

Veritas Academy's History & Heritage Quiz

Summer 2011

The following quiz questions are based on select articles from The Christian Almanac (Grant/Wilbur) and a review of our last four History & Heritage quizzes.

The quizzes (season-by-season and year-by-year) form part of a modest effort to recover our civilizational inheritance: ancient and modern, sacred and secular, cultural and political. All are welcome to join us as we try to remember and, where it's due, honor those who have gone before us.



**“History is a certain kind of memory,
organized and supported by evidence.”**

-- John Luckacs --

1.

1. Often called the “father of history,” **this 5th-century BC (400s) researcher** attributed the surprising victory of the Greek republics over the Persian Empire largely to wise leadership and the courage of free men? He was probably the first to apply extensive research to the study of the past (the Greek word “historia” means research or inquiry), and he parted company with earlier myth-makers like Homer by stressing human and natural causes for events over supernatural ones.

2. A Virginia planter and the great-uncle of a great Confederate general, **this American Founder (1732-1794)** authored the initial independence resolution ratified by the Continental Congress on June 7, 1776? His resolution asserted “that these United Colonies are, and of right ought to be, free and independent States.” Appointed to the committee charged with drafting a declaration of independence, he missed the chance to write the document himself when he was called home to attend to his ailing wife.

3. Delivered between 351 and 341 BC, **these eloquent and passionate orations by Demosthenes** were a valiant effort to awaken the Athenians to the threat posed by the king of Macedonia? Unfortunately, most of Demosthenes’ countrymen preferred a policy of appeasement or even alliance with Macedon against Persia, and it wasn’t long before the Athenians and the other Greeks had lost their liberty. Today, the name for the orations may be used commonly to describe dramatic, denunciatory speeches.

4. **This Virginia statesman (1773 - 1833)**, whose name usually appears with the attachment “of Roanoke,” was one of our most eloquent champions of states’ rights in a career spanning three decades in the U.S. Congress (mostly in the House)? Like George Washington he opposed “entanglements” with foreign powers, and he was no friend of endless Western expansion. “No government,” he said, “extending from the Atlantic to the Pacific, can be fit to govern me or those I represent.”

5. **This 5th-century BC Athenian official** wrote the famous History of the Peloponnesian War, a work he never finished, abruptly dropping his account of what happened in 411 BC in mid-sentence (the war ended in 404)? His writing omitted supernatural causes entirely, and his antidemocratic bias profoundly influenced Western literature for over two millennia. Moreover, he is largely responsible for our tendency to make political and military affairs the sum total of history.

2.

6. **This English word**, derived from Greek roots that may be translated “a word of glory,” is used often in the context of worship liturgies to indicate a hymn of praise to God? The New Testament clearly shows such hymns to be the true aim of all faithful theological study. The apostle Paul, for example, often breaks forth into exuberant praise of the perfections of the Divine Nature in his letters, particularly after explaining profound aspects of God’s redemptive purpose and plan (e.g. Ephesians 3:20-21).

7. According to legend, **this Spartan lawgiver** gave his city its militaristic and collectivist political system, supposedly a copy of that found on Crete around 750 BC? He made the Spartans swear an oath to keep his regime until he returned from a trip to Delphi, although he had no intention of returning. In reality, say the historians, Sparta’s way of life seems to have been born of grave security fears in the late 600s when the number of slaves (helots) began to dwarf the number of citizens.

8. In Socrates’ thought we see that old Greek (and non-Christian) notion of the soul’s essential purity and the body’s impurity. He welcomed death for its intellectual advantages since “so long as we have the body with us in our inquiry, and our soul is mixed up with so great an evil, we shall never attain sufficiently what we desire, and that, we say, is truth.” Thus, genuine practitioners of **this vocation of the mind**, observed Socrates, never fret over death?

9. A follower of what was the new and highly ethical Zoroastrian religion, **this 6th-century BC Persian king** could hardly believe the way the Greeks conducted themselves in their agora (marketplace), calling it “a special place, marked out, where they meet to cheat one another”? The king is honored in the Bible as God’s servant (though he worshipped pagan deities) for his famous 538 BC decree delivering the Jews from their Babylonian exile and allowing for their return to Palestine.

10. The English New Testament uses **this word** to refer, not to something inscrutable, but to doctrine revealed vaguely to Old Testament Israel in anticipation of far greater enlightenment in the era of Christ and His apostles? Thus, as Augustine memorably put it, “The New is in the Old, concealed; the Old is in the New, revealed.” When used in connection with the Gospel of Christ, the word refers to God’s purpose to save His people from all nations, and not merely from ethnic Israel.

3.

11. **This famous monk**, in the early 6th-century AD (500s), wrote a handbook or a set of rules to govern Christlike life at Italy's Monte Cassino monastery? His rule, reflecting a practical sense of Roman moderation and avoiding the extreme asceticism of some of the eastern hermits, set up a balanced daily routine of prayer, study, labor, and rest. The vital contributions to Western culture of the various monasteries over the centuries would be hard to fathom apart from his influence.

12. **This version of the Bible**, presently in the 400th anniversary of its original publication in 1611, is without question the most influential book ever to appear in the English language? It was the product of scholarly theological dispute between Anglican and Puritan factions and a royal determination to forge religious unity in the kingdom. The elegant text, with its many poetic phrases like "the powers that be," relies heavily on the Geneva Bible, which in turn drew upon the linguistic genius of William Tyndale.

13. **This phrase in the *Apostles' Creed*** suggests that some in the early church may have believed that Jesus, in the time between His death and resurrection, visited hell and preached to souls there? The theory is based in part on Paul's reference in Ephesians 4 to Christ having "descended into the lower regions," though His descent from heaven to earth is probably the apostle's intended meaning in the passage. Calvin understood the old creedal phrase as a witness to Christ's sufferings on the cross.

14. In a startling concession, Pope Benedict XIV declared in 1757 that all nations were entitled to the Bible in their own tongues (vernacular translations). For centuries prior to the decree the Roman Church had tried, vainly, to keep the Bible in professional hands by insisting on the near exclusive use of **this Latin version of St. Jerome?** The Church resorted to censoring unauthorized scriptures, and their translators and publishers, in an effort to prevent abuse of the sacred text and preserve religious unity.

15. *Praised be You, my Lord, through Brother Fire, through whom you light the night, and he is beautiful and playful and robust and strong.* The lyric quoted above comes from the Canticle of Brother Sun composed by **this famous medieval saint (d. 1226)**, the founder of a great and enduring Catholic order of monks? He indeed, pointedly and publicly, stripped off the fancy garb his wealthy father gave him, but he never stripped himself of his love for all the fancy creatures of his God's making.

16. For the Roman of olden times the core of **this particular virtue** consisted in carrying out the duties of a father to one's own father as well as one's children? There was nothing more fundamental to patriotism and prosperity in the days of the Republic. Virgil (70-19 BC), in his magisterial epic Aeneid, pictures the virtue perfectly in a scene where Aeneas, upon instruction from the gods, leaves burning Troy carrying his disabled father on his shoulders and holding his little son by the hand.

17. "Having considered it with that solemn regard to the principles of the Constitution which the day was calculated to inspire, and come to the conclusion that it ought not to become a law, I herewith return it to the Senate. . .with my objections." Thus wrote **this U.S. President**, a former war hero, in 1832 when he vetoed the Bank Renewal Bill? Congress sought by that bill to preserve the national bank, despite the president's stated concerns about its constitutionality and privileged economic status.

18. **This ancient acronym** stood for "The Roman Senate and People," an inscription dear to the hearts of the citizens of the Republic? The fact that it refers to both the Senate and the People, and not just one or the other, says something vital about both Rome and republicanism, a lesson not lost on America's Founders. The Senate, both in Rome and the U.S., was designed not to enact the popular will, but to check its characteristic passions (while still mindful of legitimate grievances of the people).

19. **This South Carolinian (1782-1850)**, whose ancestors came from Northern Ireland, served at the highest levels of the U.S. Government, including the Vice Presidency and the Senate, for 40 years and ranks with the greatest of our political philosophers? His magnum opus, A Disquisition on Government, makes a vital distinction between society and government, with the latter (government) existing only by virtue of the consent of and for the preservation of the former (society).

20. Serving a system made to preserve tradition and put roadblocks in the path of change, the two Romans holding **this republican office** were the state's chief executives and commanders-in-chief of the army? Usually elected from among the wealthy patricians, they carried out jointly a one year term (while one was on duty the other was off) and could veto one another's decisions. When their term was up, they had to account publicly for their administration before admittance for life into the Senate.

21. If secession, however regrettable, is the ultimate expression of the states' rights school of American history, the penultimate is **this political act**? What it entails is a state's disavowal of a Federal law in its jurisdiction (for constitutional reasons) pending some workable resolution of the conflict by all the parties concerned. Calhoun may have been its supreme advocate, but Jefferson and Madison set forth the basic idea in their Kentucky and Virginia Resolutions (1798).

22. **This political label** stood for those among the early Americans who favored ratification of the U.S. Constitution in the late 1780s? For most of them, the fall of the ancient Greek city-states to Macedon first and then to Rome showed the need for smaller republics to unite under a strong central government. Their more outspoken members (men like Madison, Hamilton, and Wilson) initially pushed for a more nationalistic system than their colleagues or their countrymen could accept.

23. Historians have generally pointed to **this year in the 5th-century AD** to mark the so-called fall of the Roman Empire (at least in western Europe)? That's when the Germanic warlord Odoacer marched into Rome and took over the imperial palace with almost no resistance. What's typically billed as a "fall" was more like a gradual fading of the political reality of empire (with ebbs and flows), but the ideal of a great confederation of autonomous kingdoms, under imperial oversight, lasted for over a thousand years.

24. **This political label** stood for those among the early Americans who opposed ratification of the U.S. Constitution in the late 1780s? They frankly doubted the contention of their foes that the old Greeks lost their liberty primarily because of the absence of a strong central government to hold them together. Such a consolidated government, they thought, was a tyranny in the making, and more likely to embitter and divide constituent states than to moderate and unify them.

25. **This term** summarizes the substance of Roman Catholic criticism of both nationalism and internationalism, ideologies that followed in the wake of the French Revolution? Formulated by popes, including Leo XIII and Pius XI, in the late 1800s and early 1900s, the Church's teaching warned against larger jurisdictions swallowing up the functions of smaller ones when the latter are indeed capable of performing them. Other names for the concept include decentralization and federalism.

Answer Chest

Listed below are 50 potential answers -- the 25 correct ones and another 25 that are plausible but incorrect -- for the Summer 2011 History & Heritage Quiz. They appear in alphabetical order by first name or word.

The 25 correct answers are on the back page. They may also be found with the entire quiz booklet (in multiple-choice format) on our website at www.veritasacademy.org.

Andrew Jackson	Livy
Antifederalists	Lycurgus
Benedict of Nursia	mystery
Bernard of Clairvaux	Nebuchadnezzar
Bishops' Bible	Nullification
consul	Philippics
Cyrus	philosophy
doxology	piety
Federalists	quandary
Fitzhugh Lee	Richard Henry Lee
451 AD	Robert Hayne
476 AD	RSNP
Francis of Assisi	semper fidelis
Gregory of Nyssa	Septuagint
"He came down from heaven"	SPQR
"He descended into hell"	Subordination
Herodotus	Subsidiarity
hymnody	Tacitus
Jeremiads	Theodore Roosevelt
John C. Calhoun	theology
John Marshall	Thucydides
John Randolph	Tories
Judicial Review	tribune
King James Bible	Vulgate
Leonidas	Whigs

Up next (Fall 2011 Quiz): fall readings (Tuesday/Thursday) in The Christian Almanac (Grant/Wilbur); and America: The Last Best Hope, volume 1, (William Bennett)

(some questions may be based on articles in *Tabletalk* or *Chronicles*, monthly periodicals devoted to biblical and/or culturally-conservative analysis)

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Answers to Summer 2011 History & Heritage Quiz

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|------------------------------|-----------------------|
| 1. Herodotus | 14. Vulgate |
| 2. Richard Henry Lee | 15. Francis of Assisi |
| 3. Philippics | 16. piety |
| 4. John Randolph | 17. Andrew Jackson |
| 5. Thucydides | 18. SPQR |
| 6. doxology | 19. John C. Calhoun |
| 7. Lycurgus | 20. consul |
| 8. philosophy | 21. Nullification |
| 9. Cyrus | 22. Federalists |
| 10. mystery | 23. 476 AD |
| 11. Benedict of Nursia | 24. Antifederalists |
| 12. King James Bible | 25. Subsidiarity |
| 13. "He descended into hell" | |

Whatever Happened to History?

The following is excerpted from Richard Weaver's 1959 essay, **Education and the Individual**. Weaver (1910-63) was a professor of English literature and rhetoric at the University of Chicago:

"History has always been a sobering discipline because it presents the story not only of man's achievements but also of his failures. History contains many vivid lessons of what can happen to man if he lets go his grip upon reality and becomes self-indulgent; it is the record of the race, which can be laid alongside the dreams of visionaries, with many profitable lessons. Yet the modern tendency is to drop the old-fashioned history course and to substitute something called 'social science' or 'social studies,' which one student has aptly dubbed 'social stew.' What this often turns out to be is a large amount of speculation based on a small amount of history, and the speculation is more or less subtly slanted to show that we should move in the direction of socialism or some other collectivism. Often this kind of study is simply frivolous; the student is invited to give his thought to the 'dating patterns' of teenagers instead of to those facts which explain the rise and fall of nations. There is more to be learned about the nature of man as an individual and as a member of society from a firm grounding in ancient and modern history than from all the 'social studies' ever put together by dreamy 'progressive' educators."

“The greatest advances in human civilization have come when we recovered what we had lost, when we learned the lessons of history.”
(Winston Churchill, 1874-1965)

Answer Page

1.	14.
2.	15.
3.	16.
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7.	20.
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