The Age of Enlightenment

In the mid-17th century, a new approach to writing emerged, known as Neoclassicism, or Neoclassical Age. This period was marked by a return to classical ideals and a focus on reason and order. One of the key figures of this movement was Samuel Johnson, who is often credited with writing the first dictionary of the English language.

"The business of a poet... is to examine not the individual but the species; to remark general properties and large appearances. He does not number the stamens of the tulip, or describe the different shades in the verdure of the forest. He is to exhibit in his portraits of nature such prominent and striking features as recall the original to mind..."

During this time, many writers explored the theme of man and his place in society. One of the most famous of these works was Adam Smith's "An Inquiry into the Nature and Causes of the Wealth of Nations." This work laid the foundation for modern economics and became a key text in the development of the Enlightenment.

Another important figure of the Enlightenment was Voltaire, who is known for his use of satire in his writing. "The Candide" is one of his most famous works, and it satirizes the idea that the world is a good and just place.

The Enlightenment was a time of great intellectual activity, and its influence can still be seen in the world today.

End of the passage.
Pope's satire, "The Rape of the Lock," was a response to a poem by Wickham, which Pope parodied in a satirical defense of his own work. This form of literary criticism is known as **didacticism**, which involves teaching a lesson through literature.

**Thomas Gray** (1716–1771) wrote "To a Favourite Cat, Drowned in a Tub of Goldfishes," a poem that begins, "One more round of reeling, rolling, whirling, turning, spinning, tossing, whirling, spinning, tossing, turning, and then the cat's gone.

### *Heroic Couplet*

The heroic couplet is a stanza of 14 lines, usually composed of two rhymed lines. The **iambic pentameter** is a verse form characterized by a pattern of unstressed syllables followed by stressed syllables. In the heroic couplet, this pattern is repeated throughout the stanza.

**Cae.sura** is a pause in the rhythm of a line, often occurring in the middle of a line of verse. It is a device used in the heroic couplet to create a sense of pause and emphasis.

### *Sonnet*

A sonnet is a 14-line poem, typically consisting of two groups of 8 lines (quatrains) and a concluding 6-line couplet (rhymed couplet). Sonnets are often used to express love, emotions, or ideas, and they follow a strict rhyme scheme and meter.

### *Vegetative Tribe*

The term *vegetative tribe* refers to the natural, organic world, including plants, animals, and other living beings. In the Romantic period, nature was often considered a source of inspiration and a mirror of the human soul.

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Pope's *Essay on Man* is a philosophical work that discusses the nature of human beings and their place in the universe. It is one of the most important works of English literature, and it has had a profound influence on later writers and thinkers.
การเป็นแย้งวิถีการณ์โดยที่สูง ๆ ไป หรือเรื่อง satire ซึ่งกวีในสมัยศตวรรษที่ 18 ดนตรี
นิยม คริสต์ศตวรรษที่ 18 ดนตรีแย้งเรื่องไม้เรื่องที่เกี่ยวกับความรู้สึกส่วนตัว ซึ่งกำลัง
จริงริงค์ และคนในแขนกัน เนื่องจาก Oliver Goldsmith ปรากฏความรู้สึกส่วนตัวเกี่ยวกับ
พุทธานที่สูงสุดแห่งความรู้ในสมัยนั้นต้องไปทางนำหน้าในเมืองหลวง เนื่องจากการขยายตัวของ
ธุรกิจแย้งกับโครงการ "The Deserted Village" Thomas Gray เขียนเกี่ยวกับ
ดูนิยมกันในโลก "Elegy Written in a Country Churchyard" เนื่องจาก โครงการของ
William Blake หลังโคลงที่แสดงถึงภาพของกรีซโทยังไม่ได้เห็นเจ้าของโคลงธุรกิจ
ศิลปะที่ 18 คนหนึ่ง เนื่องจากนิยมใช้ heroic couplet บาง เช่นใน "The Deserted
Village" ของ Oliver Goldsmith แทนโครงการของ William Blake และของ
Gray คริสต์ศตวรรษนี้ใช้ heroic couplet และใช้ quatrains ซึ่งมีกึ่งแย้งการใช้
4 บรรทัดใน 1 stanza ซึ่งเป็นแบบแผนที่ไม่มีฤดูกาลแบบแผนแบบ heroic couplet ที่
1 quatrains อาจมี rhyme scheme เป็น abab หรือ abba ที่มีกัน
การใช้ภาษาที่มีการเปลี่ยนแปลง ภาษาล้มไม้ใช้ภาษาอาจารย์ ๆ ที่คนที่ไปเขียนชิ้นประจักษ์ว่า
ไม่มี
․ใช้ภาษาที่ใช้ภาษาในสำนักพิมพ์เรียกร้อง แบบหวั่นเงียบศตวรรษที่ 18 คนหนึ่ง การใช้ภาษาอาจารย์ ๆ นั้น
จะเห็นได้ชัดเจนขึ้นในสมัยรูปแบบกิ
From "An Essay on Man" (Epistle II)

Alexander Pope เรียน "An Essay on Man" ซึ่งแบ่งออกเป็น 4 ตอน (epistles) และจะขยายความเรื่องความสำพันธ์ระหว่างมนุษย์กับสิ่งอื่น ๆ ที่อยู่รวมกันมนุษย์ เชนมนุษย์กับธรรมชาติ มนุษย์กับสังคม เหมือน Pope แสดงความเห็นได้ว่ามนุษย์อยู่ใน กำเนิดใหม่ในจักรวาลและมีความสำคัญในการจัดสร้างและความสัมพันธ์ของสิ่งต่าง ๆ ในจักรวาล ซึ่งเรียกว่า Chain of Being จากยุคถึงไปมาก ดังนี้คือ

- God
- Angels
- Man
- Animal
- Plants

Pope มีความเห็นว่าจักรวาลจะคานึงไปอย่างมีระเบียบ ถ้าแต่ละระดับอยู่ใน กำเนิดเองที่ไม่คล้ายกันทั้งในกำเนิดเอง เชน ภาคเหนือจากเป็นเวหาจะกระทำยุทธปราบเพื่อมความ สัมพันธ์ของจักรวาล

คำว่า epistle II บางคนเขียนยืนยันแต่จึงเพื่อแสดงความบริสุทธิ์และความ นิยงของ Pope ที่ยึดมั่นว่าจักรวาลมนุษย์ที่คานึงอยู่ในจักรวาลของ Chain of Being นี้ ทำให้มนุษย์มีแนวไม่พิจารณา 2 ทาง คือห่วงขาสูงและห่วงขา

รูปแบบภาษาเรียกว่า "An Essay on Man" คือ heroic couplet ซึ่งเป็น โค้ดเน้นความกระแสดีใน iambic pentameter ที่ระHYME

- Know then thyself, presume not God to scan,
- The proper study of mankind is man
Know then thyself, presume not God to scan,
The proper study of mankind is man.
Placed on this isthmus of a middle state,
A being darkly wise, and rudely great:
With too much knowledge for the sceptic's side,
With too much weakness for the stoic's pride,
He hangs between; in doubt to act, or rest;
In doubt to deem himself a God, or beast;
In doubt his mind or body to prefer;
Born but to die, and reasoning but to err;
Alike in ignorance, his reason such,
Whether he thinks too little or too much:
Chaos of thought and passion, all confused;
Still by himself abused or disabused;
Created half to rise, and half to fall;
Great lord of all things, yet a prey to all;
Sole judge of truth, in endless error hurled:
The glory, jest, and riddle of the world!

Alexander Pope

Questions
1. What does Pope suggest by using the word "darkly wise" and "rudely great"?
2. Explain what Pope means in line 16.

3. What do you think is Pope's feeling about man? Does he have only negative feeling? Explain and give examples.

4. Do you think the structure of the poem in heroic couplet is suitable for the expression of the thought? Explain.

Zimri

In the first rank of these did Zimri stand:
A man so various, that he seemed to be
Not one, but all mankind's epitome.
Stiff in opinions, always in the wrong;
Was everything by starts, and nothing long:
But, in the course of one revolving moon,'1
Was chemist, fiddler, statesman, and buffoon;2
Then all for women, painting, rhyming, drinking,
Besides ten thousand freaks that died in thinking.
Blest madmen, who could every hour employ,
With something new to wish, or to enjoy!
Hailing3 and praising were his usual themes;
And both, to show his judgement, in extremes;
So over violent, or over civil,
That every man with him, was God or Devil,
In squandering wealth was his peculiar art:
Nothing went unrewarded, but desert.
Beggar'd by fools, whom still4 he found too late:
He had his jest, and they had his estate.
laugh'd himself from court; then sought relief by forming parties, but could ne'er be chief; For, spite of him, the weight of business fell on Absalom and wise Achitophel; Thus wicked but in will, of means bereft,' He left not faction, but of that was left.

(From "Absalom and Achitophel")

John Dryden

Questions
1. What kind of man is Zimri?
2. What good side of Zimri do you find from this poem?
3. What is the tone of the whole excerpt? Point out some words or lines that show the tone.

്഼ The Rape of the Lock" 串 4 Alexander Pope

1. What kind of man is Zimri?
2. What good side of Zimri do you find from this poem?
3. What is the tone of the whole excerpt? Point out some words or lines that show the tone.
And now, **unveil'd**, **display'd**, each silver vase in mystic order laid.
First, **rou'd** in white, the **nymphet** adores,
With head **uncover'd**, the cosmetic **pow'rs**.
A **heav'nly** image in the glass appears,
To that she bends, to that her eyes she rears;
**Th'inferior priestess**, at her **altar's** side,
Trembling begins the sacred rites of Pride.
**Unnumber'd** treasures ope at once, and here
The various **off'rings** of the **world** appear;
From each she nicely culls with curious toil,
And decks the goddess with the **glitt'ring** spoil.
This casket **India's** glowing gems unlocks,
And all Arabia breathes from yonder box.
The tortoise here and elephant **unite,**
**Transform'd** to combs, the **speckle'd**, and the **whits**.
Here files of pins extend their shining rows,
Puffs, powders, patches, bibles, **billet-doux**.
Now awful beauty puts on all its arms;
The fair each moment rises in her charms,
Repairs her smiles, awakens ev'ry grace,
And calls forth all the wonders of her face;
Sees by degrees a purer blush arise,
And keener lightnings quicken in her eyes.
The busy sylphs surround their darling care,
These set the head, and those divide the hair,
Some fold the sleeve, whilst others plait the gown;
And Betty's prais'd for labours not her own.

Alexander Pope

Questions

1. In the first 8 lines, Belinda's dressing is compared to religious ceremony. Point out the words concerning religion in these lines.
2. What do you think is Pope's intention in using these words concerning religion?
3. What does Pope imply about the character of Belinda?
4. What is the tone of the whole excerpt?
5. Point out some mock-heroic device used in this excerpt?
On a Favourite Cat, Drowned in a Tub of Goldfishes

'Twas on a lofty vase's side,
Where China's gayest art had dyed
The azure flowers that blow,
Demurest of the tabby kind,
The pensive Selima reclined,
Cased on the lake below.

Her conscious tail her joy declared;
The fair round face, the snowy beard,
The velvet of her paws,
Her coat that w'th the tortoise vies,
Her ears of jet, and emerald eyes,
She saw; and purred applause.

Still had she gazed, but midst the tide
Two angel forms were seen to glide;
The Genii of the stream:
Their scaly armour's Tyrian hue
Through richest purple to the view
Betrayed a golden gleam.

The hapless Nymph with wonder saw:
A whisker first, and then a claw
With many an ardent wish
She stretched, in vain, to reach the prise—
What female heart can gold despise?
What Cat's averse to Fish?

Presumptuous maid! with looks intent
Again She stretched, again she bent,
Nor knew the gulf between.
(Malignant Fate sat by, and smiled.)
The slippery verge her feet beguiled;
She tumbled headlong in!

Sight times emerging from the flood
She mewed to every watery God
Some speedy aid to send.
No dolphin came, no Nereid stirred,
Nor cru-1 Tom nor Susan heard—
A favourite has no friend!

From hence, ye Beauties, undeceived,
Know one false step is ne'er retrieved,
And be with caution bold:
Not all that tempts your wandering eyes
And heedless hearts, is lawful prise,
Nor all that glisters, gold!

Thomas Gray (1716-1771)
Questions

1. What makes the cat drowned?

2. Notice the words Gray used with the cat. In stanza 4, he used the word "Nymph"; in stanza 5, the word "presumptuous maid". Does the poet only talk about a drowned cat? What else does he imply?

3. What is the tone of the poem?

4. Point out the lesson(s) the poet gives in the poem.

5. Give examples of the mock-heroic devices used in this poem.

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William Blake (1757 - 1828) นักจาระเป็นการสร้างสิ่งมีชีวิตทางภาษาและศิลปะ

และทางศิลป์ ภูมิคุณที่มีชื่อเสียงของ Blake ก็คือ "Songs of Innocence and Songs of Experience" นอกจากนี้เขาได้เขียน "The Marriage of Heaven and Hell" นิยายจาระร้อยศิลปะของนักจาระของ Blake มีลักษณะเฉพาะตัว และแนวคิดในงานทั้งหมด วิจารณ์ในศิลปะไปถึง 20 ศิลป์ถึงศิลป์ยิ่ง

โดย Blake ที่ที่มาจากบท "To see a World in a Grain of Sand" มาจาก "Songs of Innocence" และ "Songs of Experience" ซึ่งแสดงให้เห็นลักษณะการจาระของ Blake ให้ความสำคัญว่าเป็น "Contrary States of Human Soul" Blake มีกิจการทำลาย แตกกิจความหมายดีเล็ก และใช้สัญลักษณ์ (symbols)ในหลายอย่าง

To see a World in a Grain of Sand,
And a Heaven in a Wild Flower,
Hold Infinity in the palm of your hand,
And Eternity in an hour.

William Blake
Questions

1. How is a "World" seen in a Grain of Sand? What similarity do they have?

2. What do you think is in common between a Heaven" and a Wild Flower"?

3. How are the last two lines related to the idea in the first two lines?

4. What kind of person would see reality as described in these four lines?

The Clod and the Pebble

Love seeketh not Itself to please
Nor for itself hath any care:
But for another gives its ease.
And builds a Heaven in Hells despair.

So sang a little Clod of Clay
Trodden with the cattles feet:
But a Pebble of the brook
Warbled* out these meters meet.* sang

Love seeketh only Self to please.
To bind another to Its delight:
Joys in anothers loss of ease.
And builds a Hell in Heavens despite.

William Blake

Questions

1. What kind of love does the clod represent? Do you agree?

2. Does the pebble represent the same kind of love that the clod gives?

3. Are the clod and the pebble suitable symbols for the idea of love in this poem? Discuss.
Infant Joy

I have no name
I am but two days old.
What shall I call thee?
I happy am
Joy is my name --
Sweet Joy befall thee!

Pretty joy!
Sweet joy but two days old.
Sweet joy I call thee:
Thou dost smile.
I sing the while
Sweet joy befall thee.

Infant Sorrow

My mother groaned! my father wept.
Into the dangerous world I leapt:
Helpless. Naked. Piping loud:
Like a fiend* hid in a cloud. * devil

Struggling in my fathers hands:
Striving against my swaddling bands:
Bound and weary I thought best
To sulk upon my mothers breast.

William Blake

Questions
1. Who are the speakers in "Infant Joy"?
2. How does the refrain of "Sweet joy befall thee!" contribute to the poem?
3. Who is the speaker in "Infant Sorrow"? What is his reaction to the surrounding?
4. What is the attitude of "Infant Sorrow" to the world? Point out words that show his attitude.

5. Compare the attitude toward baby and life from both poems.

6. The forms of the two poems are different. How is the form in "Infant Joy" suitable to the "Songs of Innocence"?

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Nurse’s Song

When the voices of children are heard on the green
And laughing is heard on the hill,
My heart is at rest within my breast
And everything else is still.

Then come home my children the sun is gone down
And the dews of night arise
Come come leave off play, and let us away
Till the morning appears in the skies.

No no let us play, for it is yet day
And we cannot go to sleep
Besides in the sky, the little birds fly
And the hills are all covered with sheep.

Well well go & play till the light fades away
And then go home to bed
The little ones leaped & shouted & laugh’d
And all the hills echoed.

William Blake
Nurses Song

When the voices of children are heard on the green
And whisperings are in the dale:
The days of my youth rise fresh in my mind,
My face turns green and pale.

Then come home my children, the sun is gone down
And the dews of night arise
Your spring & your day, are wasted in play
And your winter and night in disguise.

William Blake

Compare the two songs and show the different world views of the nurses.