

# APPENDICES

The reading lists included as part of these appendices show that such lists, when designed by thoughtful classical educators, will contain both similarities and differences. No one list is final or ultimately superior. By consulting the three lists that follow, readers should acquire a sense of how a meaningful list can be constructed. Indeed, each school and homeschool should not merely copy a pre-existing list but instead construct a list that harmonizes the needs of its community, its priorities, and its philosophy of education with the great texts and standards of truth, goodness, and beauty. See our Checklist for Curriculum Committees on page 337 for prompts to consider when selecting books for students to read at each grade level in a school or homeschool setting.

# APPENDIX I: READING LISTS

*Having read this far in our text, readers no doubt know that we do not recommend the sequence of the Math and Sciences or Arts and Languages sections in the following list taken from David Hicks's Norms and Nobility, but we think it valuable to see how another classical educator such as Hicks has sequenced a course of study in these disciplines.*

## THE CLASSICAL CURRICULUM (GRADES 7–12) FROM *NORMS AND NOBILITY*<sup>1</sup>

### GRADE 7:

I. MATHS AND SCIENCES	Twain, <i>A Connecticut Yankee in King Arthur's Court</i>
A. Pre-algebra (1/9)	
B. Earth Science I (1/9)	
II. ARTS AND LANGUAGES	Bede, excerpts from <i>A History of the English Church</i>
A. Fine Arts: projects in music, drawing, painting, architecture, and so forth, keying on the Humane Letters syllabus (1/9) <sup>2</sup>	<i>Beowulf</i> (recordings available) J. Gardner, <i>Grendel</i> Keats, "Eve of Saint Agnes"
B. Performing Arts: choice of choral music, instrumental music/orchestra, drama, or dance (1/9) <sup>2</sup>	Scott, <i>Ivanhoe</i> Magna Carta Shakespeare, <i>Richard II</i> 1 Henry IV
C. Latin I, French I, German I, or Spanish I (1/9)	Anouilh, <i>Beckett</i>
III. HUMANE LETTERS (3/9)	The Gospel According to Saint Luke
A. Outline text: Churchill, <i>The Birth of Britain</i>	Bolt, <i>A Man for All Seasons</i>
<i>The New World, part 1</i>	More, <i>Utopia</i>
T. H. White, <i>The Once and Future King</i>	B. Tolkien, <i>Lord of the Rings</i> Trilogy (out-of-class reading project)
<i>Sir Gawain and the Green Knight</i>	
Tennyson, <i>Idylls of the King</i> , esp. "Morte d'Arthur"	

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2. Meets in two-period blocks twice a week.

- C. By memory:
- (a) Tennyson, "And slowly answered Arthur from the barge," from *Idylls*
  - (b) Poe, "Eldorado"
  - (c) Keats, "La Belle Dame Sans Merci"

- (d) Shakespeare, "Let's talk of graves, of worms, and epitaphs," from *Richard II*

#### IV. PHYSICAL EDUCATION (1/9)

### GRADE 8:

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#### I. MATHS AND SCIENCES

- A. Algebra I (1/9)
- B. Earth Science II (1/9)

#### II. ARTS AND LANGUAGES

- A. Fine Arts: see Grade 7 (1/9)<sup>3</sup>
- B. Performing Arts: see Grade 7 (1/9)<sup>3</sup>
- C. Latin II, French II, etc. (1/9)

#### III. HUMANE LETTERS (3/9)

- A. Outline text: Churchill, *The New World*, pts. 2 and 3  
*The Age of Revolution*  
*The Great Democracies*
- M. Chute, *Shakespeare of London*  
Shakespeare, *The Tempest*  
Marlowe, *Doctor Faustus*  
"Passionate Shepherd to His Love"  
Raleigh, "The Nymph's Reply to the Shepherd"  
Donne, "The Bait"  
"Go and Catch a Falling Star"  
"Batter My Heart"  
"Death, Be Not Proud"  
"Meditation XVII"
- Bunyan, *The Pilgrim's Progress* (abridged)

- Epistle of Saint James
- Mayflower Compact
- Excerpts from: Jonathan Edwards' sermons, Wollman's and Crevecoeur's journals, Benjamin Franklin, and Red Jacket
- Hawthorne, *The Scarlet Letter*
- Jefferson, Declaration of Independence
- Burke, "Speech on Conciliation with the Colonies"
- Dickens, *A Tale of Two Cities*
- Melville, *Billy Budd*
- Crane, *Red Badge of Courage*
- Dickens, *Great Expectations*

- B. Kenneth Roberts (out-of-class reading project)

#### C. By memory:

- (a) Shakespeare, "A Sea-Dirge" from *The Tempest*
- (b) Marlowe, "Ah Faustus, Now Hast Thou But One Bare Hour To Live"
- (c) Donne, "Batter My Heart"
- (d) Blake, "The Tiger"
- (e) Tennyson, "Charge of the Light Brigade"
- (f) Coleridge, "Kubla Khan"

#### IV. PHYSICAL EDUCATION (1/9)

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3. Meets in two-period blocks twice a week.

## GRADE 9:

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### I. MATHS AND SCIENCES

- A. Geometry: plane, solid, coordinate (1/9)
- B. Biology (2/9)<sup>4</sup>

### II. ARTS AND LANGUAGES

- A. Fine Arts: see Grade 7 (1/9)<sup>5</sup>
- B. Performing Arts: see Grade 7 (1/9)<sup>5</sup>
- C. Greek I, Russian I, Latin III, French III, etc. (1/9)

### III. HUMANE LETTERS (3/9)

- A. Outline texts: Harrison/Sullivan, *A Short History of Western Civilization*  
 Starr, *The Ancient Greeks*  
*The Ancient Romans*  
 Penguin's *Atlas of the Ancient World*  
 Ceram, *Gods, Graves and Scholars*
- J. W. Johnson, "Creation" from *God's Trombones*  
 Book of Genesis  
 Gilgamesh (Herbert Mason ed.)  
 First and second books of Samuel
- Byron, "The Destruction of Sennacherib"  
 Nash, "Very Like a Whale"
- Primary source readings in mythic prototypes: Egyptian, Akkadian, Hebraic, Greek<sup>6</sup>

- Homer, *The Iliad*  
*The Odyssey*  
 Sophocles, *Oedipus the King*  
*Oedipus at Colonus*  
*Antigone*  
 Aristotle, *Poetics* (selections)  
 C. S. Lewis, *Till We Have Faces*

- Herodotus, *History of the Persian Wars* (abridged)
- Book of Ezra
- Book of Esther
- Book of Nehemiah

- Thucydides, *History of the Peloponnesian Wars* (Livingston abridged ed.)

- Plutarch, *Themistocles*  
*Pericles*  
*Alcibiades*

- Excerpts from Hippocrates  
 Euclid, *Elements of Geometry*

- Plato, *Apology*  
*Crito*  
 Aristophanes, *The Clouds*  
 Plato, *Meno*

- Book of Job  
 MacLeish, *J.B.*

- B. Mary Renault (out-of-class reading project)
- C. By memory:
  - (a) Psalm 8, "What Is Man?"

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4. Lab sciences occupy six periods a week, four classes and two laboratories.

5. Meets in two-period blocks twice a week.

6. The five prototypes are Creation; Origin of Evil; Nature of God; World Destruction (Flood); and Origin of Language and World Disunity (Babel).

- (b) Psalm 19, "God's Glory"
- (c) Psalm 23, "Twenty-third Psalm"
- (d) Psalm 137, "A Song of Exile"
- (e) Thucydides, "Fix your eyes on the greatness of Athens" from Pericles' Funeral Oration

## GRADE 10:

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### I. MATHS AND SCIENCES

- A. Algebra II (1/9)
- B. Chemistry (2/9)<sup>7</sup>

### II. ARTS AND LANGUAGES

- A. Fine Arts: see Grade 7 (1/9)<sup>8</sup>
- B. Performing Arts: see Grade 7 (1/9)<sup>8</sup>
- C. Greek II, Russian II, Latin IV, French IV, etc. (1/9)

### III. HUMANE LETTERS (3/9)

- A. Outline texts: Harrison/  
Sullivan, *A Short History of Western Civilization*  
Dorothy Mills, *The Middle Ages*  
F. H. Littell, *Macmillan Atlas History of Christianity*

Selections from Livy  
Shakespeare, *Julius Caesar*  
Selections from Tacitus  
Juvenal, *Satires I, III, and X*  
Graves, *I, Claudius*  
Virgil, *The Aeneid* (selections)

Stott, *Basic Christianity*  
The Gospel According to Saint John  
Eliot, *The Cocktail Party*  
Acts of the Apostles  
Saint Augustine, *Confessions*  
Dante, *The Inferno*

Malory, *Le Morte d'Arthur* (selections)

*Song of Roland* (Dorothy Sayers ed.)

Cervantes, *Don Quixote* (abridged)

Cellini, *Autobiography* (selections)

Shakespeare, *Merchant of Venice*

Chaucer, *The Canterbury Tales* (selections)

Rabelais, *Gargantua and Pantagruel*, books 1 and 2

Erasmus, *Colloquies* (selections)

Reade, *The Cloister and the Hearth*

Janet Lewis, *The Wife of Martin Guerre*

Pico, "Oration on the Dignity of Man"

Erasmus and Luther, *Discourse on Free Will*

Calvin, *Institutes of the Christian Religion* (selections)

Montaigne, *Essays* (selections)

Machiavelli, *The Prince*

Erasmus, *Education of a Christian Prince* (selections)

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7. Lab sciences occupy six periods a week, four classes and two laboratories.

8. Meets in two-period blocks twice a week.

- Shakespeare, *Hamlet*  
 Shaw, *Saint Joan*  
 Eliot, *Murder in the Cathedral*  
 Pirandello, *Henry IV*  
 Brecht, *Galileo*
- B. The Crusades (research paper project): Discuss the social, political, economic, or cultural impact of the Crusades on Western Europe in 3,000 to 5,000 words. This paper should exhibit a wide reading, as well as an ability to narrow down a large topic and argue a thesis clearly and convincingly. It is submitted to the Grade 10 Teachers' Seminar in the spring.
- C. By memory:
- (a) St. Matthew 5:3-12, "The Beatitudes"
  - (b) St. John 1:1-5, "The Word"
  - (c) I Corinthians 13, "The Greatest of These"
  - (d) Shakespeare, "The quality of mercy is not strained" from *The Merchant of Venice*
  - (e) Shakespeare, "To be, or not to be: that is the question" from *Hamlet*

## GRADE 11:

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- I. MATHS AND SCIENCES<sup>9</sup>
- A. Pre-calculus: trigonometry, analytic geometry, and pre-calculus (1/9)
  - B. Project Physics (2/9)<sup>9</sup>
- II. ARTS AND LANGUAGES
- A. Fine Arts: see Grade 7 (1/9)<sup>10</sup>
  - B. Performing Arts: see Grade 7 (1/9)<sup>10</sup>
  - C. Greek III, Russian III, Latin V, French V, etc. (1/9)
- III. HUMANE LETTERS (3/9)
- A. Outline texts: Harrison/  
 Sullivan, *A Short History of Western Civilization*  
 Palmer and Colton, *History of the Modern World*  
 Weber, *The Western Tradition*  
 Durant, *The Lessons of History*
  - H. Coombes, *Literature and Criticism*
  - Bacon, from *Essays*: "Of Truth," "Of Marriage and Single Life," "Of Studies" from *Novum Organum*: "The Idols" #50-68
  - Galileo, Letter to Madame Christina of Lorraine: "Concerning the Use of Biblical Quotations in matters of Science" *The Trial of Galileo* (selections)
  - Milton, *Paradise Lost* (selections)  
*Samson Agonistes* (with historical notes)  
 "Areopagitica"
  - Gibbon, *Autobiography*

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9. Lab sciences occupy six periods a week, four classes and two laboratories.

10. Meets in two-period blocks twice a week.

Voltaire, *Candide*  
 Kant, "What Is Enlightenment?"  
 Rousseau, *Confessions*  
 (abridged)  
  
 Rousseau, "The Social Contract"  
 Hume, "Of the Original Contract"  
 Locke, "True End of Civil Government"  
 Hobbes, *Leviathan* (selections)  
 Swift, *Gulliver's Travels* (selections)  
 Wordsworth, *The Prelude*, books IX, X, XI (on France)  
  
 Tolstoy, *War and Peace*  
 Stendhal, *The Red and the Black*  
 Goethe, *Faust*, pt. 1  
 A. J. P. Taylor, *Bismarck*  
  
 Gogol, *Dead Souls*  
 Lermontov, *A Hero of our Time*  
 Dostoyevsky, *Crime and Punishment*  
  
 Coleridge, "Rhyme of the Ancient Mariner"  
 Brontë, *Wuthering Heights*  
 Hardy, *The Return of the Native*  
 Conrad, *Heart of Darkness*  
  
 Dickens, *Hard Times*  
 Dostoyevsky, "The Grand Inquisitor"

Wilde, *The Importance of Being Earnest*  
 Tuchman, *The Proud Tower*  
 Marx and Engels, "The Communist Manifesto"  
 Ibsen, *An Enemy of the People*  
 Chekhov, *The Cherry Orchard*  
 Shaw, *Man and Superman*  
  
 Trotsky, *The Russian Revolution* (sel. and ed. by F. W. Dupee)

Zamiatin, *We*

Siegfried Sassoon, *Selected Poems*  
 Wilfred Owen, *Selected Poems*  
 Remarque, *All Quiet on the Western Front*  
 Graves, *Good-bye to All That*  
  
 Yeats, *Selected Poems*  
 Strachey, *Eminent Victorians*  
 Joyce, *Portrait of the Artist as a Young Man*  
 Freud, *The Origin and Development of Psychoanalysis*

Kafka, "The Penal Colony"  
 Camus, *The Stranger*  
 E. H. Carr, *The Twenty Years' Crisis, 1919-1939*  
 Bullock, *Hitler: A Study in Tyranny*  
 Fowles, *The Magus*

- B. Research paper topic: each student is expected to write a short thesis of 3,000 to 5,000 words in one of the following (International Baccalaureate) areas:



- (a) The causes, practices, and effects of wars
- (b) The economic problems of the interwar period
- (c) The rise and rule of single party dictatorships
- (d) Decolonization and the rise of new nations
- (e) The development of the technological culture

This thesis is submitted to the Grade 11 Teachers' Seminar in the spring. Grade 11 teachers act as thesis advisors.

- C. By memory:
  - Marvell, "To His Coy Mistress"
  - Blake, "A Poison Tree"
  - Keats, "Ode to a Nightingale"
  - Tennyson, "Strong Son of God, Immortal Love" from *In Memoriam A.H.H.*
  - Hopkins, "The Habit of Perfection"
  - Hardy, "In Time of the Breaking of Nations"
  - Arnold, "Dover Beach"
  - Yeats, "The Second Coming"
  - Spender, "I Think Continually of Those Who Were Truly Great"

## GRADE 12:

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### I. MATHS AND SCIENCES<sup>11</sup>

- A. Calculus (1/9 ) Preferred
- B. Biology II (2/9) Preferred
- C. Chemistry II (2/9)
- D. Physics II (2/9)
- E. Probability and Statistics (1/9)
- F. Astronomy (1/9)
- G. Introduction to Economics (1/9)
- H. History of Maths and Sciences (1/9)

### II. ARTS AND LANGUAGES<sup>12</sup>

- A. Fine Arts: see Grade 7 (1/9)<sup>12</sup>
- B. Performing Arts: see Grade 7 (1/9)<sup>12</sup>
- C. Greek IV, Russian IV, Latin VI, French VI, etc. (1/9)

### D. Independent Study: with permission. (1/9)

### III. PROBLEMS OF KNOWLEDGE AND OF FAITH (1/9)

- Plato, *Phaedo*
- Republic*
- Symposium*
- Aristotle, *Ethics*
- Paul, Epistle to the Romans
- First Epistle to the Corinthians
- Clement of Rome, "First Epistle to the Corinthians"
- Selections from Origen, Basil of Caesarea, and Gregory of Nyssa
- Augustine, *City of God*, Book 8

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11. All Grade 12 Maths and Sciences are electives. Foreign language and independent study are electives in the Arts and Languages. Seniors must fill five-ninths of their schedule from Maths and Sciences and Arts and Languages, making it possible for a senior to study three-ninths Maths and Sciences and two-ninths Arts and Languages, or vice versa.

12. Meets in two-period blocks twice a week.

Chesterton, *The Everlasting Man*  
Schumacher, *A Guide for the Perplexed*

#### IV. HUMANE LETTERS (3/9)

A. Outline texts: Bailyn et al., *The Great Republic*

Morison, *Oxford History of the American People*

Hofstadter, *Great Issues in American History*

Franklin, *The Autobiography*  
(selections)

Hamilton, *The Federalist*

The Constitution

de Tocqueville, *Democracy in America*

Emerson, "The American Scholar" "Self-Reliance"

Thoreau, *Walden*

Melville, *Moby Dick*

Whitman, "Song of Myself"

Twain, *Huckleberry Finn*

W. Jordon, *White Over Black*  
(abridged)

Freeman, *Lee's Lieutenants*  
(selections)

Whitman, *Specimen Days*

Markham, "Lincoln, the Man of the People"

B. Hart, "The Luck of Roaring Camp"

"The Outcasts of Poker Flat"

S. Crane, "The Bride Comes to Yellow Sky"

Turner, "The Significance of the Frontier in American History"

Dickinson, *Selected Poems*

H. James, *The American*

H. Adams, *The Education of Henry Adams*

Frost, *Selected Poems*

Eliot, "The Love-Song of J. Alfred Prufrock"

"The Wasteland"

Pound, "The White Stag"

"The Return"

"Portrait d'une femme"

"Maunderley"

C. Crane, "Black Tambourine"

"Repose of Rivers"

"The Bridge"

Agee, *Let Us Now Praise Famous Men*

O'Neill, *Long Day's Journey into Night*

Anderson, *Winesburg, Ohio*

Cather, "Neighbor Rosicky"

O'Connor, "The Life You Save May Be Your Own"

"A Good Man Is Hard To Find"

Faulkner, *The Unvanquished*

Miller, *Death of a Salesman*

Warren, *All the King's Men*

Ellison, *Invisible Man*

Ortega y Gasset, *The Revolt of the Masses*

Kafka, *Amerika*


Niebuhr, *The Irony of American History*

- Halberstam, *The Best and the Brightest*  
Skinner, *Walden Two*
- D. Spring film series: "Citizen Kane"  
    "Dodsworth"  
    "All the King's Men"  
    "Streetcar Named Desire"  
    "The Grapes of Wrath"  
    "The Caine Mutiny"  
    "Casablanca"  
    "The Quiet American"
- Readings from: Max Lerner,  
    *America as a Civilization*
- E. By memory:
- (a) Lincoln, "Gettysburg Address"
  - (b) Whitman, "I celebrate myself"
  - (c) MacLeish, "You, Andrew Marvell"
  - (d) Frost, "Stopping By Woods"
  - (e) Crane, "Repose of Rivers"
  - (f) Stevens, "The Emperor of Ice Cream"
  - (g) Auden, "Musee des Beaux Arts"
  - (h) Warren, "Bearded Oaks"
  - (i) Markham, "The Man with a Hoe"

# AMBROSE SCHOOL SOURCE SHEET

*The Ambrose School has thoughtfully chosen their reading lists according to how they want literature to shape their students' hearts as well as their minds. Before we look at their reading lists (starting on page 314), consider the following source sheet, which helps teachers establish the narrative with which they want students to engage through their reading. The books chosen reflect the narrative the teachers want their students to consider. By choosing books in this manner, the literature a school, co-op, or homeschool family selects directly contributes to the integration of various subjects, such as history, philosophy, politics, and theology. This aids in avoiding the fragmentation and deconstruction common in the contemporary study of literature. Note: The Ambrose Curriculum Guide is available for purchase at [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com).*

## Source Works Teacher's Guide 10<sup>th</sup> Grade Letters Curriculum

	<b>Work</b>	<b><i>The Republic</i>, Plato, 380 BC</b>		
	<b>Edition</b>	Trans. Allan Bloom ISBN: 9780465069347	<b>Approximate Time:</b> 3 weeks	
	<b>Focused Passages</b>	Book I, 327a-329e, 347e-354c; Book II 357a-367e, 372a-376d, 376d-383c; Book III 386a-392c; 403c-412b, 412b-417b; Book IV 419a-421c; 421c-427c; 434d-441c; Book V 473d-474c; Book VI 504a-509c, 509d-511e; Book VII 514a-521b, 533d-535a; 535a-541b; Book VIII 543a-545c, 556e-558c; Book IX 576e, 580d-588a, 588b-592b; Book X 595a-608b, 608c-612a, 612a-621d		
	<b>Course Question</b>	How did God prepare the world for the Christ to come?		
<b>Student Objectives</b> <ul style="list-style-type: none"><li>● Compare the ideal government in <i>The Republic</i> with the Bible</li><li>● Assess the value of poetry</li><li>● Explain Plato's philosophy of the world of the forms</li><li>● Understand Plato's arguments for and against art, music, and poetry</li><li>● Understand Plato's tripartite view of the soul</li></ul>	<b>Key Question</b> Should the Philosopher rule?			
	<b>Category</b>		<b>Great Questions</b>	<b>Thought Systems</b>
	God	Theology Cause Truth	Is God a unity?	Formalism/ Essentialism
	World	Matter Change Quantity	What is the nature of reality? How does nature point toward a single, higher truth or goodness?	Pantheism
<b>Antitheses</b> Justice/Injustice Essence/Material Spirit/Body	People	Soul Mind Will	Which man is the best man, and how can we train men to be the best? Do humans have a purpose, and how do they most justly fulfill that purpose?	Aristocracy
	Religion (God and People)	Justice Love Family	Do the gods or the soul enter in Plato's theories of the just ruler?	Christianity
	Science (People and the World)	Beauty Sign/ Symbol Quality	What is the purpose or value of art? Is art good or bad?	Idealism
	Government (People and People)	Virtue/Vice Duty Wisdom	What is the best form of government? How should a person live justly? What is justice?	Formalism
<b>Prior Connections</b> <ul style="list-style-type: none"><li>● <i>Lord of the Rings</i> (Gyges, book II)</li><li>● Homer's <i>Odyssey</i></li><li>● Virgil's <i>Aeneid</i></li><li>● Aristotle's <i>Poetics, Ethics</i></li><li>● Hesiod's <i>Theogony</i></li></ul>	<b>Key Connections</b> <b>Art</b> <a href="http://upload.wikimedia.org/wikipedia/commons/3/3d/P._Oxy._LII_3679.jpg">http://upload.wikimedia.org/wikipedia/commons/3/3d/P._Oxy._LII_3679.jpg</a> (original manuscript from 3rd century) <a href="http://upload.wikimedia.org/wikipedia/commons/b/b1/Platon_Cave_Sanraedam_1604.jpg">http://upload.wikimedia.org/wikipedia/commons/b/b1/Platon_Cave_Sanraedam_1604.jpg</a> (Allegory of the Cave drawing, 1604)			

<p><b>Scriptural Connections</b></p> <ul style="list-style-type: none"> <li>● Passion and persecution of Christ (Book 2)</li> <li>● Genesis 28:11-17 (heaven/dream)</li> <li>● Exodus 20:1-17 (justice)</li> <li>● Exodus 23:1-9 (justice)</li> <li>● Job 38:4-7 (heaven)</li> <li>● Matthew 5:38-48 (justice)</li> </ul>	<p><a href="http://www.youtube.com/watch?v=69F7GhASOdM">http://www.youtube.com/watch?v=69F7GhASOdM</a> (Allegory of the Cave video)</p> <p><a href="http://homepages.gac.edu/~arosenth/160/Outline_of_The_Republic.pdf">http://homepages.gac.edu/~arosenth/160/Outline_of_The_Republic.pdf</a> (Republic outlined)</p> <p><b>Music</b></p> <p><a href="http://www.youtube.com/watch?v=cSaGjZKmEag">http://www.youtube.com/watch?v=cSaGjZKmEag</a> (Ancient Greek music)</p> <p><b>History</b></p> <p>405 BC, end of Peloponnesian War; 399 BC, death of Socrates; 384 BC, birth of Aristotle</p> <p><b>Literature</b></p> <p>Aristophanes's <i>The Clouds</i>, 423 BC; Euripides, <i>The Trojan Women</i>, 415 BC; Plato's <i>Apology</i>, 396 BC</p> <p><b>Philosophy</b></p> <p><b>Form</b> (1a and 2a): Plato, <i>Phaedo</i> 231b-232b; Aristotle, <i>Ethics</i> Bk I Ch 6 342b-c; Lucretius, <i>Nature of Things</i> Bk V 63b-c. <b>Justice</b> (1a, 1c, and 4): Sophocles, <i>Antigone</i> 136c-137d; Thucydides, <i>Peloponnesian War</i> Bk V 504c-508a,c; Aristotle, <i>Ethics</i> Bk V Ch 1 377b-c, Ch 5 381b-d; Aurelius, <i>Meditations</i> Bk III Sect 4 260b-261a, Sect 6 261a-c; Aristophanes, <i>Clouds</i> 499b-502a; Plato, <i>Apology</i> 206d; Euripides, <i>Medea</i> 212a-224a,c.</p> <p><b>Historical Track</b></p> <p>Plato's <i>Republic</i> was written during the Golden Age of Athens, the fifth century BC. It is a fundamental text in philosophy on the nature of government, justice, humankind, and society. Its ideas influenced Aristotle directly and many scholars beyond, and provides the foundation for Platonism and Gnosticism in later Christian thought.</p>
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## AMBROSE SCHOOL READING LIST

This list is also available as a digital file on the product page for *The Liberal Arts Tradition* at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com), under the “Support” drop-down (found beneath the product photos).

This list is part of the Ambrose Curriculum Guide, which also includes course guides for every course taught in a classical, K–12 school. This guide can be sampled and purchased at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com).

### Kindergarten

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**Note:** In grades K–6 some books are read to students by the teacher, some books are read aloud as a class (with students reading), and some books are read independently by students. The following key is used:

- R = Students read independently
- RT = The teacher reads the book to the students or class
- RA = Students read the book out loud (often with teacher guidance)

#### Bible and Bible Stories

- *Leading Little Ones to God: A Child’s Book of Bible Teachings* by Marian M. Schoolland (RT)
- NKJV Bible (RT)

#### Poem Handouts

- “The Ambrose Code”: Respect, Order, Unity, Diligence, Honesty (RT)
- “The Purple Cow” by Gelett Burgess (RT)
- “There Once Was a Puffin” by Florence Page Jaques (RT)
- “The Little Turtle” by Vachel Lindsay (RT)

- “The Cupboard” by Walter de la Mare (RT)
- “Duck’s Ditty” by Kenneth Grahame (RT)
- “Twenty Froggies” by George Cooper (RT)
- Christmas-related poem (RT)
- “The Mitten Song” by Marie Louise Allen (RT)
- “When I Was One” by A. A. Milne (RT)
- “A Wise Old Owl” (an English nursery rhyme) (RT)
- “Penguin Species” (List of penguins sung to the tune of “On Top of Old Smokey”) (RT)
- “The Swing” by Robert Louis Stevenson (RT)
- “The Eagle” by Alfred Lord Tennyson (RT)
- “Jesus Christ Is Risen Today” (hymn) (RT)
- “He Lives (I Serve a Risen Savior)” (hymn) (RT)
- “Bed in Summer” by Robert Louis Stevenson (RT)

## First Grade

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### Bible and Bible Stories

- *The Child's Story Bible* by Catherine Vos (RT)
- NKJV Bible (RT)

### Reading/Literature

- Abeka Readers: *Fun with Pets, Tiptoes, Stepping Stones, Secrets and Surprises* (RA)
- Abeka Readers: *Animals in the Great Outdoors, Kind and Brave, Aesop's Fables for Young Readers, Strong and True* (RA)
- *The Book of Virtues* by William Bennett (RT)
- *The Harp and Laurel Wreath* by Laura Berquist (RT)
- *Frog and Toad* by Arnold Lobel (RA)
- *Sam the Minuteman* by Nathaniel Benchley (RA)
- *A Question of Yams* by Gloria Repp (RT)

- *Pulling Together* by Dawn L. Watkins (RT)
- *The Courage of Sarah Noble* by Alice Dalgliesh (RT)
- *Sarah, Plain and Tall* by Patricia MacLachlan (RT)
- *George and the Drummer Boy* by Nathan Benchley
- *Little Pilgrim's Progress* by Helen Taylor
- *Little House on the Prairie* by Laura Ingalls Wilder
- *The Story of Dr. Dolittle* by Hugh Lofting
- *The Trumpet of the Swan* by E. B. White (RT)
- Read Alouds: The Boxcar Children series by Gertrude Chandler Warner, *The Cricket in Times Square* by George Selden, *The Magician's Nephew* by C. S. Lewis, *Stuart Little* by E. B. White, the Amelia Bedelia series by Peggy Parish (RT)

## Second Grade

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### Bible and Bible Stories

- Genesis through Joshua (Veritas Bible Cards)
- NKJV Bible

### Reading / Literature

- Abeka Readers: *Hidden Treasure, Paths of Gold, Silver Sails, Growing Up Where Jesus Lived* (RA/R)
- *Charlotte's Web* by E. B. White (RA/RT)
- *Tirzah* by Lucille Travis (RT/R)
- Mrs. Piggle Wiggles series by Betty MacDonald (RA/R)

- *Rainbow Garden* by Patricia St. John (RT)
- *The Tanglewood's Secret* by Patricia St. John (RA)
- *Winnie-the-Pooh* by A. A. Milne (RA)
- *Cheaper by the Dozen* by Frank Gilbreth and Ernestine Gilbreth Carey (RA)
- *Belles on Their Toes* by Frank Gilbreth and Ernestine Gilbreth Carey (RA)
- *The Tale of Despereaux* by Kate DiCamillo (RA)

## Third Grade

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### Bible and Bible Stories

- Judges to Kings (Veritas Bible Cards)
- NKJV Bible

### History

- Greece and Rome (Veritas Cards)

### Literature

- *D'Aulaires' Book of Greek Myths* by Ingri D'Aulaire and Edgar Parin D'Aulaire (RT)
- *The Book of Virtues* by William Bennett (RT)
- *Theras and His Town* by Caroline Dale Snedeker (R)
- *Detectives in Togas* by Henry Winterfeld (R)
- *Little Pilgrim's Progress* by Helen Taylor (R)

- *Vinegar Boy* by Alberta Hawse (R)
- *Archimedes and the Door of Science* by Jeanne Bendick (R)
- *Pompeii . . . Buried Alive!* by Edith Kunhardt (R)
- *A Triumph for Flavius* by Caroline Dale Snedeker (R)
- *The Trojan Horse* by Emily Little (R)
- *Black Ships before Troy* by Rosemary Sutcliff (RT)
- *Heidi* by Johanna Spyri (RT)
- *Pinocchio* by Carlo Collodi (RT)
- *Treasures of the Snow* by Patricia St. John (R/RT)
- *Cleopatra* by Diane Stanley and Peter Vennema (R)

## Fourth Grade

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### Bible and Bible Stories

- Chronicles to Malachi (Veritas Bible Cards)
- NKJV Bible

### History

- Middle Ages, Renaissance, and Reformation (Veritas Cards)

### Literature

- *The Door in the Wall* by Marguerite de Angeli (R)
- *King Arthur* by Roger Lancelyn Green (R)
- *Joan of Arc* by Diane Stanley (R)
- *Luther the Leader* by Virgil Roinson (R)
- *The Shakespeare Stealer* by Gary Blackwood (RT)
- *Morning Star of the Reformation* by Andy Thomson (R)

- *Augustine: The Farmer's Boy of Tagaste* by P. De Zeeuw (RT)
- *Ink on His Fingers* by Louis A. Vernon (R)
- *Stories of Beowulf Told to the Children* by H. E. Marshall (R)
- *The Adventures of Robin Hood* by Roger Lancelyn Green (RT)
- *The Story of Rolf and the Viking Bow* by Allen French (RT)
- *The Silver Chair* by C. S. Lewis (RT)



## Fifth Grade

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### Bible and Bible Stories

- Gospel Flashcards (Veritas Press)
- NKJV Bible
- *Student Bible Atlas* by Tim Dowley

### History

- Explorers to 1815 (Veritas Cards)
- *Pocahontas and the Strangers* by Clyde Robert Bulla
- *The Witch of Blackbird Pond* by Elizabeth George Speare
- *Carry On, Mr. Bowditch* by Jean Lee Latham
- *Johnny Tremain* by Esther Hoskins Forbes

- *Explorers Who Got Lost* by Diane Sansevere-Dreher
- *The Illustrated Encyclopedia of the Kings and Queens of Britain* by Charles Phillips

### Literature

- *The Hobbit* by J. R. R. Tolkien (R/RA/RT)
- *The Fellowship of the Ring* by J. R. R. Tolkien (R/RA/RT)
- *The Two Towers* by J. R. R. Tolkien (R/RA/RT)
- *The Return of the King* by J. R. R. Tolkien (R/RA/RT)
- *The Grammar of Poetry: Imitation in Writing* by Matt Whitting

## Sixth Grade

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### Bible and Bible Stories

- Readings in the New Testament
- NKJV Bible

### History

- 1815 to Present (Veritas Cards)
- *America: The Last Best Hope*, Vol. 1 by William Bennett
- Primary U.S. Documents: Mayflower Compact, Declaration, Constitution, Gettysburg Address
- *The Patriot's Handbook* by George Grant
- *A History of US* by Joy Hakim
- *America: Land I Love* (Abeka)
- *Atlas of American History* by Rand McNally

### Literature

- *Anne of Green Gables* by L. M. Montgomery (RT 60%/RA 10%/R 30%)

- *A Christmas Carol* by Charles Dickens (RT)
- *Narrative of the Life of Frederick Douglass* (RT)
- *Bound for Oregon* by Jean Van Leeuwen (RT)
- *The Wright Brothers* by Quentin Reynolds (RT)
- *Children of the Storm* by Natasha Vins (RT)
- *The Adventures of Tom Sawyer* by Mark Twain (RT 50%/RA 50%)
- *Where the Red Fern Grows* by Wilson Rawls (RT 60%/RA 10%/R 30%)
- *The Hiding Place* by Corrie Ten Boom (RT)
- "Paul Revere's Ride" by Henry Wadsworth Longfellow (R)
- *The Horse and His Boy* by C. S. Lewis (summer read)

## Seventh Grade

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**Note:** All reading lists in grades 7–12 are integrated as “Humane Letters” and include readings in several genres such as history, fiction, poetry, biography, philosophy, and theology.

### Students Read Completely

- *The Oresteia* by Aeschylus
- *The Odyssey* by Homer
- *Till We Have Faces* by C. S. Lewis
- *Julius Caesar* by Shakespeare
- Bible: Genesis, Exodus, Luke
- *The Lion, the Witch and the Wardrobe* by C. S. Lewis
- *The Magician’s Nephew* by C. S. Lewis
- *Prince Caspian* by C. S. Lewis
- *Eclogue IV* by Virgil

### Students Read Excerpts

- Usborne: *The Greeks* (selections) by Peach, et al

- Usborne: *The Romans* (selections) by Peach, et al
- *Plutarch’s Lives*, v. 1 (“Lycurgus”) and v. 2 (“Alexander the Great,” “Julius Caesar,” “Brutus”) by Plutarch
- *Histories*, selections from Book 1 by Herodotus
- *The Early History of Rome* (selections) by Livy
- Westminster Confession (selections)

### Students Read in the Summer Prior

- *The Golden Fleece* by Padraic Colum
- *The Eagle of the Ninth* by Rosemary Sutcliff

## Eighth Grade

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### Students Read Completely

- *Beowulf*
- *Song of Roland*
- *Sir Gawain and the Green Knight*
- *Henry V* by Shakespeare
- Magna Carta
- Diet of Worms Speech by Martin Luther
- *The White Horse King* by Benjamin Merkle
- *Voyage of the Dawn Treader* by C. S. Lewis
- *The Silver Chair* by C. S. Lewis
- *The Last Battle* by C. S. Lewis

### Students Read Excerpts

- *Medieval Europe: A Short History* by C. Warren Hollister
- *Ecclesiastical History of the English People* by Bede
- *Chronicles of the Crusades* by Joinville & Villehardouin
- *Confessions* by Augustine
- *The Canterbury Tales* (“The Knight’s Tale”) by Geoffrey Chaucer
- *Foxe’s Book of Martyrs* by John Foxe
- *The History of Christianity* edited by Tim Dowley

### Students Read in Summer Prior

- *King Arthur and the Knights of the Round Table* by Roger Lancelyn Green

- *St. George for England* by G. H. Henty

## Ninth Grade

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### Students Read Completely

- *The Pilgrim's Progress* by John Bunyan
- *The Scarlet Letter* by Nathaniel Hawthorne
- *Huckleberry Finn* by Mark Twain
- *The Great Gatsby* by F. Scott Fitzgerald
- "A Model of Christian Charity" by John Winthrop
- *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson, A Minister's Wife in New-England* by Mary Rowlandson
- "Sinners in the Hands of an Angry God" by Jonathan Edwards
- Declaration of Independence by Thomas Jefferson
- Mayflower Compact by William Bradford
- U.S. Constitution by various authors
- "A Modest Proposal" by Jonathan Swift

- "Rip Van Winkle" by Washington Irving
- *A Tale of Two Cities* by Charles Dickens
- *Frankenstein* by Mary Shelley
- "The Tell-Tale Heart" by Edgar Allan Poe
- "The Pit and the Pendulum" by Edgar Allan Poe
- *To Kill a Mockingbird* by Harper Lee
- "The Chrysanthemums" by John Steinbeck
- "A Good Man Is Hard to Find" by Flannery O'Connor
- "The Lame Shall Enter First" by Flannery O'Connor
- *Night* by Elie Wiesel

### Students Read Excerpts

- The Federalist Papers (selections) by Madison, Jay, Hamilton
- Untitled US History (selections)
- "Common Sense" (selections) by Thomas Paine
- Romantic poets (selections)

## Tenth Grade

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### Students Read Completely

- *The Iliad* by Homer
- *The Aeneid* by Virgil
- *Oedipus the King* by Sophocles
- Gospel of Matthew
- *The Epic of Gilgamesh*
- *Enuma Elish*
- *The Great Hymn to the Aten*

- *Theogony* by Hesiod
- *The Bacchae, Medea* by Euripides
- *Antigone* by Sophocles
- *The Clouds* by Aristophanes
- *The Apology, Phaedo* by Plato
- *Enchiridion* by Epictetus
- *Ben-Hur* by Lewis Wallace

### Students Read Excerpts

- *The Histories* (Battle of Marathon, Thermopylae, Salamis) by Herodotus
- *The History of the Peloponnesian War* (Pericles's funeral oration, Melian Dialogue, Sicilian expedition) by Thucydides
- *Poetics* (catharsis) by Aristotle
- *The Republic* (selections) by Plato
- *Nicomachean Ethics* (Golden Mean, On Friendship) by Aristotle
- *The Early History of Rome* (Romulus and Remus, The Rape of Lucretia, The Rise of the Republic, The Wars with

Clusium, The Dictatorship of Cincinnatus, The Siege of Veii, The Sack of Rome) by Livy

- *The Lives of the Noble Grecians and Romans* (Solon, Pericles, Gaius Marius, Sulla, Cicero) by Cicero
- *Campaigns of Alexander* (Battles of Gaugamela and Tyre, deaths of Philotas and Parmenion and Alexander) by Arrian
- *On the Nature of Things* (Book I "ex nihilo" and Book II "atomic motions") by Lucretius

### Students Read in Summer Prior

- *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin

## Eleventh Grade

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### Students Read Completely

- *On the Incarnation* by Athanasius
- *The Consolation of Philosophy* by Boethius
- *The Divine Comedy* by Dante
- *Paradise Lost* by John Milton
- *Beowulf*
- *Saga of the Volsungs*
- *Troilus and Criseyde* by Geoffrey Chaucer
- *Hamlet* by Shakespeare
- *The Great Divorce* by C. S. Lewis
- *Life of Charlemagne* by Einhard

### Students Read Excerpts

- *City of God* (selections) by Augustine
- *The Koran* (selections) by Mohammed
- *Dream of the Rood*
- *The Canterbury Tales* (selections) by Geoffrey Chaucer

- "Knight of the Cart" (Arthurian Romances) by Chretien de Troyes
- *Summa Theologica* (selections) by Thomas Aquinas
- *The Defense of Poesy* by Philip Sydney
- Selected poems by John Donne
- Selected sonnets by William Shakespeare
- "Learning in War-Time" by C. S. Lewis
- "Imagination and Thought in the Middle Ages" by C. S. Lewis
- *The Everlasting Man* by G. K. Chesterton

### Students Read in Summer Prior

- *Don Quixote* by Miguel de Cervantes, trans. by Walter Starkie

## Twelfth Grade

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### Students Read Completely

- *Candide* by Voltaire (compared with “Of Miracles” by David Hume)
- *Faust* by Johann Wolfgang von Goethe (compared with *Fear and Trembling* by Søren Kierkegaard)
- *The Brothers Karamazov* by Fyodor Dostoyevsky (compared with and *The Ego and the Id* by Sigmund Freud)
- *Gilead* by Marilynne Robinson (compared with *The Word of God and the Word of Man* by Karl Barth)
- *Tartuffe* by Molière
- *The Prince* by Machiavelli
- *Billy Budd* by Herman Melville
- *The Merchant of Venice* by Shakespeare
- *Animal Farm* by George Orwell
- *The Stranger* by Albert Camus
- *Lord of the Flies* by William Golding
- *Brave New World* by Aldous Huxley
- “How Much Land Does a Man Need?” by Leo Tolstoy
- *Daisy Miller* by Henry James
- *The Metamorphosis* by Franz Kafka
- “The Short Happy Life of Francis Macomber” and “A Clean, Well-Lighted Place” by Ernest Hemingway
- “Red Leaves” by William Faulkner
- “Revelation,” “Everything That Rises Must Converge” by Flannery O’Connor

### Students Read Excerpts

- *Democracy in America* (selections) by Alexis de Tocqueville
- *The Wealth of Nations* (selections) by Adam Smith
- *Second Treatise of Government* (selections) by John Locke
- *Gulliver’s Travels* (selections) by Jonathan Swift
- *Autobiography* (selections) by Benjamin Franklin
- *The Pensées* (selections) by Blaise Pascal
- *Meditation on First Philosophy* (selections) by René Descartes
- *Leviathan* (selections) by Thomas Hobbes
- *The Social Contract* (selections) by Jean-Jacques Rousseau
- *Self-Reliance* (selections) by Ralph Waldo Emerson
- *Experience and Education* (selections) by John Dewey
- *The Communist Manifesto* (selections) by Friedrich Engels and Karl Marx
- *Beyond Good and Evil* (selections) by Friedrich Nietzsche
- Selected poems by T. S. Eliot

### Students Read in Summer Prior

- *Les Misérables* by Victor Hugo, trans. by Charles E. Wilbour

*Disclaimer: Teachers and administrators should review all titles and, as needed, provide parental notifications and age-appropriate context for some of the books listed.*

## “THE THOUSAND GOOD BOOKS”

by John Senior<sup>13</sup>

The “Great Books” movement of the last generation has not failed so much as fizzled, not because of any defect in the books—“the best that has been thought and said,” in Matthew Arnold’s phrase—but like good champagne in plastic bottles, they went flat. To change the figure, the seeds are good but the cultural soil has been depleted; the seminal ideas of Plato, Aristotle, St. Augustine, St. Thomas, only properly grow in an imaginative ground saturated with fables, fairy tales, stories, rhymes, adventures, which have developed into the thousand books of Grimm, Andersen, Stevenson, Dickens, Scott, Dumas and the rest. Western tradition, taking all that was best of the Greco-Roman world into herself, has given us the thousand good books as a preparation for the great ones and for all the studies in the arts and sciences, without which such studies are inhumane.

### The Nursery (ages 2–7)

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Literary experience begins for very young children with someone reading aloud while they look at the pictures. But they can begin to read the simplest stories which they already love at an early age.

Aesop

*Fables* (The translation by Robert L’Estrange is the classic)

Andersen, Hans Christian

*Christine’s Picture Book*

*A Christmas Greeting: A Series of Stories*

*Fairy Tales*

*Arabian Nights* (There are two classic translations, one expurgated for children by Edward Lane, the other complete by Richard Burton)

Belloc, Hilaire

*The Bad Child’s Book of Beasts*

Caldecott, Randolph

*Picture Books* – 16 little vols.

(published by Fredrick Warne)

Collodi, Carlo (Carlo Lorenzini)  
*Pinocchio*

Carroll, Lewis (preferably illustrated by Tenniel)

*Alice in Wonderland*

*Through the Looking Glass*

De La Mare, Walter

*Come Hither* (the best anthology of poetry for “children of all ages”)

*Songs of Childhood*

Edgeworth, Maria

*Moral Tales*

*The Parent’s Assistant*

Ewing, Juliana

*Jackanapes*

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13. This list is reprinted from *The Death of Christian Culture* (IHS Press, 2008). Used by permission of IHS Press. *The Death of Christian Culture* can be purchased from IHS press at the following link: [www.ihspress.com](http://www.ihspress.com).

- Gesta Romanorum* (translated  
by Swann [scholarly facsimiles])
- Grahame, Kenneth  
*Wind in the Willows*
- Greenaway, Kate (preferably published by Frederick Warne)  
*A Apple Pie*  
*Birthday Book*  
*Marigold Garden*  
*Mother Goose*  
*The Language of Flowers*  
*Under the Window*
- Grimm  
*Household Stories* (illustrated by Walter Crane [Dover Facsimiles])
- Harris, Joel Chandler  
*Uncle Remus*
- Kingsley, Charles  
*Water Babies*
- Kipling, Rudyard  
*Jungle Book* (illustrated by Kipling)  
*Just So Stories*
- Lamb, Charles  
*Beauty and the Beast*  
*Tales from Shakespeare*
- Lang, Andrew  
*The Blue Fairy Book, and other colors* – five vols. (best illustrated by H.J. Ford [Dover has facsimile editions])
- Lear, Edward  
*ABC* (illustrated by Lear)  
*Nonsense Omnibus* (illustrated by Lear [Warnell])  
*The Pobble Who Has No Toes*  
*The Quangle Wangles Hat*
- Lofting, Hugh  
*Dr. Dolittle: A Treasury*  
*Dr. Dolittle and The Green Canary*  
*Dr. Dolittle's Circus*
- Dr. Dolittle's Caravan*  
*Dr. Dolittle's Garden*  
*Dr. Dolittle's Zoo*  
*Story of Doctor Dolittle*  
*Voyages of Doctor Dolittle*
- Milne, A. A.  
*Winnie the Pooh*  
*The House at Pooh Corner*  
*Now We Are Six*  
*Once On a Time*  
*Prince Rabbit*
- Mother Goose (Dover Facsimiles; another ed. illustrated by Rackham, Viking Press)
- Perrault, Charles  
*Fairy Tales* (illustrated by Doré [Dover])
- Potter, Beatrix  
–23 little vols., some available in French, Spanish and Latin, all illustrated by Potter, especially:  
*The Fairy Caravan*  
*The Story of a Fierce Bad Rabbit*  
*The Tailor of Gloucester*  
*The Tale of Jemima*  
*Puddle-Duck*  
*The Tale of Peter Rabbit*  
*The Tale of Pigling Bland*  
*The Tale of Samuel Whiskers*  
*The Tale of Squirrel Nutkin*  
*The Tale of the Flopsy Bunnies*  
*The Tale of Tom Kitten*  
*The Tale of Two Bad Mice*
- Stevenson, Robert Louis  
*A Child's Garden of Verses* (Scribner's)

## School Days (ages 7–12)

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Adams, Andy

*Cattle Brands*

*Log of a Cowboy* (illustrated by  
N. C. Wyeth)

*The Outlet*

*Why the Chisholm Trail Forks,  
and other tales of the cattle  
country*

Alcott, Louisa May

*Little Women*

*Little Men*

*Jo's Boys, and how they turned  
out* (a sequel to *Little Men*)

*Aunt Jo's Scrap-Bag* – 6 vols.

*An Old-Fashioned Girl*

*Eight Cousins; or, The Aunt-Hill*

*A Free Bed*

*Rose in Bloom* (a sequel to *Eight  
Cousins*)

*Flower Fables*

*Hospital Sketches, and Camp  
and Fireside Stories*

*Jack and Jill: a Village Story*

*Lulu's Library* – 3 vol. collection  
of stories

*Moods*

*Morning-glories, and Other  
Stories*

*On Picket Duty*

*Silver Pitchers and Indepen-  
dence, a Centennial*

*Love Story*

*Spinning-Wheel Stories*

*Three Proverb Stories* – Kitty's

*Class Day, Aunt Kipp, Psyche's  
Art*

*Under the Lilacs*

*Work: A Story of Experience*

Aldrich, Thomas Bailey

*An Old Town by the Sea*

*The Ballad of Baby Bell, and  
other poems*

*Cloth of Gold, and other poems*

*The Course of True Love Never*

*Did Run Smooth*

*Daisy's Necklace: and What  
Came Of It*

*Flower and Thorn, later poems*

*Friar Jerome's Beautiful Book*

*The Little Violinist*

*Marjorie Daw*

*A Midnight Fantasy*

*Miss Mehetable's Son*

*Our New Neighbors at Ponka-  
pog*

*Poems of T. B. Aldrich*

*The Stillwater Tragedy*

*Story of a Bad Boy*

*Two Bites at a Cherry, with  
other tales*

Belloc, Hilaire

*Cautionary Tales for Children*  
(designed for the admonition of  
children between the ages of 8  
and 14)

Browning, Robert

*The Pied Piper of Hamelin*

(illustrated by Kate Greenaway  
[Warne])

Burnett, Frances Hodgson

*Little Lord Fauntleroy*

*The Secret Garden*

Burroughs, Edgar Rice

*Apache Devil*

*Back to the Stone Age*

*Chessman of Mars*

*John Carter of Mars*

*Jungle Tales of Tarzan*

*Tales of Three Planets*

*Tarzan*

*The Return of Tarzan*

*The Son of Tarzan*

Cooper, James Fenimore

*Afloat and Ashore*

*The Bravo*

*The Chainbearer*

*The Crater*

*The Deerslayer*

*The Headsman*



- The Heidenmauer*  
*Home as Found*  
*Homeward Bound*  
*Jack Tier*  
*The Last of the Mohicans*  
*Lionel Lincoln*  
*Mercedes of Castile*  
*Miles Wallingford*  
*The Monikins*  
*The Oak Openings*  
*The Path Finder*  
*The Pioneers*  
*The Pilot*  
*The Prairie*  
*Precaution*  
*The Red Rover*  
*The Redskins*  
*Satan's Toe*  
*The Sea Lions*  
*The Two Admirals*  
*The Water-Witch*  
*The Ways of the Hour*  
*The Wing and Wing*  
*The Wept of Wish-ton-wish*  
*Wyandotte*
- Cowper, William  
*John Gilpin's Ride* (illustrated  
 by Caldecott [Warne])
- Dana, Richard Henry  
*Two Years Before the Mast*
- Defoe, Daniel  
*Robinson Crusoe*
- Dickens, Charles  
*A Christmas Carol*  
*Cricket on the Hearth*  
*David Copperfield*  
*Oliver Twist* (The latter two may  
 be reserved for adolescence or  
 reread.)
- Dodge, Mary Mapes  
*Hans Brinker*
- Garland, Hamlin  
*The Light of the Star*  
*The Long Trail*  
*Main-Traveled Roads*  
*Prairie Folks*  
*Son of the Middle Border*  
*The Spirit of Sweetwater*
- Hawthorne, Nathaniel  
*Tanglewood Tales*
- Henty, G. A. (George Alfred)  
 A hundred "Boys' Books"<sup>14</sup>
- Irving, Washington  
*Sketch Book*
- James, Will (illustrated by James  
 [Scribner's])  
*Book of Cowboys*  
*Lone Cowboy*  
*Smoky*
- Kingsley, Charles  
*Westward Ho*
- Kipling, Rudyard  
*Captains Courageous*  
*Kim*  
*Stalky and Co.* (illustrated by  
 Miller)
- Longfellow, Henry Wadsworth  
*Evangeline*  
*Hiawatha*
- MacDonald, George  
*The Princess and Curdie*  
*The Princess and the Goblin*
- Marryat, Fredrick  
*Masterman Ready*  
*Mr. Midshipman Easy*
- Masefield, John  
*Jim Davis*
- Pyle, Howard  
*Otto of the Silver Hand*  
*Robin Hood* (illus. by Pyle  
 [Dover])

14. A list of these books can be found at: <https://www.robinsonbooks.com/pages/chronological-listing-of-g-a-henty-books>.

- Sewall, Anna  
*Black Beauty*
- Shakespeare, William  
*Comedy of Errors*
- Spyri, Johanna  
*Chel*  
*Heidi*
- Stevenson, Robert Louis (preferably illustrated by Wyeth)  
*Across the Plains*  
*From Clyde to Sandy Hook*  
*Kidnapped*  
*The Silverado Squatters*  
*Treasure Island*
- Stowe, Harriet Beecher  
*Uncle Tom's Cabin*
- Stratton-Porter, Gene  
*At the Foot of the Rainbow*  
*A Daughter of the Land*  
*Freckles*  
*A Girl of the Limberlost*  
*The Harvester*  
*Her Father's Daughter*  
*The Magic Garden*  
*Michael O'Halloran*
- Tarkington, Booth  
*Penrod*, and others in the series  
*Til Eulenspiegel* (translated by Mackenzie)
- Twain, Mark  
*Huckleberry Finn*  
*The Prince and the Pauper*
- Tom Sawyer  
—but not *Connecticut Yankee*  
and later novels
- Verne, Jules  
*20,000 Leagues Under the Sea*  
*800 Leagues on the Amazon*  
*Around the World in 80 Days*  
*Caesar Cascabel*  
*From the Earth to the Moon*  
*Hector Servadac*  
*Journey into the Interior of the Earth*  
*The Lighthouse at the End of the World*  
*Mysterious Island*  
*On the Track*  
*Voyages and Adventures of Captain Hatteras*
- Wilder, Laura Ingalls  
*Little House in the Big Woods*  
*Little House on the Prairie*  
*Farmer Boy*  
*On the Banks of Plum Creek*  
*By the Shores of Sliver Lake*  
*The Long Winter*  
*Little Town on the Prairie*  
*These Happy Golden Years*
- Wister, Owen  
*Indispensable Information for Infants*
- Wyss, Johann  
*Swiss Family Robinson*  
*Willis the Pilot*

### **Adolescence (ages 12–16)**

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- Andersen, Hans Christian  
*Pictures of Travel in Sweden,*  
*Among the Hartz Mountains,*  
*and in Switzerland*
- Brontë, Charlotte  
*Jane Eyre*  
*Wuthering Heights*
- Collins, Wilkie  
*After Dark*  
*Antonia*
- Armadale*  
*Basil*  
*The Black Robe*  
*Blind Love*  
*"Blow Up With The Brig!"*  
*The Dead Alive*  
*The Dead Secret*  
*The Evil Genius*  
*The Fallen Leaves*  
*The Fatal Cradle*  
*Fatal Fortune*

- The Frozen Deep*  
*The Haunted Hotel*  
*Heart and Science*  
*Hide and Seek*  
*"I say no"*  
*Jezebel's Daughter*  
*The Law and the Lady*  
*The Legacy of Cain*  
*Man and Wife*  
*Miss or Mrs.?*  
*Miss Bertha and the Yankee*  
*Miss Dulane and My Lord*  
*Miss Jeromette and the Clergy-*  
*man*  
*Miss Mina and the Groom*  
*Miss Morris and the Stranger*  
*The Moonstone*  
*Mr. Captain and the Nymph*  
*Mr. Cosway and the Landlady*  
*Mr. Lepel and the Housekeeper*  
*Mr. Lisimore and the Widow*  
*Mr. Marmaduke and the Min-*  
*ister*  
*Mr. Medhurst and the Princess*  
*Mr. Percy and the Prophet*  
*Mrs. Zant and the Ghost*  
*My Lady's Money*  
*My Miscellanies*  
*The New Magdalen*  
*No Name*  
*Poor Miss Finch*  
*The Queen of Hearts*  
*A Rogue's Life from his Birth to*  
*his Marriage*  
*The Two Destinies*  
*The Woman in White*
- Dampier, William  
*A Voyage Round the World*
- Daudet, Alphonse  
*Fromont Jeune*  
*Tartarin*
- Dickens, Charles  
*Barnaby Rudge*  
*Nicholas Nickleby*  
*The Old Curiosity Shop*
- Doyle, Sir Arthur Conan  
*The Lost World*  
 Sherlock Holmes (series)  
*White Company*
- Dumas, Alexandre  
*The Black Tulip*  
*Three Musketeers*  
*Twenty Years After*  
*The Whites and the Blues*
- Du Maurier, George  
*Trilby*
- Eliot, George  
*Adam Bede*  
*Middlemarch*  
*Mill on the Floss*  
*Romola*  
*Silas Marner*
- Eggleston, Edward  
*Brant and Red Jacket*  
*The Circuit Rider*  
*Duffels*  
*The Graysons*  
*The Hossier School-Boy*  
*The Hossier Schoolmaster*
- Fabre, Henri  
 selections from *Souvenirs Ento-*  
*mologiques*
- Gray, Zane  
*The Call of the Canyon*  
*Desert Gold*  
*The Desert of Wheat*  
*Fighting Caravans*  
*The Last of the Plainsmen*  
*The Last Trail*  
*Nevada*  
*Riders of the Purple Sage*
- Haggard, H. Rider (Henry Rider)  
*Allan and the Holy Flower*  
*Allan and the Ice-Gods*  
*Allan's Wife, and Other Tales*  
*Allan Quatermain*  
*Ayesha*  
*Child of the Storm*  
*Colonel Quartich, V.C.*  
*Dr. Thorne*

- Joan Haste  
*King Solomon's Mines*  
*Montezuma's Daughter*  
*The People of the Mist*  
*She*  
*Treasure of the Lake*
- Hughes, Thomas  
*Tom Brown's School Days*  
*Tom Brown at Oxford*
- Hugo, Victor  
*Les Miserables*  
*Hunchback of Notre Dame*  
*Quatre-vingt-treize*
- Ibanez, Blasco  
*Blood and Sand*  
*Four Horseman of the Apocalypse*
- Irving, Washington  
*The Alhambra Tales*
- Kingsley, Charles  
*Hereward, the Wake*
- Le Sage, Alain  
*The Adventures of Gil Blas*
- MacDonald, George  
*Lilith*
- Park, Mungo  
*Travels in Africa*
- Parkman, Francis  
*Oregon Trail*
- Poe, Edgar Allen  
*Tales and poems*
- Polo, Marco  
*Travels*
- Reade, Charles  
*The Cloister and the Hearth*
- Rhodes, Eugene  
*Best Novels, and Stories* (edited by Dobie)
- Scott, Sir Walter  
*Ivanhoe*  
*Kenilworth*
- Rob Roy  
*The Talisman*
- Shakespeare, William  
*Merchant of Venice*  
*Midsummer Night's Dream*  
*Romeo and Juliet*
- Shelley, Mary  
*Frankenstein*
- Sienkiewicz, Henryk  
*With Fire and Sword*  
*Quo Vadis*
- Stevenson, Robert Louis  
*The Master of Ballantrae*  
*Prince Otto*  
*The Strange Case of Dr. Jekyll and Mr. Hyde*
- Swift, Jonathan  
*Gulliver's Travels*
- Wallace, Edgar  
*Sanders of the River*  
*Again Sanders*  
*Bones (Further Adventures in Mr. Commissioner Sanders' Country)*  
*Bosambo of the River*  
*Diana of Kara-Kara*  
*The Double*  
*Four Just Men*  
*The Girl from Scotland Yard*  
*The Man Who Knew*  
*The People of the River*  
*The Sinister Man*
- Wells, H. G.  
*The First Men in the Moon*  
*The Food of the Gods*  
*In the Days of the Comet*  
*The Invisible Man*  
*The Island of Dr. Moreau*  
*The Time Machine*  
*The War of the Worlds*
- Wister, Owen  
*The Dragon of Wantley*  
*The Jimmyjohn Boss and Other Stories*

*Lady Baltimore*  
Lin McLean

*Members of the Family*  
*The Virginian*

### **Youth (ages 16–20)**

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Andersen, Hans Christian  
*The Fairy Tale of My Life: An*  
*Autobiography*

Austen, Jane  
*Emma*  
*Lady Susan*  
*Mansfield Park*  
*Northanger Abbey*  
*Persuasion*  
*Pride and Prejudice*  
*Sense and Sensibility*  
*The Watsons*

Balzac, Honoré de  
*The Cabinet of Antiquities*  
*Père Goriot, Ursule Mirouët,*  
*and Other Stories*

Bellamy, Edward  
*The Blindman's World and*  
*Other Stories*  
*The Duke of Stockbridge*  
*Looking Backward*  
*Equality (A Sequel to Looking*  
*Backward)*

Belloc, Hilaire  
*The Cruise of the "Nona" – and*  
*many others*

Bernanos, Georges  
*Diary of a Country Priest*  
*A Diary of My Times*  
*The Fearless Heart*  
*Joy*  
*Last Essays*

Blackmore, Richard Dodridge  
*Cripps, the Carrier*  
*Lorna Doone*  
*A Tale of the South Downs*

Borrow, George  
*The Bible in Spain*  
*Lavengro*

*Romany Rye (A sequel to Laven-*  
*gro)*

Brontë, Charlotte  
*Jane Eyre*

Buchan, John  
*A Book of Escapes and Hur-*  
*ried Journeys (A Collection of*  
*Stories)*  
*Castle Gay*  
*The Courts of the Morning*  
*The Free Fishers*  
*The Gap in the Curtain*  
*Greenmantle*  
*The House of the Four Winds*  
*Huntingtower*  
*Jon MacNab*  
*A Lodge in the Wilderness*  
*Midwinter*  
*Mr. Standfast*  
*The Three Hostages*  
*The Thirty-Nine Steps*

Butler, Samuel  
*Erewhon*  
*The Way of All Flesh*

Cabell, James Branch  
*Chivalry*  
*Gallantry*  
*Jurgen*  
*The Silver Stallion*

Cable, George Washington  
*The Cavalier*  
*Old Creole Days*  
*Kincaid's Battery*

Cather, Willa  
*Death Comes for the Archbishop*  
*My Antonia*  
*Shadows on the Rock*

Chekhov, Anton  
*Stories and Plays*

Chesterton, G. K  
*Everlasting Man*  
 Father Brown series  
*A Man Called Thursday*

Columbus, Christopher  
*Four Voyages to the New World*

Conrad, Joseph  
*Almayer's Folly*  
*An Outcast of the Islands*  
*The Arrow of Gold*  
*Lord Jim*  
*Nostromo*  
*The Rescue*  
*A Set of Six*  
*Twixt Land and Sea*  
*Typhoon*  
*Victory*

Cook, James  
*Captain Cook's Explorations*

DeMaupassant, Guy  
*Stories*

Dickens, Charles  
*Bleak House*  
*Martin Chuzzlewit*  
*Our Mutual Friend*

Dostoyevsky, Feodor  
*Crime and Punishment*  
*Brothers Karamazov*

Doughty, Charles  
*Travels in Arabia Desert*

Fielding, Henry  
*Jonathan Wilde*  
*Tom Jones*

Hakluyt, Richard  
*Voyages to the New World*

Hawkins, Anthony Hope  
*Captain Dieppe*  
*A Change of Air*  
*Double Harness*  
*Half a Hero*  
*The King's Mirror*  
*A Man of Mark*  
*The Prisoner of Zenda*

*Rupert of Hentzau*  
*Simon Dale*  
*The Secret of the Tower*  
*Tristram of Blent*

Hawthorne, Nathaniel  
*The House of Seven Gables*  
*The Scarlet Letter*  
 – and others

Hudson, W. H.  
*Green Mansions*  
*The Purple Land*

Irving, Washington  
*Conquest of Granada*  
*Life of Columbus*  
*Life of George Washington*

Jackson, Helen Hunt  
*Ramona*

Lagelof, Selma  
*Gösta Berling*  
*Jerusalem*

Loti, Pierre (Louis Marie Julien Viaud)  
*An Iceland Fisherman*  
*India (Without the English)*  
*On Life's By-Ways*

Manzoni, Alessandro  
*The Betrothed*

Melville, Herman  
*Billy Budd*  
*Moby Dick*

Moore, Tom  
*Lalla Rookh*

Morris, William  
*News from Nowhere*  
*The Roots of the Mountains*  
*Sigurd the Volsung and the Fall of the Niblungs*

Scott, Robert  
*Scott's Last Expedition*

Shakespeare, William  
*As You Like It*  
*Hamlet*

- Henry IV*  
*Henry V*  
*Macbeth*  
*The Sonnets*  
*The Taming of the Shrew*  
*Twelfth Night*
- Stanley, Sir Henry Morton  
*How I Found Livingstone*
- Stendahl  
*The Abbess of Castro and Other Tales*  
*Armance*  
*The Charterhouse of Parma*  
*Lamiel*  
*Lucien Leuwen*  
*Italian Chronicles*  
*Memories of a Tourist*  
*The Red and the Black*
- Thackeray, William Makepeace  
*Adventures of Philip Catherine*  
*Denis Duval*  
*Eastern Sketches*  
*Henry Esmond*  
*The Four Georges*  
*The History of Pendennis*  
*The Irish Sketchbook*  
*Lovel the Widower*  
*Memoirs of Barry Lyndon*  
*The Newcomes*  
*The Paris Sketchbook*  
*Roundabout Papers*  
*The Second Funeral of Napoleon*  
*Sketches and Travels in London*  
*Vanity Fair*  
*The Virginians*
- Tolstoy, Leo  
*Anna Karenina*  
*Childhood, Boyhood, Youth*  
*The Cossacks*  
*The Death of Ivan Ilyitch and Other Stories*  
*Fables for Children*  
*The Kruetzer Sonata*
- Master and Man*  
*My Confession*  
*My Religion*  
*Resurrection*  
*Tales of Sevastopol*  
*War and Peace*  
*What Is to Be Done?*
- Trollope, Anthony  
 Barchester (series)
- Turgenev, Ivan  
*The Brigadier and Other Stories*  
*Dream Tales and Prose Poems*  
*Fathers and Sons*  
*A Hunter's Sketches*  
*Knock, Knock, Knock and Other Stories*  
*A Month in the Country*  
*A Nest of Gentlemen*  
*Rudin*  
*Smoke*  
*Spring Torrents*
- Undset, Sigrid  
*The Burning Bush*  
*Catherine of Siena*  
*The Faithful Wife*  
*Gunnar's Daughter*  
*Ida Elisabeth*  
*Jenny*  
*Kristin Lavransdatter*  
*The Master of Hestviken*  
*Saga of Saints*  
*The Wild Orchid*
- Verga, Giovanni  
*Cavalleria Rusticana and Other Stories*  
*The House by the Medlar Tree*  
 (translated by D. H. Lawrence)  
*Little Novels of Sicily*
- Washington, Booker T.  
*Up From Slavery*

# APPENDIX II:

## THE PGMAPT PARADIGM OF THE LIBERAL ARTS TRADITION

What to Know?	Theology <sup>15</sup>													Theology →	→			
	Philosophy <sup>16</sup>											Natural Philosophy <sup>17</sup> Moral Philosophy <sup>18</sup>		Divine Philosophy →	→			
How to Think?	Liberal Arts <sup>19</sup>	Arithmetic					Geometry		Astronomy, Music			→	→					
		Grammar					Dialectic		Rhetoric				→					
How to Live?	Music <sup>20</sup>	An Education in Wonder through Engagement with Reality as a Delightful Living Museum—Engagement Both with Unmediated Nature and with the Songs, Stories, and Art of Human Culture												→	→			
	Gymnastic <sup>21</sup>	Gross, Fine Motor Skills Manners					Coordination, Athletics					Team and Individual Sports		→	→			
Whom to Love?	Piety	Fulfilling One's Duty, Love, and Respect to God, Parents, and Elders Shapes the Loves												→	→			
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	University and Life	→	
Wonder		→			Worship			→			Work			→			Wisdom	
Wisdom, Grace, Virtue																		

- As the sun illumines the whole earth, so theology illumines all of education and is learned implicitly at every stage.
- Philosophy: The love of wisdom in natural, moral, and divine reality; this contains all the subjects (e.g., chemistry, economics, psychology, biology, etc.) except theology.
- Natural Philosophy: Natural philosophy is the locus of integration for the subjects of natural science.
- Moral philosophy is the love of wisdom regarding man and human society; it is the locus of integration for the subjects of social science. "Essentially, the focus of Christian moral philosophy is man as the image of God and his actions and relations within the human society he inhabits" (page 143).
- Liberal Arts: The tools of learning; the skills used to justify knowledge; the traditional path to train the reason consisting of the Trivium and Quadrivium.
- Music: "It is a total education including the heart—the memory and passions and imagination—as well as the body and intelligence" (page 25).
- Gymnastic: Physical training and discipline which creates discipline, perseverance, and patience.



# APPENDIX III: A SUMMARY OF THE LIBERAL ARTS AND PHILOSOPHY

Liberal Art	Skill	Content	Traditional Form	Nearest Contemporary Form
Grammar	<p>The art of grasping concepts</p> <p>Being at home in language</p> <p>Learning from the authors</p>	<p>“Knowledge of what is normally said by poets and prose writers.” —Thrax</p> <p>Etymology, hermeneutics, parts of speech, conjugation, declensions</p>	<p><i>Literatura</i> (generally)</p> <p>Dionysius Thrax</p> <p>Priscian</p> <p>Boethius</p>	<p>Classics</p> <p>Medieval literature</p> <p>English literature</p>
Dialectic	<p>The art of conversation, finding arguments, following questions, demonstrating reasons</p>	<p>Logic, proper questions, modes of reasoning</p>	<p>Aristotle’s <i>Organon</i></p>	<p>Formal logic</p> <p>Research methods</p>
Rhetoric	<p>The art of recognizing all the available means of persuasion in any given situation</p> <p>Leading souls to truth with wisdom and eloquence</p>	<p>5 canons of rhetoric (invention, style, arrangement, memory, delivery)</p> <p>Common topics</p>	<p>Cicero</p> <p>Quintilian</p> <p>Aristotle’s <i>Rhetoric</i></p>	<p>Debate</p> <p>English composition</p> <p>Media studies</p>
Arithmetic	<p>The art of perceiving and relating discrete number</p>	<p>Discrete quantity</p>	<p>Nicomachus’s <i>Arithmetic</i></p> <p>Newton’s <i>Universal Arithmetic</i></p> <p>Diophantus’s <i>Arithmetic</i></p>	<p>Arithmetic</p> <p>Algebra I</p> <p>Sequences and series (infinite and finite)</p>
Geometry	<p>The art of perceiving and relating continuous magnitude; deductive reasoning</p>	<p>Continuous magnitude</p>	<p>Euclid’s <i>Elements</i></p> <p>Descartes’s <i>La Géométrie</i></p>	<p>Plane and Solid Geometry</p> <p>Algebra II</p> <p>Calculus I, III</p>

Astronomy	The art of expressing arrays of number in systematic relationships, inductive reasoning, mathematical empiricism; math in time and space	Celestial kinematics	Aristarchus Ptolemy's <i>Almagest</i> Copernicus's <i>De Revolutionibus</i> Newton's <i>Principia</i>	Experimental Physics Matrix Mechanics
Music	The art of recognizing the real relationships among the modes of unity; mathematical aesthetics; mathematics in time	Mathematical proportionalities (both infinite and finite) woven throughout sonic, natural, and social reality	Philolaus Nicomachus Augustine's <i>De Musica</i> Boethius Kepler's <i>Harmonies of the World</i>	Cosmology Music theory Calculus Theoretical physics Theoretical economics

# APPENDIX IV:

## A SAMPLE TECHNICAL NARRATIVE

### The Physics Narrative: From the Ancients to Newton's Principle of Mutual Gravitation

	Poetic	Rational	Empirical
ANE	Heavens declare the glory of God	Sexagesimal system—Babylonians	Astronomical charts—Egypt/Babylon
	Man is made in the image of God	Arithmetic	Crude approximations of pi and Pythagorean theorem
	Man is called to name things		
	Man is called to use reason		
	Man with dominion		
	Creation is God's handiwork		
GR	Thales—unified physical reality	Pythagoras—all is number	Thales—predicted eclipse
	Plato—unified metaphysical reality	Pythagoras—geometry, astronomy, music (and arithmetic)	Earth is spherical and size is as a point to the heavens
	Democritus—atomism	Hipparchus—trigonometry (chords)	Aristarchus—relative sizes and distances of sun, moon, and earth
	Aristotle—the four causes	Archimedes—method of exhaustion (early calculus)	Eratosthenes—actual size of the earth
		Ptolemy—astronomical system unifying many rational and empirical truths	
Med	Faith and reason combined	Indic (Arabic) numerals and decimal system	Merton Calculators and Oresme discover and prove Mean Speed Theorem
	Neoplatonism	Indic (Arabic) trigonometry	mechanical clocks
	Aristotelian revival		
	Ockham's razor		

Mod	Concept of momentum		
	Galileo—mathematics is the language with which God created the universe	Copernicus—heliocentric system	Tycho Brahe—excellent Prague observatory which increased accuracy of celestial data
	Mechanistic universe Democritean atomistic revival	Kepler—celestial laws from Brahe's data	Galileo—bodies fall with the same acceleration both one and two dimensionally
		Galileo—acceleration can be represented in mathematical proportionalities (kinematics equations)	Galileo—used telescope to discover the moons of Jupiter and imperfection of the moon's surface
	Galileo/Newton—concept of relative and absolute space and time	Galileo—two-dimensional motion can be represented with vectors	Pascal—great experiment shows that outer space is a vacuum (and vacuums exist)
	Newton—concept of mass	Leibniz and Newton—calculus of infinities and infinitesimals	Hooke spring experiments
	Newton—concept of force	Newton—Three Laws	Huygens collision experiments
	Leibniz—concept of energy	Newton—analysis of circular motion and centripetal force	
	<p>Newton's Metaphysics, Three Laws, and Law of Universal Gravitation</p> <p>United all significant data from celestial and terrestrial physics into an integrated "System of the World [Universe]"</p> <p>Leibniz delivered a compelling critique of Newton's system and offered an alternative unification of natural philosophy, moral philosophy, and metaphysics. Leibniz thereby influenced the ensuing generations of mathematicians, natural scientists, and philosophers on the continent who lay broad foundations for their disciplines.</p>		

# APPENDIX V: CHECKLISTS

## CHECKLIST FOR CURRICULUM COMMITTEES

The following is a list of prompts to consider when selecting books for students to read at each grade level in a school or homeschool setting.

- ☐ **Mandatory Books:** Some books should be mandatory or required reading. Is this a book that every student should read?
- ☐ **Too Many Books:** A common mistake in creating reading lists in classical schools is to assign too much reading, such that students are “covering” books and not drinking deeply from them and therefore not often loving them. Students should read fewer books deeply rather than many books quickly and cursorily. However, spending too long on a given book, or analyzing it too much, is a mistake in the opposite direction. Are you assigning too much required reading?
- ☐ **Independent Reading:** Some books should be recommended for independent reading, meaning students can read such books if they wish and if they have time. John Senior’s “The Thousand Good Books” list is a great resource to help you select these readings. Would this book be suitable as a nonrequired, independent reading?
- ☐ **Available, Accessible Books:** Nonrequired independent books should be easily available for students to read in their free time.

Ideally, classroom shelves will be filled with them. Are copies of these books available in the classroom or homeschool for students to pick up and read?

- ❑ **Read-Aloud Books:** In the younger years, students should have books read to them by their teacher—typically books that are wonderful for them to hear and experience but beyond their reading abilities. Is this a book that should be read to the students?
- ❑ **Books for Parents and Students:** It is important that parents read books *to* their children (especially when children are young) and *with* their children. We recommend trying for 20–30 minutes each night. Is this book particularly suitable for parents to read to or with their children?
- ❑ **Various Kinds of Books:** A reading list should contain books from various genres to familiarize students with these various genres. Such genres include novels, poetry, epics, history, biography, historical fiction, autobiography, philosophy, and theology. Does your list contain this variety or does it overemphasize one or two genres?
- ❑ **Books at the Right Level:** Students should read books that are at their level of reading ability. It is a common mistake in classical schools to assign books that are too challenging for students. A couple of books in a given year can be assigned that are “above level,” but only enough to stretch them without discouraging them. More time and support should be given for students to work through such texts. Keep in mind Lewis’s insight about choosing readings at the right level: books only worth reading in childhood aren’t worth reading even then. What is the level of difficulty for the book you are considering for this grade? How many of the books you are considering for this grade would be considered difficult, challenging, or above-level? What does the teacher of this grade think about the reading level? Is there a balance of “above-level” and “at-level” books?
- ❑ **Fully Read Books:** Some books should be read in their entirety (for example, most novels). Is this a book that should be read in its entirety?
- ❑ **Partially Read Books:** Some books (particularly in the upper school) do not always need to be read in their entirety (for exam-

ple, Augustine's *City of God*). Is this a book from which students should read only a designated excerpt?

- ❑ **Twice-Read Books:** Some books should be read more than once. Examples might be various books of the Bible, or classic literature, such as the *Aeneid*. Is this a book that should be read once in an earlier grade and read again in a later grade?
- ❑ **Books to Read First:** Some books should be read after reading other books first. We intuitively know that parents should teach their children the stories of Jesus and the Gospels before introducing them to Leviticus, even though Leviticus was written first. Likewise it is generally best to read *Voyage of the Dawn Treader* before reading the *Odyssey*. When designing curriculum consider: Is this a book that should be read after reading other books first? Is this book being read in the best place in the sequence? How does this book lead to peak literary experiences such as reading Dante's *Divine Comedy*? When the book was written should not dictate the order in which a book should be read. Instead, start with good books, then proceed to great ones. And make sure that the soil of the students' hearts has been adequately prepared for the great books, lest these important seeds fail to take root.
- ❑ **Influential, Classic Books:** Some books ("classics") are more influential and important than others. For example, Augustine's *Confessions* or Boethius's *Consolation of Philosophy* have been read for centuries and inspired many other important books (like the *Divine Comedy*). Is this book an important and influential book?
- ❑ **More Classics than Nonclassics:** Students, in their limited time, should read more influential and important books than contemporary ones that have not yet proved to be greatly influential and important. Are your students reading more classics than nonclassics?
- ❑ **Some Contemporary Books:** Students should read contemporary books in addition to classics in order to become familiar with the great writing of their own time. Are there contemporary books that connect students to the classics? Are the contemporary books assigned to your students regarded by many as very good or great by experienced classical educators and critics? For example, *Gilead* by Marilynne Robinson has been widely

regarded as an excellent contemporary book in keeping with liberal arts learning and great literature. Do the contemporary books assigned to your students connect them to the classics? Another example is the Space Trilogy by C. S. Lewis. *Perelandra* connects students to Milton's *Paradise Lost*, while *That Hideous Strength* connects them to the Arthurian tales.

- ❑ **Consult Book Lists:** There are many good reading lists available to consult while choosing a reading list for your school or home-school (see page 303 for three such lists). Have you consulted such lists while creating your own?
- ❑ **No List Is Final and Fixed:** There is no one final reading list for classical schools and homeschools. Creating your own list might depend on your teachers and their expertise, the past training of your students, the region of the country in which you reside, and other curricular elements your school wishes to emphasize. For example, if your faculty features teachers with exceptional training and talent in British literature, you may naturally choose to feature more British classics than a typical school. If your school is in the South, you may wish to feature books by Southern writers like Flannery O'Connor and William Faulkner. While creating your list, have you taken into consideration the expertise and training of your faculty, your school's emphases, and your region?
- ❑ **A Living List:** A reading list should not stay static, but should be revised and refined with feedback and experience. Are you revisiting and revising your reading list every year or two as you get feedback from students, teachers, and parents?
- ❑ **Conversations across the Curriculum:** Does this book lend itself to conversations across the curriculum? If so, how? Books like *The Magician's Nephew* by C. S. Lewis, Spenser's *Faerie Queene*, or Dante's *Divine Comedy* can spur discussions on the nature of physical reality that are relevant for natural science classes. Other books like Dickens's *Hard Times* are relevant for classes in history and economics. The King Arthur stories and Robin Hood tales raise questions relevant for government class such as, why a *round* table? Or, who should have land-use rights to Sherwood Forest? How can our teachers take advantage of these cross-curricular connections?



## CHECKLIST FOR ADMINISTRATORS SPEAKING IN VARIOUS SETTINGS

- ☐ **Ongoing Growth:** As scary as it may be, do you recognize that your audience expects you to model the fruit of classical learning? Are you therefore growing incrementally in your own humanity by fresh reading, contemplation, and conversation—as much as your limited time may allow it?
- ☐ **Be a Model:** Are you prepared to model classical learning in your comments and prepared remarks?
- ☐ **Thoughtful Preparation:** Are you committed to prepare for your presentation thoughtfully rather than “shoot from the hip”?
- ☐ **Keep Philosophy in Focus:** What do you believe about children? Learning? The goal of education? Keep these things in focus as you prepare. Follow them as you lead and make decisions for your school. Communicate them clearly and winsomely as you speak.
- ☐ **Repeat the Vision:** Remember that most parents and teachers need to hear an idea at least seven times before the idea begins to take root and be understood. Never miss an opportunity to speak from the vision. Are you comfortable repeating the mission, vision, and ideals of the school in every rhetorical setting?
- ☐ **Don't Miss the Opportunity:** Are you taking advantage of this event or setting to “polish the lighthouse mirror” and rearticulate the mission and vision of the school?
- ☐ **Tell a Story from the School:** Can you use an anecdote or story from the school to make your point about education as the cultivation of virtue and wisdom?
- ☐ **Fresh Articulation:** How can you rearticulate the mission and vision of the school with freshness? What might you pull from your own reading in the classical tradition? What might you pull from your conversations with teachers, parents, students, and other headmasters? What excerpt from a great thinker, writer, or artist might you cite?
- ☐ **Keep a Commonplace Book:** Are you keeping a notebook of insights, excerpts, anecdotes, stories, etc., that you can consult when planning your comments at meetings and events?

- ☐ **Use *LAT* and Your *LAT* Notes:** Have you taken notes in your reading through *The Liberal Arts Tradition* that you can consult as you prepare your presentation?
- ☐ **Call a Witness:** What person can you call on who could also speak briefly to embody and articulate the vision of the school or homeschool? What teacher? What parent? What student? What community member?
- ☐ **Call on Students:** What demonstration of student learning or art could you call on to present? A poetry recitation? A five-minute conversation featuring students discussing a logical fallacy, proverb, or poem? A musical performance? A brief speech prepared by a rhetoric student? A grammar school song or chant?
- ☐ **Focus on One Element:** What element of a liberal arts education might you pull out for emphasis and articulation?
- ☐ **Virtue:** What is virtue and how is it cultivated? Remember the Christ-centered nature of Christian virtue.
- ☐ **Partnerships:** What is the importance of partnerships between parents and teachers?
- ☐ **Wisdom:** What is wisdom and how do we find it? How is wisdom distinct from knowledge?
- ☐ **Eloquence:** What is eloquence and why is it important and so sorely needed?
- ☐ **Love:** What is Christian love and why must it animate all of learning?
- ☐ **Contemplation:** What is contemplation and why is it essential to flourishing as a human?
- ☐ **The Trivium:** What is the Trivium and how is it present in your school and curriculum?
- ☐ **The Quadrivium:** What is the Quadrivium and how is present in your school and curriculum?
- ☐ **Musical Education:** Why do we think that classical education in the early grades is largely “musical” education?
- ☐ **Education in Wonder:** Why can we characterize classical education as an education in wonder that considers the world a living museum?

- ❑ **Natural Philosophy:** Why can the study of science be considered natural philosophy?
- ❑ **Piety:** How is classical education grounded in piety?
- ❑ **Gymnastic:** Why does classical education emphasize the importance of training the body (gymnastic education) as well as tuning the soul?
- ❑ **Soul Formation:** Why is classical education considered to be education that tunes the soul to the real (or reality)?
- ❑ **The Liberal Arts:** Why are the liberal arts called “liberal” and why are they called “arts”?
- ❑ **Piety and Theology:** Why is classical Christian education grounded in piety and governed by theology?
- ❑ **Virtue Formation and Moral Philosophy:** How is the formation of virtue in our students part of their training in moral philosophy? What is moral philosophy?

## CHECKLIST FOR TEACHERS CONDUCTING PARENT-TEACHER OR GUARDIAN-TEACHER MEETINGS

- ☐ **Prepare with Notes:** Remember that your time is likely limited, so prepare your comments ahead of time by taking notes of the important things you wish to communicate.
- ☐ **Lead with the Good:** Generally lead with what you appreciate about the student. Every student has qualities that are worthy of your esteem and love; list these in preparation for your meeting.
- ☐ **Pray with the Parents:** If appropriate, begin or end the meeting with a short prayer directed at the child's growth in Christian virtue, love for learning, and resolution of challenges.
- ☐ **Love Can Lead to Worry:** Remember that parents value nothing so much as their children. This love, combined with the sacrifices they are making to educate or have you educate their child can make these meetings charged with meaning and sometimes with anxiety. For the parents, the stakes may be high. Be prepared for the possibility that anxiety might become present and animate comments and concerns expressed by the parents.
- ☐ **Love Can Lead to Worry and Praise:** Because of the love parents have for their children, their appreciation for what you are doing to serve them may be grand and deep. Be prepared for some parents to flood you with love and appreciation. In fact, be prepared for some parents to express both concerns about your teaching *and* great appreciation in the same meeting.
- ☐ **Note Your Partnership:** Parents are responsible for the education of their children and are coeducators with you in various ways. Near the beginning of the meeting, note to the parents that you are in partnership with them.
- ☐ **Compare Notes with the Parents:** Note that what you learn from them about the students will help you in guiding and educating him or her; note as well that what they learn from you can help them as they guide and shepherd at home.
- ☐ **Student at Home:** Ask the parents what they are observing in terms of disposition, attitude, and performance at home. Be pre-

pared to make suggestions for what the parents can do to help with the study atmosphere and routines at home. Ask when and where the student typically studies and make suggestions for a clean, quiet, undistracted setting for doing academic work at home.

- ❑ **Virtue Cultivation before Grades:** Emphasize the importance of wonder, piety, cultivated affections for the true, good, and beautiful, and virtue formation over numerical grades and class standing. Share your assessment of the student's growth as a virtuous person and be prepared to share how you think he or she can continue this growth. What habits need to be better established? Note the student's progress in these virtues: constancy/perseverance, humility, love, temperance, courage.
- ❑ **Prepare with Specifics:** Parents almost always will want to know in specific terms how the student is performing in various academic subjects and what is needed to improve. Be prepared to share what specific habits and skills could be developed to help the student grow and do better. In addition to sharing specifically what the student has accomplished and learned, note any gaps in learning that still need to be filled or mastered, and how the parents might help.
- ❑ **Give Concrete, Practical Counsel:** Be prepared to offer the parents concrete, practical ways in which they can help their child with virtue formation and academic attention and work.
- ❑ **Note Others Who Can Help:** Ask yourself if there is another family or set of parents that you think could mentor, encourage, or be of help to the parents with whom you are meeting.
- ❑ **The Problem-Solving Process:** When students are not performing well, parents often struggle to try and understand why. They will typically reach for one cause (sometimes more) that they think the most plausible. Often, however, the cause for student struggles involves several factors, and sometimes not the ones that the parents have in view, but sometimes not the ones that the teacher may have in view either. It is best to commit to getting "the whole picture" by having you and the parents both describe the struggles you are observing. Therefore it is best to begin a discussion about a student's struggles in this sequence: 1) **Describe:** Jointly describe what the presenting struggle looks like. What are the presenting symptoms or behaviors? What are the

parents observing? What are you observing? Work at clarifying your description of the student's struggles by writing them down together. At this stage, do not explore causes, but describe the effects. 2) **Diagnose:** Jointly explore what the causes and factors for the struggles might be. Note with the parents that there are several potential causes that could in play and that include the curriculum or texts used, other students, the atmosphere of the class, the academic level of the class, the previous training and education of the student, the teacher and pedagogy, conditions at home, a possible learning disability, emotional disruption in the student (like the death of a grandparent, etc.). Work to identify the various causes that may be contributing to the student's struggles. 3) **Remediate:** Jointly discuss how you might help the student. You might or might not decide upon a course of treatment but you should have a basic outline for how you will proceed. It would be wise to tell the parents that you will send them an email describing how you will proceed in two to three business days.

### **Here are some questions you should be prepared to ask:**

- ☐ **Delight:** Does the student exhibit delight in his/her studies, at least at times?
- ☐ **Satisfaction:** Does the student exhibit satisfaction in his/her growing mastery of skills and ideas?
- ☐ **Constancy:** Does the student exhibit constancy in his/her work?
- ☐ **Courage:** Does the student exhibit courage in his/her academic work, being willing to step forward into a new area of study and skill acquisition?
- ☐ **Temperance:** Does the student exhibit temperance in his/her work, neither being lazy nor overstudying while neglecting other responsibilities?
- ☐ **Humility:** Does the student exhibit humility in his/her work, recognizing his/her own ignorance while being grateful for the knowledge he/she is gaining from the fruit of other teachers and books?

- ☐ **Love:** Does the student exhibit love in his/her work, showing signs of true delight in his/her growing engagement with the true, the good, and the beautiful?
- ☐ **Student's Report:** What is the student reporting about his/her experience in the class? What does he/she report enjoying or not enjoying?
- ☐ **Homework Routine:** What is the student's homework routine? When does he/she study and in what setting?
- ☐ **Serving the Parent:** How can I, as a teacher, better serve you, as parents?
- ☐ **Serving the Student:** How do you think I, as a teacher, can better serve your child?

## CHECKLIST FOR CREATING A REPORT CARD

Sample report cards crafted by other schools seeking to emulate the ideas in this book are available at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com), under the “Support” drop-down (found beneath the product photo).

- ☐ Recognize that report cards often carry too much weight for both parents and students—sometimes trumping all other efforts to help parents and students understand education primarily as virtue formation rather than a numerical performance index tied to the cash value of college admission and potential scholarships. Look for ways to de-emphasize the weight of modern, numerical grades.
- ☐ In grades K–8, consider not using numerical grades in your school or report card. Since colleges only view transcripts from grades 9–12, you can adopt a reporting system that in K–8 (or at least in K–6) that does not contain modern “grades.”
- ☐ Consider other ways of assessing and reporting progress to students and parents. See the [mastery.org](http://mastery.org) website for an organization actively pursuing this and seeking to assess students with various mastery rubrics.
- ☐ Consider crafting a report card that features the acquisition of student virtues in addition to assessments and reports on academic performance. See [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com), under the “Support” drop-down (found beneath the product photo) for examples of report cards from classical schools that seek to do this.
- ☐ Consider including a section on the report card that allows teachers to compose a written, narrative assessment of the student’s growth in virtue as well as academic performance. While in lower school a 4–6 sentence narrative is appropriate, in the upper school each teacher need only contribute a 2–3 sentence assessment. This cultivates in students a greater goal to strive for than just a grade: their teacher’s honest praise.



In grades K–6 or K–8, consider various alternative designations for academic performance such as this four-tier rubric:

- ☐ MCL = *Magna Cum Laude*: going above and beyond expectations, beyond praiseworthy work
- ☐ CL = *Cum Laude* (with praise): praiseworthy work, the expectation for all or most students who are properly placed and working with diligence and virtue
- ☐ S = *Satis* (satisfactory work): the student may progress with ongoing learning
- ☐ NS = *Non Satis* (not satisfactory): the student must remediate in order to keep progressing

Consider a three-tier variation of this rubric for academic performance such as:

- ☐ MCL = *Magna Cum Laude*: going above and beyond expectations, beyond praiseworthy work
- ☐ CL = *Cum Laude* (with praise): praiseworthy work
- ☐ NS = *Non Satis* (not satisfactory): the student must remediate in order to keep progressing