

### Evidence of Progress

Critical Commentary by Thomas Babington Macaulay

### The Condition of England

Critical Commentary by Thomas Carlyle



**READING 6** Analyze the effect of ambiguity on literary nonfiction. **9B** Explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints. **9C** Make and defend subtle inferences and complex conclusions about the ideas in text. **9D** Synthesize ideas and make logical connections among multiple texts representing similar genres and support those findings

with textual evidence. **10A** Evaluate the merits of an argument, action, or policy by analyzing the relationships among evidence, inferences, assumptions, and claims in text. **10B** Draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.

#### Meet the Authors

#### Thomas Babington Macaulay

1800–1859



Thomas Babington Macaulay read fluently at the age of three and wrote a complete history of the world at the age of seven. Yet, unlike many child prodigies, Macaulay was a happy, outgoing child. In keeping with his cheerful nature, the adult Macaulay adopted a rosy view of history in which social progress was an inevitable outcome.

**Working for Reform** Macaulay grew up in a suburb of London, where his father was a leader in the antislavery movement. After graduating from Cambridge University, Macaulay studied law and

entered politics, winning his first seat in Parliament in 1830 and serving for four years on Britain's governing council in India. In 1857, to honor his years of service, Queen Victoria named him a baron.

**Prolific Writer** While in office, Macaulay published literary essays, biographical and historical sketches, and even a best-selling volume of poetry. Perhaps his best-known work is his *History of England*. Its precise, logical style set the standard for serious writing for decades after its publication.

#### Thomas Carlyle

1795–1881



Unlike Macaulay, Thomas Carlyle was a notorious pessimist who objected to Keats's poetry, democracy, and new technological developments in equal measure. He became one of the most prominent critics of the rampant materialism in Victorian society.

**Rise to Fame** As the son of a Scottish mason and poor farmer's daughter, Carlyle learned early in life to value thrift and hard work. After attending university in Edinburgh, he briefly taught mathematics while contributing articles to the *Edinburgh Encyclopaedia* and *London Magazine*. Soon he won fame with major works like the philosophical satire *Sartor*

*Resartus* (The Tailor Retailored) and his *History of the French Revolution*.

**A London Salon** Carlyle married a charming, witty Scotswoman named Jane Welsh, and the couple moved to the Chelsea neighborhood of London. The Carlyle home on Cheyne Walk became a popular gathering place for leading writers and intellectuals of the day. Even Carlyle's critics read him thoroughly. "There is hardly a superior or active mind of this generation," said Victorian novelist George Eliot, "that has not been modified by Carlyle's writings."



Authors Online

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## LITERARY ANALYSIS: PERSUASION

Writers use **persuasion** to convince readers about an issue. Common persuasive techniques include

- **logical appeals**, or arguments that use reasons and evidence to support a position
- **emotional appeals**, which create strong feelings, such as pity or fear, to influence readers' opinions
- **ethical appeals**, which invoke shared values and principles

As you read each essay, note which techniques lend more credibility to the authors' conclusions.

## READING SKILL: RECOGNIZE IDEAS

Victorian writers used complex sentences filled with phrases, clauses, and modifiers. Use these strategies to sift through details and make subtle inferences about the important **ideas** in a sentence or paragraph:

- Clarify meaning by identifying the main subject and verb of a sentence. You may need to ignore some details.
- Watch for patterns in the text, such as repeated sentence structures, that the author uses to organize his thoughts.
- Once you identify the idea of a passage, reread it. Try to collect some of the details you initially overlooked.

As you read these essays, use a chart like the one shown to note the authors' key ideas and the details that support them.

<i>Authors' Ideas</i>	<i>Supporting Details</i>

## VOCABULARY IN CONTEXT

Restate each phrase, using a different word or phrase for the boldface term.

1. **debase** the currency until it is nearly worthless
2. to **prophecy** the final outcome
3. a **lucrative** business that provided good income
4. the angry frown that marked her **countenance**
5. to value **stoicism** rather than displays of emotion



Complete the activities in your **Reader/Writer Notebook**.

## How do we measure PROGRESS?

Think about how you would define social progress. For instance, does society improve through technological advances, by an increase in wealth, or by greater health and happiness among all people? Consider what social priorities each view of progress might suggest.

**DEBATE** As a class, think of different ways you might define progress. Then, break into small groups, with each group arguing for a different view. What are the pros and cons of each viewpoint?



# EVIDENCE OF PROGRESS

Thomas Babington Macaulay

**BACKGROUND** Industrialism brought sweeping changes to Victorian society. The invention of the steam engine in the 1780s helped create a new kind of workplace—the factory. The development of railways in the 1830s led to the growth of large industrial towns, where hundreds of thousands of workers migrated in search of work. Critics of industrialism focused on the plight of these workers. But other commentators celebrated the economic growth enabled by these technological advances. Macaulay, writing in 1830, found reasons for optimism in the midst of these rapid and unsettling changes.

History is full of the signs of [the] natural progress of society. We see in almost every part of the annals of mankind how the industry of individuals, struggling up against wars, taxes, famines, conflagrations, mischievous prohibitions, and more mischievous protections, creates faster than governments can squander, and repairs whatever invaders can destroy. We see the wealth of nations increasing, and all the arts of life approaching nearer and nearer to perfection, in spite of the grossest corruption and the wildest profusion on the part of rulers. **A**

The present moment is one of great distress. But how small will that distress appear when we think over the history of the last forty years; a war, compared with  
10 which all other wars sink into insignificance;<sup>1</sup> taxation, such as the most heavily taxed people of former times could not have conceived; a debt larger than all the public debts that ever existed in the world added together; the food of the people

## Analyze Visuals ►

In a caricature, exaggeration is used for comic or grotesque effect. What is comical or grotesque in this image of industrial progress?

### **A PERSUASION**

Reread lines 1–7. Does Macaulay appeal more to **logic** or to **emotion** in this paragraph? Explain your answer.

1. **a war . . . insignificance:** the warfare with Revolutionary and Napoleonic France, which took place from 1792 to 1815.







studiously rendered dear; the currency imprudently **debased**, and imprudently restored. Yet is the country poorer than in 1790? We firmly believe that, in spite of all the misgovernment of her rulers, she has been almost constantly becoming richer and richer. Now and then there has been a stoppage, now and then a short retrogression; but as to the general tendency there can be no doubt. A single breaker may recede; but the tide is evidently coming in.

If we were to **prophecy** that in the year 1930 a population of fifty millions, 20 better fed, clad, and lodged than the English of our time, will cover these islands, that Sussex and Huntingdonshire will be wealthier than the wealthiest parts of the West Riding of Yorkshire<sup>2</sup> now are, that cultivation, rich as that of a flower garden, will be carried up to the very tops of Ben Nevis and Helvellyn,<sup>3</sup> that machines constructed on principles yet undiscovered will be in every house, that there will be no highways but railroads, no traveling but by steam, that our debt, vast as it seems to us, will appear to our great-grandchildren a trifling encumbrance, which might easily be paid off in a year or two, many people would think us insane. We prophecy nothing; but this we say: If any person had told the Parliament which met in perplexity and terror after the crash in 1720<sup>4</sup> that 30 in 1830 the wealth of England would surpass all their wildest dreams, that the annual revenue would equal the principal of that debt which they considered as an intolerable burden, that for one man of ten thousand pounds then living there would be five men of fifty thousand pounds, that London would be twice as large and twice as populous, and that nevertheless the rate of mortality would have diminished to one-half of what it then was, that the post office would bring more into the exchequer than the excise and customs<sup>5</sup> had brought in together under Charles the Second,<sup>6</sup> that stage coaches would run from London to York in twenty-four hours, that men would be in the habit of sailing without wind, and would be beginning to ride without horses,<sup>7</sup> our ancestors would have given 40 as much credit to the prediction as they gave to *Gulliver's Travels*.<sup>8</sup> Yet the **B** prediction would have been true; and they would have perceived that it was not altogether absurd, if they had considered that the country was then raising every year a sum which would have purchased the fee-simple of the revenue of the Plantagenets,<sup>9</sup> ten times what supported the Government of Elizabeth, three times

**debase** (dĭ-bās') v. to lower in value, quality, or dignity; to cheapen

**prophecy** (präf'ə-sī') v. to predict (something) by or as if by divine guidance

## **B** RECOGNIZE IDEAS

Reread lines 19–40. Notice how Macaulay creates **parallelism** by starting each subordinate clause with *that*. What two basic comparisons does Macaulay make in this passage?

2. **Sussex and Huntingdonshire . . . West Riding of Yorkshire**: two former counties in southeastern England, and the western section of Yorkshire, a large county in northern England.

3. **Ben Nevis** (nĕ'vīs) and **Helvellyn** (hĕl-vĕl'ən): mountains in Britain. Ben Nevis is located in Scotland; Helvellyn, in the Lake District of northwestern England.

4. **crash in 1720**: the financial crisis known as the South Sea Bubble, caused by the overvaluation of stock in the South Sea Company.

5. **more into the exchequer** (ĕks'chĕk'ər) . . . **customs**: more into the treasury than taxes on domestic and imported goods.

6. **Charles the Second**: king of England from 1660 to 1685.


7. **sailing without wind . . . ride without horses**: traveling on steamships and beginning to travel on railroads.

8. ***Gulliver's Travels***: the fanciful satire by Jonathan Swift, published in 1726.

9. **fee-simple . . . Plantagenets** (plăn-tăj'ə-nīts): complete ownership of the Plantagenet estates. The House of Plantagenet was the royal dynasty that ruled England from 1154 to 1399.



what, in the time of Cromwell,<sup>10</sup> had been thought intolerably oppressive. To almost all men the state of things under which they have been used to live seems to be the necessary state of things. We have heard it said that five per cent is the natural interest of money, that twelve is the natural number of a jury, that forty shillings is the natural qualification of a county voter.<sup>11</sup> Hence it is that, though in  
 50 every age everybody knows that up to his own time progressive improvement has been taking place, nobody seems to reckon on any improvement during the next generation. We cannot absolutely prove that those are in error who tell us that society has reached a turning point, that we have seen our best days. But so said all who came before us, and with just as much apparent reason. “A million a year will beggar us,” said the patriots of 1640. “Two millions a year will grind the country to powder,” was the cry in 1660. “Six millions a year, and a debt of fifty millions!” exclaimed Swift, “the high allies have been the ruin of us.” “A hundred and forty millions of debt!” said Junius; “well may we say that we owe Lord Chatham<sup>12</sup> more than we shall ever pay, if we owe him such a load as this.” “Two hundred and  
 60 forty millions of debt!” cried all the statesmen of 1783 in chorus; “what abilities, or what economy on the part of a minister, can save a country so burdened?” We know that if, since 1783, no fresh debt had been incurred, the increased resources of the country would have enabled us to defray that debt at which Pitt, Fox, and Burke<sup>13</sup> stood aghast, nay, to defray it over and over again, and that with much lighter taxation than what we have actually borne. On what principle is it that, when we see nothing but improvement behind us, we are to expect nothing but deterioration before us? **C**

It is . . . by the prudence and energy of the people that England has hitherto been carried forward in civilization; and it is to the same prudence and the  
 70 same energy that we now look with comfort and good hope. Our rulers will best promote the improvement of the nation by strictly confining themselves to their own legitimate duties, by leaving capital to find its most **lucrative** course, commodities their fair price, industry and intelligence their natural reward, idleness and folly their natural punishment, by maintaining peace, by defending property, by diminishing the price of law, and by observing strict economy in every department of the State. Let the Government do this: the People will assuredly do the rest. 

## Language Coach

**Derivations** Words formed from another word or base are derivations. When you learn a new word, try to learn its base and other derivations. What is the base of *intolerably*, (“unbearably” line 45)? What are other derivations of that base, and what do they mean?

### **C** RECOGNIZE IDEAS

What idea is conveyed by the **rhetorical question** in lines 65–67? What details in the paragraph support this idea?

**lucrative** (loo’krə-tīv) *adj.*  
producing wealth or profit

10. **Elizabeth . . . Cromwell:** Queen Elizabeth I, who ruled England from 1558 to 1603, and Oliver Cromwell, who ruled as Lord Protector from 1653 to 1658.

11. **forty shillings . . . voter:** In Macaulay’s time, only males with a certain minimum income were able to vote in Britain. A shilling was a unit of currency equal to 1/20 of a pound.

12. **Junius . . . Lord Chatham:** William Pitt the Elder, the politician who led Britain into the costly Seven Years’ War with France, was named Earl of Chatham in 1766. Junius was the pen name of a political commentator who usually supported Pitt.

13. **Pitt, Fox, and Burke:** William Pitt the Younger (second son of William Pitt the Elder), Charles James Fox, and Edmund Burke, British political leaders of the late 18th century.



# THE CONDITION OF ENGLAND

Thomas Carlyle

**BACKGROUND** Under the old Poor Law, each English parish gave the poor in its jurisdiction “outdoor relief” so that families could support themselves. In 1834, to reform abuses of this system, Parliament passed the Poor Law Amendment Act, which established a national system of workhouses for the poor. All able-bodied residents were required to work each day, often at useless tasks such as shredding rope, digging holes, or scrubbing already clean floors. Writing in 1843, Carlyle used life in the workhouse to illustrate the negative impact of industrialism on Britain.

The condition of England, on which many pamphlets are now in the course of publication, and many thoughts unpublished are going on in every reflective head, is justly regarded as one of the most ominous, and withal one of the strangest, ever seen in this world. England is full of wealth, of multifarious produce, supply for human want in every kind; yet England is dying of inanition.<sup>1</sup> With unabated bounty the land of England blooms and grows; waving with yellow harvests; thick-studded with workshops, industrial implements, with fifteen millions of workers, understood to be the strongest, the cunningest and the willingest our earth ever had; these men are here; the work they have done, the fruit they have realized is here, abundant, exuberant on every hand of us: and behold, some baleful fiat<sup>2</sup> as of enchantment has gone forth, saying, “Touch it not, ye workers, ye master-workers, ye master-idlers;<sup>3</sup> none of you can touch it, no man of you shall be the better for it; this is enchanted fruit!” On the poor workers such fiat falls first, in its rudest shape; but on the rich master-workers too it falls; neither can the rich master-idlers, nor any richest or highest man escape, but all are like

## Analyze Visuals ►

What is your reaction to this image of an impoverished family? How might your response have been different if the image were a painting instead of a photograph?

1. **inanition** (ɪnˈə-nɪʃən): lack of spirit or vitality; loss or absence of social, moral, or intellectual vigor.

2. **baleful fiat** (bālˈfæl fēˈet): harmful decree or law.

3. **master-workers . . . master-idlers**: Carlyle’s somewhat scornful terms for industrialists who employ other workers and for those wealthy enough, generally through inheritance, to live on rents, interest, and/or stock dividends without needing to work at all.







to be brought low with it, and made “poor” enough, in the money sense or a far fataler one. **D**

Of these successful skillful workers some two millions, it is now counted, sit in workhouses, poor-law prisons; or have “outdoor relief” flung over the wall to them—the workhouse Bastille<sup>4</sup> being filled to bursting, and the strong poor law broken asunder by a stronger. They sit there, these many months now; their hope of deliverance as yet small. In workhouses, pleasantly so-named, because work cannot be done in them.<sup>5</sup> Twelve hundred thousand workers in England alone; their cunning right hand lamed, lying idle in their sorrowful bosom; their hopes, outlooks, share of this fair world, shut in by narrow walls. They sit there, pent up, as in a kind of horrid enchantment; glad to be imprisoned and enchanted, that they may not perish starved. The picturesque tourist, in a sunny autumn day, through this bounteous realm of England, describes the Union Workhouse on his path. “Passing by the Workhouse of St. Ives in Huntingdonshire, on a bright day last autumn,” says the picturesque tourist, “I saw sitting on wooden benches, in front of their Bastille and within their ring-wall and its railings, some half-hundred or more of these men. Tall robust figures, young mostly or of middle age; of honest **countenance**, many of them thoughtful and even intelligent-looking men. They sat there, near by one another; but in a kind of torpor, especially in a silence, which was very striking. In silence: for, alas, what word was to be said? An earth all lying round, crying, Come and till me, come and reap me—yet we here sit enchanted! In the eyes and brows of these men hung the gloomiest expression, not of anger, but of grief and shame and manifold inarticulate distress and weariness; they returned my glance with a glance that seemed to say ‘Do not look at us. We sit enchanted here, we know not why. The sun shines and the earth calls; and, by the governing powers and impotences<sup>6</sup> of this England, we are forbidden to obey. It is impossible, they tell us!’ There was something that reminded me of Dante’s hell<sup>7</sup> in the look of all this; and I rode swiftly away.” **E**

So many hundred thousands sit in workhouses: and other hundred thousands have not yet got even workhouses; and in thrifty Scotland itself, in Glasgow or Edinburgh City,<sup>8</sup> in their dark lanes, hidden from all but the eye of God, and of rare benevolence the minister of God, there are scenes of woe and destitution and desolation, such as, one may hope, the sun never saw before in the most barbarous regions where men dwelt. Competent witnesses, the brave and humane Dr. Alison,<sup>9</sup> who speaks what he knows, whose noble healing art in his charitable

#### **D** RECOGNIZE IDEAS

Reread lines 1–17, ignoring clauses and focusing on the main subject and verb of each sentence. What idea is Carlyle trying to get across?

#### **countenance**

(koun’tə-nəns) *n.* face; facial expression

#### **E** PERSUASION

Identify words and details in lines 18–43 that appeal to the reader’s **emotions**. Does Carlyle state a logical argument in these lines? Explain your answer.

4. **Bastille** (bă-stēl’): prison. The Bastille was the famous royal prison destroyed by a mob at the start of the French Revolution in 1789.

5. **work cannot be done in them:** In this paragraph, Carlyle uses *work* to refer to gainful or useful employment.

6. **impotences** (ĩm’pə-təns-ĩz): weaknesses; inabilities.

7. **Dante’s** (dān’tāz) **hell:** The Italian poet Dante Alighieri (1265–1321) gives a detailed account of hell, which he calls the Inferno, in the first book of his classic work *The Divine Comedy*.

8. **thrifty Scotland . . . Glasgow** (glās’kō) **or Edinburgh** (ěd’n-būr’ə) **City:** The people of Scotland have a longstanding reputation for being thrifty. Glasgow and Edinburgh are Scotland’s two largest cities.

9. **Dr. Alison:** Scottish physician William Pulteney Alison, author of *Observations on the Management of the Poor in Scotland* (1840).

hands becomes once more a truly sacred one, report these things for us: these things are not of this year, or of last year, have no reference to our present state of commercial stagnation, but only to the common state. Not in sharp fever-fits, but in chronic gangrene<sup>10</sup> of this kind is Scotland suffering. A poor law, any and every poor law, it may be observed, is but a temporary measure; an anodyne, not a remedy: rich and poor, when once the naked facts of their condition have come into collision, cannot long subsist together on a mere poor law. True enough—and yet, human beings cannot be left to die! Scotland too, till something better come, must have a poor law, if Scotland is not to be a byword<sup>11</sup> among the nations.

60 O, what a waste is there; of noble and thrice-noble national virtues; peasant **stoicisms**, heroisms; valiant manful habits, soul of a nation's worth—which all the metal of Potosi<sup>12</sup> cannot purchase back; to which the metal of Potosi, and all you can buy with *it*, is dross and dust! **F**

Why dwell on this aspect of the matter? It is too indisputable, not doubtful now to anyone. Descend where you will into the lower class, in town or country, by what avenue you will, by factory inquiries, agricultural inquiries, by revenue returns, by mining-laborer committees, by opening your own eyes and looking, the same sorrowful result discloses itself: you have to admit that the working body of this rich English nation has sunk or is fast sinking into a state, to which,  
70 all sides of it considered, there was literally never any parallel. At Stockport Assizes<sup>13</sup>—and this too has no reference to the present state of trade, being of date prior to that—a mother and a father are arraigned and found guilty of poisoning three of their children, to defraud a “burial society” of some £3 8s.<sup>14</sup> due on the death of each child: they are arraigned, found guilty; and the official authorities, it is whispered, hint that perhaps the case is not solitary, that perhaps you had better not probe farther into that department of things. . . .

Nor are they of the St. Ives workhouses, of the Glasgow lanes, and Stockport cellars, the only unblessed among us. This successful industry of England, with its plethoric<sup>15</sup> wealth, has as yet made nobody rich; it is an enchanted wealth, and  
80 belongs yet to nobody. We might ask, Which of us has it enriched? We can spend thousands where we once spent hundreds; but can purchase nothing good with them. In poor and rich, instead of noble thrift and plenty, there is idle luxury alternating with mean scarcity and inability. We have sumptuous garnitures<sup>16</sup> for our life, but have forgotten to *live* in the middle of them. It is an enchanted wealth; no man of us can yet touch it. The class of men who feel that they are truly better off by means of it, let them give us their name!

**stoicism** (stō'ī-sīz'əm) *n.*  
indifference to pleasure  
or pain



TEKS 6

**F VERBAL AMBIGUITY**  
**Verbal ambiguity** is a kind of word play in which a writer deliberately allows more than one meaning to be in play at the same time. It often centers on a word that has more than one meaning. Normally, good prose writers are careful to ensure that readers know exactly which meaning they intend to use for a given word. But, sometimes, the tension produced by ambiguity can help a writer communicate a deeper meaning. In lines 54-59, Carlyle repeats the phrase “poor law” four times. Which two meanings of *poor* are in play? What does the ambiguity of this phrase add to the writer’s message?

10. **Not in . . . gangrene** (gǎng'grēn'): not in occasional strong outbreaks but in a continual state of decay. Gangrene is the decay of tissue caused by the lack of blood flow to a particular part of the body.

11. **byword**: a topic of gossip.

12. **Potosi**: a South American city (now part of Bolivia) known for its large reserves of silver and other valuable resources.


13. **Stockport Assizes**: the superior court in the city of Stockport in northwestern England.

14. **£3 8s.**: an abbreviation meaning “three pounds, eight shillings”—about \$16 in the exchange rate of the day.


15. **plethoric** (plē-thōr'īk): overabundant; excessive.


16. **garnitures** (gār'nī-chērz): furnishings; ornaments.



Many men eat finer cookery, drink dearer liquors—with what advantage they can report, and their doctors can: but in the heart of them, if we go out of the dyspeptic stomach,<sup>17</sup> what increase of blessedness is there? Are they better, beautifuler, stonger, braver? Are they even what they call “happier”? Do they look with satisfaction on more things and human faces in this God’s earth; do more things and human faces look with satisfaction on them? Not so. Human faces gloom discordantly, disloyally on one another. Things, if it be not mere cotton and iron things, are growing disobedient to man. The master-worker is enchanted, for the present, like his workhouse-workman; clamors, in vain hitherto, for a very simple sort of “liberty”; the liberty “to buy where he finds it cheapest, to sell where he finds it dearest.” With guineas<sup>18</sup> jingling in every pocket, he was no whit<sup>19</sup> richer; but now, the very guineas threatening to vanish, he feels that he is poor indeed. Poor master-worker! And the master-unworker, is not he in a still  
 100 fataler situation? Pausing amid his game preserves, with awful eye—as he well may! Coercing fifty-pound tenants;<sup>20</sup> coercing, bribing, cajoling; “doing what he likes with his own.” His mouth full of loud futilities, and arguments to prove the excellence of his Corn Law;<sup>21</sup> and in his heart the blackest misgiving, a desperate half-consciousness that his excellent Corn Law is *indefensible*, that his loud arguments for it are of a kind to strike men too literally *dumb*. 

To whom, then, is this wealth of England wealth? Who is it that it blesses; makes happier, wiser, beautifuler, in any way better? Who has got hold of it, to make it fetch and carry for him, like a true servant, not like a false mock-servant; to do him any real service whatsoever? As yet no one. We have more riches than  
 110 any nation ever had before; we have less good of them than any nation ever had before. Our successful industry is hitherto unsuccessful; a strange success, if we stop here! In the midst of plethoric plenty, the people perish; with gold walls, and full barns, no man feels himself safe or satisfied, Workers, master-workers, unworkers, all men, come to a pause; stand fixed, and cannot [go] farther. Fatal paralysis spreading inwards, from the extremities, in St. Ives workhouses, in Stockport cellars, through all limbs, as if towards the heart itself. Have we actually got enchanted, then; accursed by some God?

Midas longed for gold, and insulted the Olympians. He got gold, so that whatsoever he touched became gold—and he, with his long ears, was little the  
 120 better for it. Midas had misjudged the celestial music tones; Midas had insulted Apollo and the gods: the gods gave him his wish, and a pair of long ears,<sup>22</sup> which also were a good appendage to it. What a truth in these old fables! 

 **GRAMMAR AND STYLE**  
 Reread lines 87–92. Note how Carlyle uses a series of **rhetorical questions** to get his message across.

17. **if we . . . dyspeptic** (dĭs-pĕp'tĭk) **stomach**: if we move beyond the upset stomach.

18. **guineas** (gĭn'ēz): British gold coins worth 21 shillings (a pound and a shilling).

19. **no whit**: not a bit.

20. **fifty-pound tenants**: renters who paid 50 pounds a year to rent land from the wealthy landowner (“master-unworker”).

21. **Corn Law**: The Corn Laws limited the import of cheaper foreign grain into Britain. By limiting food supplies and keeping grain prices artificially high, these laws increased poverty and hurt the poor.

22. **Midas . . . long ears**: a reference to Midas of Greek mythology, who wished that everything he touched would turn to gold. He also insulted Apollo, god of music, by judging against him in a contest. As punishment, Apollo gave Midas the long ears of a donkey.

## Comprehension

- Recall** To what does Macaulay attribute England's success?
- Paraphrase** In Carlyle's view, what problem does England currently face?
- Summarize** According to Carlyle, what is life like in the workhouses?

## Literary Analysis

- Make Inferences** Reread lines 28–40 of “Evidence of Progress.” On the basis of this passage, what can you infer about Macaulay's social priorities?
- Interpret Allusion** Recall that an allusion is a reference to historical, literary, or cultural details outside of a literary work. Reread lines 118–122 of “The Condition of England.” What point is Carlyle making with his allusion to Midas in these lines?
- Analyze Ideas** Review the chart you created as you read. Choose three ideas that best convey each author's overall message. What are the reasons for your choices?
- Interpret Extended Metaphor** Carlyle uses the metaphor of enchantment to convey his criticisms of British society. Paraphrase each of the following passages from his commentary. In each example, what characteristics of social life does this metaphor communicate?
  - on the condition of England (lines 5–13)
  - on life in the workhouse (lines 35–43)
  - on the limits of wealth (lines 77–86)
- Evaluate Persuasive Techniques** Complete a chart like the one shown for each selection. Then describe each author's use of persuasive techniques. Whose position did you find more credible, and why?

<i>Logical</i>	<i>Emotional</i>	<i>Ethical</i>

## Literary Criticism

- Different Perspectives** Which author's viewpoint would each of the following readers more likely agree with? Give reasons for your answer.
  - a wealthy industrialist
  - Charles Dickens
  - a mill worker
  - Anthony Trollope

### *How do we measure* **PROGRESS?**

Explain the differences between Macaulay's view of society and Carlyle's. What indicators would each author consider to be a fair measure of progress? What do you consider social progress?



**READING 9B** Explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints. **9C** Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. **9D** Synthesize ideas and make logical connections among multiple texts representing similar genres and support those findings with textual evidence. **10A** Evaluate the merits of an argument, action, or policy by analyzing the relationships among evidence, inferences, assumptions, and claims in text. **10B** Draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.



# Vocabulary in Context

## VOCABULARY PRACTICE

Choose the letter of the synonym for each boldface word.

- 1. **debase**: (a) debrief, (b) defy, (c) devalue
- 2. **prophecy**: (a) predict, (b) inform, (c) select
- 3. **lucrative**: (a) oily, (b) honorable, (c) profitable
- 4. **countenance**: (a) appearance, (b) amount, (c) nobility
- 5. **stoicism**: (a) belief, (b) activity, (c) indifference

### WORD LIST

countenance  
debase  
lucrative  
prophecy  
stoicism

## ACADEMIC VOCABULARY IN WRITING

- analyze
- dominate
- impact
- resource
- scheme

How do changes in the economy **impact** you or your community? What sectors of society suffer the most during hard economic times? Use at least two of the Academic Vocabulary words in your written response.

## VOCABULARY STRATEGY: USING A DICTIONARY

As Macaulay was celebrating the fruits of human innovation, an American lexicographer named Noah Webster compiled a dictionary that promoted the innovation of English spelling. For example, in his *An American Dictionary of the English Language* (1828), Webster proposed the alteration of *musick* to *music* and *centre* to *center*. In some cases, the world followed Webster’s advice; in others, only the U.S. went along. In the U.K., for example, *centre* persists. Study this entry from a general dictionary, based on Webster’s.



READING 1E Use general dictionaries as needed.

	BULLET	HAIRLINE	PRONUNCIATION	PART OF SPEECH	ETYMOLOGY
ENTRY WORD	<b>proph•esy</b> (prăf'ə si')				
DEFINITION	vt. - sied•, - sy•ing [ME <i>prophecien</i> < MFr <i>prophecier</i> < <i>prophecie</i> : see <i>prec.</i> ] <b>1.</b> to predict (something) by or as if by divine guidance. <b>2.</b> to predict (a future event) in any way <b>3.</b> [Rare] to foreshadow —vi. <b>1.</b> to speak as a prophet; make prophecies <b>2.</b> [Rare] to teach religion; preach — <b>proph•e si•er</b> n. —RELATED FORM				

**PRACTICE** Use the sample entry to answer these questions.

- 1. Where should you avoid hyphenating *prophecy*?
- 2. Which syllable in *prophecy* receives the most stress? Which receives least?
- 3. The abbreviation vt. means “verb, transitive”—that is, “carrying an object.” Is *prophecy* a transitive verb in this sentence? *I prophecy disaster.*
- 4. Where would you find information about the etymology of *prophecie*?
- 5. Which meanings of *prophecy* would you be least likely to encounter or use?

Interactive Vocabulary

THINK central

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KEYWORD: HML12-1042

# Conventions in Writing

## GRAMMAR AND STYLE: Ask Rhetorical Questions

Review the **Grammar and Style** note on page 1040. Writers often use **rhetorical questions**—questions asked only for effect—to drive home a point or evoke an emotional response. Carlyle uses these **interrogative sentences** throughout his essay, as in this example:

*To whom, then, is this wealth of England wealth? Who is it that it blesses; makes happier, wiser, beautifuler, in any way better? Who has got hold of it, to make it fetch and carry for him, like a true servant, not like a false mock-servant; to do him any real service whatsoever? (lines 106–109)*

Notice how the questions express Carlyle’s points in a more dynamic and compelling way than would be achieved had he merely stated his position.

**PRACTICE** Rewrite the following paragraph, changing at least two sentences into rhetorical questions to make the paragraph more persuasive. Then, add at least one additional rhetorical question.

Carlyle complained about harsh conditions in workhouses and compared them to prisons like the Bastille. He believed that things were better for the poor in the centuries before his own. I do not think the good old days were really as good as he says. I wonder if wealthy aristocrats always met their responsibilities to the poor people living on their land. I do not know if poor peasants actually enjoyed having their lives almost completely controlled by others.

## READING-WRITING CONNECTION



Expand your understanding of persuasion by responding to this prompt. Then use the **revising tips** to improve your letter.

### WRITING PROMPT

**WRITE A LETTER TO THE EDITOR** Newspapers provide a public forum for different opinions about social, political, and economic conditions. Write a **three-paragraph letter to the editor** of a local newspaper. In your letter, state a position on an issue that concerns you and then express your views in a way that will be persuasive to others.

### REVISING TIPS

- Make sure your position is clearly stated in the first paragraph.
- Add other arguments in your second and third paragraphs.
- If your arguments don’t seem persuasive, use a different rhetorical device.



**WRITING 16** Write an argumentative essay. **17** Understand the function of and use the conventions of academic language when speaking and writing.

Interactive Revision

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