

*A Comprehensive Classical High School Study*  
*with special emphasis upon the thoughts and ideas of Dr. Francis Schaeffer*

Year II  
“The Grandeur of Christianity”

————— Q wvQ —————

**WORLD VIEWS** *of the*  
**WESTERN WORLD**

*Following the Flow of Thought through Western Civilization*

————— Q wvQ —————

RESEARCH - TEACHING SYLLABUS

YEAR II

prepared by  
David Quine

“The heritage of the past  
is the seed that brings forth the harvest of the future.”

Engraved upon the steps of the

National Archives

Washington DC





# THE RENAISSANCE

1300's — 1500's

## THE RENAISSANCE

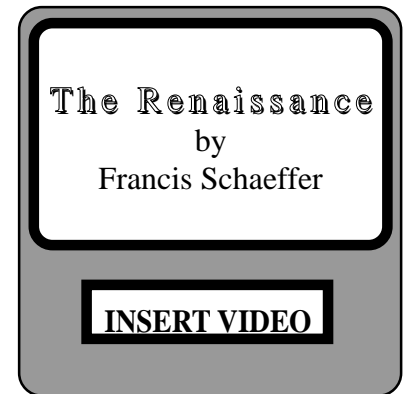
### I. ART

#### A. A REFLECTION OF CULTURE

#### B. A DOORWAY TO HUMANISM

1. GIOTTO
  
  
  
  
  
  
  
  
  
  
2. MASACCIO
  
  
  
  
  
  
  
  
  
  
3. PERSPECTIVE
  
  
  
  
  
  
  
  
  
  
4. VAN EYCK
  
  
  
  
  
  
  
  
  
  
5. DANTE
  
  
  
  
  
  
  
  
  
  
6. BRUNELLESCHI
  
  
  
  
  
  
  
  
  
  
7. EMPHASIS ON MAN

Watch Episode Three  
"The Renaissance" from  
How Should We Then Live?



Add these key events and persons to your Book of the Ages.

The Renaissance:

1300's - 1500's

Dante: 1265-1321

The Divine Comedy:

1300-1321

Giotto: 1267-1337

Brunelleschi: 1377-1446

Jan van Eyck: 1380-1441

Masaccio: 1401-1428

Fouquet: 1416-1480

Leonardo da Vinci:

1452-1519

Michelangelo: 1475-1564

the David: 1504

Francis I of France:

1494-1547

Notes or Questions:

The Nature of ...  
the Universe.  
Man.

As you study the Renaissance look for attitudes toward nature and Man. How far were these attitudes Christian and how far non-Christian?

## II. MOVEMENT TOWARD TOTAL HUMANISM

A. PROPER BALANCE

B. MAN IS INDEPENDENT

C. "THE DARK AGES"

D. A REBIRTH

E. AQUINAS

1. THE SCHOOL OF ATHENS

2. HUMANISM'S PROBLEM

F. FOUQUET'S RED VIRGIN

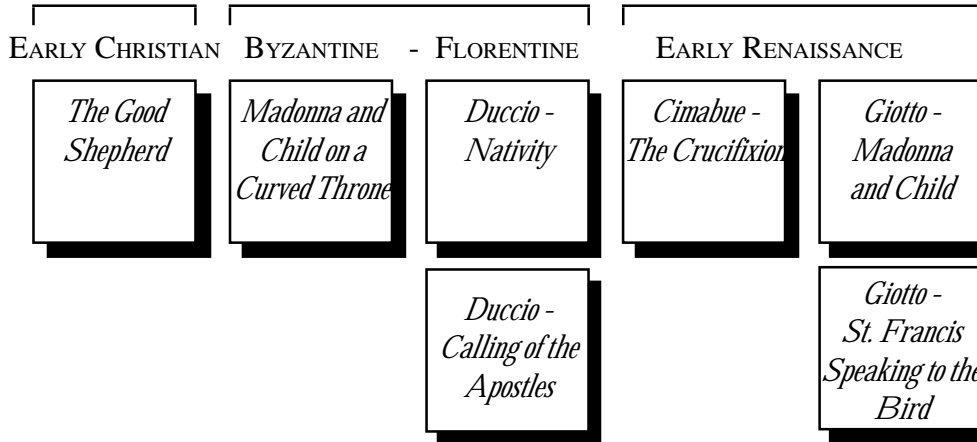
G. MICHELANGELO: MAN AS HERO

H. LEONARDO DA VINCI

## III. CHRISTIANITY'S ANSWER TO HUMANISM'S PROBLEM

# THE RENAISSANCE

## *and the Arts*



Set the following paintings from ADVENTURES IN ART on the floor or table in the prescribed sequence:



Observe *The Good Shepherd* —

- See ADVENTURES IN ART Study Guide Page 44.

Observe *Madonna and Child on a Curved Throne* —

- See ADVENTURES IN ART Study Guide Page 18.

How are Jesus and Mary painted differently in these first two works?

In which of these first two works do the figures look most natural?

According to Francis Schaeffer: “In the early days Christian art was full of life. One can think of the catacombs where the figures on the walls were realistically though simply portrayed. For all the limitations of the visual means, the people were real people in a very real world....The Christians portrayed were not symbols but real people.”

Observe the two Florentine paintings by Duccio —

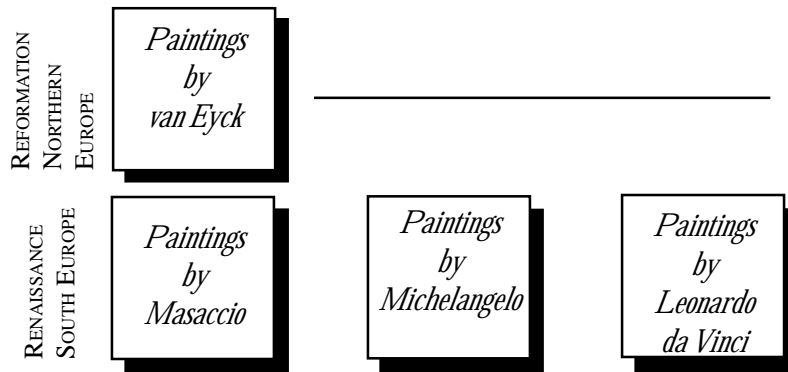
- See ADVENTURES IN ART Study Guide Pages 20 and 21.

Are these two paintings by Duccio more like *The Good Shepherd* or more like *Madonna and Child on a Curved Throne*?

Observe the two paintings by Giotto —

- See ADVENTURES IN ART Study Guide Pages 45 and 46.

Set the following paintings from ADVENTURES IN ART to the right of the previous paintings.



Observe the paintings by Masaccio —

- See ADVENTURES IN ART Study Guide Pages 76 - 78

Observe the paintings by van Eyck —

- See ADVENTURES IN ART Study Guide Pages 79 - 81.

Observe the paintings by Michelangelo —

- See ADVENTURES IN ART Study Guide Pages 49 - 51.

Observe the paintings by Leonardo da Vinci —

- See ADVENTURES IN ART Study Guide Pages 23 - 25.

PUTTING THE PAINTINGS INTO PERSPECTIVE —

Describe the changes in art as seen from the Early Christian work through the paintings by Leonardo da Vinci. What major changes do you observe?

Which paintings would you say reflect the influence of the Platonic belief of Grace over Nature?

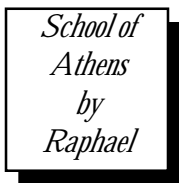
Which paintings would you say reflect the influence of the Aristotelian belief of Nature over Grace?

Do any of these paintings reflect a proper balance between Grace and Nature? If so, which ones and why would you say so?

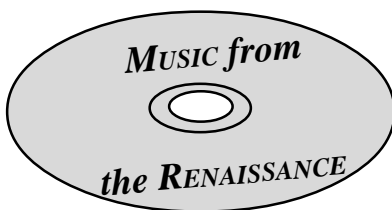
— A WALK THROUGH THE WESTERN WORLD —

- See ADVENTURES IN ART Study Guide Pages 97 - 103 (Beginning with Part 2 and reading to Monet.)

Listen to music from The Renaissance from *Classical Composers and the Christian World View*.



ADVENTURES IN ART Study Guide Page 83.



LISTEN TO MUSIC FROM THE RENAISSANCE. REFER TO THE SECTION RENAISSANCE IN CLASSICAL COMPOSERS AND THE CHRISTIAN WORLD VIEW.



## DANTE EXPLAINS ...

Ways to look at this work:

Literal —

“The meaning of this work is not simple ... for we obtain one meaning from the letter of it, and another from that which the letter signifies; and first is called **literal**, but the other **allegorical** or mystical. And to make this matter of treatment clearer, it may be studied in the verse; “When Israel came out of Egypt and the House of Jacob from among a strange people, Judah was his sanctuary and Israel his dominion.” For it we regard the letter alone, what is set before us is the exodus of the children of Israel from Egypt in the days of Moses; if the allegory, our redemption wrought by Christ; if the mortal sense, we are shown the conversion of the soul from the grief and wretchedness of sin to the state of grace; if the anagogical, we are shown the departure of the holy soul from the thralldom of this corruption to the liberty of eternal glory. And although these mystical meanings are called by various names, they may all be called in general allegorical, since they differ from the literal and historical.

Allegorical — 3 Levels

1

2

3

“The subject of the whole work, then, taken merely in the **literal sense** is ‘the state of the soul after death straightforwardly affirmed’ for the development of the whole work hinges on and about that. But if, indeed, the work is taken **allegorically**, its subject is: “Man, as by good or ill deserts, in the exercise of his free choice, he becomes liable to rewarding or punishing Justice”.

Read portions of the  
Introduction from  
**The Divine Comedy: Hell.**



The Divine Comedy Interpreted on Two Levels:

- Historical
- Allegorical

Two Other Consequences Follow:

First —

Second —

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# THE REFORMATION —

## THE MEN AND THEIR IDEAS

*While the men of the Renaissance wrestled with the problem of what could give unity to life and specifically what universal could give meaning to life and to morals, another great movement, the Reformation, was emerging in the north of Europe. This was the reaction we mentioned at the end of our study of the Middle Ages — the reaction against the distortions which had gradually appeared in both a religious and a secular form. The High Renaissance in the south and the Reformation in the north must always be considered side by side. They dealt with the same basic problems, but they gave completely opposite answers and brought forth completely opposite results.*

Dr. Francis Schaeffer, *How Should We Then Live?*, Page 79

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*IN THE STREAM OF THE REFORMATION* we must consider the lives and ideas of five significant men: John Wycliffe (1320 - 1384), John Hus (1372 - 1415), Martin Luther (1483 - 1546), John Calvin (1509 - 1564), and William Tyndale (1494 - 1536).

**JOHN WYCLIFFE** — “Called the ‘Morningstar,’ this courageous forerunner paved the way for momentous changes to come. His teaching challenged the authorities, but they exiled him, and his exile provided the opportunity for his monumental achievement that has benefitted us all — the Bible in English.”

**JOHN HUS** — “He carried forth Wycliffe’s ground breaking work. His passionate calls for reform brought him before the Council of Constance. There he was betrayed by false accusations. He refused to capitulate and was condemned to burn at the stake. He died singing.”

**MARTIN LUTHER** — “He wanted only the quiet solitude of the monastery. There this guilt-burdened monk discovered the freedom of the Gospel. He couldn’t keep quiet about it, nor could he stop the relentless swirl of events that propelled him to a decisive role in shaping the modern world.”

**JOHN CALVIN** — “[He] lead the Reformation in Switzerland. [A] capable scholar, [he] had to interpret the newly recovered dimensions of the Gospel in the midst of a hurricane of change, social chaos and fierce opposition. [His] writings and developments would permeate the church worldwide.”

**WILLIAM TYNDALE** — “This humble, young scholar became one of the most hunted fugitives ever, pursued by King Henry VIII, Cardinal Wosley, Sir Thomas More and others. His crime? Translating and circulating the Bible in English. He was caught and killed, but his unquenchable vision was marvelously fulfilled.”

(Taken from *Reformation Overview: Complete Video Curriculum*)

# Weeks 9 through 12

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## JOHN CALVIN —

*“We are not our own; let not our reason nor our will, therefore, sway our plans and deeds. We are not our own; let us therefore not set it as our goal to seek what is expedient for us according to the flesh.... We are God’s; let His wisdom and will therefore rule all our actions. We are God’s; let all the parts of our life accordingly strive toward Him as our only lawful goal.”*

*Reformation Overview*

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Read Leader’s Guide:  
Reformation Overview  
(video curriculum)  
pages 28 - 33.

### PROGRAM 4 THE SWISS REFORMATION: ULRICH ZWINGLI AND JOHN CALVIN

Introduction

Teacher Background and Information  
Reformed Distinctives

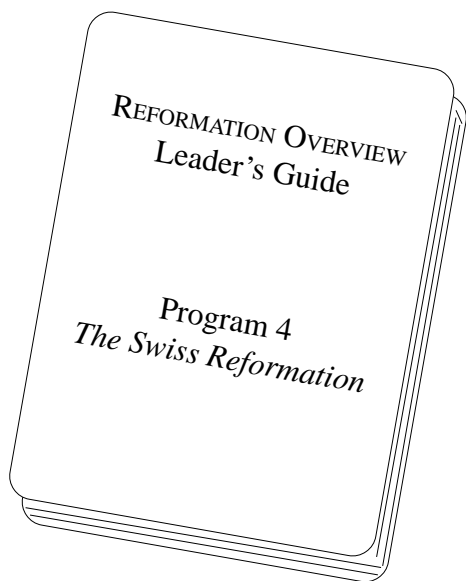
Lutherans — Reformed

Marburg Colloquy — A Search for Unity

Christian Community — Two Cities

Add the information from  
Calvin’s Chronology to your  
BOOK OF THE AGES.

An International Movement — The Genevan Academy

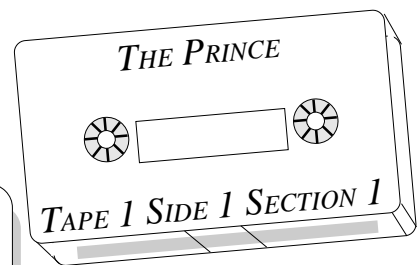


# POWER POLITICS - THE PRINCE

by Niccolo Machiavelli

is the world's most famous master plan for seizing and holding power. Astonishing in its condor, **The Prince** even today remains a disturbingly realistic work on what it takes to be a prince, a king...a president. When, in 1512, Machiavelli was removed from his post in his beloved Florence, he resolved to set down a treatise on leadership which was practical, not idealistic. The prince he envisioned would be unencumbered by ordinary ethical and moral values; his prince would be man and beast, fox and lion. Today, this small sixteenth-century masterpiece has become essential reading for every student of government and is the ultimate book on power politics.

Listen to The Prince by Machiavelli.



## MACHIAVELLI - HISTORIC BACKGROUND

TAPE 1 • SIDE 1 • SECTION 1

OUTLINE

NOTES

# REFORMATION THOUGHT —

## IDEAS MOVING INTO CULTURE - GOVERNMENT

The ideas of the reformation became the dominate set of ideas in Western culture. What affect would these ideas have upon the major areas of life? In the stream of Western civilization we must consider the implications of these ideas as they reached out into culture and touched music, art, literature, government, and science.

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Consider the impact Reformation thought has had upon political theory and government.

### **GOVERNMENT \_\_\_\_\_**

#### **THE ENGLISH REVOLUTION**

The story of liberty begins in 1215 at Runnymede, a meadow alongside the River Thames southwest of London. It was here that King John of England was forced to sign a document known as the *Magna Carta*, the Great Charter. Three documents stand out as significant landmarks in liberty: *The Magna Carta*, *The Petition of Right*, and the English *The Bill of Rights*.

#### **THE AMERICAN REVOLUTION**

An army of ideas proceeded this army of men in this revolution. The social, religious, educational, and political thought of early colonial America was based upon Judeo-Christian beliefs. But what about the time period during the writing the two foundational documents of the United States - the Declaration of Independence and the United States Constitution?

Consider the impact Enlightenment thought has had upon political theory and government.

#### **THE FRENCH REVOLUTION**

After the American Revolution all eyes would turn to France. Would the utopian dream of liberty and social order dawn upon the European continent with the French Revolution? Some thought this revolution would a brilliant light of freedom for Europe - others would predict a reign of terror.

#### **THE RUSSIAN REVOLUTION**

This is the last, and most dramatic and radical, of the four revolutions. Based upon the ideas of Marx and Engels, the Russian Revolution would open the doorway to a totally new era. Over one-third of todays world population now lives under governments based upon the thoughts and ideas of Marx.

# AMERICA

## *A City On A Hill*

### **Christopher Columbus - Discovery of the New World**

“The story of America’s ‘discovery’ by Christopher Columbus is familiar to every schoolboy, yet neither Columbus nor any of his crew realized what it was they had discovered. On the first of his four voyages to the New World, Columbus led a flotilla of three ships, the Nina, the Pinta, and his flagship, the Santa Maria, departing from Palos, Spain, in the summer of 1492, and arriving in the Bahamas in October. Land was sighted for the first time at dawn on October 12 — hence the modern Columbus Day. The expedition touched at such Caribbean islands as San Salvador, Cuba, and Espanola (Sano Domingo), and Columbus, convinced that he had discovered ‘the Indies,’ established trading posts and returned to Spain to announce his success, and to organize a larger expedition. He stopped at Lisbon on his way home and from there sent a description of the lands and people he had seen to Lord Raphael Sanchez, treasurer of Aragon and one of his patrons. In the letter, dated March 14, 1493, Columbus referred to the natives he had found as ‘Indians,’ believing, as he did until his death, that he had reached the eastern shores of Asia (*The Annals of America*, Volume 1).

The following passage is from the writing of Christopher Columbus dated March 14, 1493 (taken from *Select Letters of Christopher Columbus* as quoted in *The Annals of America* Volume 1, Encyclopaedia Britannica)

Knowing that it will afford you pleasure to learn that I have brought my undertaking to a successful termination, I have decided upon writing you this letter to acquaint you with all the events which have occurred in my voyage, and the discoveries which have resulted from it. Thirty-three days after my departure from [Gomera] I reached the Indian Sea, where I discovered many islands, thickly peopled of which I took possession without resistance in the name of our most illustrious monarch, by public proclamation and with unfurled banners. To the first of these islands, which is called by the Indians Guanahani, I gave the name of the blessed Savior (San Salvador), relying upon whose protection I had reached this as well as the others islands; to each of these I also gave a name, ordering that one should be called Santa Maria de la Concepcion, another Fernandina, the third Isabella, the fourth Juana [Cuba], and so with all the rest ...

Important dates to add to the BOOK OF THE AGES:

1492 - Christopher Columbus sailed from Spain to the Western Hemisphere,

1497 - John Cabot made the first voyage to North America from England.

1500 - Portuguese explorer Pedro Alvares Cabral reached what is now Brazil

1513 - Ponce de Leon of Spain began exploring Florida, seeking the Fountain of Youth.

1521 - Spanish conquistador Hernando Cortes defeated the Aztec of Mexico.

1534 - Jockes Carfier of France became the first European to reach the Gulf of St. Lawrence in Canada.

1540-43 - Francisco Coronado of Spain explored the American Southwest.

1565 Spaniards founded St. Augustin, Florida, the oldest city in what is now the United States.

1585 Sir Walter Raleigh tried unsuccessfully to establish a permanent British settlement in America.

# The United States of America

## THE DECLARATION OF INDEPENDENCE

A brilliant summary of the philosophy and ideas behind American Independence. This concisely worded, legal essay has become one of the most famous historical documents in American history.

### THOMAS JEFFERSON

The Father of the Declaration  
drew many of his thoughts and ideas from

### JOHN LOCKE

Two Treatises of Government

## THE UNITED STATES CONSTITUTION

which created a nation under law.

### JAMES MADISON

The Father of the Constitution  
drew many of his thoughts and ideas from

### JOHN WITHERSPOON

President of Princeton University

### FRON DE MONTESQUIEU

1689 - 1755

is cited by the founding fathers more frequently than any other source except the Bible. **The Spirit of Laws** (1748), his most important work, would shape the thinking of the founding fathers.

### SAMUEL RUTHERFORD

1600 - 1661

**Lex Rex**  
(1644)

which means that the law is King. This idea was earth shaking. Prior to that it had been the king is law. Rulers are to be under the law, not a law unto themselves.

### WILLIAM BLACKSTONE

1723 - 1780

**Commentaries on the Laws of England**  
(1765)

is the most important legal treatise ever written in the English language. It was the dominant lawbook in England and America in the century after its publication and played a unique role in the development of the fledgling American legal system.

## THE BIBLE

The source most often cited by the Founding Fathers. Deuteronomy, with its emphasis upon the law was frequently cited.

# THE ARMY OF IDEAS EXAMINED

*Deuteronomy - Lex Rex - The Spirit of Laws - Commentaries - Second Treatise*

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*Let's go back now to trace the flow of thought that will eventually lead to the Declaration of Independence and the United States Constitution.* Five sources serve as the primary philosophical and theological basis on which the founding fathers sought to formulate this new nation. The Bible, the most often cited reference accounted for one-third of the references given between 1760 and 1805. Of the Bible Deuteronomy was the most often quoted. The percentage of citations from Montesquieu, Blackstone, and Locke comprise approximately 20 percent of the quotations. Both the *Declaration of Independence* and the *United States Constitution* can be directly linked to the Bible through Samuel Rutherford.

**Deuteronomy, Given to Moses by God** may be viewed as a constitution for the theocracy of Israel once she was established in the land.

**Lex Rex by Samuel Rutherford** “ means Law is King - a phrase that was absolutely earth shaking. Prior to that it had been **rex lex**, the king is law. In *Lex Rex* he wrote that the law, and no one else, is king. Therefore, the heads of government are under the law, not a law unto themselves” (Francis A. Schaeffer).

**The Spirit of Laws, by Montesquieu** greatly influenced the formation of American government. He understood men to be inherently evil and given the opportunity they would accumulate more and more power for themselves, culminating into despots.

**Commentaries on the Laws of England by William Blackstone** is a work that stands as the first great effort to demonstrate that the English common law was comparable to Roman law. Clearly and eloquently written, the work achieved immediate renown and exerted a powerful influence on legal education in England and in America which was to last into the late nineteenth century.

**The Second Treatise of Government by John Locke** is a clear and reasonable expression of the liberty sought after by Englishmen and Americans alike. He is probably the most representative thinker in the whole Anglo-American political tradition. Often called the theorist of the English Revolution of 1688, he was also a main source of the ideas of the American Revolution of 1776.

*What is contained within these works? What thoughts were they purporting? And upon what premise were they based? These and other questions will be answered as we read excerpts from the following original documents...*

Samuel Rutherford, a Scottish theologian, was one of the fathers of the **Westminster Confession**. The ideas from *Lex Rex* would influence John Locke and latter the American constitution.





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# DEISM

## THE WORLD VIEW OF THE ENLIGHTENMENT INTELLECTUALS

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### THE CLOCKWORK UNIVERSE: DEISM

☐ Read *The Clockwork Universe: Deism* from *The Universe Next Door* (Chapter 3).



The source for many of the basic ideas on which the *Declaration of Independence* was based is currently under debate. Since Thomas Jefferson was the primary author of the *Declaration*, and since it has been established that many of his ideas were drawn heavily from John Locke, it is necessary to determine the world view of John Locke. Many today refer to Locke as a Deist rather than a Christian. Several questions arise. What are the basic tenets of deism? How are the ideas of deism similar to or different from Christianity? What ideas did Locke hold to be true? Were the ideas of Locke more in line with deism or Christianity?

You may ask why is this important to know the answer to these and other similar questions? Since many people today are attempting to separate the influence of Christianity from the founding of this nation, and since the *Declaration of Independence* is one of the two most important documents of our country, we must establish the origin of the thought upon which it rests.

### THE CLOCKWORK UNIVERSE: DEISM

#### FACTORS IN THE DEVELOPMENT OF DEISM

#### THE DEISTIC WORLD VIEW — THE BASIC IDEAS

##### I. THE VIEW OF GOD

##### II. THE VIEW OF THE UNIVERSE — AN OPEN OR CLOSED SYSTEM

##### III. THE VIEW OF MAN









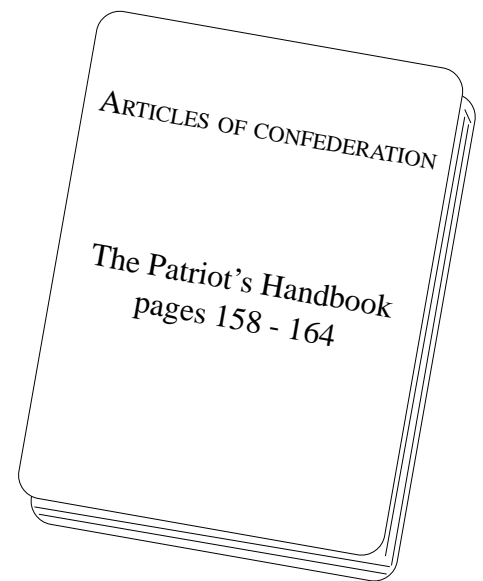
# THE CONSTITUTION

*Of the United States of America*

## CHRONOLOGY LEADING TO THE CONSTITUTION

1781	March 1	<b>Articles of Confederation</b> become effective
1786	September 14	Annapolis Convention calls for a Convention
1787	February 21	Continental Congress calls a Convention to revise the <b>Articles of Confederation</b>
	April 16	Letter, Madison to Washington, outlining the "Virginia Plan"
	May 25	Constitutional Convention begins in Philadelphia
	May 29	Randolph presents the "Virginia Plan"
	June 15	Paterson presents the "New Jersey Plan"
	June 18	Hamilton presents plan for a national government
	July 16	"Great Compromise"
	August 6	First Draft of Constitution
	September 17	Constitution approved, convention adjourns
	October through June of 1788	The Great Debates known today as the Federalists and Anti-Federalists.
1787	December 7	Delaware Ratifies
	December 12	Pennsylvania Ratifies
	December 18	New Jersey Ratifies
1788	January 2	Georgia Ratifies
	January 9	Connecticut Ratifies
	February 6	Massachusetts Ratifies
	April 26	Maryland Ratifies
	May 23	South Carolina Ratifies
	June 21	New Hampshire Ratifies - Ninth to Ratify
	June 25	Virginia Ratifies
	July 26	New York Ratifies
	August 4	North Carolina Rejects Ratification
1789	March 4	Constitution takes effect
	June 8	Madison introduces a Bill of Rights
	November 21	North Carolina Ratifies
1790	May 29	Rhode Island Ratifies
1791	November 3	The Bill of Rights takes effect

Read **Articles of Confederation**.



## THE GREAT DEBATE

*Federalist — Anti-Federalist*

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### FEDERALISM

The writing of the Constitution was now complete. James Madison, the key architect of its principles and form, was trained in theology at Princeton under John Witherspoon. Why is this important? According to Francis Schaeffer, “Samuel Rutherford’s work, and the tradition it embodied had a great influence on the United States Constitution, even though modern Anglo-Saxons have largely forgotten him. This influence was mediated through two sources. The first was John Witherspoon, a Presbyterian who followed Samuel Rutherford’s *Lex Rex* [also major contributor to the *Westminster Confession*] directly and brought its principles to bear on the writing of the Constitution and the laying down of forms and freedoms. Witherspoon...became president of the College of New Jersey (now Princeton University) in 1768. He was a member of the Continental Congress from 1776 to 1779 and from 1780 to 1782. The only clergyman to sign the *Declaration of Independence*, he played an important role on a number of the committees of the Congress” (*How Should We Then Live?*, page 109).

“The key idea of the new Constitution was contained in the word *federal*, a term based in Calvinist theology. In the American colonies, the words *federal* and *federal head* were widely known and generally understood because of the widespread influence of Calvinist Christianity. In the 1780’s, to say that America was a *federal* government with a *federal* constitution immediately implied that Calvinist principles were being employed in forming the new union.

“The English word *federal* comes from the Latin word *foedus*, which means a permanent bond or union. *Foedus* was often used in the Latin Bible to translate the Hebrew word for ‘covenant.’ The Puritans and other Calvinists affirmed a ‘*federal*’ or covenant theology. The word federal in American culture was widely linked to the Puritans and to the Westminster Confession and Catechism (1646). In the New England states where Calvinism was particularly strong, many Christians viewed the Constitution through Calvinist lenses.

“By 1787, federal political principles had been prevalent for some time, particularly in New England, due to the influence of the Puritans. There was a close connection between the political federalism of the New England and the covenant theology of the Puritans. As historian Robert Alley observed: ‘One can trace a direct movement from biblical covenant to church covenant to constitutions, whether state or federal’...

“In Calvinist theology, Adam was called the ‘federal head, or covenantal head of the human race.... Calvinist theology also applied the term federal head to Noah.... within Calvinist theology the term federal head was applied preeminently to Jesus Christ. He is the ‘last Adam’ and the new ‘federal head’ of those he has redeemed. Through Christ’s death on the cross, there is now a new covenant in his blood, a covenant of redemption. Therefore, Christ is the federal or covenantal head of the church, which is regarded as his body. ...The union between Christ and the believer was indivisible.

“In Calvinist theology, therefore a federal union was an unbreakable union based on a sacred covenant agreement. Even when used in secular contexts, the word federal came to refer to a permanent and practically unbreakable bond. This secular use of the word reflected its Protestant, and especially Calvinist, background.” (*Never Before in History*, pages 142 - 143).

## OPPOSING VIEWPOINTS

The United States Constitution was approved by the Constitutional Convention of September 17, 1787. It was to become law only if it was ratified by 9 of the 13 states.

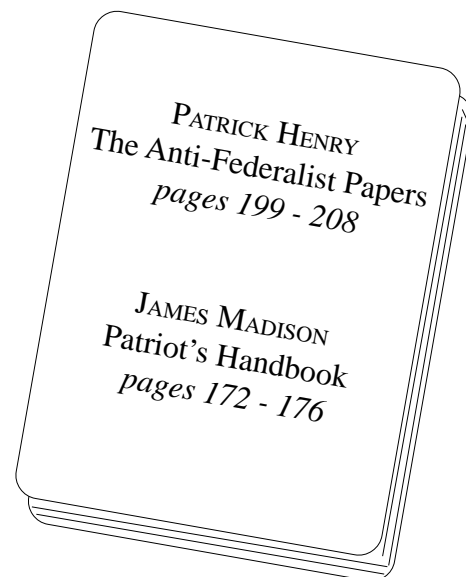
### FEDERALIST AND ANTI-FEDERALIST

Two groups of people holding sharply different ideas emerged - those supporting the ratification of the Constitution and those opposed to its ratification. Impassioned pleas would be made in favor of and against the federal constitution. Great orations and letter-writing campaigns would attempt to persuade the state houses. Today, these speeches and essays serve as a brilliant commentary upon the American concept of federal government.

The proponents of the federalist position, led by James Madison, Alexander Hamilton, and John Jay, passionately explained the complexities of a constitutional government — its political structure and principles. Patrick Henry and John DeWitt saw in the Constitution threats to the rights and liberties so recently won from England. They would lead the opposition, known as the Anti-Federalist.

The following two speeches are representative of the great debate between the opposing ideologies. Read each speech carefully. State the major ideas of each. Give their supporting evidence.

- ☐ Read Patrick Henry's oration and James Madison's rebuttal.



#### **Patrick Henry's Speech**

June 5, 1788

The most moving, eloquent denial by the anti-federalists of the need for a more energetic government came from Patrick Henry.

#### **James Madison's Rebuttal**

June 6, 1788

This speech was delivered as a rebuttal to the oration given by Patrick Henry.

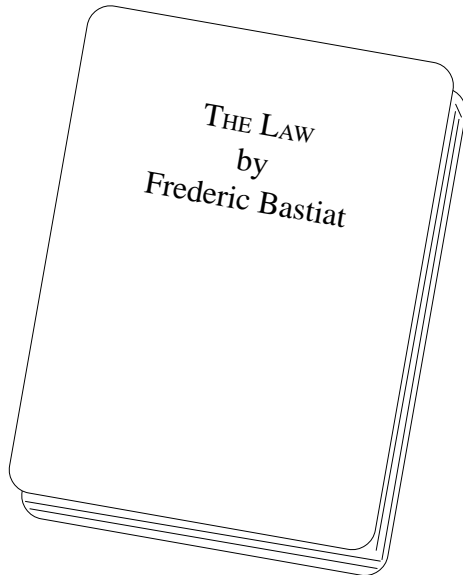
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# THE LAW

*Frederic Bastiat*

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Read **The Law**  
by Frederic Bastiat



“As you read *The Law*, highlight comments made by Bastiat that tell of his belief about:

... **God**

... **Man**

... **Evil**

... **Ethics/Morality**

## THE LAW

1 - “Life, liberty, and property do not exist because men have made laws. On the contrary, it was the fact that life, liberty, and property existed beforehand that caused men to make laws in the first place” (page 6).

- Does above statement reflect the ideas of ...  
Machiavelli/Hobbes      Rutherford/Locke      Marx-Engels

2 - According to Bastiat ...  
for order to prevail, what must be the basis of the nation?

3 - How has the perversion of the law been accomplished?  
And what have been the results?

4 - What does Bastiat believe about human nature?  
What is the nature and character of man?

5 - According to Bastiat what is the proper purpose of the law?

6 - How is it possible that the law becomes the weapon of injustice?

7 - What are two consequences of a culture that establishes law as an instrument of plunder?

8 - What was Bastiat's problem with the idea of "universal suffrage"?  
And why should voting be restricted?

9 - Bastiat explains that if the law contained three specific guidelines, it would not matter who was allowed to vote. List those three constraints of law given by Bastiat.

1 -

2 -

3 -

Would these three restrictions be advocated by ...

Machiavelli/Hobbes

Rutherford/Locke

Marx/Engels

10 - Explain the "fatal idea of legal plunder."

How would the following people respond to Bastiat's understanding of this fatal idea?"

Machiavelli/Hobbes

Rutherford/Locke

Marx/Engels

WORLD VIEWS  
*of the*  
WESTERN WORLD

MOVING REFORMATION IDEAS  
*into* CULTURE

*through*  
SCIENCE

# REFORMATION THOUGHT —

## MOVING INTO CULTURE *though* SCIENCE

*The ideas of the reformation became the dominate set of ideas in Western culture. What affect would these ideas have upon the major areas of life? In the stream of Western civilization we must consider the implications of these ideas as they reached out into culture and touched science.*

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In this section we will consider the impact Reformation thought had upon science as described in *The Soul of Science*.

### THE SCIENTIFIC AGE \_\_\_\_\_

“The fathers of modern science — Galileo, Bacon, Copernicus and others — built on a biblical understanding of the universe and of man. Apart from this, modern science can become the enemy of man.”

### CHRISTIANITY AND THE SCIENTIFIC REVOLUTION \_\_\_\_\_

“Science demands some kind of unique soil in which to flourish. Deprived of that soil, it is as capable of decay and death as any other human activity, such as a religion or a system of government. What is that unique soil?”

### CONTEMPORARY APPROACHES AND THEIR INTELLECTUAL ROOTS \_\_\_\_\_

“Broadly speaking, there are two approaches to the history of science — positivist and idealist... How do we as Christians evaluate these new development in the history and philosophy of science?”

### THREE LITTLE SCIENCES AND HOW THEY GREW \_\_\_\_\_

“To understand scientific development, it is not enough merely to chronicle new discoveries and inventions. We must also trace the succession of worldviews.”

### HOW DOES GOD RELATE TO THE WORLD? \_\_\_\_\_

“The question of how God orders the creation was, of course, the same question that split the three worldviews ... the Aristotelian, neo-Platonic, and mechanistic traditions ... [They] were each attempts to conceptualize the way God structures the world.”

### DISCOVERING THE STRUCTURE OF CREATION \_\_\_\_\_

“For centuries, mathematics was regarded as the key to truth about the universe, an insight into the very structure of the created order.”

# THE SOUL OF SCIENCE

## *Chapter One: An Invented Institution*

### AN INVENTED INSTITUTION: Christianity and the Scientific Revolution

#### OPENING COMMENTS

Why did science arise only in the Western Culture?

What is the unique soil necessary for science to exist?

#### REHABILITATION OF THE MIDDLE AGES

Is the division of history into three parts valid?

#### IMAGES OF WAR

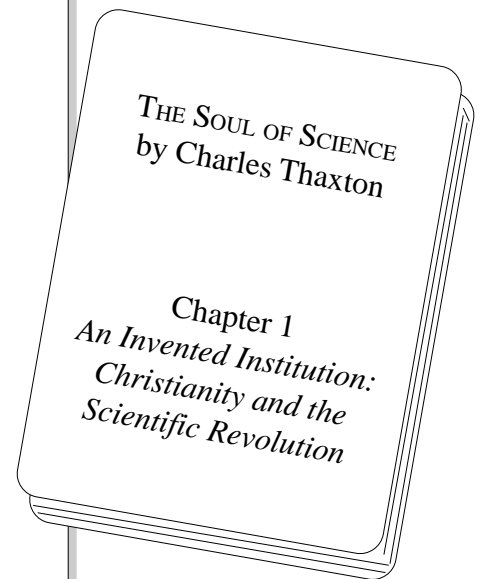
Is there a real conflict between Christian faith and science?

How did scientist between 1500 - 1800 view science?

#### THE NATURE OF NATURE

Why was Europe prepared for the birth of science?

Read "An Invented Institution" from **The Soul of Science** (pages 17 - 42).



Notes or Questions: