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JULY, 1943

NO. 6

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MEDITERRANEAN

DALE AND WALTER SPEARMAN

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THE MEDITERRANEAN

Western civilization, born in the Mediterranean many centuries ago, is today fighting in that very area to preserve its essence. The modern civilized human being inherits the free mind of the ancient Greek, the religious instinct of the Hebrew, the law and order of the Roman, the questing search for knowledge of the Renaissance Italian. Americans, Englishmen and Frenchmen who fought in Tunisia on the shores of the Mediterranean were fighting for the way of life they might have learned from Plato's *Republic*, St. Paul's sermons, the Code of Justinian, Michelangelo's statues, or Raphael's paintings.

In the twentieth century the soldiers of General Eisenhower, General Montgomery, General Giraud and General De Gaulle walk or ride in Army jeeps along the shores where history has been made in the past by Caesar and Hannibal and Alexander the Great, by Pericles and Sophocles and Napoleon, by the Arabs and the Egyptians, by the Romans and Greeks.

The very phrase "People and Places of the Mediterranean" conjures up visions of Rome and Carthage, Athens and Sparta, Cairo and Alexandria and Baghdad, of Gibraltar and Suez, Jerusalem and Damascus, and—of more recent significance—Casablanca and El Alamein and Bizerte.

The influence of the Mediterranean in world history and world thought is out of proportion to its size. From the Strait of Gibraltar in the West to Syria in the East, the sea is 2,300 miles long. Its maximum width from Venice to the Bay of Sidra is 1,200 miles, but its average width is only 300 miles. Its area is estimated to be approximately a million square miles. Bounded by the continents of Europe, Africa and Asia, it feels the impulse of any world movement—and plays its part in most of them. Through the gateway of Gibraltar it has received the ships of the Americas and through the gateway of Suez it has felt the breath of India and the Orient. Through the ages, currents of world thought, as well as currents of world trade, have swept along its channels.

From the shores of the Mediterranean came democracy and Christianity, the two pillars of Western civilization. From the Mediterranean also came our alphabet (Phoenician), our laws

(Rome), and our humanism (Greece). The modern man's concept of the value and dignity of the individual human being has its roots in Greek culture, in the Hebrew religion, and in the philosophy of the Renaissance.

On the other side of the picture, the Mediterranean has also given to the world the concept of the dictator—Hitler and Mussolini had their predecessors in Caesar and Alexander and Charlemagne. It has given slavery to the world as well as the ideal of the free man, for both Rome and Greece had their slave classes. And the luxury and corruption of the Ptolemies and the Caesars, of Tyre and Sidon and Constantinople and Alexandria, have their modern counterpart in the useless, idle and effete magnificence of the Riviera, of Nice and Cannes and Monte Carlo.

1. ITS GEOGRAPHY

The Mediterranean, by Emil Ludwig

Between the Thunder and the Sun, by Vincent Sheean

Chart for Rough Water, by Waldo Frank

Take a geographical tour around the shores of the Mediterranean, noting briefly the countries which border upon it.

What great rivers feed the Mediterranean and what great civilizations have been founded along these rivers? Discuss the importance of Gibraltar, the Suez Canal and the Dardanelles.

What facts of climate, terrain, products and other natural resources have encouraged peoples to live around the Mediterranean?

Ludwig states that the three characteristic plants of the Mediterranean are the grain, the vine and the olive-tree. Have these products affected the development of the area?

2. ITS HISTORY

Discuss briefly the great civilizations of the world which had their birth in the Mediterranean. Ludwig calls it "the home of mankind" because "all men feel that beauty, knowledge and accomplishment once had their source here. Men return to the Mediterranean as they would to their mothers."

Three of the greatest periods in the history of mankind were the Golden Age of Pericles in Greece, the Golden Age of Augustus in Rome, and the Golden Age of the Renaissance in Italy. Why do you think all three of these were on the shores of the Mediterranean?

Examine the struggles for supremacy among strong nations along the Mediterranean. How has this conflict affected the history of the world?

What historic role has been played by the great religions of the Mediterranean—Christianity, Judaism, Mohammedanism?

Compare the invasion of the Huns in the fifth century with the efforts at world domination by the Germans in the twentieth. What is the role of Italy in each instance?

3. ITS INFLUENCE

Discuss Ludwig's statement: "The Mediterranean is the loveliest of all seas, favored by situation, shape, and climate above all others, and likewise before all others discovered and sailed. This is the Helen among oceans; like her it was desired by all that saw it, and captured by the boldest. But it was fought over not for ten but for two thousand years. Then it was half forsaken, obscured by the fame of new and distant oceans; rediscovered, as it were, after three hundred years; and today, before our eyes, it is fought over anew."

Note the influences of the Mediterranean on world history—through individuals, through races, through ideas.

What treasures does modern man owe to the Mediterranean and to its influence? Upon what facts does Ludwig base his assertion that every good thing we possess today has its origin in the Mediterranean?

The shores of the Mediterranean have become famous as the international playground of the sophisticated contemporary world. Read Vincent Sheean's account of his stay at Maxine Elliott's white chateau perched high on the rocks near Cannes, where "the privileged order was gathering rosebuds." Compare this life to the luxuries of ancient Baghdad and Constantinople. What were Winston Churchill's reactions to the life of the Mediterranean society when he visited the chateau? What did Sheean think of such fads as the artificial moon and the pet pullet?

ANCIENT HELLAS

"The civilization of Europe was wholly begun on the little scrap of land we call Greece," says Emil Ludwig, who attributes to the Greeks not only the greatest achievements of literature, philosophy and the arts, but also the first and one of the best democracies in history, the first League of Nations (2,500 years before the Geneva League), the first international law—and certainly the most ideal way of life for the creative, thinking individual.

Modern man cherishes the classic lines of the Parthenon, the beauty of a Grecian urn, the wisdom of Socrates, the mythology of the *Iliad* and the *Odyssey*, the nobility of a play by Sophocles or the humanity of one by Euripides, as well as the sane health of the Olympic games and the courage of those Greeks who held the pass at Thermopylae. Such "glory that was Greece" has become a part of the heritage to which modern man clings firmly today hoping to project it into the civilization of tomorrow.

When today we say "Greek civilization," we mean Phidias and Praxiteles, Socrates and Plato and Aristotle, Homer and Pindar, Pericles and Demosthenes, Aeschylus and Sophocles and Euripides.

We also mean the kind of life, rich in intellectual and cultural interests, balanced between mind and spirit, which the Hellenic citizen led. In her book, *The Greek Way*, Edith Hamilton says:

"The flowering of genius in Greece was due to the immense impetus given when clarity and power of thought was added to great spiritual force. That union made the Greek temples, statues, writings, all the plain expression of the significant; the temple in its simplicity; the statue in its combination of reality and ideality; the poetry in its dependence upon ideas; the tragedy in its union of the spirit of inquiry with the spirit of poetry. It made the Athenians lovers of fact and of beauty; it enabled them to hold fast both to the things that are seen and to the things that are not seen, in all they have left behind for us, science, philosophy, religion, art."

1. ORIGINS OF A NATION

The Mediterranean, by Emil Ludwig (pp. 66-120)

"The Grecian world first arose in Crete," says Ludwig. Trace its rise to the point when Athens was the center of the Mediterranean world. What effect did its trading and seafaring have upon the development of Greece?

Why did Athens come to the fore as the leader of the Greek cities? Discuss Ludwig's remark: "The history of Athens proved that a nation may understand and cultivate wealth and the mind, commerce and beauty, at one and the same time." Contrast Athens and Sparta.

Why does Ludwig term Pericles "the perfect Greek"? Read his description of what a man climbing the Acropolis in the year 440 B.C. might have seen. (p. 103) What had this group of contemporary "immortals" given to Greek life and art—Pericles, Herodotus, Sophocles, Phidias, Aspasia, Euripides, Thucydides, Socrates, Aristophanes, and Alcibiades?

2. "THE GLORY THAT WAS GREECE"

The Greek Way, by Edith Hamilton

Miss Hamilton maintains that since the days of Greece "the balanced view has been the rarest of achievements." What does she mean by "the balanced view"? Note the explanations she gives for this remarkable combination of mind and spirit. What effect does this balance have upon art, architecture, literature? How do you think modern civilization manages the blend of mind and spirit?

Discuss the development of the Olympic Games in connection with the statement: "The Greeks were the first people in the world to play." (p. 21)

What do you think of the following statement?—"To rejoice in life, to find the world beautiful and delightful to live in, was a mark of the Greek spirit which distinguished it from all that had gone before."

What distinct contribution did the Greeks make to the development of the mind? Why had the mind not been considered supreme in earlier civilizations? Did the "rule of reason" begin with the Greeks? Cite instances to show that "the Greeks had a passion for using their minds."

Did the world of the Greeks join the East and the West? What was the predominant characteristic of each civilization? (Note Miss Hamilton's remarks on pp. 10-11)

Where did the idea of freedom originate? What was the theory of the Greeks concerning the right of the individual to think and say what he pleased? Discuss this in relation to the modern world. What is the theory of the democracies and the fascists on this point?

Do you think that the modern man is the intellectual inheritor of the Greek Golden Age? How was this heritage handed down through the years?

MODERN GREECE

For centuries after the Roman Empire had eclipsed the glory of Greece, little was heard of Hellas in the councils of the world. Years of subservience to Roman, Byzantine and Turkish rule prevented the formation of a strong national state or the existence of another creative era. When the romantic Lord Byron left England to fight for Greek independence in 1820, the attention of Europe once again became centered on Greece.

Even during her period of independence Greece has suffered from poverty, lack of leadership, and internecine struggle. A few years she lived as a republic, then voted overwhelmingly to try a monarchy; and on the verge of her most recent catastrophe she was under the rule of a dictator.

As Ludwig points out: "The genius of the Greek people is indestructible. Landscape and history combine to revivify the Greeks again and again after long periods of decline. The hundred islands and peninsulas are still the same as they were in antiquity. The people still show the same volatility of spirit, cheerfulness of heart, craftiness in action, imagination."

Modern Greece is shown by Miss Betty Wason, former CBS staff correspondent in Athens, in her book, *Miracle in Hellas*. She saw Greece at the moment of its most magnificent stand against the Italians and later against the Germans. Comparing this courageous action with the stand of the ancient Greeks at Thermopylae in the fifth century B.C., she says: "The second Battle of Thermopylae, that of 1940-41, was also a defeat for the Greeks. Yet it, too, served to make eventual victory possible for the democratic world."

1. QUIESCENT GREECE

The Mediterranean, by Emil Ludwig (pp. 493-497, 578-579)

Miracle in Hellas, by Betty Wason

Italy from Within, by Richard Massock (pp. 255-273)

Mediterranean Front, by Alan Moorehead (pp. 237-250)

Sketch the principal events in Greek history, from the break-up of the old Greek city-states to the emergence of the new Greek republic in the twentieth century.

What factors kept Greece under the control of foreign empires for

so many centuries? What role did Greece play as a pawn in the affairs of stronger nations?

What happened to the Greek spirit of the Age of Pericles during these generations of bondage?

Study the relationship between Greece and Turkey at various strategic points in the history of Greece.

2. EMERGING GREECE

Describe the situation of Greece as Hitler and Mussolini were coming into power. What were her relations with other European countries?

How do you account for the splendid fight which the Greeks put up against the invading Italians in the fall of 1940? What do Miss Wason and Alan Moorehead have to say about this?

Discuss the following statement in a Greek newspaper on the eve of the German attack: "This little nation, which has taught all other nations how to live, now will teach them how to die."

What effect do you think the traditions and history of ancient Greece had upon the determination of modern Greeks to resist the onslaught of Fascism and Nazism?

Was part of Greece's tragic defeat due to treachery from within? Tell the story of the Easter leave granted to Greek soldiers. (p. 35, *Miracle in Hellas*)

3. THE GREECE THAT IS TO BE

What is the situation within occupied Greece today? (Supplement the information in Miss Wason's book by contemporary newspaper accounts.) How have the Greeks accepted the German and Italian conquerors?

Discuss the sabotage and fifth column activity in Greece. What activity is being carried on now by the Greek guerillas? Read the account of the British soldiers left behind in Greece and now fighting with the guerillas. (pp. 183-193)

Give an account of some of the heroic exploits of the Greek underground as described by Miss Wason. This gives her the sub-title for her book, "The Greeks Fight On."

What does Miss Wason think of the possibilities of a second front for the Allies in Greece and Yugoslavia? What are her conclusions about peace in the Balkans in the years to come? What does she foresee as the future of Greece?

ANCIENT ROME

Modern Italy must often look back to ancient Rome—just as Mussolini recalls the great Caesar whom he sought to ape. Without freedom, without prestige, and even without sufficient food, Italy today vainly remembers that the Mediterranean was in Roman hands for five centuries.

In his over-all picture of the Mediterranean, Emil Ludwig maintains that neither the Romans nor the Christians did anything greater than to save Greek civilization. Other contributions with which the world credits the Roman period of supremacy include law and order, roads, harbors, trade, aqueducts, organization, and military prowess. "Rome could think only in terms of roads and laws," says Ludwig. And again: "Capital and soldiers were the two powers on which the Roman empire stood." Extension of the Roman civilization and its symbols, such as roads, was pushed even as far as Britain.

And just as ancient Rome looked across the Mediterranean to face her relentless enemy, Carthage, so now in World War II does Italy look in dismay across the sea toward that same site of Carthage. There American and British and French armies now stand. There too swift planes soar into the skies and drop bombs upon modern Italy.

The great figures of Rome were not the painters and sculptors and writers, as in Greece, but rather such rulers as Caesar himself, Marcus Aurelius, Augustus, Justinian, and Constantine.

Rome's final disaster came not from the sea and her enemies in Africa but from the hills to the North, when the Huns, ancestors of the Germans, swept down to the sea, pillaging the country and capturing the cities.

If it was that sterner virtue of law and order that Ancient Rome bequeathed to the world, the Italian Renaissance looked back to Greece and revived her heritage of the arts. Michelangelo carved out of marble his magnificent statues in the Medici Chapel at Florence, Leonardo da Vinci painted the Mona Lisa who has smiled enigmatically down upon millions from the walls of the Louvre in Paris. Benvenuto Cellini not only wrought artistically in gold and silver but also wrote fascinating accounts of his achievements. Raphael's Madonnas, della Robbia's cherubs, and

other religious masterpieces, have come down from Rome, as did the Catholic Church.

1. THE GRANDEUR THAT WAS ROME

The Mediterranean, by Emil Ludwig (p. 120-263)

Discuss Ludwig's statement: "When the first Roman sold his land to buy a vessel, the rhythm and tempo of Mediterranean history changed." What effect did Rome's naval power have on the growth of the Empire? Compare ancient Rome with modern Britain.

What contributions to the store of world civilization were made by Rome in addition to her keeping alive the spirit of ancient Greece?

Why did the Roman Empire supplant the Greek states in strength and power?

Discuss the religion of Rome. What does Ludwig mean by his statement: "Probably no nation ever had so many gods and so little religion as the Romans"? (p. 122)

Why did the Roman republic yield to dictatorship? Note the parallel Ludwig points out between "the first Roman dictator" and his modern successor. (p. 157)

Does this satisfactorily explain the difference between Greek and Roman culture: "Beauty, expressed among the Romans entirely in roads, machinery, and buildings, was not expended upon vases and marble, as in Greece; it remained consistently utilitarian. Organization and practical sense, the virtues of the prosaic temperament, were capable of conquering the world faster, and above all more permanently, than intellect and imagination. Instead of making busts or tragedies, the Romans methodically improved tillage and learned to fatten poultry." (p. 146)

2. THE ITALIAN RENAISSANCE

The Mediterranean, by Emil Ludwig (p. 380-414)

Discuss Ludwig's questions: "What is the secret of the Renaissance? Why, two thousand years after the Greeks, did it bring the second climax in the life of the Mediterranean? Was it the triumph of a great people? What was it that made the period around 1500 stand out from the steady stream of history?" (p. 380)

The Renaissance has been defined as "an increased sense of life." What does that mean to you?

What gifts did the Mediterranean bestow upon mankind through the works of Michelangelo, Botticelli, Titian, Raphael, Machiavelli, Columbus, Ferdinand, Lorenzo de Medici, Pope Leo X?

Do you agree that Leonardo da Vinci was the greatest symbol of the Renaissance? Give an account of his life and work. (p. 393)

Compare the "Renaissance man" with the modern man. Ludwig believes he was completely modern, "more akin to our age than the men who lived between him and us." (p. 386)

MODERN ITALY

The Italy of the past has given way to a contemporary land of a different sort. In Rome the Colosseum still stands. In Florence the Medici Chapel shelters Michelangelo's famous figures. In Milan hangs Da Vinci's "The Last Summer." On the Italian hills grow the vineyards and the olive trees. But within the country there is neither the spirit of Marcus Aurelius nor of Garibaldi. From the shores of the Mediterranean to the high peaks of the Alps the shadow of Fascism and the blight of Mussolini obscure the Italy that used to be.

In *Balcony Empire* an able man-and-wife reporting team, Reynolds and Eleanor Packard of the United Press, give an account of what Italy is like today, and how it became that way. They trace the growth of Fascism, the Black Shirt march on Rome, the attempts of Mussolini to build an empire to distract the thoughts of Italians from their troubles at home, and finally the taking over of Italy by Nazi Germany.

Another excellent account is given by Richard G. Massock of the Associated Press in his *Italy from Within*. His discerning portrayal of Mussolini shows him as "a man who would like to be God and create Italians in his own image. Since they are made otherwise, he has tried to remake them, transfusing into their veins some of the surging spirit that drives their Duce to his goals." Massock also looks to the future in a chapter entitled "After Mussolini—?" and discusses the possibility of a revolt from within Italy. "Machiavelli's Mimic" is the name given to Mussolini by Foreign Correspondent John T. Whitaker in *We Cannot Escape History*.

An entirely different approach to contemporary Italy is presented by Charles Mills in his absorbing novel, *The Choice*, in which the hero, a young Southerner named David Lennox, goes from a Georgia plantation to a life in Florence, Italy. Through the violence and the hatreds invoked by Fascism David came to understand why Italy had succumbed to Fascism, and also why she would some day return to the ideals of liberty and democracy.

1. WHAT IS ITALY LIKE TODAY?

Balcony Empire, by Reynolds and Eleanor Packard

Italy from Within, by Richard G. Massock

Sketch the rise of the Fascist party, with particular attention to the murder of Giacomo Matteotti in June, 1924. Where did the Fascist party secure its backing and how did it manage to remain in power?

What were the Fascist internal policies? Were they calculated to win the admiration of the Italian people?

Why did Mussolini embark on the Ethiopian campaign? What were the reactions of the Italian people? Of other nations, including England, France, and Germany? Discuss the threat of sanctions and the attitude of the League of Nations.

What part did Italy play in the Spanish Civil War? Discuss this as one additional step toward World War II.

How did the Pope and the Catholic Church react to Fascism and the regime of Mussolini? (Note particularly Massock's chapter on "The Two Romes.")

Compare the Italian-Greek phase of World War II with the historic Greco-Roman conflict. Massock terms this campaign against Greece "the greatest national disaster in Italy's modern history."

What do the Packards and Massock foresee as the future of Italy after this war is over? What seem to be the prospects of a revolution inside Italy? What is the attitude of the Italians toward the Germans? Toward America?

2. MUSSOLINI THE MAN

We Cannot Escape History, by John T. Whitaker

Men Behind the War, by Johannes Steel

How does Foreign Correspondent Whitaker explain Mussolini's intervention in the Spanish Civil War and his subsequent decision to enter World War II on the side of Germany?

Sketch the personal and political life of Mussolini from the facts brought out by Whitaker, Mr. and Mrs. Packard, Richard Massock. What are his predominant characteristics? How did he secure such a strong hold on the Italians? Discuss his career as a Socialist editor.

What role did Mussolini play at the famous Munich conference? Did this have any effect on his status at home?

Discuss the home background of Mussolini, his relationships with his wife, with his sons, with his daughter Edda and her husband, Count Ciano.

Do the experts on the Italian situation believe that Mussolini can maintain control of the nation?

3. AN AMERICAN VIEW OF FASCISM

The Choice, by Charles Mills

Sketch briefly the emotional and cultural background of David Lennox before he went to Italy. Does his Southern heritage and childhood give him a belief in the tenets of democracy?

What were his impressions of Fascism when he first arrived in Florence? Compare his beliefs with those of his friend, George King.

Characterize his Italian acquaintances—Gian Montebasso, Conte di Prato, Signor Giachetti and his son Mario.

Explain David's declaration to George concerning the nature of Fascism: "Even as the strutting and pomposity of the Leader down at Rome is not dignity, good which is less than good, which depends for its achievement upon tyranny and crime, is not good."

4. THE ITALIAN PEOPLE

The Real Italians, by Carlo Sforza

What does this Italian writer believe are the essential traits of the Italian people?

Discuss his findings concerning Italy's relations with her neighbors. What does he say about the situation of Italians in America?

What role does he foresee for Italians in the future of Europe?

CHAPTER VI

FRANCE

Although the French Riviera and the great port of Marseilles are on the Mediterranean, France also looks out upon the Atlantic Ocean and has devoted much of her attention to relations with England and the New World. She has never been essentially a Mediterranean power, although her ambitious rulers—Charlemagne, Louis XIV, Napoleon—did look southward with the glint of empire in their eyes.

In our own modern era France looked across the Mediterranean toward Africa to carve out an empire; and by 1845 she had established herself in Algiers, Morocco, and Tunis, which were later to provide both troops and training grounds for troops. Emil Ludwig says that "just one obstacle prevented France from becoming a great colonial nation in the long run. Their country was too beautiful, too rich, too comfortable; not many people were ready to leave it. Thousands of foreigners, especially Italians and Spaniards, had to be recruited to populate and till the new colonies."

After the disastrous fall of France in 1940 and the regime of Vichy, the great hope of French resurrection and French liberation seemed to lie in the North African colonies across the Mediterranean. Down in French Equatorial Africa the banners of a new Free France were unfurled and patriotic Frenchmen who could escape the German bondage in their homeland gathered under the leadership of General De Gaulle.

And in 1943, with De Gaulle and Giraud heading a committee for the liberation of France, with thousands of Free French eager to fight to restore freedom to the whole nation of Frenchmen, the Mediterranean again becomes the great sea across which the war must be carried.

1. ANCIENT FRANCE

The Mediterranean, by Emil Ludwig

Recount briefly the significant epochs in the life of France, including Charlemagne, Joan of Arc, the French Revolution, Napoleon and the French Republic.

Why were the French more concerned with what happened across the English Channel than across the Mediterranean?

Discuss the relations of France with England, Italy, Germany, and the United States.

What efforts did France make toward colonization? How successful were her attempts? (pp. 491-93, 552)

Characterize the French people. What effect did this character have upon the contributions made by France to world culture?

2. VICHY FRANCE

We Cannot Escape History, by John T. Whitaker (pp. 154-211)

Vichy, Two Years of Deception, by Leon Marchal

The Enigma of Admiral Darlan, by Alec de Montmorency

Men Behind the War, by Johannes Steel (pp. 192-236)

Explain the provocative titles of two of Whitaker's chapters, "Break No Eggs for the Omelet" and "France Is an Invalid."

What do these various interpreters of France offer as the reasons for her defeat in 1940?

Estimate the character, motives, and careers of Petain, Laval, and other "men of Vichy." Does the preponderant burden of testimony show them to be loyal Frenchmen acting for what they believed the best interests of France? What do you think will be their place in history?

What is the "enigma of Admiral Darlan"? Explain his hatred of the English. What were his motives in turning French Africa over to the Allies? What did he do for the French Navy? If he had lived would the course of the war be any different?

Why did the United States maintain diplomatic relations with the Vichy government?

What methods did Hitler use to force more and more concessions from the French?

3. FIGHTING FRANCE

Barrack 3, Room 12, by Marcel Haedrich

The Fighting French, by Raoul Aglion

Journey Among Warriors, by Eve Curie

Eve Curie and Raoul Aglion both quote General De Gaulle's appeal to the French people in June, 1940, when he said: "Whatever may come, the flame of French resistance must never be extinguished; and it will not be extinguished."

Give a brief account of De Gaulle's background, his role in World

War II before the fall of France, his organization of the Free French movement.

From these books and your own knowledge of recent events in France and North Africa, estimate the significance of General Giraud and General Catroux.

What qualities of the French people have made possible the success of the Free French movement? Describe some of the typical Frenchmen who flocked enthusiastically to this cause. What does Miss Curie think of them?

Thousands of the strongest and ablest modern Frenchmen have been imprisoned in Germany. What does Haedrich tell about the fate of these unfortunates and what do they hope for the France of the future?

CHAPTER VII

SPAIN

Spain, like Italy, has seen better days. The Phoenicians and Carthaginians knew its land in the centuries B.C. Julius Caesar was once its Roman governor. In the great days of Ferdinand and Isabella, who united the warring provinces of Castile and Aragon, Spain sent out Christopher Columbus to find his New World. A hundred years later Philip II sent his great Armada out against England.

Spain also means to us the exploring, the navigating, the colonizing, the converting which tied the New World close to the old. And while Spanish influence in North America was neither deep nor lasting, the countries of South America still hold to Spanish customs, the Spanish language and the Spanish version of the Catholic religion.

The importance of twentieth century Spain is that its little understood Civil War served as a try-out for the forces of Fascism in their earliest onslaughts against the democracies. While to many people of the world the very words "loyalist" and "Falangist," or "rightist" and "leftist" were still confusing, other people realized that here was a time and place where democracy was being put to the test—and to the sword.

Cedric Salter's *Try-Out in Spain* and Thomas J. Hamilton's *Appeasement's Child* are two new books which by their very titles indicate what the authors observed about the Spanish Civil War. Salter covered Spain for several London newspapers and more recently has been in Ankara as correspondent for the *London Daily Mail*. Hamilton was born in Augusta, Ga., was a Rhodes Scholar to Oxford and later covered the Spanish Civil War for the *New York Times*. They agree that "the Spanish War was the preliminary phase of the present conflict."

1. HISTORIC SPAIN

The Mediterranean, by Emil Ludwig (pp. 359-68)

Ludwig calls the Spanish peninsula "an island." Explain this statement and also indicate the effect that geography has had on the history of Spain.

Discuss briefly the early settlers of Spain and their contributions to the later nation.

When and why were the Moors driven out of the country? What was the effect of their civilization and of their expulsion?

Trace religious influences in Spain and give the background, causes and results of the Inquisition.

What were the highlights of the reign of Ferdinand and Isabella? Discuss the great age of exploration and colonization. What were the effects of the defeat of the Spanish Armada?

2. CONTEMPORARY SPAIN

Try-Out in Spain, by Cedric Salter

Appeasement's Child, by Thomas J. Hamilton

Sketch briefly the significant events in Spain from 1936 to 1939 to give a suggestive background to the Spanish Civil War. (Pp. v-xxi in Salter's book will be useful for this purpose.)

Weigh the merits and faults of the opposing sides as well as you can to reach an understanding of the situation.

What was the role of the Catholic Church? Of the Monarchists? Of the common people of Spain?

Why and how did the Germans, Italians and Russians participate in the Spanish War? What role was played by the French, English, and Americans?

Discuss Salter's statement: "A lot of people mistakenly think that the Second World War began in 1939. In fact it began in Spain on July 18-19, 1936."

What did the civilian populations suffer in the Spanish War? What were the results of the bombing of such cities as Barcelona? What was the origin of the term "Fifth Column"?

Do Salter and Hamilton think that Spain can be returned to the fold of the democracies? What do they think of the policies of America toward Spain?

3. THOSE WHO LIVE IN SPAIN

Men Behind the War, by Johannes Steel (pp. 252-276)

Try-Out in Spain, by Cedric Salter

Characterize the Spanish people, giving examples of the national heritage of the race. Show how these characteristics may be partially responsible for the situation in Spain today.

Make a careful study of the life and beliefs of General Franco and some of his followers, including Ramon Serrano Suner, José Antonio de Rivera (founder of the Falangist party), General Mola.

What kind of leaders fought for the Spanish Republic? Discuss Juan Negrin and Julio Alvarez del Vayo. What hope do these men have for a free Spain of the future?

Two interesting novels about Spain are *Life and Death of a Spanish Town*, by Elliot Paul and *For Whom the Bell Tolls*, by Ernest Hemingway.

The Spanish Labyrinth, by Gerald Brenan, will be sent to anyone requesting it. It is a detailed account of the modern social and political history of Spain. (Published by Macmillan, 1943.)

NORTH AFRICA

The site of ancient Carthage, the home of the Pharaohs and the Ptolemies, the infamous Barbary Coast, and more recently the battleground of Tunisia—this is North Africa, as it stretches from the Strait of Gibraltar eastward to the Suez Canal.

Prior to the present war little had been known about the so-called "dark continent" and less had been written, except a few accounts of big-game hunting. Average American readers had small interest beyond the romantic conception of Cleopatra, a high school familiarity with the phrase "Carthage must be destroyed," and a vague belief that missionaries should convert the cannibals. But with American troops fighting along this little known territory, there was a rising urge to learn more about North Africa.

Two current and informative books which cover the general field are Alan Brodrick's *North Africa* and Albert Q. Maisel's *Africa—Facts and Forecasts*. In excellent summary fashion these books explain the history of the continent, introduce their readers to the people, discuss the development of African colonies by European powers and venture to look into the future.

A file of 1943 newspapers will tell the thrilling story of North Africa's newest chapter in history. Books too have appeared that give an orderly and sustained account of what has happened in the struggle between Allies and Axis, the great exploits of the British Eighth Army, the destruction of the Italian Empire, the final clearing out of the Germans in Tunisia. Among the worthwhile stories of this war are Russell Hill's *Desert War*, Raoul Aglion's *War in the Desert*, and James Lansdale Hodson's *War in the Sun*, written by an American, a Frenchman, and an Englishman, respectively. For the woman's view on the North African war try Eve Curie's *Journey Among Warriors* and Alice-Leone Moats's *Blind Date with Mars*.

1. ANCIENT HISTORY

The Mediterranean, by Emil Ludwig

War in the Desert, by Raoul Aglion

North Africa, by Alan Brodrick

Across the width of the Mediterranean the unyielding conflict between Carthage and Rome continued for years. (Ludwig, pp. 135-150) Where

were Carthage located? What were the causes of the Punic Wars? Compare the people of Rome with those of Carthage.

When was the great age of the Egyptians? (Read Aglion and Ludwig) What were the contributions of Egypt to world history, art, literature?

Trace the course of the Romans, the Arabs, the Turks across North Africa. What connection did Napoleon have with Africa? How did the piracy along the Barbary Coast bring Europeans to Africa? (Note Brodrick's brief history)

2. COLONIES FOR EUROPE

Africa—Facts and Forecasts, by Albert Q. Maisel

North Africa, by Alan Brodrick

War in the Desert, by Raoul Aglion

What is the relationship of Egypt to England? How did England secure her present control of Egypt? What is the role of the Suez Canal? Is Egypt playing any part in the war?

One-fourth of Africa belonged to France before the war. How did she secure this territory? What use did she make of it? What were her general relations with the natives? Sketch the situation in French Morocco, Algeria, and Tunisia. Discuss the principal problems of religion, race, government. What do Maisel and Brodrick foresee for the future?

How was the Italian Empire built up in Africa, and of what did it consist? Why has it been called "a parody of the British Empire"? Is Libya likely to be returned to Italy after the war?

Spanish claims in Africa are smaller but strategically located. Why is the possession of Spanish Morocco so important? How did Spain secure this land? What has been her attitude toward its inhabitants?

3. WAR IN NORTH AFRICA

Desert War, by Russell Hill

War in the Desert, by Raoul Aglion

War in the Sun, by James Lansdale Hodson

Journey Among Warriors, by Eve Curie

Blind Date with Mars, by Alice-Leone Moats

Why does Russell Hill feel that the English battles in North Africa were of tremendous importance to the entire course of the war? What does he say of the English soldiers, commanders, fighting spirit?

Explain Aglion's use of the term "a commonwealth of free nations" in his description of the fighting in North Africa.

What have the British, French and American soldiers learned from their African campaigns? What effect may this knowledge have on the course of the war?

James Lansdale Hodson is a sensitive, discerning reporter, novelist, and playwright. What were his reactions to the British exploits in Africa? What are his estimates of the soldiers, leaders, and morale?

What conclusions did Miss Curie and Miss Moats reach in their visit to the fighting front in North Africa? Compare the reactions of the two women.

PALESTINE AND ARABIA

Along the eastern shores of the Mediterranean arose three of the world's great religions—Christianity, Judaism and Moham-medanism. There lie the holy cities of Jerusalem and Mecca. There were fought the holy wars between Christian and Arab (the Crusades), and the more recent conflicts between the Jews and the Arabs in Palestine, claimed by both races as their spiritual home.

The Arabs and the Jews have common racial sources, for both are Semitic peoples, only surviving representatives of the ancient Babylonians, Assyrians, Chaldeans and Phoenicians. Both are nomads—the Arabs roaming the wastes of the desert, the Jews wandering over the face of the earth through centuries. Both have handed down to the modern world valuable heritages of the past. The Jews have given us their Jehovah and their Old Testa-ment. Not only did the Arabs transmit Greco-Roman culture to Europe during the Middle Ages, but to them we also owe much of our mathematics and astronomy, our Arabic numbers and our conception of the cipher.

“For many centuries in the Middle Ages,” says Philip K. Hitti in his comprehensive study, *The Arabs*, “Arabic was the language of learning, culture and progressive thought throughout the civilized world.”

In *The Mediterranean* Emil Ludwig analyzes the contributions of both Arabs and Hebrews to world culture and Mediterranean history. “The Mediterranean was never to know an invasion by alien peoples so fruitful as the Arabs,” he says. In discussing the Hebrews, he asserts that they cultivated the intellect because they were unfamiliar with the sea or with the land.

One of the most exciting chapters of Arabian history is the “revolt in the desert” which is discussed in Robert L. Baker's *Oil, Blood and Sand* and also in Emil Lengyel's *Turkey*. The exploits of Lawrence of Arabia, the intrigues of the Axis powers, and now the recurring conflict between Arab and Jew, are new episodes in the Mediterranean's long history. Since the First World War and the efforts of the English to establish a world home for both Jews and Arabs in Palestine, the two Semitic races—Jew

and Arab—are creating a new world problem by their inability to live in peace and amity.

In Wendell Willkie's Middle East chapter of his *One World*, he writes: "Four things these people need—more education, more public health work, more modern industry, more of the social dignity and self-confidence which come from freedom and self-rule."

1. THREE RELIGIONS

The Mediterranean, by Emil Ludwig (pp. 171-186, 269-276)

The Arabs, by Philip K. Hitti

Turkey, by Emil Lengyel (pp. 80-105)

How does Ludwig contrast Christianity and Judaism in connection with his description of the terrain in which each was born?

Hitti says that Islam (The Mohammedan or Moslem religion of the Arabs) is an offshoot of Judaism and Christianity—"all three are the product of one spiritual life, the Semitic life." Indicate the similarities of the three religions. How do they differ?

Discuss the rise of Mohammedanism and trace its spread in the regions around the Mediterranean. Compare the Koran and the Bible.

What role did religion play in the Crusades? What relation does it have to World War II.

2. THE ARABIAN EMPIRE

The Arabs, by Philip K. Hitti

Turkey, by Emil Lengyel (pp. 317-356)

What kind of people were the early Arabs? How did they live? Discuss the Bedouin's dependence upon the camel and the horse. What is the role of the sheikh? In what respect were the Arabs democratic? Aristocratic?

Sketch the life of Mohammed (also called Mahomet or Muhammad). What was his influence in uniting the desert tribes? In establishing the religion of Islam?

How did the Arabs succeed in extending their empire throughout the Mediterranean regions? Describe the life of the Arabs in Baghdad and Damascus. Read the description of the palace luxuries of Harun Al-Rashid (Hitti, p. 93). What was the history of Arab expansion into Spain? Discuss the influence of Cordova and the contribution of the Arabs in transmitting learning into Europe.

What was the status of the Arabian Empire from the eighth to the thirteenth centuries? What caused its death blow in the sixteenth century?

3. ARAB VS. HEBREW

One World, by Wendell Willkie

Oil, Blood and Sand, by Robert L. Baker (pp. 36-59, 115-132, 200-222)

Men in Motion, by Henry J. Taylor (pp. 211-228)

Men Behind the War, by Johannes Steel (pp. 410-15; 435-40)

Read the introduction to *Oil, Blood and Sand* for a presentation of the situation in the Middle East today. What are the principal problems of the countries and of the people?

What were the provisions of the Balfour Declaration of 1917 concerning the Hebrews and the Arabs? How well has it worked out? Discuss the Peel report of 1937, which says: "About 1,000,000 Arabs are in strife, open or latent, with some 400,000 Jews. There is no common ground between them." How do you explain the strained relationship between Jews and Arabs? Note Wendell Willkie's interview with leaders of the Zionist movement. What does Taylor think of the situation in Palestine and Syria?

Who is Lawrence of Arabia? How was the "revolt in the desert" fomented during the First World War and what were its results?

Discuss Axis and Allied propaganda in the Middle East at the present time. What has been the attitude of the Arabs toward the British? Toward the French? Toward the Germans?

Characterize Ibn Saud and the ex-Grand Mufti of Jerusalem. What is their significance in the Middle East? What are the chances for an Arabian kingdom or confederation of states in the future?

CHAPTER X

TURKEY

Turkey is the great land bridge between the continents of Europe and Asia, but geography alone has not placed her in the center of "history as it happens." Turkey has in less than two decades built another bridge of immense significance between the ancient culture of the East and the twentieth-century life of Europe and the Americas. It is by this road that East may yet meet West to create, in Wendell Willkie's phrase, "one world."

Only the Romans have influenced the history of the Mediterranean more than the Turks; Britain's years of dominion there are short indeed compared to the centuries when the Ottoman Empire stretched from the Crimea to Morocco, from Budapest to Baghdad and beyond. The Christian's cliché of "the unspeakable Turk" has deplorably circumscribed our knowledge of this remarkable people.

The Turks are a medley of peoples; and various racial strains are inextricably mixed in the sixteen million who live in the 300,000 square miles of the modern Turkish republic. Strict ethnologists tell us, however, that "genuine Turks are of Turanian stock, meaning that they speak a language which originated in Turania, on the top of the world, north of the River Oxus, in the Turkestan of Central Asia." They are kin to the Mongols, but also to the Finns and Hungarians. Until recently their language was written in Arabic.

Yet it is neither language nor racial origin which characterizes the Turk in the mind of the West, but his historic Mohammedan religion. This he took from the Arabs, too, but made it peculiarly his own and built a vast empire under the inspiration of the Prophet. Twice the crescent has cut deep into Christian Europe: in 732 A.D. as far as Tours in France and in 1526 under Suleiman the Magnificent clear to the gates of Vienna. The intervening years witnessed the bitter and bloody Crusades. After these centuries of struggle the Western World was not sorry to see the Ottoman Empire die in the throes of the First World War.

Then the physical body of Turkey was dismembered in the Treaty of Sèvres, leaving her only the capital and a slice of Anatolia. But they reckoned ill who thought this was the end.

Mustafa Kemal Ataturk arose and Turkey with him; a new nation was born. Emil Lengyel says, "He revolutionized the life of the East as much as Mohammed had done." He established the Republic of Turkey, gave it a constitution, laws, a way of life where peace and its products were more desirable than war, where life and letters were no longer alien, where women were citizens and Islam a broken fetter. This is the incredible but demonstrated miracle which happened in the Mediterranean during our time.

1. HORSEMEN OUT OF ASIA MEET THE SEA

Turkey, by Emil Lengyel

The Mediterranean, by Emil Ludwig (See index and pp. 420-430)

Read the introduction to Lengyel's book for a brief acquaintance with Turkey and her people. Who are the Turks? Where did they come from? Describe the areas in Asia Minor where the Turks took root. Discuss their relations with the Arabs.

Give an account of the beginnings of the Mohammedan religion. Discuss the meaning of the following terms: kismet, ka'ba, Islam, caliph, sultan, Koran, muezzin, dervish, Allah, Ramadan, medresseh. How did the teachings of Mohammed influence the Turks's natural characteristics and environment to make them a warlike people?

What civilizations had preceded the Turks in the areas they occupied near the eastern seacoast of the Mediterranean? Did the Turks eradicate or absorb the existing cultures? Name some of the specific contributions to world culture which have come out of this region. (See Lengyel's Chapter Four)

2. THE OTTOMAN EMPIRE: GOLDEN AGE OF THE MOSLEMS

References: Same as above.

Describe the world in which the Ottoman Empire began its rise (shortly after the death of Osman in 1326) and the world in which it ended (1918). What do you consider the greatest period of power in the life of the Empire? Where did it get its name?

Tell something about the following: Mohammed II, Selim the Grim, Suleiman the Magnificent, Barbarossa, Selim the Sot, Murad III, Mohammed III, Selim III, Sultan Maymud II, Abdul Mejid I, the Janizaries, the Young Turks. Why did the reforms of Suleiman the Magnificent stand up better than those inaugurated by Selim III? Trace the decline of the Empire after 1700.

Discuss the historic role of Constantinople and the Straits. In this connection comment on Turkish relations with Russia, the Balkans, Great Britain. What happened to Turkey at the end of the First World War?

3. REPUBLICAN TURKEY: MIRACLE OF THE EAST

References: Same as above.

One World, by Wendell Willkie

Oil, Blood and Sand, by Robert L. Baker

Delarah, by Demetra Vaka

Describe the physical aspect of the modern Turkish nation. How large is it? What is its population? How do the people make a living? Discuss their educational level. What are the principal natural resources?

Give a full account of Mustafa Kemal Ataturk. What changes did he bring about? What was the "battle of the hat"? Discuss the relation of church and state in new Turkey. Contrast the position of women under Islam and under the Turkish Republic.

Who are the present leaders of Turkey? Comment on their official attitudes toward the Axis and the Allies. Is Turkey a democracy? Do you think she will fight for democracy? If so, what are her chances of being effective?

YUGOSLAVIA

"Violence was indeed all I knew of the Balkans—all I knew of the South Slavs"—thus does Rebecca West in *Black Lamb and Grey Falcon* confess a partial knowledge common to most of the Western World. Acknowledging this, not all of us go farther in our thinking to realize with her: "Since there proceeds steadily from the southeastern corner of Europe a stream of events which are a danger to me, which indeed for many years threatened my safety and deprived me of many benefits, that is to say I know nothing of my own destiny."

Hence in 1937 around the time of the Easter holiday Miss West and her husband (Henry Maxwell Andrews, a London banker) made the trip to the Balkans. Her sympathetic and beautiful book is the result. In her mind at the beginning was a thorough knowledge of the centuries of struggle involving the Yugoslavs when the Romans and the Turks, the Romanovs and the Hapsburgs, used them as pawns of power politics. Thus she is able to give a luminous and intelligible, if not always simple, account of the different ethnic and cultural groups whose differences make up the malevolent dynamism of the Balkans.

Very different is the opinion of Emil Ludwig, who in *The Mediterranean* advances a summarily critical estimate: "The Balkans—that mere scrap to the north of Greece, four times fought over in the sixty years between the Crimean War and the First World War, that corner with neither civilization nor tradition to offer—have cost hundreds of thousands of human lives." He finds the reason in various local characteristics but "the historical factor behind all these struggles was the battle of the last three great autocracies, trying directly or through protégés to displace one another in the Balkans."

Before we accuse Miss West of sentimentality and fall in with Ludwig's ideas we should acquaint ourselves with the devotion to the Serbs professed by a tough-talking American newspaperman, Ray Brock of *The New York Times*. His rapidly moving story of war's coming to the Balkans is called *Nor Any Victory*. Certainly the German occupation of the Balkans and Greece in the spring of 1941 did mean defeat after defeat in the unequal struggle. A brief account of the brave resistance subsequently

offered the Axis conquerors by General Draja Mihailowich with his Serbian regulars and guerillas may be found in Johannes Steel's *Men Behind the War*.

1. THE SOUTH SLAVS: PAWNS OF EMPIRE

Black Lamb and Grey Falcon, by Rebecca West

The Mediterranean, by Emil Ludwig

Briefly trace the history of the South Slavs. (Ludwig's account, the first paragraphs of Miss West's Chapter II and all of Chapter XXXVIII will be helpful.)

Identify and characterize the population groups which make up Yugoslavia, and state which groups overlap, that is, which names are geographical primarily and which refer to deep-seated racial and cultural differences. (Suggested terms: Slavs, Slovenes, Croats, Serbs, Bosnians, Dalmatians, Orthodox.) Now characterize Miss West's three friends: Constantine, the poet; Valetta, the mathematics instructor; and Gregorievich, the journalist.

Discuss the political meaning of the violent deaths which befell the recent rulers of the South Slavs: Crown Prince Rudolf, 1889; Elizabeth of Austria, 1898; Alexander and Draga of Serbia, 1903; the Archduke Franz Ferdinand, 1914; and King Alexander of Yugoslavia, 1934.

Describe fully the Yugoslav peasant, making use of the following passages of *Black Lamb and Grey Falcon*: Chapter VIII (the square at Zagreb); Chapter X (the Mass at Shestine); Chapters XVI and XVII (the young Dalmatian); Chapter XXXVII (the black lamb); and others you find interesting.

Would you like to visit the Dalmatian coast? The rest of Yugoslavia?

2. "WRONGS DARKER THAN DEATH OR NIGHT"

Nor Any Victory, by Ray Brock

Men Behind the War, by Johannes Steel

"Courage and leadership in one small Balkan nation without *Kultur* has brought courage, leadership and hope to free people everywhere. . . . It was as if a bell struck on a starry night in Belgrade had left its clear, sweet note ringing in the ears of the Western World."—Tell fully the story of the Yugoslav resistance which inspired this comment from *Time* Magazine's reporter as quoted by Ray Brock. Read aloud Mr. Brock's description of the scene in the Terazija following the *coup* which put young King Peter on the throne.

Who are the Chetniks? Describe them from their appearance in *Nor Any Victory*.

Discuss the great part in Yugoslav resistance which is being played by General Draja Mihailowich.

What is Yugoslavia's connection with the Mediterranean and how may this be used in the present war?

ISLANDS OF THE MEDITERRANEAN

From the Balearics in the West to Cyprus in the East, the islands of the Mediterranean are exhibits of the various European nations which have exercised power over the sea. And from Crete and Sicily, with their evidences of early Greek civilization, to Pantelleria and Malta, with their evidences of contemporary warfare, these islands spread a panorama of Mediterranean history for all who study them.

It was in Crete that the Grecian world first arose, and there too that King Minos built the palace of Cnossus with its famous labyrinth. In Sicily is a Greek theater where Aeschylus directed his own plays, and that island too was the home of Theocritus and Archimedes—as well as the celebrated one-eyed Cyclops, Polyphemus, whom Ulysses met in his wanderings. Corsica is the birth-place of Napoleon, Malta the home of the famous Knights. Cyprus is the legendary home of the goddess Aphrodite and once was conquered by Richard the Lion-Hearted on his way to Jerusalem.

Greeks, Romans, Turks, Normans, Saracens, Venetians, and Genoans, English, French, Spanish, and Italian influences have swept over the islands of the Mediterranean through centuries of history, just as Allied and Axis airplanes have swept over them in this era of world conflict.

Throughout his history of the Mediterranean Emil Ludwig calls attention to the significant role played by the various islands in the past. Daily newspapers give the very latest events on these islands today, any one of which may change hands literally overnight. Sicily, so prominently in the news during the summer of 1943, has for years been a Mecca for tourists who wanted to see the traces of ancient Greece in the midst of the beauties of Southern Italy. Two books written some years ago are still valuable for describing the land in word and in painting. *Grecian Italy* by Henry James Forman is illustrated by the author's friend, Fred-eric R. Gruger. *Cities of Sicily* by Edward Hutton is illustrated by Harry Morley.

1. THE GREEK ISLANDS

The Mediterranean, by Emil Ludwig (pp. 66, 303, 451)
Mediterranean Front, by Alan Moorehead (pp. 251-271)
Remember Greece, by Dilys Powell

Discuss the early history of Crete and explain its relationship to the Greek world.

What role did Crete play in the conflict between the rising power of Venice and the waning power of the Byzantine Empire? What is the role of Crete in the classic struggle between Greece and Turkey? Note the part of Crete in the British attempt to stop the power of Hitler's Germany. (Read Alan Moorehead's account of the Battle of Crete.)

Where are the Aegean Islands, to whom do they belong, and what is their significance in the Mediterranean?

2. ITALIAN ISLANDS

The Mediterranean, by Emil Ludwig
Grecian Italy, by Henry James Forman
Cities of Sicily, by Edward Hutton

The Straits of Messina, which separate Sicily from the Italian mainland, were known as Scylla and Charybdis to the ancient world. What legends were gathered around this spot?

Discuss the natural beauties of Sicily and her cities of Palermo, Messina and Taormina. Why have they always been beloved by travellers and artists?

Note traces of Greek civilization on the island of Sicily, and discuss the ancient city of Syracuse, which Cicero called "the fairest of all cities." What contributions to the world were made by Archimedes and Theocritus?

Does Sardinia's change of hands through the years indicate the changing powers in control of the Mediterranean? What is the importance of the island today?

How and when did the Italians take over the Dodecanese Islands? (Ludwig, p. 576) Retell the legend connected with Rhodes. What is the importance of Pantelleria and Lampedusa?

3. ENGLISH ISLES

The Mediterranean, by Emil Ludwig
Grecian Italy, by Henry James Forman (pp. 159-190)
Malta Magnificent, by Major Francis W. Gerard

Discuss Ludwig's statement that "architecturally and linguistically the history of the Mediterranean can be traced in the island of Malta." How and when did the English secure this territory and how have they utilized it? Explain the historic background of the Knights of Malta. What does Forman say about the visit of St. Paul to Malta? From recent

newspaper accounts, what do you know of how the people of Malta have taken the present war?

"The fate of Cyprus has been like that of a beautiful but defenseless woman," says Ludwig (p. 448). What were the treasures of Cyprus and why did the Venetians, Turks and English covet the isle? How may the English use Cyprus in the war?

4. FRENCH AND SPANISH ISLANDS

Read Ludwig's description of Corsica (p. 475-78), which he terms the most beautiful of the Mediterranean. Why has every nation which invaded the Mediterranean tried to seize Corsica? What strategic role may it play in the present war?

What countries have owned the Balearic Islands and how did Spain secure them?

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1. Origins of a Nation
2. "The Glory That Was Greece"

Third Meeting: MODERN GREECE

1. Quiescent Greece
2. The Greece That Is to Be

Fourth Meeting: ANCIENT ROME

1. The Grandeur That Was Rome
2. The Italian Renaissance

Fifth Meeting: MODERN ITALY

1. What Is Italy Like Today?
2. Mussolini the Man
3. An American View of Fascism
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1. Historic Spain
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1. The Greek Islands
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