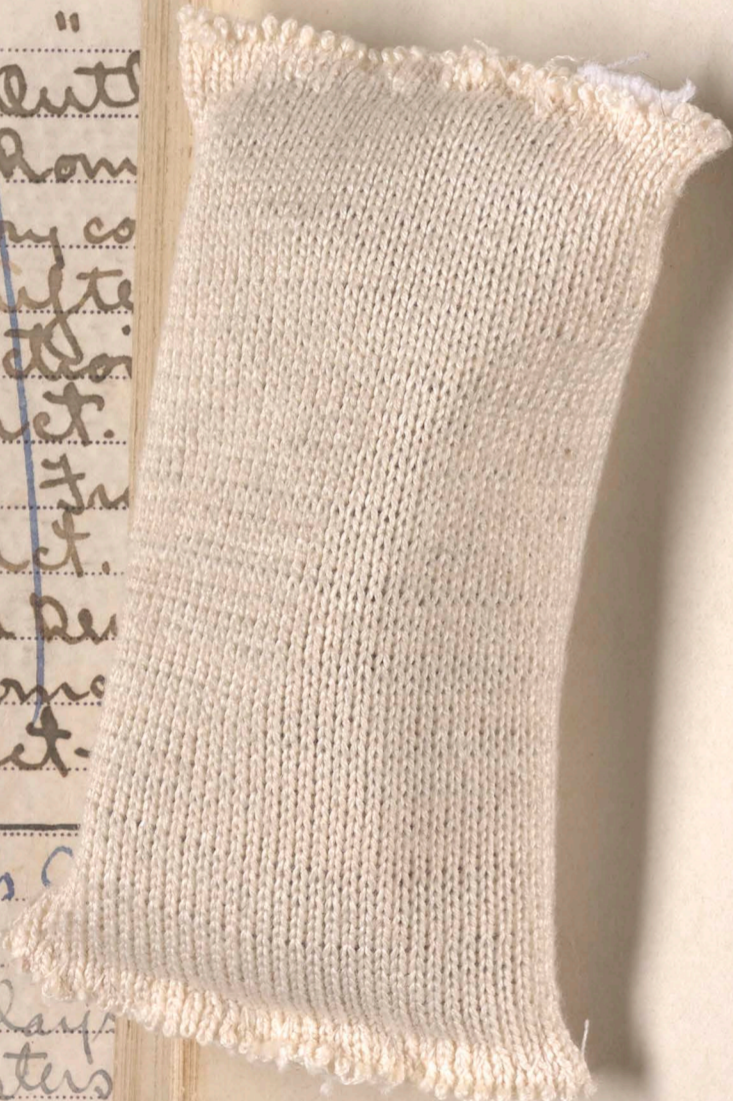
- IV. Samuel Taylor Coleridge.
- a. Born at Ottery. Father died when boy was eight years old.
 - b. Entered Jesus College, Cambridge but did not take degree.
 - c. Married in 1795 + settled in Somersetshire. Became opium fiend in 1801. Physician tried to cure him.
 - d. "Ancient Mariner", "Kubla Kahn", "Christabel".

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Leland J. Sparks.

Eng. (Cont.)

e. Wordsworth, Scott.

V. George Gordon Byron. (1788-1824).

- a. Born in London; father richless. Came into title at ten.
- b. Took seat in House of Lords in 1809.
- c. Married in 1813 - separated in year. Left England + wandered till 1824.
- d. "Child Harold", "Prisoner of Chillon", "Don Juan".
- e. Shelley, Keats, Scott, Coleridge, Southey, Wordsworth.

VI. Percy Bysshe Shelley. (1792-1822).

- a. Born near Warham, went to Eton at age of thirteen. Revolutionary in spirit. Went to Oxford at ~~thirteen~~ ^{eight}, expelled within a year.
- b. Went to Italy in 1818. Drowned while sailing on Gulf of Speghorn.
- c. "To a Sky-lark", "Cloud", "Ode to West Wind", "Adonais".
- d. Keats, Byron, Southey, Scott, Wordsworth, Coleridge.

III. John Keats. (1795-1821).

- a. Born in London, at fifteen apprenticed to surgeon. gave it up soon afterward.
- b. Wonderful, narrative & descriptive powers.
- d. "Ode on a Grecian Urn", "Eve of St Agnes".
- e. Byron, Southey, Coleridge, Shelley.

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Eng. (Cont.)
The Victorian Poets

I. Thomas Babington Macaulay. (1800-1859.)
 a. Born in Leicester Line. Parents educated and refined. Before 15 years old could write six languages.
 b. Went to Trinity at age of 18.
 c. Went to India as member of Supreme Council.
 d. on returning, elected to Parliament.
 e. Made a peer at age of fifty-seven. Buried in Westminster Abbey.
 f. "Bartolus", "Lays of Ancient Rome." Wrote a prose writer than poetry.
 h. Tennyson, Browning, Arnold, Kipling.

II. Alfred Lord Tennyson. (1809-1892.)
 a. Born in Lincolnshire, father a clergyman.
 b. Went to Trinity at age of 18.
 c. after leaving college studied in London for ten years. Made poet laureate after death of Wordsworth.
 d. "Idols of King", "Holy Grail", "Ulysses", "Crossing the Bar".
 e. Macaulay, Arnold, Browning, Kipling.

III. Robert Browning - (1812-1889.)
 a. Born in London, father well educated ~~at home~~. Educated at home. Married at age of thirty-four.
 b. Moved to Florence.

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Leland J. Sparks

Eng. (Cont.)

- c. Returned to London 15 years later.
- d. Died in Venice, buried in Westminster Abbey.
- e. "Pauvre"; Dramatic Lyrics, "Men and Women".
- f. Careless style as a writer.
- g. Macaulay, Tennyson, Arnold, Kipling.

II. Matthew Arnold. (1822-1845).

- a. Born at Laleham. Went to Oxford at 18 years of age.
- b. Elected to fellowship four years later. Taught Latin & Greek at Rugby.
- c. Received professorship at Oxford.
- d. Lectured in U.S. in 1883.
- e. "Forsook Mermaid", "Sonnet on Shakespeare", "Rugby Chapel".
- f. Macaulay, Tennyson, Browning, Kipling.

I. Rudyard Kipling (1865-)

- a. Born in Bombay. Taken to India at age of 5.
- b. Entered United Service College in 1878.
- c. Visited U.S. Married in 1892. Lived in Vermont till 1896.
- d. Went to South Africa in 1899 to a camp of war.
- e. "Barrack-Room Ballads", "Captain's Confessions", "Mandalay".

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OK Leland J. Sparks.
H.A.

Types of Poetry.

I. Dramatic.
 A. artistic representation of human life.
 a. Tragedy.
 1. Dramatic poem performed by illustrations illustrations persons, and ending is usually fatal.
 2. "Macbeth", "Hamlet", "Julius Caesar."
 b. Comedy.
 1. Dramatic poem, usually humorous, with a happy ending.
 2. "Merchant of Venice", "As you Like It."
 c. Sub-divisions - Burlesque, Masque, Farce, Idyll + Pastoral.

II. Epic. A dispassionate narrative performed by heroic characters on supernatural agencies.
 There are two types of Epic poetry.
 a. Those like "Iliad", "Chanson de Roland."
 b. "Paradise Lost", "Aeneid".
 They are creations of highly cultivated minds.

III. Lyric.
 A. Does not tell story, but presents atmosphere of story at some crisis of its career. Highly emotional feelings are portrayed.
 1. Ode.
 a. Expression of enthusiasm and passion under control. "Ode to a Nightingale" Keats.

For Hig

Department of History

NAME Leland J. Sparks

Term beginning

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Leland J. Sparks.
144A.

1. Pindaric Ode.

a. Imitation of famous odes of Pindar.

i. "Alexander's Feast" - Dryden.
St. Cecilia's Day.

2. Elegy.

a. Reflective lyric suggested by death. Gray's Elegy.

"In Memoriam" - Tennyson.

b. Monody.

i. Elegy written for only one person.

"Sycidas" - Adonais.

3. Sonnet.

a. Stanza of 14 lines. Stanza divided into unequal parts; octave and sestet respectively. Octave asks a question or states a doubt. Sestet answers question or doubt.

Milton, "On his Blindness."

4. Songs and Hymns.

a. Poems in prose.

5. Ballad.

a. Sensational or romantic poems in short stanza.

i. "St. Patrick's Feast" "Otterbourne".

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Leland J. Sparks.
44A.
5/19/08.

Byron and Shelley
Their influence on each other.

OK

Byron had a depressing influence on Shelley, because he thought Byron not only a greater poet than himself but the greatest poet of the age. Shelley compared his own works with those of Byron, and each time he thought Byron's the better; consequently he did not have a very much confidence in his own poems.

Shelley's influence on Byron was far different; he seemed to inspire Byron, not only by his writings but by his personal character, and in this way he caused Byron's best qualities to arise.

Shelley also had a good influence on Byron morally.

Shelley was not a very masculine person, and Byron did much toward making him realize this and put down his effeminate instincts.

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Leland J. Spauler.

H4A
 Jun. 7, '06.

Keats' Devices of Description.

OK

Keats uses words in description that actually make one feel the conditions he is describing. He does not need to explain the setting of a story but so cleverly uses words and phrases that show it. His descriptions appeal to all the senses and he uses many concrete words.

For example - the cold in "Everest St Agnes" - "The ruff for all his feathers, was a cold." - "ah! bitter chill!"

Stanzas in which he particularly appeals to the senses are XXX, + XXXI, - "candied apples, plum, gourd - etc. - the sense of taste.

Keats does not need to make explanations of his descriptions but because they are so vivid,

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Leland J. Spaul

H4A

June 8, '06

Narrative Methods in "Eve of St. Agnes"
Keats.

In a good narrative, the writer should immediately start in with the story, and end it very shortly after the climax has been reached.

Keats lives up to the first of these, in the "Eve of St. Agnes" by having a very brief introduction.

After the climax is reached in stanza XII, he has only one stanza afterward. This is done so the main facts in the narrative will remain in the mind.

Brief discourse is extensively used in the "Eve of St. Agnes", and this is one of the best devices in a narrative.

As a whole Keats' Methods of his narration are excellent and the "Eve of St. Agnes" is a good example.

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Leland J. Sparks
LII A English
Oct. 2, 1907.

Comus. Milton's Classical Allusions.

In the study of Milton the question arose, - Is his mixing of mythology and religion, his profuse use and creation of myths due to lack of knowledge of those subjects, or skill?

I will hardly go so far as to call this question an absurdity, but only a person who has a very limited knowledge of Milton could litiginately ask it.

Milton was a master of mythology and one of the most learned men of his age in which he lived. No one who was not a master of that subject could successfully create myths and weave it into a story.

In line 44 in Comus he actually tells us he is going to invent, and beside his knowledge this is our strongest proof his art.

The manner in which Milton creates myths, all the time keeping to the beautiful Greek style, and then gradually weaves it into a story is unsurpassed.

It is true that in the introduction of Comus he confuses Christian Saints with Mythical Gods, but this was done for variety the poem as a whole (in its allegorical significance) blend the ~~2~~ ^{classical} ~~side~~ of Christian spirits?

For H

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Leland J. Sparks.
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OK

Translation of Passages in "Lucidas"
 Lines 64-88.

11/27

In the digression beginning with line 64 - a great question has presented its self before Milton's mind; at the writing of this poem he was no doubt low spirited and discouraged; he had spent the greater part of his life in studying how to write poetry that would deal with the higher ideals and morals. He thinks that he has about accomplished his undertaking when some minor poets appear, write on lighter subjects, display no such power of thought or reasoning as himself - and in the end gain more applause or even fame.

Then the question that arises before him is this, - is it worth while?

Next - speaks of fame - says it does not come here in this world, but in Heaven.

Next - line 65-66 apply to Milton himself, tells of the poet who tries to do what he has done, - write poetry of higher thought.

Line 68-9 - merely a repetition of the thought that minor poets receive the fame.

The great question again arises and Phobus speaks to him and encourages him.

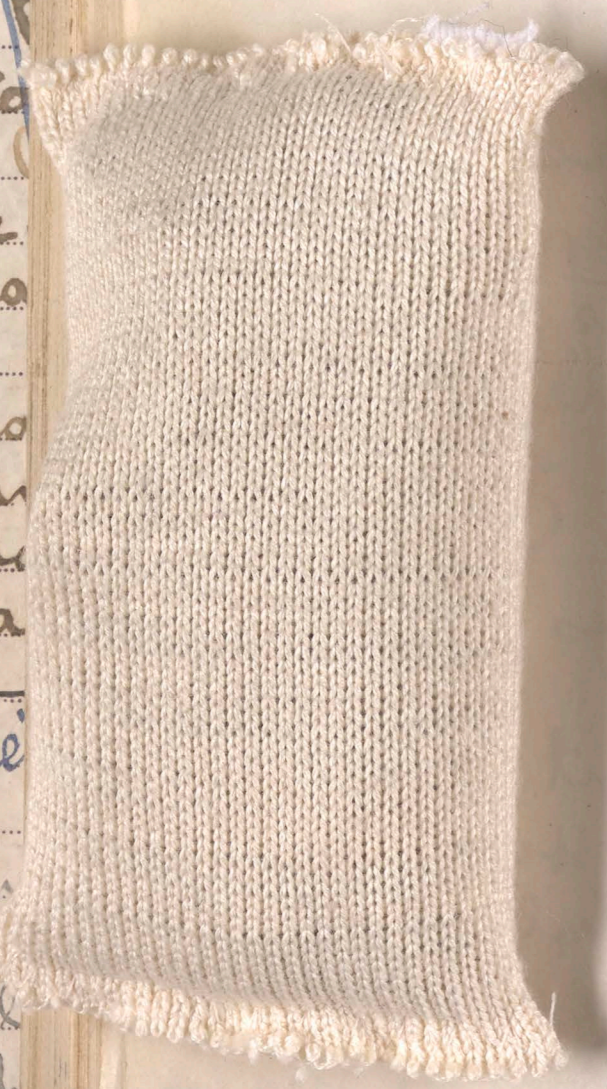
Causes Neptune, St. Peter and others to mourn for Lucidas.

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Leland J. Sparks.
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 Oct 10, 07.

Discussion of Figures.

The figure beginning with line 93 is personification; the star is said to hold the top of heaven; it says his glowing orb; and it says the sun is his. These objects are attributes of persons.

any metaphors (ad's)
 Beginning with line 136, the figure is personification, because it says advice, age and advent, being asleep, thus making them attributes of persons.

The line 138 its self is also personification, because it makes moon the attribute, by having her in her cabin.

In line 145 the figure is a metaphor; night is compared with a thief.

In line 188 the figure is a simile, it speaks of warning being gray headed, like a sad rotant in palmas needs. There is a likeness between them.

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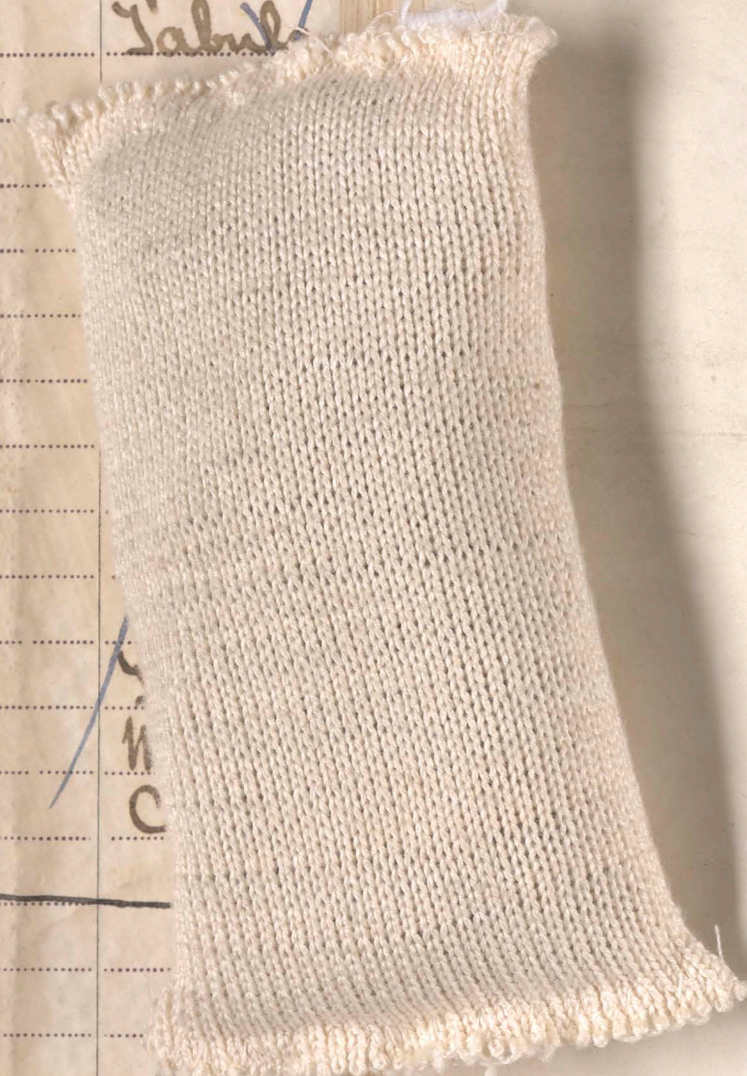
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Leland J. Sparks.
L II 11

English
Moral of Comus.

The lesson which Milton has tried to teach in Comus is Morality, and the sum and substance of the whole thing is, that an evil spirit will ever try to overcome ^{and} practice his tactics on the moral and weaker spirits. The question then of course, is whether or not the moral spirit overcomes, or is himself overcome.

If he overcomes, the virtue is Chastity. Milton was a firm believer in Chastity and to portray this virtue he has taken in Comus, evil and moral spirits.

The evil spirit was Comus, and the moral man, the Attendant Spirit, and the two ladies, the daughters was the intended victims and the physically weaker, ~~spirit~~ but the morally, and mentally stronger spirit. The result was that the spirit of morality and virtue was triumphant, and this is what Milton thought.

For

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NAME Leland J. Sparks

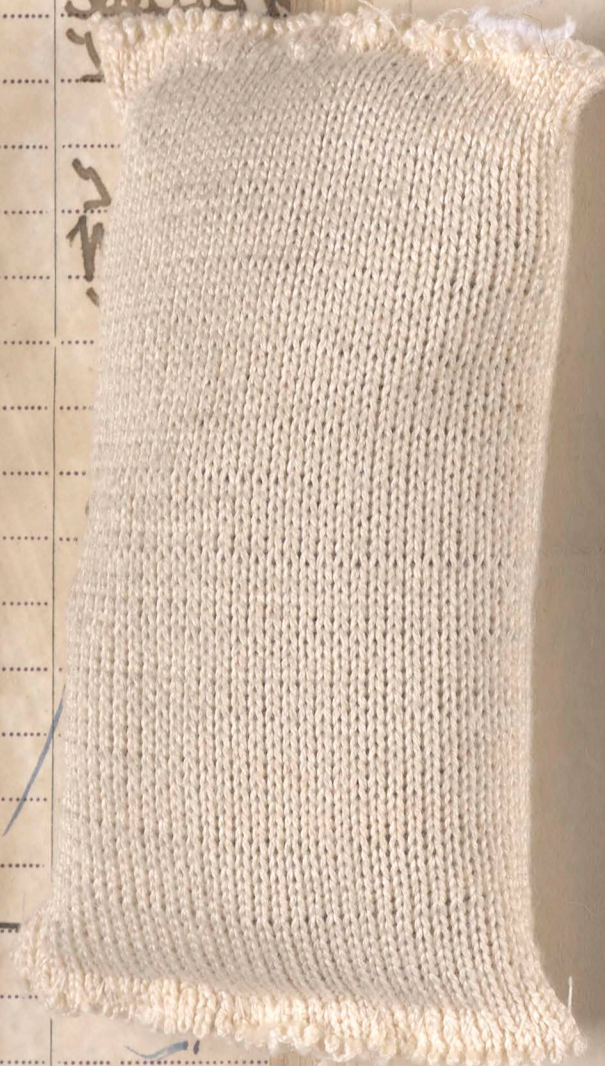
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Leland J. Sparks.
4 11/9 '07.
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English.

Outline of Mask of Comus.

Scene I. A wood.

- I. General introduction in Prologue.
 - a. First character to enter is attendant spirit. gives origin and reason for coming to earth.
 - b. Then gives origin of Comus and exposes his faults.
 - c. Says he will take form of Thyrsis the shepherd.

II. Comus and followers.

- a. Comus during scene of carousing tells of his intention to capture lady.
- b. Has to assume form of shepherd to approach lady.
- c. Tells lady knowledge of country and offers himself as a guide.
- d. She follows and he takes her to his palace.

III. The Brothers.

- a. Their discussion.
- b. They pray for light to find sister.
- c. Conversation follows for several hundred lines.
- d. Spirit enters and tells of danger to sister.
- e. He hurries them to palace of Comus.

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Leland J. Sparks
LII A
Aug.

Comus(Cont.)

Scene II. Palace of Comus.

I. Comus tries charms.

- a. Resistance of lady.
- b. Comus decides she is aided by some superior power.
- c. Lady becomes influenced by his further attempts.

II. Defeat of Comus.

- a. Spirit tells brothers that by capturing Comus whoope to save lady.
- b. Sing song to Sabrina and asks for her assistance.
- c. Sabrina appears and saves lady.
- d. Sabrina descends.

Scene III.

I. Ludlow Castle.

A. Victory and Celebration of Brothers and Sisters.

- a. Are presented to parents by Spirit.
- b. Praised by Spirit in song.
- c. ~~By~~ Grief of parents for children's hardships.
- d. Rejoicing of parents.

II. Epilogue.

- a. Spirit says he will leave earth.
- b. Tells about joys of heaven and confides he can reach with ease.

For F

Department of History

NAME Leland J. Sp

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Leland J. Sparks.
 L^{III} a
 English.

Summary of "Pope of the Socks."

The plot of this poem is cleverly set forth by Pope, in the first part, while Belinda is on the Thames, making her way to Windsor.

This lady was very beautiful and the proud possessor of some curls that were in themselves very admirable, and go to make up the subject of this poem. And indeed they were admired by every one, but ardently so by the Baron; so much so in fact that he made up his mind "would have one. (and he got it).

Having all arrived at Windsor this gay crowd of Royalty immediately stated to make this same "crowd of Royalty more gay." They succeed, and soon the Baron got that "temporary nerve" (which to quote our avowed friend Bobby, "Inspiring old John - Barley corn, what dangers thou canst make us scorn." (though in this case it was only coffee) - ~~approach~~ seized a pair of scissors and "approached and cut, for he could cut", and thus fell the socks. "O! what a fall was there! then pride and vanity and all of these fell down, while silly nonsense furnished our theme".

Canto II.

This silly nonsense that I speak of is the violent quarrel that ensued from such a trivial matter; that is what the poem is all about and the idea Pope had in mind.

For

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Sparks.
LTK 9.

Rape of the Lock.

The lady appeals to Sir Plume for aid, and he fires a broad-side into the Baron by giving him a few sharp remarks. Soon the entire party is engaged and battle rages hot for some time.

"All side in parties and begin th' attack;
Taws clasp, silks rattle, and tough whole-bones crack."
These preliminaries lasted for a few minutes, but soon the principals entered, namely Belinda and the Baron, and the main event was on.

It went the limit and ended when —
"Just where the breath of life his nostrils drew
A charge of Snuff the wily Virgin threw."
It is said that this quarrel involved noble families, and the lady mourned for her Locks; drops may make many things grow but they won't make hair grow.

The lady was consoled by the fact that her name would be inscribed in the stars.

Mr. Cloud. — An apology as well as an explanation is due with this paper. The quotations I have used (not the ones from this poem) are not to show my limited knowledge of Burns, Gray and Shakespeare, and the slang not to show my knowledge of "street and fight-fan oratory." But the poem is on a ridiculous subject so I tried to make this paper ridiculous, and no doubt I succeeded in making it so in the first degree.

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Leland J. Sparks
L. II a. English
9/24.

Chaucer's Style.

In the discussion of Chaucer's style, about the most confusing question that arises, is; - was he a realist or an idealist? In the Prologue we are led to believe that he was both; for example, the exact and precise manner in which he describes the character - The Miller, he says he was of low stature, broad shoulders, and well built; in the description of any ordinary character, this of course would perfectly natural, but he goes ^{so} deeply into detail, tells even of the wart on his nose, and when we have such minute descriptions, we cannot but think that Chaucer was a realist. Further proof is that he describes the people on the pilgrimage exactly as they were, and not in a manner that might make a more "polished" story.

Then the fact that Chaucer was so much of an realist makes me believe he was all the more of an idealist, rather a peculiar, but not an incomprehensible statement; I will attempt to explain. Chaucer was ardently devoted to, and in thorough sympathy with nature. He was wrapped up in this story, and its characters. They appealed to him, he loved them, and he wanted us to see them as

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Chauncis Style Cont.

he saw them. When he described the Miller, and said he had a wart on his nose, he did it partly through humor, and partly through realism; but that Miller pleased him and interested him; he loved the study of character and therefore I think he leans very strongly toward idealism.

For T

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Bunkes, Brit. Sp. (Cont.)

(9. I gave Lord Beauchamp's Bill due respect.

- a. I attended every committee.
- b. I begged the Recorder to attend.
- c. I take no credit in its defeat.

x 2. Lord Beauchamp's Bill was one of justice.

- a. Opposition to this Bill causes gave diffi culties to arise.

3. I highly favor all bills for aid of poor.

- a. Howard's work is of great benefit.

D I can defend my stand in the late Protestant trouble.

1. Bristol showed no discontent.

- a. None can blame me for my stand against with dissenters.

2. The Catholics were persecuted with great injustice.

- a. The Act of 1699 shows this.

1. Numerous examples show its injustice.

3. I said nothing while the bill was in progress

- a. George Sewill was its mover.

b. He is a wealthy and honorable man.

4. The measure was clearly and materially proper.

- a. Alliance with Catholics is proper

1. Even America united with France.

2. The Catholics ended religious strife.

b. Union among ourselves followed the act of relief.

5. The Catholics were loyal to their state in persecution.

- a. They have been orderly.

b. If we should loose them we would feel it keenly.

one group

